

# School-Family-Community Partnership: Preliminary Findings

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**Abstract**—This preliminary study identifies the level, urgency, form, and problems that exist related to school-family-community partnerships especially for improving instructional effectiveness in the elementary school context. This study was a qualitative inquiry that sought to illuminate the perspectives of Elementary school principals in the Bogor area, West Java province, Indonesia toward their school partnership with family and community. The research employed semistructured interviews with two principals in Bogor city and two principals in the Bogor district. Data analysis employed thematic network techniques. The results of the study indicate that a positive perspective regarding the improvement of school-family-community (SFC) partnerships is founded. The partnership is both a formal and informal approach while most elementary schools in rural more informally than in urban schools. The form of partnership is more of a complementary nature because a school especially a teacher must be the leading actor in the instructional process. The involvement of SFC partnership in the instructional process is a big challenge for the schools and a required model is needed to grow it.

**Keywords:** *school partnership, elementary schools*

## INTRODUCTION

Recently, challenges regarding improving the quality of learning are very visible from the various demands for changes or adjustments. As has been announced by the government regarding changes and government education policy priorities, for example with the independent learning program or plans to change the prototype curriculum, it is very interesting how schools have efforts to not only implement but also deal with the problems in caused of this implementation.

Changes in behavior caused by the pandemic, both social and cultural changes, are a record for how schools can adapt. Online learning that occurred during the pandemic recorded various problems both technically and substantially [1]. After the pandemic situation, this change cannot immediately change be the previous conditions, especially on behavior of both students and teacher in teaching and learning activities.

The issue of improvement instructional effectiveness toward student achievement is essentials to prepare the Society

5.0 which aims to form a society centered on human welfare with a combination of information technology and real (physical) to produce quality data, so that new solutions can be formulated to overcome every challenge that exists in society [2].

Research trends regarding improving the instructional effectiveness are approved by several researchers. However, abundance focuses of instructional development is how a teacher creates innovation both in the form of updating methods, media, and learning evaluation. Another perspective to improve instructional effectiveness toward student achievement is how school collaborate with many individual, organization, or communities.

Improving the instructional effectiveness should be supported by a continuous program involving several stakeholder and other organization. Many schools need to be explored regarding the form of partnership in these schools. For instance, study explored the family involvement in school as form of school-family partnership need to involve based on socioeconomic backgrounds [3]. School-community partnership described as collaboration between school and community to enroll activities such as the School-Community Collaborative Networks model that proposed the involvement of community in disaster education efforts and the use of a knowledge management strategy to provide individuals with a correct choice of actions to save lives [4].

School community partnerships are school partnerships by expanding the educational mission to involve families and involve the wider community so that student learning can strengthen schools and support the environment [5]. School-community partnerships can lead to the benefits of school-community collaboration, identifying gaps in knowledge taught in class with existing empirical conditions [6]. This is predicted to be in line with the values of the independent learning program. Therefore, a preliminary study to obtain initial information about this school- family-community partnership is essentials.

Some studies explored school-family-community partnership are important to improve student achievement

[7][8][9]. This study sought to understand the perceptions of Indonesian elementary school principals and teachers to explore the recent partnerships in the elementary education, mostly in educational process. The purposes of this study as follow:

- (a) to identify the level of school, family and community in Elementary schools;
- (b) to explain the importance of school, family and community partnerships in Elementary schools,
- c) to identify forms of school, family and community partnerships in Elementary schools,
- d) to identify problems that occur related to school, family and community partnerships for in Elementary schools.

## LITERATURE REVIEW

### A. Definition of School Family Community Partnership

School Community Partnership is a collaboration among school, family, and community especially on initiative and relationship between school personnel, family members, and community members and representatives of community-based organizations such as universities, businesses, religious organizations, libraries, and health [10]. mental and social service institutions. Partners collaborate in planning, coordinating, and implementing programs and activities at home, at school, and in the community that build strength and resilience in children to improve academic, personal, social, and college career outcomes. The ultimate goal of this collaborative partnership is to build the social capital to support the development of students, the potential of families and environments [5]

study reported the school-family-community partnership in several theories [5] as follows.

#### a. Social Capital Theory

Social capital as social obligations, networks or connections that can be converted into economic capital. This theory describes social capital as a certain type of resource available to a social actor. In relation to schools, social capital theory has helped explain students' academic success, achievement and persistence in school. The theory also allows researchers to develop new measures, such as relational trust, that further explain the differential impact of similar schools. Because social capital develops in social networks and interactions, trusting relationships are very important. At the organizational level, relational trust can result in more effective decision making.

#### b. Interagency Collaboration (Collaboration between Agencies)

Collaboration between agencies can minimize the impact of negative environmental forces, and utilize valuable resources. Inter-institutional collaboration is basically very complex, especially the confusion and tension in the collaborative activities. While one of the goals of interagency collaboration is to reduce redundancy, what often results is a larger

bureaucracy. The goal of coordination is greater overall efficiency in service delivery, ironically in most schools, coordinating services and communicating with other agencies involves new roles for existing staff. Other barriers that can undermine collaboration are power differences among partners, reluctance to engage in novel strategies, incompatibility of daily routines and the risk of missing out on one's own core mission.

#### c. School leadership

These seemingly simple characteristics of school leadership can be very difficult to implement. As organizational theorists explain, school leaders must learn to navigate the 'survival' dilemma, not just solve problems. Among the more challenging dilemmas are those involving school-community relations, where school leaders often employ bridging and buffering strategies. On the one hand, principals must protect or buffer the core technology of schools—teaching and learning against unnecessary and unproductive distractions. On the other hand, they are asked to open or bridge school boundaries with parents, local communities, and other institutions that increase their resources and support teaching and learning environments. schools must build consensus around new understandings and skillfully deal with tensions that may arise.

### B. Model of School-family-Community Partnership

There are seven steps to building a school community partnership, including (1) preparing to partner, (2) assessing needs and strengths, (3) togetherness, (4) creating a shared vision and plan, (5) taking action, (6) evaluating and celebrating progress, and (7) maintaining momentum [10]. Another study described the model of the school community partnership consists of several domains, such as administrative leadership (strong and close leadership and a strong educator support system), multilevel support system (inclusive academic learning and inclusive attitude learning), integrated education framework (organizational structure), integrated and strong and positive school culture), closeness of family and community (trusted family partnerships and trusted community partnerships), and inclusive and practical policy structures (strong school relationships and policy frameworks) [11].

### C. School-family-Community Partnership Benefits

The literature directs that both building and strengthening school community partnerships make a positive contribution, especially in the following aspects.

#### a. Improving teacher professionalism

There needs to be a redefinition of 'professional' teachers; partnerships as an important component of good school organization; partnerships related to goals for student success and involving the community as educational partners. Partnerships: the core competencies of a professional teacher are essential for new teachers to understand family diversity, community resources, student experiences inside and outside

school, and how to use all available resources to maximize student learning and success [12].

b. School engagement with family and community is one of the core components of school organization

A comprehensive and goal-linked program of school, family, and community partnerships is the essence of good school organization. Along with challenging curricula, engaging instruction, and appropriate assessments, well-organized schools undertake and continue to improve programs related to the goal of family and community involvement to increase student success in schools. Schools can also be mentored and supported by district, county, or state leaders for school partnerships and improvement school-based teams or committees composed of teachers, administrators, parents, and others take leadership roles to plan, implement, evaluate, and continue -continuously improving school-based programs to engage all family and community partners in a way that enhances student learning and success in school [12]

c. Community is a partner of student success

There are several school factors that are predicted to contribute the most to the promotion of community partnerships, namely strong school leadership; school culture; teacher commitment to student success; and collaboration and communication between partners [11].

## RESEARCH METHODOLOGY

This preliminary study aims to explore the perceptions of school stakeholders on school, family and community partnerships in schools. The research subjects were elementary school principals and teachers in Bogor city.

The strategy used starts from a literature review, followed by preliminary research in the form of qualitative data collection techniques in the form of interviews. This preliminary study will not only allow to flesh out the findings from the research review, but also bring out practical perspectives in the field.

Data were collected using semi-structure interview from two principal of school and two teachers of private school in Bogor city, West java, Indonesia.

Data analysis refers to thematic network techniques that seek to explore prominent themes in the text at different levels, and thematic networks aim to facilitate the structuring and depiction of these themes. Thematic network systematizes the extraction of: (i) the lowest order premises that appear in the text (Basic Theme); (ii) categories of basic themes grouped together to summarize more abstract principles (Organizing Themes); and (iii) super-ordinate themes that summarize the main metaphors in the text as a whole (Global Themes) [13].

## RESULT AND DISCUSSION

*School Community Partnership based on Principals' perception*

The school principals has the perception that the School Community Partnership is very important, especially in the continuity of the learning process. The practical perspective of the School Community Partnership principal is more on supporting aspects for the continuity of the learning process. The principal assumes that partnerships are built on an investigation basis to address technical problems in the learning process and analyze the needs of school support programs.

Urban's elementary school principal perceived that the assumption of a high level of partnership with parents and the community is illustrated through the formation of a structured school committee with its contribution to providing additional financing, information on children's interests for extracurricular programs, providing innovative ideas for co-curricular programs. In addition, close relations with the community are claimed to be well established in creating a conducive learning atmosphere.

Contrast, in rural area, improvement of parent regarding instructional in class or regular activities in school is on limited attention although in some big events they have enthusiasm.

Principals always perceived that school community partnerships are very important in the framework of supporting the safety of school locations in densely populated areas, so it is necessary to establish partnerships with the community and community leaders. In addition, because the trending program is child-friendly schools, schools need to communicate with the surrounding community to realize the program. The argument is referring to the purpose of partnership is for build the school climate for teaching and learning.

The practical form of a school-family-community partnership in urban school regarding supporting the instructional process is a short form of cooperation, in other words they argued that collaboration is enough in activities of visiting government institutions, state-owned enterprises, museums, and educational tourism objects to fulfill school programs with outing class program. In rural area, principal

Perceptions about the problem of school community partnerships are not that deep. The issues raised were about establishing good communication with parents and the local community. The principal assumes that a persuasive approach alone will be sufficient to overcome this school community partnership problem.

*School Community Partnership based on Teachers' perception*

Teachers have as positive perspective as principal regarding the school community partnership. Teacher argued they need to communicate about their child's development at school. Parents view the importance of school community partnerships not only in supporting programs but also in academics. It is felt that during the 2 years of the pandemic, parents were mostly responsible for the learning process and also additional funds for infrastructure such as cellphones and data packages.

In rural area, parent insolvent through school committee is currently seen as being more involved in making school

decisions. A more serious and transparent organizational structure allows parents to get access to more accurate information than before. Some parents actively participate in every school program related to the school committee so that parents feel they are empowered. Contrast, in urban area the school committee members are mostly from figure in that area. Thus, the weak involvement of partnership on instructional development is founded.

In rural area, socio-economic status conditions is one of factor that caused not all parents can play an active role in establishing communication with schools about their children. This condition impacted also the school program relating instructional development.

The complex condition and some factors might impact level of school partnership. Some barrier to achieve high level of school-family-community partnership were found. for instance, the family background or the school demography influences the school principal or teacher perception regarding partnership term. In this case, the willingness of the school stakeholders in managing home-school partnerships. Schools should take time in establishing partnerships with parents to corporate with teachers and school principals to achieve well in their educational process [14].

## CONCLUSION

The concept of the School Community Partnership is very important to be developed. The perception approaches in a positive direction with formal and informal approaches to the pattern of interaction between schools, parents and the community. However, the closeness that is established is more complementary in nature because the form of partnership feels that it is not the time to be involved in a lot of deeper learning process activities. This makes the problems explored very shallow because the school considers this model not an important aspect in the continuity of the learning process. The principal is an important party taking a role in building a school community partnership, so a school principal needs to build close relationships with the community, identify interests and goals, ensure reciprocity in partnerships, for example meeting with parties outside the school intensely and identifying resources that can be developed. together.

Relationship between school and parent mostly refers to parent involvement to support educational process. Term of partnership, especially for instructional effectiveness seem hard

rather than collaboration Similar with school-community partnership in elementary school level in Indonesia both rural and urban is rarely implemented.

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