

# The School, Family, and Community Partnership Program in Indonesia

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The purpose of the study is to identify inhibiting factors in the implementation of School, Family, and Community Partnership Program, as well as to present possible solutions for those obstacles. The study is conducted through case study and literature review by using qualitative approach as the analytical method. Teachers, headmasters, and school committees were among the participants of this study. Data collection was performed by interviews, observations, and documentations. Qualitative data validity test was done by peer debriefing method, whereas qualitative data analysis was conducted by data reduction, data analysis, and drawing conclusions. Results showed several factors affecting the creation and implementation of the School, Family, and Community Partnership Reinforcement Program, including lack of dissemination and guidance from Education Department (*Dinas Pendidikan*) of City and Province, poor family and community awareness, obsolete management used by school institutions, as well as inadequate facilities and infrastructure. The solution required by the City and Province Education and Culture Department is to continue the partnership program by boosting dissemination of the program, organising technical guidance in schools, implementing “one supervisor one school” policy, and utilising social media. On the other hand, school representatives including headmasters, teachers, along with the employees should do their part as the initiators, facilitators, and managers of the school, family, and community partnership efforts.

**Key words:** *Partnership, School, Family, Community.*

## Introduction

The achievement of good education cannot be separated from the relationship among school, family, and community (Castro *et al.*, 2015). Education institutions, in this case schools, should give special attention to the development of good relationship with families and the



community. Unfortunately, there are still a large number of schools that poorly arrange and coordinate the program to include family and community in the process of education (Sheldon, 2007). Moreover, school educators are rarely given sufficient knowledge about how to develop beneficial relationship between school, family, and community, so the building of relationship of these three sources of education are still largely based on trial and error. In fact, there should be a good management of relationship between these three so that the purpose of student education could be successfully achieved (Shumow & Harris, 2000).

Family is the first and primary education source for a child. Therefore, children's interactions with the family everyday would certainly affect their emotional maturity, behaviour, and life achievements when they enter adulthood. The outcome of the child's interactions with the family will be the basis for their social development outside of their home, including in school and in society.

It is evident that the involvement of parents or families in the process of education could effectively raise academic achievements and good behavioural practice of their children (Rafiq *et al.*, 2013; Bryan, 2005). Henderson and Mapp (2002) also stated that initiatives or interventions that involve families in supporting their children's studying process in their homes could improve their performance. In addition, parents are such important contributors to their children's education that their participation can influence their children's school performance, such as improved attendance, less discipline-related problems, and also improved school achievements (González & Jackson, 2013).

Several researches also suggest that children whose parents: (a) give high hopes and support to their children, (b) help and check their children's homework, (c) attend parent-teacher association activities and parent-teacher regular meetings, and (d) have a conversation with their children about their school life, have relatively higher grades, better school performance, and lower boredom and absence level, compared to children who do not have parental attention (Catsambis & Beveridge, 2001; Fan & Chen, 2001; Jeynes, 2003). In line with previous results, Epstein (2001) also suggested that several types of parent participation could influence their children's school performance, including giving support in the process of children doing their homework, participating in parent advisory committees, and attending meetings as well as events held by the school.

Studies regarding the association of school and community have focused on methods to involve local community (school's surroundings) to improve education results such as academic performance and parental involvement (Epstein *et al.*, 2002). Epstein *et al.* also suggested a framework of six types of involvement to focus on the partnership of schools, parents, and family, including: – parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

McKoy, Vincent, and Bierbaum (2011) highlighted several examples of the involvement of youth in city leadership including: – regional planning, sustainability projects, school design, community revitalisation, and transportation improvement. These leaders realise how important it is to “learn from and with the youth,” so school officials serve a strategic role to identify and nurture future leaders inside their schools. Valli, Stefanski, and Jacobson (2016) stated through their literature analysis that secondary school is a place where potential future leaders could be identified and be prepared for taking on leadership in the community in the time to come. Therefore, the fact that schools are provider of next generation’s leaders, it is essential that the relationship between school, family, and community is well-established. Not only are those three highly interconnected with one another, they are also the determining factor as to whether an education process and its result will be successful at all.

Since 1977, Ki Hajar Dewantoro has declared that family, educational institution, and community are the three foundations of education in Indonesia (Wangid, 2010; Rani & Wiyatmo, 2016). A well-developed partnership between the three components is hoped to create an educational environment where students learn to build character and accomplish more. However, in reality, the majority of parents these days have the tendency to hand over their education role to the school, possibly because the lack of moral values that is displayed and fostered by the parents in the family (Suryani, 2015).

To add more, the diversity of cultures and social conditions in Indonesian community has created various methods of parenting. Reports from a series of focused group discussions (FGD) of headmasters (Kemendikbud, 2015) show that some students who have brought unrelated problems into schools are frequently caught misbehaving either outside of school environments or simply outside of school hours.

In the efforts to enhance parental participation in the process of education, the Ministry of Education and Culture of Indonesia (Kemendikbud) has created Directorate of Family Education Development under the Directorate General of Early Childhood and Community Education. Kemendikbud (2015) has released the Family, School, and Community Partnership Reinforcement Program in Kindergarten, Primary School, Junior High School, as well as Senior High School. Such program which was designed to develop co-operation and alignment of education between school, family, and community, as the three foundations of education, in the creation of favourable learning environment to build character and culture of achievement.

According to the roadmap of the Family, School, and Community Partnership Reinforcement Program (Kemendikbud, 2017), the city of Surakarta has been implementing the program since 2016. Surakarta City currently accommodates nine public vocational high schools (SMKN), and one of them is SMKN 1 Surakarta. The school provides various majors, including accounting, office administration, and sales. Furthermore, SMKN 1 Surakarta is chosen as the

location to carry out the study for the following reasons: (1) this school is directly under the supervision of Central Java Department of Education, so if the Ministry of Education and Culture (Kemendikbud) releases any new policies or regulations, the school would acquire the information first-hand and implement the rules much earlier; (2) this school has a major in accounting which is parallel to the author's field of study; (3) until the time this report was written, there had not been any published study, or evaluation about the results of implementing the Family, School, and Community Partnership Reinforcement Program in the level of vocational or regular high school (SMA/SMK). Therefore, the author aims to identify and study the factors that hindered the process of implementing the Family, School, and Community Partnership Reinforcement Program in SMKN 1 Surakarta.

## **Method**

### ***Study Design***

This study is carried out as a case study and literature review with qualitative approach. The location is SMKN 1 Surakarta in Central Java, Indonesia. Participants of this study consist of the headmaster (first informant), teachers' representative (second informant), and the school committee's representative (third informant). The headmaster is selected as the main subject because of their role as the head of the institution. As such, the principal has the authority to create, organise, execute, supervise, and evaluate programs or policies which are intended for the school. The selection of teachers' representative as a subject is by random. However, participants are only limited to homeroom teachers, as they are in charge of the relationship between the school, its students, and their parents. Furthermore, the reason for school committee being selected as a subject is because the committee consist of parents/guardians of the students, public figures, and industry officials. The focus of this study are the execution of the Family, School, and Community Partnership Reinforcement Program; the factors inhibiting its process; and the solutions to overcome those factors based on literature review.

### ***Data Collection***

This study uses interview and observation as the methods of gathering data. Interviews were carried out to identify inhibiting factors in the implementation of the Family, School, and Community Partnership Reinforcement Program in SMKN 1 Surakarta. On the other hand, observation was done to keep track on the subjects and to crosscheck the results from interviews. The process of formulating solutions for the hindering factors involves gathering publications in the form of literature review which are then linked with existing theories and concepts. Afterwards, gathered literatures are combined and analysed to synthesise innovative yet practical solutions to solve the hindering factors in the process of implementing the program.

### ***Data Validity and Data Analysis***

The validity of the gathered data is assessed through peer debriefing method (Creswell, J., 2009). Peer debriefing is a method in which fellow authors ask each other questions to review and discuss the interpretation to this particular study.

The procedure to carry out this study consists of three distinct steps, including: –

1. The preparation of instrument where the author collects and prepare any tools that would be used in the process of data collection, such as interview guidelines, observation sheets, and document review sheets;
2. The data collection where the author collects data through in-depth interviews, observations, as well as document review of related supplementary papers and/or publications;
3. Carrying out the process of qualitative data analysis for interview results and document reviews based on the interactive analysis model of Denzin & Lincoln (2009) which are divided into three interconnected subprocesses i.e. data reduction, data analysis, and drawing conclusions. Data reduction requires the author to summarise the interviews from transcripts and refine the results on document reviews to only include important issues, such as those which are answering the interview questions, while also discarding any irrelevant, extraneous information from the data collection process.

In the following step, data analysis, the author processes the gathered data, such as interview transcripts and reviewed documents, so that it could be concluded in the form of report.

### **Results**

#### ***Implementation of the Family, School, and Community Partnership Program***

The implementation description as well as factors hindering the implementation of the Family, School, and Community Partnership Reinforcement Program in SMKN 1 Surakarta are based on interviews with and observation results of the first, second, and third informants as mentioned earlier are as follows. The method in implementing the partnership program in SMKN 1 Surakarta mainly focuses on utilising existing bodies (school committee) in organising committee meetings (a minimum of two meetings annually) for the purpose of disseminating school programs to the parental figures of the students. In such meetings, parents can give suggestions to the school so that educational programs could be continuously improved for the better. This point was conveyed through the interview of the first informant, stating “For partnerships, we still utilise existing bodies or instruments such as the committee (with minimum of two meetings per year) as an effort to deliver school programs to the parents, and in turn they can give us inputs so that the implementation of educational programs is maximised.”

Interviews with the second informant yield a few points, “a minimum of four times a year, a meeting with the parents or guardians of the students is to be held, including: (1) in the event of the new admission of students; (2) on the handing out of report cards in both even and odd numbered semesters; (3) on exam weeks; and (4) on evaluation meetings used for the following year. In the event of new admissions, matters discussed are school budget and student motivation for improving achievements.” In such meetings, some of the parents also contributed in giving their arguments or recommendations about the school programs.

Beside developing relationship with students’ parents, the school also has a form of partnership with the community. Another interview from second informant added, “school consistently strives to manage a good relationship with the community. A few efforts to be mentioned are the attempt on involving public figures in the school committee, the cooperation with the Business and Industrial Sector, and quite recently the cooperation with the Solo Pos in conducting research on collectively reading newspapers. Not only are we assisting the said research, but we also carry out school program of literacy in the process.”

Carried out observations in SMKN 1 Surakarta yield several indicator points which failed to be executed, based on implementation indicators of the Family, School, and Community Partnership Program (Kemendikbud, 2016), such as: (1) organising parenting programs for parents at least once a year; (2) actively participating in National Family Day; (3) the availability of play area for students to play between classes and before school hours; (4) organising lectures or speeches from various professional figures at least once every month after flag ceremony; (5) assembling classroom-based parental associations; (6) providing access for disabled students; (7) providing necessary facilities for disabled students.

### ***Inhibiting Factors of Implementing the School Partnership Reinforcement Program***

In accordance with interview results, there have been a few known hindering factors in the implementation of the Family, School, and Community Partnership Reinforcement Program, which are: –

1. The lack of guidance and education from City or Province Department of Education about the Family, School, and Community Partnership in vocational high schools in Surakarta City.
2. The dissemination efforts from the Directorate of Family Education Development, the Directorate General of Early Childhood and Community Education about the norms, standards, procedures, and criteria (NSPK) of family education in the level of vocational high schools is still very low. This point was expressed in the interview of the first informant, stating “SMKN 1 Surakarta has not yet officially implemented the partnership program, so the arrangement of Partnership Program Action Plan (RAPK) could not be executed. Honestly, we have not heard anything about the government

implementing this program, even though our school representatives have been actively participating in Provincial level meetings discussing contemporary programs they have made.”

3. The lack of awareness from families and the community about the importance of the partnership program. The third inhibiting factor was made clear through the interview with second informant, saying “lack of awareness from families and the community about the importance of school, family, and community cooperation which could potentially support students’ academic performance.”
4. The school institution is still focused on utilising obsolete management system in which partnership program implementation is done through school committee body. The inhibiting factor is defined through interview with the school committee representative (which is also in line with first and second informant’s statements) saying that “there has not been any official partnership program in this school, except through the school committee. The arrangement of partnership program itself will be carried out not only by me, but by all committee members as a whole, if the program is to be implemented.”
5. The facilities and infrastructures concerning the implementation of the Family, School, and Community Partnership Program is not well-supported. This factor was identified based on the interview with third informant, stating “there are a lot of factors that are obstructing the implementation of partnership program. One of them is the acquirement of facilities and infrastructures. The community is very diverse; there are those who have sufficient finance and those who don’t. Likewise, some of the people support the program while others disagree with it.”

## **Discussion**

### ***Implementation of the Family, School, and Community Partnership Program***

Based on the results, efforts on implementing and arranging the Family, School, and Community Partnership Program in SMKN 1 Surakarta was not planned well. Method of partnership implementation in SMKN 1 Surakarta is still focused on utilising existing bodies such as the school committee which regularly organise meetings to disseminate school programs to the parents (at least twice per year). In such meetings, students’ parents or guardians can give their own opinions to further improve the discussed educational programs. The optimisation of the school committee as an effort to carry out the partnership process is in fact one of the strategies included in the school partnership program. Members of SMKN 1 Surakarta’s committee consist of students’ parents or guardians which are still active, educational role models and public figures. So, essentially, the committee does not involve all parents in the school’s education process.

Several forms of family partnership programs in the level of vocational high school (SMK) according to Kemendikbud (2016) are as follows: (1) school orientation period; (2) the existence and role of school committee; (3) meeting groups for parents; (4) the acquisition of unique skills; (5) the involvement of parents in classroom; (6) the involvement of parents in school gatherings and events; (7) visits to students' house; (8) special meetings; (9) maintaining the use of relational book and correspondence between the school and families; (10) the utilisation of family education page. In the case of SMKN 1 Surakarta, a lot of the partnership programs have already been carried out. However, special program of reinforcing partnership between families and the community has not yet existed.

Examples of partnership programs which have been successfully carried out in SMKN 1 Surakarta are school-parent meetings on the first day of school, school committee meetings, the involvement of parents in the class for the purpose of observing students' performance, and the involvement of parents in school gatherings. Meetings between homeroom teachers and the parents are arranged twice per semester. The first meeting discusses school program plans while the second evaluates the implementation of said plans. Furthermore, every meeting always includes a topic of school programs that parents have to support, including parental supervision of the students' social life and parents' support for maintaining students' motivation to study. SMKN 1 Surakarta ought to accommodate family or community partnership programs as advised by Kemendikbud as diversification of school activities in the hopes of creating partnership culture between educational institution, family, and community.

Based on observations, there are seven activities that have not been implemented yet by SMKN 1 Surakarta, which are: (1) organising classes for parents (parenting program) for at least once a year; (2) participating in National Family Day; (3) availability of play area for students during transition between or before classes; (4) speeches from role models of different backgrounds once a month after flag ceremonies; (5) the forming of classroom-based parent association; (6) providing access to students with disabilities; (7) providing necessary facilities for students with disabilities.

There have been attempts on developing two-way communication from SMKN 1 Surakarta to the families and community with little effect. SMKN 1 Surakarta has not yet made any parents association based on the students' classroom. The purpose of creating such association is to maximize the role and function of all parents and guardians in the process of partnership. One of the advantages of parent association is to be a medium to disseminate programs and partnership activities to all parents, while also encouraging them to actively contribute (Kemendikbud, 2016).

Moreover, SMKN 1 Surakarta has not yet provided the relational books to connect parents and the school. Essentially, the relational book is crucial in monitoring student's school activities



as well as activities at home. The book would be used to measure the student's development of character, attitude, and achievements. Parents and teachers could also just exchange information, write about the student's current condition, or write about which advice should be prioritised for each student.

Additionally, SMKN 1 Surakarta has not provided means for education of the parents. This is essential since not all of the parents or student's family members possess adequate awareness to keep an eye on student's development. Family who are preoccupied with career, housework, or other matter could be unaware of the student's development. That is why a lot of parents entrusted their child to the school fully. On the other hand, the school itself could not achieve education goals without a well-developed partnership between school, family, and the community. Education for parents serves as a method to widen their knowledge and improve their parenting skills regarding how to educate children in their own homes.

### ***Solutions to Overcome Inhibiting Factors of Implementing the School Partnership Reinforcement Program***

One of the inhibiting factors in the arrangement and implementation of Family, School, and Community Partnership Reinforcement Program is the lack of guidance from City and Province Department of Education about the importance of the partnership program in the City of Surakarta. Furthermore, the slow rate of dissemination from the Directorate of Family Education Development, Directorate General of Early Childhood and Community Education about the norms, standards, procedures, and criteria (NSPK) of partnership program implementation in the level of vocational high school (SMK), lack of awareness from families and the community about the importance of partnership program, the fact that the school institution still utilise obsolete management system in implementing the partnership program, and lastly, the need to fulfil facilities and infrastructures for implementing the partnership program. Proposed solutions to overcome inhibiting factors of the School, Family, and the Community Partnership implementation could be divided into two, i.e. 1) solutions for the government, and 2) solutions for the school. These points would be discussed in the following text.

### ***Solutions for the Government (the Department of Education and Culture)***

First, the solutions for the government is to focus on tackling the inhibiting factors that include:  
– insufficient guidance from the City and Province Department of Education, lack of dissemination efforts, and inadequate awareness from either the family or the community about the importance of School, Family and Community Partnership Program. The Central Government, in this case the Directorate General of Early Childhood and Community Education, has released technical instructions for the implementation of school, family, and

community partnership in 2016. The Central Java Department of Education & Culture and the Surakarta City Department of Education should both continue the enforcement of said instructions by disseminating and giving guidance about the partnership program in the level of vocational high school (SMK).

The Department of Education could invite teacher's representatives and school staff of every SMK to give practical education or even technical guidance regarding the implementation of the school, family, and community partnership. Focus of the dissemination should be directed towards the methods of planning, organisation, execution, supervision, and evaluation of the implementation of partnership program. As stated by Lekong (2018), competence and practice positively impact the effectivity of training. Thus, technical training and guidance are essential to be improved upon.

The ideal model of school, family, and community partnership consists of seven supporting components, including supportive school, supportive industry, supportive professional organisation, parents who care about education, community members who are concerned about education, teachers as moral supporters, and a government who supports the advancement of education (Kemendikbud, 2016). Participants of technical guidance or training program should understand the importance of how to build and create cooperation with all seven components in the Family, School, and Community Partnership Program.

After participating in the technical guidance or training programs, the Department of Education should implement one supervisor for one school program to every school. As for the workforce, the Department of Education could hire volunteers from the community or non-governmental organisations (NGOs), who are concerned about education, to supervise as well as evaluate the execution of school programs gradually and continuously. Should the Education Department encounter difficulties with recruiting people from the community or NGOs, they could optimise the role of existing school supervisors instead. Evaluation from this process will be made available for the planning of better partnership program in the following year.

Besides organising trainings or technical guidance, the Department of Education should also disseminate the partnership program by using modern information technology, such as websites and social media (Facebook, Instagram, Twitter) to further enlarge the spread of the program to all levels of society. For example, the Ministry of Education and Culture has maintained family education website with the address of <https://sahabatkeluarga.kemdikbud.go.id/>. In the website, they provide articles about parenting, implementation reports of family education in schools, downloadable literature sources of program implementation, as well as event announcements on discussion forums which can be attended by families and the general public to share their experiences and have a discussion with family education experts. Additionally, the use of e-learning application in schools should

be maximised, such as *hashmicro*, *fekara*, and *kamadewa*, as a medium to connect teachers, students, and parents. For that reason, parents' perception about information technology and e-learning should definitely be improved (Kong, 2018).

It is important that the Department of Education realises that school, family, and community partnership is a means of education reform (Valli *et al.*, 2016). Partnership of school, family, and community is a medium for graduates, academics, and education reformists to take part in the effort to unite the process of education and the reality, which would be experienced by the students, their families, and society in general, so that a mismatch between school graduates and people's actual needs could be avoided (Green, 2016).

### ***Solutions for the School***

Second, several solutions were found to solve the fourth and fifth inhibiting factors, taken from the interviews with the school principal. School, being the one responsible for the arrangements of education, carries the duty to design, execute, and evaluate implemented partnership programs. Kemendikbud (2016) illustrates that schools play three important roles in partnership programs, including (1) the role of partnership initiator: the one who establish partnership in the first place. This could be seen at the first day of school where homeroom teachers meet the parents/guardians to discuss school programs and upcoming teacher-parent agendas; (2) the role of partnership facilitator: the one who accommodates partnership process with families and community. Some examples are providing classes for parents/guardians, arranging collaborative school festivals, etc., (3) the role of partnership manager: the one who proactively oversees the partnership process so the relationship keeps going and continuously improving. Instances of this role is the evaluation of parents' attitude towards the education process in their home.

The school can create a program to increase the capacity and quality of their own human resources by organising counselling for school employees (both teachers and staff) from partnership program professionals. Another viable solution is to optimise the role of teachers who had already gone through technical training from Province/City Department of Education concerning the Family, School, and Community Partnership Program. In addition, the success of developing, controlling, and leading the culture of school partnership with families and the community, in either outside or inside of school environment, largely depends on the role of school principal (Kuntoro, 2010; Ishimaru, 2013; FitzGerald & Quiñones, 2018). SMKN 1 Surakarta should be able to accommodate various family or community partnership programs in the school environment, as proposed by Kemendikbud, as an effort to diversify school activities in the hopes of creating partnership culture between education institution, families, and the community.



In SMKN 1 Surakarta, the implementation of partnership still heavily relies on school committee body. Hence, the process is less effective and efficient. Moreover, SMKN 1 Surakarta has to form a communication channel between parents and the school (Jigyel, Miller, Mavropoulou & Berman, 2018). Owan (2019) pointed out that the headmaster should actively arrange parent-teacher association in the school. That way, the role and function of all parents and teachers in partnership activities could be maximised. One of the benefits of forming an association is its role as a medium for school institution to disseminate school partnership programs and activities to all parents so that they can understand them and actively participate in the process (Kemendikbud, 2016).

Parents have to be more involved as work partners in the school environment and as educators in the home by giving them parenting programs (Lindasari, Wiyono & Arifin, 2017). Based on that, SMKN 1 Surakarta should organise parenting classes and lectures from experts of different backgrounds in a consistent but gradual manner, based on parent-school agreements. These activities could be carried out when the school has meetings with parents, such as the newly admitted student meeting, the handing out of report cards, and other applicable meetings where parents could come to school voluntarily. This is in line with the interview results where accounting teachers of SMKN 1 Surakarta stated that at least four times a year the school arranges meetings with parents/guardians, including: (1) new student enrolment; (2) the handing out of report cards in either even or odd semester; (3) examination periods; (4) evaluation meeting for the following year's study. Implementation of parent-school activities is intended to increase parents' awareness about the importance of their role in monitoring their children's education, such as (a) giving moral support and high motivation; (b) helping and checking homework; (c) attending parent-teacher association activities and school committee meetings, and (d) having conversations with their children about school (Catsambis & Beveridge, 2001; Fan & Chen, 2001; Jeynes, 2003).

To overcome the problem of limited physical facilities and infrastructures available in school, the school could propose to cooperate with government bodies, small and medium-sized businesses (UMKM), banks, and other related bodies so that they can procure facilities and infrastructures such as laboratory, shared production business, school partnership room, or other appropriate facilities based on the expertise of the particular vocational high school (SMK). In addition, school could also access funds from Corporate Social Responsibility programs of business company or related industry. Clark (2001) pointed out that there are alternative sources of funding to develop programs of a school, such as (1) other state bodies, including ministry or related institutions, that are equal to the central or regional government; (2) private body sources in the form of CSR from companies, industries, professional or public associations, and social foundations; (3) education institution's general income from school business unit of various fields including service, product, alumni's shared fund, and royalties from school's intellectual property.

## Conclusion

Based on presented results and discussion, it could be concluded that: inhibiting factors of the arrangement and implementation of Family, School, and Community Partnership Reinforcement Program are lacking the guidance from either City or Province Department of Education regarding the presence of such program in Surakarta City. Furthermore, there is also the lack of dissemination efforts from Directorate of Family Education Development, Directorate General of Early Childhood and Community Education about the norms, standards, procedures, and criteria (NSPK) of partnership program implementation in every level of education including SMK, the lack of awareness from families and the public about the importance of partnership program, the fact that school institution still utilises old management system in the implementation of partnership program, and the insufficiency of facilities and infrastructures to support the Family, School, and Community Partnership Program.

Proposed solutions to the stakeholders of the partnership program, are as follows:

- (1) Department of Education should give guidance as well as supervision about the implementation of partnership program, especially in the level of secondary education, that is, SMK;
- (2) the government needs to increase dissemination efforts of partnership program in SMK level;
- (3) the school has to improve teacher and staff's capacity and quality by actively participating in partnership program counselling;
- (4) school has to invite or cooperate with partnership experts to increase the public's awareness about the importance of school, family, and community partnership; and
- (5) the school is advised to provide sufficient and appropriate facilities and infrastructures that support parent-teacher meetings regularly.

The limitations of this study are the number of participants and the number of locations (schools). A study with more participants and more studied schools are more likely to produce a more in-depth result in the study of this matter.



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