

## Good Practices of School Partnerships at SDN 2 Nanga Jetak, Dedai District, Sintang Regency

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### ARTICLE INFO

#### *Keywords:*

Good Practice, Partnership, School.

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#### *Article history:*

Received 2025-02-20

Revised 2025-03-16

Accepted 2025-05-31

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### ABSTRACT

The importance of partnerships or cooperation that schools must realize was felt by the principal of SDN 2 Nanga Jetak, Sintang Regency. The economic background of the student's parents is middle to lower, with working as a rubber farmer and working as a gold miner. This study aims to describe the good practices of the partnership of SDN 2 Nanga Jetak, Sintang Regency. The research method used is qualitative descriptive in the form of a case study. The subjects of the study are the principal, teachers, and parents. The study results show that the partnership carried out together is well established. Parents and committees fully support school programs or activities related to students' academic and non-academic activities. The school the committee and parents support achieving the school's vision, mission, and goals. The above results, of course, are based on the study of the situation, challenges, and real actions carried out, so the results of this research are recommended as good school practices that can be used as a reference for other schools in making policies, especially in building school partnerships.

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## 1. INTRODUCTION

The main and most important educators in the family environment are the parents. However, awareness of this role is not optimal, considering that there are many cases of early marriage at this time. This means that many are not ready to become parents and are not fully aware of their role as educators (Putri & Putri, 2020). The role of succeeding education in schools is currently focused on students and teachers, less touched by the role of parents. All parents have a big role in education in schools. An important point that must be realized is the success of children's education at school is inseparable from the support or involvement of parents or families (Hamdi, Nurjannah, Nasrullah, & Zuarnum, 2022).

Parental involvement in schools is beneficial, including (1) for students to support academic achievement, increase attendance, awareness of healthy living, and increase positive behavior; (2) for parents to improve their view of school, increase satisfaction with teachers, and strengthen relationships with children; and (3) for schools to improve the school climate, improve school quality, and reduce discipline problems. Schools cannot provide for all their student's growth and development needs, so meaningful involvement from parents/families and community members is needed (Tus, 2021). Children learn better if the surrounding environment is supportive, namely parents, teachers, other family members, and the surrounding community. For this reason, building partnerships between schools and families is necessary. Partnership has the meaning of sharing power between the community and the power holder based on mutual agreement (Evans, 2018).

The form of a larger social environment above the family is the community, the community is no less important to realize the importance of the role in the education of young people. This means that the community also plays a role in the success of school educational programs (Musa, Rahman, & Asfahani, 2024). The community can contribute. Contained in the National Education System Law emphasizes that education must be carried out democratically by involving the role of the community in the educational process from beginning to end. The tangible manifestation of the role of the community includes efforts to supervise schools, strive to create a conducive atmosphere for education, and prepare social order in the community. The Law on the National Education System (Sisdiknas) No. 20 of 2003 Article 56, paragraph 1 emphasizes that the community plays a role in improving the quality of educational services, which includes planning, supervision, and evaluation of educational programs through education councils and school/madrasah committees (Mildawati et al., 2023). The education board as an independent institution is formed and plays a role in improving the quality of educational services by providing consideration, direction, and support for personnel, facilities, and infrastructure, as well as supervision of education at the National, Provincial, and Regency or City levels that do not have hierarchical relationships. The school/madrasah committee, as an independent institution, is formed and plays a role in improving the quality of service by providing consideration, direction, and support for the workforce, facilities, and infrastructure, as well as supervision of education at the level of educational units (Suchyadi et al., 2019).

The above statements indicate that education in schools involves other parties outside the school to succeed in its purpose. What we know today is the term "tri-center of education." Parents/families, the community, and schools are very important to achieving educational goals or optimizing children's growth, development, and potential. Therefore, schools must establish partnerships or cooperation with families and communities. Not only that, the meaning of the community is certainly not only limited to the education board and school committees; several communities that are organized in other fields, such as the business world, government institutions, and private institutions, must also be established by the school, of course, it is adjusted to the needs and programs of the school.

How important is the partnership or cooperation that the school must realize? Therefore, the school must program the partnership. At the State Elementary School (SDN) 2 Nanga Jetak, Dedai District, Sintang Regency. This school is a public school with NPSN 30102662, which is held in the morning. The number of teachers registered in Dapodi is 13, with the number of rumbles amounting to 13 rumbles. The economic background of the student's parents is upward, with employment status as rubber farmers and outside work as gold miners. Meanwhile, the level of parental awareness to involve themselves is related to the learning process (Tao & Xu, 2022).

Some of the challenges faced by schools today are related to children's health, including stunting conditions. Some children have been indicated to have the potential for certain talents and abilities, but parents have economic limitations, and there are not many facilities and opportunities for talent development in these areas (Nurfadillah, Sahabuddin, & Sari, 2022). The school tradition is thick with the value of mutual cooperation, the culture of suprahuman at weddings, and trumpets during Eid. Related to the condition of the value of mutual cooperation, the challenge faced by schools is that during the wedding, parents expect their children to learn the process so that children can attend weddings and eat together with children, considering that parents cannot provide lunch for their children. On the other hand, the challenges of the community in the Nanga Jetak village sub-district, Dedai sub-district, are the problem of security issues and the increasing rampant delinquency that occurs in the transition of children to adolescents.

Information obtained from the Principal of SDN 2 Nanga Jetak, Dedai District, Sintang Regency, several partnerships established by the school district include parents, school committees, village heads, health centers, school committees, police, companies, and alumni. Partnerships with parents are related to the learning process, talent development, and coaching for children (Yang & Zhao, 2020). In addition, a form of partnership with parents is to provide healthy food to students to get used to a healthy lifestyle based on considerations considering that not all students are from families who can afford it and instill the habit of sharing. Another form of partnership with parents is mutual cooperation activities in school activities, such as holiday celebrations, art performances, project planning activities, and mutual cooperation in the improvement of school facilities (Abdurahman et al., 2023).

The forms of partnerships carried out with the school committee include those related to improving school progress, such as students' academic and non-academic achievements, National Science Olympiad (OSN) activities, National Student Sports Olympiad (O2SN) activities, and National Shiva Art Competition Festival (FLS2N). Partnerships with health authorities are related to healthy schools and government programs such as immunization, puberty development, health, and nutrition (Key et al., 2019). Meanwhile, partnerships with the police take the form of tackling the problem of wearing teenagers, drug problems, traffic orders, and environmental security. In addition, partnerships are also carried out with the village in the form of security support, facilities, and moral support during the art performance to commemorate national holidays; the village gives appreciation to students who have achievements. Partnerships with companies such as the provision of visiting places and resource persons for project-based learning and field trip learning methods. Meanwhile, the partnership with alumni motivates students to study more actively and successfully in the future.

The forms of partnership as above are real conditions carried out by schools. Based on the limitations owned by the school and the internal and external challenges for the school's development to achieve educational goals, the principal seeks to establish partnerships (cooperation) with several partners to produce school progress. This condition deserves appreciation; it should inspire or encourage others to practice it (Heaphy, 2018). On the other hand, schools are aware of their limitations in identifying and pouring them into the form of best practice works (*Best Practice*). The partnership of SDN 2 Nanga Jetak, Dedai District, Sintang Regency uses methods in the preparation of good practices based on the formulation of the Ministry of Education and Culture (2024) using the STAR method (Situation, Challenges, Real Actions, Results, and Reflections) outlined in the formulation of the research problem. The hope is that the principal and teachers have an overview in compiling good practice works (*Best Practice*).

## 2. METHODS

The research method used to uncover good partnership practices at SDN 2 Nanga Jetak, Sintang Regency, is qualitative and descriptive. Meanwhile, the form of research used in this research is a case study form. The selection of this research method and form is based on the consideration that this research wants to understand more deeply a special phenomenon of a unique thing or event, namely related to good practices carried out by schools related to partnerships built based on real conditions, potentials and challenges of the school, real actions made and conclusions, results and reflections carried out. The research will focus on *the discovery, insight*, and understanding of an event or case intensively, in detail, and in-depth.

The research procedure to reveal good practices of partnership at SDN 2 Nanga Jetak, Sintang Regency, is explained in the following presentation: Case selection: The selection of this case is based on the discovery of empirical information, especially related to the factual condition of the school. Although this research focuses more on the school situation (cultural context, student situation, internal school resources, and the condition of the surrounding community), the researcher also looks at the potential in and outside the school environment. Data collection: in data collection, observation, interview, and documentation analysis methods are used. Data triangulation can collect information on the cultural context, student situation, internal school resources, and the surrounding community's condition. Observation is more concerned with the excavation of concrete and empirical data. Meanwhile, the abstract data related to the meaning and life view of the values adhered to were obtained through the interview method with school principals and teachers. Data analysis: The collected data is abstracted (aggregated), organized, and classified the data. Aggregation is the process of abstracting specific things into general things to find general data patterns. Data can be organized chronologically, categorically, or put into typologies. Data improvement: even though all data has been collected, in the case study approach, efforts are still made to improve new data on the categories that have been found. Therefore, it does not rule out the possibility of returning to the field, creating a new category to improve it. Preparation of the report: In this report's writing, a phenomenon or social unity is described clearly so that the credibility of the research is strong and makes it easier for the reader to understand all the important information from the research results.

The research procedure can be described in the following figure 1:

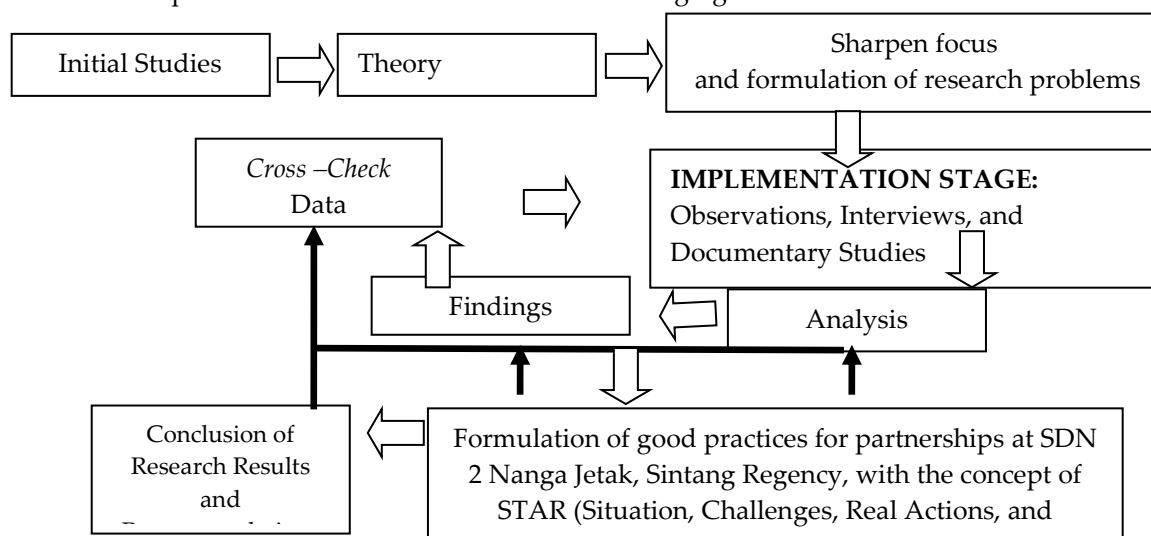


Figure 1. Research Procedure

The subjects of the study were one principal and two teachers of SDN 2 Nanga Jetak, Sintang Regency. The selection of subjects is directly related to the parties involved in good practice. The data collection tool uses interviews and documentation related to good practices that have been carried out.

### 3. FINDINGS AND DISCUSSION

Based on the digging of data from interviews, observations, and documentation of the research subjects, it can be described the good practices of partnership at the State Elementary School (SDN) 2 Nanga Jetak Sintang Regency, As the purpose of the research, in the discussion of the research results describes the situation in SDN 2 Nanga Jetak, Sintang Regency, the challenges faced by the principal of SDN 2 Nanga Jetak Sintang Regency related to partnerships, the real action of the head of SDN 2 Nanga Jetak, Sintang Regency to face the challenges, and the results and actions obtained and carried out by the principal of SDN 2 Nanga Jetak, Sintang Regency.

Based on the analysis of interview data and information from the results of interviews with teachers, confirmation was obtained that the situation at SDN 2 Naga Jetak, Sintang Regency, was a lack of parental involvement in school programs. This is due to the busyness and diverse work of parents who are often obstacles in increasing parental motivation to be involved in school activities. This is also felt to affect parents' curiosity about school programs and about their children's development. Therefore, school principals feel responsible and must take a role in creating and improving good cooperation.

#### **Challenges faced by SDN 2 Nanga related to partnerships**

The initial challenge in the process of parental involvement in school activities is the misconception of parents about the role and responsibility of children's education. The reality in the field is that parents mostly delegate the entire success of their children's learning to the school. This means that parents consider that the responsibility of student education at school is absolutely the responsibility of the teacher alone. Based on this challenge, the principal and school residents must, of course, straighten out the understanding to align responsibilities between school residents and parents in teaching and educating students.

#### **Real Action of SDN 2 Nanga Jetak, Sintang Regency to Face Challenges**

Based on the situation and challenges faced by the principal and school residents, some of the concrete actions taken by the principal of SDN 2 Nanga Jetak in Sintang district include:

##### **Regular meetings with the committee and parents**

The first step taken by the school is to hold a meeting with parents. This is done to build early communication and good relationships. Meetings between parents and school leaders are held periodically, twice a week. In certain conditions, meetings are held with committees and parent representatives to communicate important matters. Some of the meetings that were held were held on the first day of school, principals and teachers communicated school programs and efforts to equalize perceptions about education for students at school. At the end of the semester, in addition to the meeting for the distribution of report cards, the teacher invited parents in preparation for the school summative assessment.

##### **Parenting Classes**

The second action taken by the school is to form an organization with parents called "Parenting Classes." Parenting classes are a forum for communication between parents and teachers. For parents, this activity is a means to increase knowledge and insight into their children's education and obtain information about their child's growth and development. Parents can also consult the child's

developmental or learning barriers. Schools with this forum feel very helpful for the involvement and progress of student learning outcomes.

#### Presenting parents at the Talent Screening Stage

The talent scoring stage of students' interests is an event to show students' work. This activity is certainly very encouraging for students and parents. Teachers can work with parents in preparing and carrying out events, giving awards and appreciation to students. Parents can also discover their children's talents and interests with this activity.

#### Involving parents and health authorities in *extra-food activities*

This activity was carried out to educate children about the importance of healthy food with balanced nutrition. Parents are involved in selecting, preparing, and providing extra food for children. To be aware of the importance of providing and choosing healthy food with balanced nutrition, parents follow the education delivered by the health authorities (puskesmas).

Require parents to be present during the distribution of report cards.

In this activity, homeroom teachers give time to the parents to communicate more or directly talk about their children's growth and development. Parents can also consult teachers about how to optimize their child's development at home. On this occasion, the homeroom teacher conveyed the child's learning achievements and asked for parental support for learning outcomes that need to be improved.

#### Results and actions of SDN 2 Nanga Jetak, Sintang Regency

Based on the results of interviews with the principal and teachers, the results obtained from the real action activities carried out by SDN 2 Nanga Jetak Sintang Regency were the building of positive communication between the school parents and the committee. Parents and committees are open and supportive of any program or school activity. The positive mindset of parents is increasingly developing towards school programs and residents. Parents are actively involved in school activities, such as participating in preparing for the celebration of the Pancasila Student Profile Strengthening Project, *extra food activities*, cleaning activities in the school environment, and exploring students' interest talents (Misbah, Gulikers, Maulana, & Mulder, 2015). The school, together with parents, supports the achievement of the school's vision, mission, and goals. Learning achievement and character development of students are also getting better. Students achievements in the National Science Olympiad (OSN), the National Student Sports Olympiad (O2SN), and the National Shiva Art Competition Festival (FLS2N).

#### Discussion

The initial condition faced by SDN 2 Nanga Jetak, Dedai District, Sintang Regency, is the lack of involvement and support of parents or guardians of students in school programs, including academic and non-academic activities of students. The school feels the need to strengthen partnerships with the committee and parents. School partnerships with parents are important; this aims to increase parental awareness of educational patterns, and assistance to children is also in line. So that it is based on the progress of children's academic and academic learning. (Elhawwa, 2022) stated: "Parental partnership in learning motivation must be carried out continuously, and teachers can monitor and evaluate parents in student development and learning outcomes. Students in carrying out the learning process are supervised by two facilitators, namely teachers and parents, alternately, simultaneously, and continuously. Schools, parents, and students will become a continuous unit in the partnership process for the learning process".

SDN 2 Nanga Jetak, facing challenges. Based on the results of the research, the main challenge faced by school principals and teachers is the misconception or lack of understanding of parents regarding the role and responsibility of children's education. Parents' busyness is also one of the reasons parents give up their full roles and responsibilities for the success of their children's education, including learning outcomes. School partnerships that are built in the course of their journey, there are not uncommon differences and contradictions of opinions. This certainly has the potential to disharmonize the relationship between the school and parents, making the goal difficult to achieve. Therefore, the initial communication of the partnership's goals is important, having a common perception and goals. As stated by (Rostiani, 2023), keep in mind that the dynamics of the relationship between school and parents can be complicated. Some parents may feel uncomfortable communicating with the school because of their personal experiences or because of a different language or culture. Therefore, schools need to create a parent-friendly environment.

The concrete actions taken by SDN 2 Nanga Jetak, Dedai District, Sintiang Regency in overcoming the challenges faced are 1) Regular meetings of committees and parents, 2) organizing parenting classes, 3) presenting parents at the Talent Screening Stage, 4) Involving parents and health authorities in extra-food activities, 5) requiring parents to be present during the distribution of student report cards. This activity actually strengthens partnerships and changes the mindset of parents to benefit teachers, their roles, and responsibilities as parents for children's education and success (Gelir & Duzen, 2022). Parents not only carry out physiological functions in children but also psychological functions. Various potentials that children have, both physical and psychological, need to be developed in their golden age (Wahidah & Maemonah, 2020). The role of parents and educators directs children as a superior generation, because the potential of children will not grow on their own without the help of parents (Shin, 2018).

The results achieved from partnerships have an impact on children's progress, and the stronger collaboration and cooperation with parents, as well as the development of parents' awareness of the role in educating and achieving children in school, further highlights the importance of partnerships in the principal. Given the importance of partnerships with parents to achieve educational goals in schools, partnerships with parents must be built, strengthened, and maintained. As a display of parents' hands, partnerships must be strengthened with school committees. Remembering, the school committee performs its role as a mediator, control, and school support body. This is as stated by (Rumere, Sugiyanto, & Sulistyaningrum, 2022) that the role of the school committee is as a consideration body, a supporting body, a control body, and a mediator.

#### 4. CONCLUSION

Based on the research results as stated above, it can be concluded that the partnership carried out by SDN 2 Nanga Jetak, Dedai district, Sintang Regency, with parents, is going well. It can be seen from the results that there is an increasing number of positive communication between the school parents and the committee. Parents and committees fully support school programs or activities. Along with the increasing development of positive perceptions of parents towards school residents, parents are active in various school activities related to student academics and non-academic activities. The school, together with parents, supports the achievement of the school's vision, mission, and goals. It is expensive with the increasing academic and non-academic achievements of students. As the results achieved above, of course, based on the situation and challenges faced by the school, as well as the real actions taken, this can be recommended as a good school practice that can be used as a reference for

other schools in making policies, especially in building partnerships. From the results of the good practices above, several suggestions can be conveyed that the partnership built by the school is not only aimed at getting parents involved in school activities. However, it is hoped that the committee and parents will be involved in the preparation of the school curriculum so that the expectations of the committee and parents are accommodated in the school program.

## ACKNOWLEDGE

The author would like to express his deepest gratitude to Muhamad Firdaus, M. Pd, and Dr. Suriani Sari, SST, Ft, M. Fis, as the Rector and Head of the Institute for Research and Community Service (LPPM) of the University of the Teachers Association of the Republic of Indonesia (UPGRI) Pontianak who has facilitated research through research budget assistance. On this occasion, the researcher also expressed his deepest gratitude to Rosiana S. Pd as the principal and teachers of SDN 2 Nanga Jetak, Dedai District, Sintang Regency, who have been willing to become research partners.

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