



BUILDING THE FUTURE OF INDONESIAN EDUCATION FOR ALL: SCHOOL PARTNERSHIP MANAGEMENT IN IMPROVING THE QUALITY OF EDUCATION

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Abstract:

Establishing strong partnerships between educational institutions, school committees, parents, communities and businesses is the main strategy in attracting community involvement to improve the quality of education. Through partnership cooperation, educational institutions are expected to be able to improve the quality of education. This research aims to find out how the planning, organisation, implementation and evaluation carried out by Madrasah Ibtidaiyah Arrahmah Samarinda in improving the quality of education through partnership cooperation. This research uses a qualitative approach with a case study design. As for the results, the first planning of school partnership management in Madrasah Ibtidaiyah Arrahmah Samarinda begins with identifying and analysing the needs of the school. Furthermore, synchronising the curriculum and setting goals. Second, the organisation of school partnership management is carried out by optimising the resources owned by both the school and the partners. Third, the implementation of school partnership activities in improving the quality of education in Madrasah Ibtidaiyah Arrahmah Samarinda, has been done well, this can be seen from the various activities carried out by cooperating with various parties ranging from school committees, teacher communities, parents, government agencies, academic institutions, communities and businesses. Fourth, the evaluation of partnership cooperation is carried out after the implementation of the activity, this is done to find out the support, obstacles, shortcomings and advantages of the programme that has been carried out.

Keywords: *Partnership Management, Education Quality*

INTRODUCTION

Education is a structured and systematic process with the aim of forming an effective and efficient learning ecosystem for students in order to improve their competencies in order to gain spiritual strength, morals, self-control and life skills needed for their survival (Haidar Putra Daulay, 2009). Fulfillment of educational needs is a fundamental right for every human being, both individually and as a group, and the government plays a crucial and fundamental role in ensuring its availability, and is obliged to fulfill it as an authority that has full authority. Article 31 of the 1945 Constitution of the Republic of Indonesia explains that every citizen has the right to obtain a decent education, and the government has the obligation to pay for it. The government is an institution that has full jurisdiction over educational policies that apply

in Indonesia. So the government must set guidelines regarding educational goals, which include short-term, medium-term and long-term goals.

Schools as education providers in Indonesia are required to be professional in providing educational services to the community. School is a place for children to study so that in the future they will become intelligent, knowledgeable people, physically and spiritually healthy (Norlena, 2015). School can also be called a place for carrying out teaching and learning processes that are directly guided and supervised by teachers. Schools are expected to be able to become a second home for students and parents. Because basically parents will choose a school for their children by considering various aspects in the form of safety, comfort and the quality of their education.

In carrying out educational activities in a school, both public and private, adequate management is required. Management was originally a science used by the business world to manage and manage companies. As time goes by and the development of science, management has penetrated into various organizational sectors, including educational institutions. Education requires good management in order to be able to produce quality graduates in order to develop complete Indonesian people in accordance with what is mandated by the 1945 Constitution of the Republic of Indonesia. In the fourth paragraph of the 1945 Constitution, it is stated that beyond that, it is necessary to form an Indonesian government that protects the entire nation, all of Indonesia's bloodshed, advancing general welfare, and making the nation's life intelligent. Education is believed to have a very important role in raising the status and dignity of a nation.

Meanwhile, partnership management comes from two syllables, namely management and partnership. Etymologically, management comes from the Latin words *manus* which means hand and *agere* which means to do or carry out. So when these two syllables are combined they become *managere* which means to handle. The word *managere* is translated into English as the verb to manage, with the noun management, which when interpreted into Indonesian means management (Supardi et al., 2023). Based on the theory stated above, it shows that management needs to be carried out by an organized group of people, not just done individually or individually, so that in managing management a solid team work is needed to facilitate the implementation of management in achieving the desired goals.

Etymologically, partnership is adopted from the word partnership which can be interpreted as an alliance or partnership (Ambar Teguh Sulistiyana, 2004). Based on the Big Indonesian Dictionary, the word partner means friend, co-worker and best friend. According to Sentonoe Kertonegoro, partnership is a form of symbiotic, mutualistic relationship or a mutually beneficial relationship between the elements carrying out the partnership, by positioning the partnering parties in an equal position (Mohammad Jafar Hafsah, 2000). From the opinions above, we can get an idea that partnership is a form of building relationships or cooperative relationships with other parties aimed at mutual benefit.

Partnership management is a cooperative management relationship (relationship) involving parties who are closely related, in order to achieve educational goals together by prioritizing effectiveness and efficiency. Where all organizational elements carrying out partnerships can be mutually integrative and collaborative to create quality learning outcomes. Building partnerships requires harmonious collaboration between educational institutions, school committees, the community and partnering parties in order to obtain a positive response and improve the quality of education.

It is important for educational institutions to establish strong partnership relationships between educational institutions, school committees, parents, the community and the business world as the main strategy in attracting community involvement in order to improve the quality of education at the school institution. In the current era of globalization, where technological developments and the rapid dissemination of information force each individual and group to establish collaborative partnerships with various external parties, both personally and organizationally, to achieve planned goals. School and society are inseparable parts, where school is a place for students to study, while society is the user of educational services and part of the

culture that gives color to the quality of education in their environment. The three main pillars of education are closely related and cannot be separated, namely, schools, parents and society. The process of building partnerships with external parties is very important for schools, in order to encourage the fulfillment of school facilities and infrastructure, learning innovation, and improving the quality of education in the educational unit institution.

However, in practice, building partnership relationships between schools and the community, parents of students, related agencies and the business world is often felt to be not optimal and there are still many obstacles encountered, especially in certain areas. From several previous studies conducted by (Ernawati, 2018, Firdauza Ardy Nugroho, 2019, Novianti, 2020, Badingah, 2021, Salma Firdaus, 2022) in reality it is still found that the role of the community and existing stakeholders does not play a significant role in carrying out their role for improve the quality of education.

In the research that will be carried out this time, researchers will focus on implementing school partnership management directly. A preliminary study conducted by researchers at Madrasah Ibtidaiyah Arrahmah Samarinda, shows that in the last three years, Madrasah Ibtidaiyah Arrahmah Samarinda has experienced quite rapid development and progress in terms of providing facilities and infrastructure as well as school activity programs running quite well and effective. Seeing this incident, the researcher felt interested in exploring it further, considering the involvement of parents, school committee, community, business world and related parties in various activities at school.

Seeing the current conditions at Madrasah Ibtidaiyah Arrahmah Samarinda, it is very interesting for researchers to conduct research related to school partnership management so that they can find out in more depth, things related to school partnership management at Madrasah Ibtidaiyah Arrahmah Samarinda in improving the quality of education through the processes of planning, organizing, actuating and controlling. Starting from the various phenomena that occurred above, in this research, the researcher took the theme "School Partnership Management in Improving the Quality of Education (Case Study at Madrasah Ibtidaiyah Arrahmah Samarinda)". The focus of this research is to study school partnership management in improving the quality of education at Madrasah Ibtidaiyah Arrahmah Samarinda.

RESEARCH METHODS

The type of research used is case study research which involves an in-depth examination of a phenomenon that has been carefully selected to gain a deeper understanding (Assyakurrohim et al., 2022). This approach allows researchers the flexibility to thoroughly investigate a program, event, process, or action of one or more individuals.

In this research, the researcher used a qualitative research approach, where qualitative research focuses on a comprehensive examination of the subject being researched. This approach is considered very appropriate for this research because it allows the author to reveal and provide a detailed and transparent picture without artificial limitations. Qualitative research is rooted in the philosophy of constructivism, which states that reality or facts have various sides, interact with each other, and offer a platform for the exchange of social experiences, each of which is interpreted by individuals (Nana Syaodih Sukmadinata, 2017).

Lexy J. Moleong revealed that qualitative research aims to enable researchers to understand the phenomena experienced by research subjects. These subjects include motivation, behavior, perception, and action are examples of this phenomenon, which are then explained using words and language in a natural setting (Syafriada Hafni Sahir, 2022).

The specific research location is where researchers obtain sources of information along with a series of data collection that is relevant to the main research theme, to be collected in solving problems. In the context of this thesis, the research location is at Madrasah Ibtidaiyah Arrahmah Samarinda, precisely on Jl. Sukarno Hatta Kilometer

one, Simpang Tiga Village, Loa Janan Ilir District, Samarinda City, East Kalimantan.

RESULTS AND DISCUSSION

Management comes from Latin, which comes from the words *manus*, which means hand, and *agere*, which means to do, so that when these two words are combined it becomes the verb *managere*, which means to handle. Then the word *managere* was adopted into English to become to manage, which means to organize, manage, manage and implement. Management includes coordination activities to produce goods or services efficiently and effectively, which is carried out by utilizing employee abilities and expertise to achieve the best results (Martini & Aminah, 2009).

Handoko believes that management is described as a series of sequential activities which include planning, organizing, directing and monitoring activities. This activity is intended to guide the efforts of team members in utilizing resources efficiently in achieving previously established organizational goals (Irwan, 2023). Based on several expert opinions, a conclusion can be drawn that management consists of a series of activities that integrate various organizational components to achieve predetermined goals efficiently and effectively.

Partnership management is lexically formed from two syllables, namely, management and partnership. Management is the process of using existing resources, both human and material, to achieve common goals (Utomo & Melaningsih, 2023). Meanwhile, partnership begins with the word *mitra* which means friend, comrade and work partner.

Partnership management is a series of structured and systematic activity processes through management functions to carry out positive and mutually beneficial cooperation by prioritizing coordinative values and equality to take an active role in instilling values, traditions, procedures and quality improvement in educational institutions. Partnership management efficiently utilizes various resources to achieve predetermined goals (Yuanita et al., 2020). These resources are coordinated and optimized effectively through management practices that are aligned with established operational norms.

In implementing partnership management, it involves individuals or groups working together to achieve common goals through mutual support and understanding. Partnership management can also refer to joint efforts between various parties aimed at achieving common goals, driven by the principles of mutual needs and benefits.

In the field of education, partnership management involves cooperation between educational entities, school committees, and parents, the business world and other stakeholders based on principles such as mutual cooperation, equality, trust, respect and readiness to make sacrifices. This collaboration aims to develop a conducive educational environment to foster the quality of education in schools both academically and non-academically for students.

The government has established a legal umbrella that can be used as a juridical basis for implementing educational activities through partnerships, as part of efforts to regulate partnership management systems in educational institutions. UU no. 20 of 2003 as follows: Chapter (2) The community can participate as a source, implementer and user of educational results. (UU No. 20 of 2003 concerning Community Participation in Education, n.d.)

Specifically, the objectives of school partnership management can be formulated, including:

1. To strengthen the cooperative ties between the school, the school committee and parents, and external parties in providing support related to the learning environment, so as to develop the talents, interests and potential of students as a whole.
2. To strengthen the role of parents, the community and related parties in providing support for the success of students' education both at school and in the family environment.

Quality relates to an organizational environment dedicated to continuous quality improvement. It is characterized by two fundamental components: first, cultural and psychological aspects involving shared values, beliefs, expectations, and dedication to quality, and second, structural and managerial aspects that include processes for improving quality and goals that align and harmonize contributions individuals throughout the organization. (Basri, 2011) Quality represents readiness, dedication, and a series of beliefs and behaviors adopted by the organization regarding matters related to quality (Zamroni & Fajri, 2022).

Partnership planning at Madrasah Ibtidaiyah Arrahmah Samarinda, involves a series of preparatory actions carried out to achieve a goal, which is good and systematic planning.

By applying the methodology of data collection techniques through observation, interviews and reviewing documentation regarding partnership planning in improving the quality of education at Madrasah Ibtidaiyah Arrahmah Samarinda, several findings were identified that researchers obtained in the field, including: 1) Identifying problems through meeting activities on problems that arise, occurs in schools, and recognizes the community, institutions and stakeholders both internally and externally. 2) Determine the goals to be achieved, how to build partnerships with external parties to achieve the goals. 3) Create and determine a work program containing all program activities, program objectives, program completion time, implementer and person in charge of the program.

The following are several steps taken by Madrasah Ibtidaiyah Arrahmah Samarinda in building a school partnership management plan:

Determine the name of the school activity program

The first task carried out by the head of Madrasah Ibtidaiyah Arrahmah Samarinda along with the board of teachers who are members of the school's institutional ranks is to discuss the partnership program plan that will be prepared and implemented. By determining the names of these programs, it is hoped that this will provide a direction for providing a description of the program that will be achieved, implemented, and is expected to bring positive results to the school.

Describe the name of the program and the objectives of the activity program

The head of the Madrasah and the school staff held a deliberation meeting to determine the description of the activities to be carried out. Determining a description of the activities of each program becomes an illustration and guideline in carrying out partnership management. The description of the activities begins with deliberation to determine the aims and objectives of the program to be implemented by Madrasah Ibtidaiyah Arrahmah Samarinda. The aim of preparing a description of the partnership management program at Madrasah Ibtidaiyah Arrahmah Samarinda is to provide an explanation and confirmation of the aims and objectives of the names of the activity programs.

Determining the timing of implementing the school partnership program

The Madrasah Head and his staff held discussions to exchange ideas in determining the time for each activity. Determining the implementation time for each program is a form of careful planning so that the planned program can run as desired.

Determine the amount of the program activity budget

The Principal of the Madrasah and all levels of teachers and staff after preparing the program planning through deliberation. The next step is to determine the amount of budget required by each partnership activity program. Developing activity programs must of course be supported by adequate financing. In fulfilling this financing, schools cannot stand alone but require support from external parties.

Implementation of the Educator Competency Improvement Program (Madrasah Working Group and UINSI Samarinda)

Considering the importance of increasing teacher competence in the learning process, after going through a careful and in-depth planning process, schools need to carry out follow-up actions by implementing the program that has been designed. Because

basically increasing teacher competency is a mandatory self-development that must be carried out by a teacher both individually and in groups.

Implementation of Student and Extracurricular Programs Implementation of Facilities and Infrastructure Fulfillment Programs (Community, school committee and business world)

Facilities and infrastructure as well as other supports are very necessary to support the success and guarantee the quality of education at Madrasah Ibtidaiyah Arrahmah Samarinda. To make it happen, of course Madrasah Ibtidaiyah Arrahmah Samarinda will not be able to make it happen alone, but synergy is needed between the stakeholders at Madrasah Ibtidaiyah Arrahmah Samarinda, especially the role and participation of the community in making it happen. To fulfill the facilities and infrastructure, there are several steps taken by Madrasah Ibtidaiyah Arrahmah Samarinda through deliberation meetings to make this happen, including:

- a. Identification and data collection of facilities and infrastructure needs, this is done to make it easier to determine the required budget amount.
- b. Prepare the amount of budget needed to fulfill facilities and infrastructure.
- c. Create designs and sketches of the building to be built.
- d. Carrying out data collection on potential partners who will collaborate to fulfill facilities and infrastructure.

Establishing effective communication with potential partners by implementing various approaches and strategies both institutionally by submitting letters of request and proposals for assistance, while the kinship strategy is by optimizing the role of students' parents, the community and Madrasah Arrahmah alumni.

DISCUSSION

Through meeting activities involving teachers, teaching staff and committee administrators. The school principal and his staff in the meeting activities identify the school's needs, which include the needs of teachers and students. At the planning meeting for the Madrasah Ibtidaiyah Arrahmah Samarinda partnership cooperation program planning, the partnership cooperation program planning was grouped into three main activities in the form of:

- a) Planning a program to increase educator competency in the classroom learning process

Madrasah Ibtidaiyah Arrahmah Samarinda pays great attention to increasing teacher competency in learning. This can be seen from the program planning that has been prepared by the school through partnership collaboration with the Madrasa working group (KKM) and UINSI Samarinda. Madrasah Ibtidaiyah Arrahmah Samarinda realizes that teaching staff with good competence will certainly have a significant impact on improving the quality of education.

- a) Planning student programs and extracurricular activities for students

In connection with exploring interests, talents and increasing competence in students. In planning its student and extracurricular activity program, Madrasah Ibtidaiyah Arrahmah Samarinda has prepared several activities which include 1) forming and improving the character of discipline, patriotism and self-reliance through scout extracurricular activities. Scout extracurricular activities are programmed by Madrasah Ibtidaiyah Arrahmah Samarinda, through collaborative partnerships with the Loa Janan Ilir sub-district scout movement kwaran and Susu Zee. 2) increasing proficiency in the sport of football, Madrasah Ibtidaiyah Arrahmah Samarinda is planning a partnership collaboration with the field manager of Simpang Tiga sub-district 3) increasing talent in badminton and futsal sports, Madrasah Ibtidaiyah Arrahmah Samarinda is planning a partnership collaboration with the green point badminton and futsal field management 4) pencak silat through planning partnership collaboration with the PSHT silat college 5) planning religious activities and improving religious character through partnership collaboration with administrators Baitul Tharah mosque, Simpang Tiga sub-district.

- b) Planning a program to fulfill facilities and infrastructure
Madrasah Ibtidaiyah Arrahmah Samarinda prepares plans for the fulfillment of facilities and infrastructure through collaborative partnerships with the school committee, community, parents and the business world. The plans prepared take the form of fundraising activities and material assistance in providing school facilities and infrastructure. Starting from parents' considerations in choosing education for their children, Madrasah Ibtidaiyah Arrahmah tries to capture these aspirations and then make them come true by planning a program to fulfill school facilities and infrastructure.

CONCLUSION

Refers to the analysis of research data obtained by researchers through interviews, observation and documentation as well as the results of discussions on research that has been carried out by researchers. The researchers obtained conclusions from the research conducted with the theme "School Partnership Management in Improving the Quality of Education" in the form of:

At the planning stage of school partnership management in improving the quality of education at Madrasah Ibtidaiyah Arrahmah Samarinda.

The first thing the school does is identify and analyze the problems and needs required by the school. The second next step is to set goals and synchronize them with the curriculum set by the school, with the aim of making planning for partnership management more focused. Then, thirdly, the school together with its staff (teachers' council, committee and foundation) prepare a partnership management work program that will be implemented, by determining several steps and stages in the form of: a) determining the name and activity program b) selecting potential partners who will be partnered with in carrying out the program c) making a schedule and design of activity programs d) preparing a budget for each activity program that will be carried out e) determining the person responsible for the program activities that will be carried out by the school.

The process of organizing partnership management in improving the quality of education at Madrasah Ibtidaiyah Arrahmah Samarinda. This is carried out by optimizing the role of human resources owned by the school and partners. This is done by the school principal to minimize miscommunication that occurs in the field and to make carrying out activities easier in the direction. The principal as the top manager is fully responsible for the activities.

Implementation of school partnerships in improving the quality of education at Madrasah Ibtidaiyah Arrahmah Samarinda. The implementation of school partnership activities in improving the quality of education at Madrasah Ibtidaiyah Arrahmah Samarinda has been carried out well, this can be seen from the various activities carried out in collaboration with various parties starting from the school committee, teacher community, parents of students, government institutions, academic institutions, the community and the business world.

Evaluation of school partnerships in improving the quality of education at Madrasah Ibtidaiyah Arrahmah Samarinda. Madrasah Ibtidaiyah Arrahmah Samarinda, in implementing the partnership collaboration, has carried out an evaluation by holding a joint meeting after the implementation of the activity. This is done by the school with the aim of identifying supports, obstacles, shortcomings and advantages of the program that has been implemented. So that the school knows whether the program has been implemented according to the established plans. Then, from the identification results, if obstacles and deficiencies are found, solutions will be sought so that in the future all planned programs can run well.

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