

Teacher-Parent Partnership on Early Childhood Education Curriculum Development

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ABSTRACT

Developing teacher-parent partnerships doesn't always seem easy. The rationale to establish the partnership requires strong commitment between school, family, and community members. This article portrays the results of a preliminary study that aims to identify condition of teacher-parent partnership. This research is a case study of six State Pembina Kindergartens in West Java, Indonesia. The participants of the study were twelve teachers and three parents. Research instruments employed included observation sheets and structured interviews. Data analysis were garnered from data reduction, data display, conclusion, and verification. The results of the study revealed: (1) rhetorically, both teachers and parents conveyed the importance of partnership between the school and parents in supporting the success of curriculum development; (2) parents and teachers carried out six types of partnerships such as parenting, home learning, communicating, volunteering, decision-making, and collaborating with community; and (3) the parents and teachers realized that the implementation of the partnership hadn't been optimally developed. Based on the findings of the preliminary study, it is recommended that competent stakeholders should provide training for effective school-family-community partnership programs.

Keywords: *Curriculum Development, Early Childhood Education, Teacher-Parent Partnership*

1. INTRODUCTION

The importance of school-family-community partnerships has long been recognized by the government in many countries. Large numbers of research findings show that children showed higher academic performance and fewer behavioral problems when school-family-communities collaborate (Kaufman, Rimm, Cox & Bradley, 2003; Amatea, Mixon & McCarthy, 2012; Sheridan & Kim, 2015; Allen, 2007; Kraft & Dougherty, 2013). In connection with the importance of school-family-community partnerships, to realize the partnership especially in the context of Early Childhood Education in Indonesia, the Ministry of Education and Culture; Directorate General of Pendidikan Anak Usia Dini (PAUD), also known as early childhood education); and Community Education; The Directorate of Family Education Development has set technical guidelines for school-family-community partnerships since 2016. In the technical guidelines, the Ministry of Education and Culture (2016) considers that schools, families, and communities are "three centers of education" which are very important to ensure optimal growth of children. For this reason, partnerships between schools, families and communities need to be built.

The development of early childhood education curriculum has a very strategic role and function in the development of human resources from an early age. Early childhood education institution (PAUD) is one of the institutions that must be able to realize human resources quality from an early age and to prepare future human beings who have more readiness and adaptability in facing different age challenges (Gordon & Browne, 2011; Jackman, 2012; Nutbrown, 2006; McLachlan, et al., 2010). For the success of early childhood curriculum development, the teacher must build a positive two-way relationship with the children's family (Miller, 2009; McNulty., Carol & Prosser, Theresa, 2011; Marjoribanks, 2002). Furthermore Dodge & Bickart (2000) explained that the most effective program for early childhood development is by involving the families of children in a meaningful way. Although the main role of an educator is to work with children, it will be better when parents are actively involved as an integral part of curriculum development. A partnership begins with mutual respect and trust. Educators must convey the message that parents are welcomed and encouraged to

visit schools or classes and they are even expected to be well acquainted with school programs which will build a positive relationship. The involvement of parents in participating to support curriculum development allow parents to participate in observing directly how their children are progressing so that parents can support and expand at home what children learn in school. Educators should have time to invite parents to know their children well and ask parents to help their children learn at home. Educators should explain the practice in accordance with developmental stages to parents so that parents know the interests of their children and build confidence and pride in what their children can achieve. All these activities gain valuable recognition in an effort to support the development of a high-quality curriculum.

Developing school-family-community partnerships doesn't always seem easy. For this reason, to establish a partnership requires strong commitment among school, family, and community members. Additionally, school-family-community partnerships place their priority on collaborative relationships and the core of the philosophy of school-family-community partnership is the trust to share responsibility for facilitating optimal children's growth (Sheridan & Kratochwill, 2007; Christenson & Reschly, 2010; McNulty, Carol & Prosser, Theresa, 2011).

Research on school-family-community partnerships, in the context of early childhood education in Indonesia is under investigated. Pang (2005) stated that research on family and community participation in the Asia-Pacific region is small in number compared to the United States. To trace the extent to which the partnership has been implemented in the early childhood education landscape, this preliminary study seeks to discover the real conditions of school-family-community partnership by referring to school-family-community partnership program as developed by Epstein's (Epstein, 2001; Epstein., & Salinas, 2004) into six types: parenting, home learning, communicating, volunteering, decision-making and collaborating with community in the context of early childhood education curriculum development. The full details of finding are presented in this article.

2. LITERATURE REVIEW

2.1 What is School, Family, and Society Partnership?

School, family, and society partnership is the act of sharing and communicating. The relationship that involves firm and tight cooperation between school, family, and society, as well as having the same rights and responsibility. Partnership between school, family, and society focuses on fixing the experience and the outcome of the child's education, as well as aspects like academic, social, emotional, and behavioral (Sheridan & Kratochwill, 2007). Joint planning is needed for

partnership to be created, and in the execution, it needs the organizing of the other functionary (stakeholders) needs. Effective partnership will be put into realization if there are commitments to share information and aim including results that are expected (Fitzgerald, 2004; Deslandes, 2006). Adams., Harris., & Jones (2016) defines partnership as the process of two or more party that works side by side to reach a common goal and target. Effective partnership is based on the effort of all party in reaching the same common goal.

Partnership is important for practice reflection and the exchange of knowledge. In the context of school, family, and society partnership in Indonesia, it is known widely the "*Tri Sentra Pendidikan*" or as translated, the Three Centers of Education. The partnership of the three centers of education is the effort of teamwork between the unit of education, family, and society that is based on the principles of teamwork, equality, trusts, respect, and the willingness to sacrifice in order to build the ecosystem of education that grows characters and the culture of student achievements (Kemendikbud, 2016; Kemendiknas; 2010; Kemendikbud, 2015).

To build school, family, and society partnership, it is ideally needed that the exchange of information's are made and that the development of teamwork with the way of respecting and appreciating, to have the same understanding and feeling towards what is intended with long term 3 partnership by emphasizing on the process of exchanging information and communication (Fitzgerald, 2004; Christenson., & Reschly, 2010). Citing the works from a of sources as stated above -- it can be explained in the end that partnership between school, family, and society is the effort of teamwork, coordination, and collaboration to increase the chance and the success of the child's education, in which it is based with the acknowledging of the common roles and responsibility between school, family, and society. There is found to be the key concept of school, family, and society partnership, in which it includes: realizing that collaborative partnership should be out of a person's own will and not by force; the need to share of resources' being responsible in decision making; has a goal that aims to reach the defined common goal' acknowledging each other's roles; the ability to work together intuitively to plan formal process of programs; and trusting as well as respecting each other.

2.2 How does the partnership between School and Society be implemented?

Effective partnership between school, family, and society will be able to facilitate the growth and development of the child optimally. For that to happen, effective partnership can only happen should it be planned; organized; executed in numerous activities may it be informal or formal, which at the end is supervised and evaluated (Kemendikbud, 2016; Epstein, 2001; Epstein., & Salinas, 2004). In relation with the

implementation of school, family, and society partnership, refer to the research findings of Epstein (2001); Fitzgerald (2004) where ideal partnership involves the family and society to be a productive partner in the child's and school success. For that, the partnership should cover the six types of school, family, and society involvement, namely: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. The purpose of each type of partnership are as follows.

Parenting: the act that can help families to have the skills of child care, giving support to the child's development, and the provision of the household conditions that supports the child to learn according to his/her own age and grade level. Helping the school in understanding the background, culture, and purpose of the family for the child (Epstein., & Salinas, 2004; Epstein, 2001). In parenting level, the school part like the teachers will give information to the family and the school will also listen to the information from the family regarding the need of the child to study (Fitzgerald, 2004).

Communicating: the activity of communicating with family and society regarding the school's program and the development of their children. Creating a two-way channel of communication between the school and the home. According to Epstein., & Salinas (2004); Fitzgerald (2004), effective communication between the teachers and the parents are very important for them to develop a partnership. The importance of communication in terms of delivering of communicating the information can be disseminated to the parents to help them understand the objectives of the education, the awareness of how their child develop in his/her studies, and how to help the children at home. Same rules are applied vice versa for the parents to deliver information about their child to the teachers. It is highly supported that effective communications are established. To maximize the opportunity of teacher-parent partnership, communication should be like the following: Two-way (with the possibility of both parties to deliver information accurately); conducted through informal and informal methods; giving feedbacks to parents regarding their child's development; seeking parent's opinion about their child's situation; involving parents in the process of decision making (Kraft & Dougherty, 2013; Sarmento., & Freire, 2012; Marjoribanks, 2002).

Volunteering: the act of recruiting, training, and schedule making to involve families as volunteer and as the audience at the school or other places. This allows the teacher to work voluntarily where the child's success and the school's is supported (Epstein., & Salinas, 2004; Epstein, 2001). An example of this activity is through either the school or the teachers in optimizing the family members as the supporter, and the community to offer themselves to increase the accomplishment of the curriculum (Fitzgerald, 2004).

Learning at Home: the involvement of family with their children in academic learning at home, including helping the children to do household chores, goal setting, and other activity in relation with the curriculum. For this to happen, the teachers have to design household chores that allows the children to share and discuss the tasks that are interested within the family (Epstein., & Salinas, 2004; Epstein, 2001). Every parent can help their children's academic success, and the effective involvement of family can happen within every home (National Education Association, 2011; Fitzgerald, 2004; Marjoribanks, 2002).

Decision Making: the partnership act in involving the family and the society as participants in decision making for the school programs. In the decision-making process, family members and society, through the school committee, have a task and responsibility as the resources that are facilitative and supportive to the education service with high quality (Epstein., & Salinas, 2004; Epstein, 2001); Fitzgerald, 2004).

Collaborating with Community: the coordination of resources and services for the family, children, and school with the society group including businesses, institutions, organizations, as well as academies or universities. Activate all those community to contribute in giving education services (Epstein., & Salinas, 2004; Epstein, 2001; Kemendikbud, 2016). The purpose of this strategy is so that the school can create opportunities as well as trainings for parents or the community, or vice versa through the society for the teachers and parents. (NEA, 2011).

In hopes of realizing all types of partnership as mentioned, the school should act as the following as indicated by Kemendikbud (2016): (1) the initiator in the partnership, which is the party that starts the partnership building. As example, the first day of school in which the school is represented by the homeroom leaders to meet with the parent/guardians in discussing about PAUD Program (PAUD: Pendidikan Anak Usia Dini) or in other word, early childhood program, and parents/guardian meeting agenda; (2) partnership facilitator, which is the party that facilitates the manifestation of partnership between families and society, like providing places for organizing a class for parents/guardian; and (3) the partnership controller, which is the party that controls proactively so that all partnership will be better, like doing evaluation on behavioral changes of the parents/guardian in the involvement to support the child's educational progress at home.

3. METHOD

3.1 Research Method

The present study was informed by a qualitative descriptive case study approach focusing on the details of the results of interviews and observations of teacher-parent partnership context. The intended case refers to the

real conditions of the partnership that was developed in six state Pembina state Kindergarten Schools based in West Java. To uncover the actual conditions of the partnership, the researchers propose some queries to gain descriptive knowledge, explanatory knowledge, and exploratory knowledge (Singh, 2006; Mcmillan & Schumacher, 2001).

This study aims to elucidate the results of structured interviews and observations related to: (1) teacher – parents’ perception of the heart of partnerships; (2) partnership strategies that have been developed by teacher-parents, and (3) the orientation of partnership in facilitating curriculum development. These proposed questions refer to the six types of Epstein's partnerships (2001; 2004) which comprise: parenting, home learning, communicating, volunteering, decision-making and collaborating with community. In reporting the findings, researchers attempted to provide description of each respondent to help readers understand the phenomenon and to allow subsequent reinterpretation.

3.2 Research Participants

This case study research recruited six state Pembina kindergartens. The underlying reason for choosing Pembina state kindergartens because the name of “Negeri Pembina” which school has and it is generally used as a benchmark of early childhood education institutions in each region. Additionally, Pembina State Kindergarten generally becomes leading schooling many different activities such as curriculum development, provision of educational services, including developers of partnership program, and so on. From each school, the respondents of the research were two teachers and five parents of children that means the respondents consisted of twelve teachers and thirty parents of children from different schools.

3.3 Data Collection

Data for this study is collected over a period of one semester primarily through two methods: (a) observation on the presence of parents at school; and (b) interviews with teachers and parents. Various data sources are useful for answering research questions as well as increasing comprehensibility and credibility of findings (Singh, 2006; Mcmillan & Schumacher, 2001).

3.4 Data Analysis

The data analysis process is informed by interpretive analysis (Mcmillan & Schumacher, 2001; Sukmadinata, 2005). The analysis process began after initial data collection and involved an ongoing procedure where each new data was collected and compared to data obtained. After reading a set of observations, the researchers began the process of developing a coding system. The results of the observations described situation regarding to the presence of children’s parents

in the morning, the condition of children’s parent while the children were learning, and the presence of parents when the children went home.

Observations did not immediately begin coding into the conceptual category. At the outset, the researchers read through data to identify recurring topics which later became a focus of category. These identified topics were encoded and categorized. And then, the themes were generated from observations. Data analysis focused on conceptual themes that were most prominent in relation to research questions. All sources of evidence were reviewed and analyzed together so that the research findings were based on the convergence of information from various sources. This process was then repeated as needed to improve the category and identify valuable information. To answer research questions, the most relevant themes were discussed in the findings section.

4. RESULTS

The findings of this study describe daily conditions or routine procedures for the implementation of early childhood education, which include three conditions, they are the presence of parents of children in the morning; situation when parents and children were in school or class; and the condition of parents when they come home from school. From these conditions, a brief description of the partnership between teacher-parents is explored. These visible conditions were further traced to the results of interviews with teachers and parents using a strategic framework that includes: parenting, home learning, communicating, volunteering, decision-making and collaborating with community in the context of early childhood education curriculum development.

4.1 Implementation of Teacher-Parent Partnership on Curriculum Development

The presence of parents of children at school: out of six Pembina State Kindergarten have a school entrance schedule starting at 8 am. Thus, children attend school before 08 o'clock or around 07.30 - 08.00. When children were present at school, they were generally driven to school by their parents or their close relative such as aunt, uncle and some of children are accompanied by their grandfather or grandmother. The children were just dropped at the school gate and they generally shake hand with people who take them before they go into the school. After that, children go into the school gate and are welcomed by the teachers, then the they shake hands with the teachers who are ready to welcome them. Regarding parents who take children to school, some of them immediately leave the school after saying goodbye to the teacher and some others are waiting in the school yard. Some of waiting parents were chatting in the group (the contents of their conversations were not recorded as they were not the focus of the research) and others are just sitting around without doing anything.

Parents' activities when children are at school: after the children are in school, they do various activities such as playing outdoor according to their chosen toys, some of them directly go into the class. Parents whose children play outdoor observe their children and seem happy to see their children, some of children wave their parents and responded by them. When it is time to study, each child is conditioned by the teacher to line in his class yard, they sing, do body movements for warm-up before learning begins, hand hygiene checks, and so on. As children line in the school yard, parents see their children from outside the school gate with enthusiasm. After the children enter the classroom, the teacher closes the classroom door.

While the children and their teachers were in class, the parents who chose to wait for their children outside the school gate socialized with other parents, some of whom were just chatting. While others just choose to be alone and busy with their mobile phones. When children go home from school: parents come back to take their children, and parents waiting from morning is get ready to approach their children. Every child shake hands with their teachers before leaving the school and if the teachers see the parents take them, they allow him to go home. Generally, when the teacher hands over the child to the parents who pick him up, they friendly greet and have a chat and other parents just go home immediately after their child approaches them. Responding to the conditions as the results of observations on parents when taking children to school, during children learning, and when going home from school is associated with the type of Epstein's partnership (Epstein, 2001; Epstein., & Salinas, 2004) which is supported by the results of structured interviews presented below.

4.2 Parenting in Supporting Curriculum Development

Parenting is referred to as assisting families with parenting skills and family conditions that support children, and assisting schools in understanding parents (Epstein, 2001; Epstein., & Salinas, 2004; Pang, 2005). The main question to trace partnerships through parenting is: Is there a parenting program from teacher in an effort to help parents to be able to introduce the school curriculum so that parents can help children learn and the teacher knows parents? In general, teachers argue that parenting program has been carried out since the beginning of the new school year. Parents are invited formally to attend meetings with supervisors, principals, and teachers. At this meeting, the school introduced the school's vision, mission, curriculum, and programs that required parents to be engaged in succeeding the school program for children's success.

The meeting was followed up by the teacher through inviting parents to attend their children's first day of school. At this meeting, activities carried out by the teacher were: (1) introducing oneself which included

several things needed by parents; (2) inform the school program and class agenda; (3) inform the rules of school and class rules; (4) informing parents' involvement at home, school, and class; (5) agreeing meeting with parents; (6) agreeing on ways of communicating with parents; and (7) asking parents to form a parenting class community, which consists of chairman, secretary, treasurer, parents class section. Formal meetings with parents are carried out at the end of the semester where parents are invited to school to get reports from the teachers about their children's progress while the teacher shows a book of child development reports for one semester. Other formal meetings were carried out at any time, for example if the school will visit an object related to curriculum development materials, parents are invited and the teacher provides information about the objective of program and parents are asked to help prepare their children and those who participate in the program are obliged to accompany their children.

Confirmed with parents, they confirm that they attend the invitation of the school at the beginning of the school year and on the children's first day in the classroom according to the class that their children will occupy. Through the meeting, parents became aware of the school program and the classroom teacher's program where their children attend school. In relation to curriculum, parents generally state that they do not really understand it in detail, but what they know is that their children are playing. According to parents, we are as parents have to provide many opportunities for children to play because through playing, they learn.

Other formal parenting programs, such as providing special training to parents is not generally done by the teachers. According to the teachers, one of the reasons for not doing these activities is: "We are too busy with the task of teaching and that requires administration to be done"; "As early childhood teachers, we must always prepare class conditions for the next day, so we have slightly less time for training parents." The parenting activities that have been carried out formally by the teacher as stated above were also done informally. According to the teachers, that is when parents come to school and intend to meet the teacher to ask for information about their children's development or parents intentionally ask about ways to solve the problems faced by their children at home. At that time, according to the teacher, besides exchanging information about children's development both at school and at home, they also gave input to parents how to treat children based on the problems faced by parents. One of examples were expressed by several teachers: "I told them about the activities of children in class to their parents, and then gave input to parents how to treat the child." In general, the response from parents about understanding early childhood curriculum generally inform that the curriculum helps children grow optimally. This is known from the meeting at the beginning of the school year, the school conveyed what the curriculum was and how it was

developed. Parents' understanding of how children learn is much assisted by teachers when there is an opportunity to converse with teachers. According to parents, through talking about children at that time the teacher gives an idea of how children grow and develop through play. The teacher also suggested many parents to accompany their children while playing, watching television, and so on. Behind such activities, there is hope from parents that the teacher provides more information about the school curriculum so that parents can also help children learn at home.

4.3 Teacher-Parent Communication in Supporting Curriculum Development

Communicating appears to be the most common type of partnership between schools and home (Epstein, 2001; Epstein., & Salinas, 2004; Pang, 2005). The teacher argues that communication with parents goes well both formally and informally, and it is carried out through various media such as in written form through: information book, information boards displayed in front of the class, notes in children's work, telephone call, short message services (SMS), correspondence to certain conditions (such as when teacher will discuss visits to an object such as a local cultural center).

In the context of oral communication which has been done by the teacher with parents is not limited to time and place, such as through telephone conversations related to information about children (one of the teacher stated "sometimes parents gave a call at night asking about what children should bring to school in connection with the learning project tomorrow"), conversations between teachers and parents while children was having a break were indicated by the teacher who said "we (teacher-parents) like watching children playing outdoor and we talked about their children's development at the same time), when parents feel that they have problems related to children's development, they frequently come to the teacher when others have just gone home from school. At this time, we discuss solutions to the problems faced by the parents together.

According to parents, communication with the teacher is always done on many occasions both in oral and written form. One of parents expressed "I am happy with the way the teacher accepts us to share information about children's development"; "I often call teachers at night if my child brings notes about what to bring to school, for confirmation purposes"; "When the children went to visit an object that was somewhat far away from school, I sometimes took part and talked to the teacher about children in an attempt to help children in relation to their development of language, social, emotional, and other developments "; "I like to contact the teacher by telephone or short message services to ask about my child's development". In addition to parents who have the initiative to contact teachers, some parents argue that sometimes teachers call or send short message or

WhatsApp chatting to convey information related to children's activities.

In relation to how far parents know about the development of early childhood education curriculum, parents stated that the teacher has socialized it to parents from the beginning of the school year. Based on the result of parents' understanding of the curriculum reported by the teacher: "The aim of early childhood education is to familiarize children with good behavior, such as speaking politely to parents and others"; "Children must learn independently, creatively, and everything should be done through playing"; "As parents, we must help children learn at home so that the school curriculum is achieved".

4.4 Volunteering Parents in Supporting Curriculum Development

Volunteering is defined as 'the recruitment, training, activities and schedules involving families as volunteers and audiences at the school, or in other locations to support school programmers' (Epstein, 2001; Epstein., & Salinas, 2004; Pang, 2005). Ideally, the school recruits and organizes parents to provide assistance and support for successful curriculum development, such as engaging them in school or class. In relation to the volunteering development program conducted by the teacher for the success of curriculum development, the teacher said: activities that support teachers by involving parents in: coming to school on time, bringing needed equipment as programmed by the teacher; accompanying children during visits to tourism objects related to curriculum implementation; attending exhibitions of children's work, or art performances; handling children who need special assistance; and taking children after school.

According to parents, activities that support children's development which is appropriate with the curriculum, parents are involved in every opportunity such as through activities: reading stories; telling stories; engaging children in activities that are relevant and support children's development; inviting children to play; providing playing tools based on children's interests; caring for children's hygiene and health; giving nutritious food based on children's needs; inviting children to recreational places, and so on. Essentially parents argue that while child was at home, parents has the responsibility of helping the child to grow as they understand the success of children's education, such as the results of meetings between parents and principals, supervisors and teachers.

The involvement of parents as volunteers in supporting the success of curriculum development among parents include: parents through school committees coordinating for fundraising for some purposes such as: providing school facilities; supplying healthy food on certain days; facilitating the activities of visiting children to certain objects according to school or classroom curriculum. One of these volunteering

activities, parents are asked to help the teacher in the classroom to accompany children to play.

On the other hand, the results of interviews with teachers revealed that schools make regulations which require parents to wait for their children in front of the school gate or school yard while they were learning. According to the teacher, school has not engaged parents yet to help children learn in class for the reasons if parents are in the class, children become spoiled. Therefore, to get children to learn independently, it is agreed with parents not to be involved in the classroom. Even if there is a crying child who wants to be accompanied by his parents, the teacher is forced to ask his parents to be in the class, and the child is slowly persuaded to be left by his parents and play with other children.

In general, parents want to voluntarily assist teachers in the implementation of the curriculum and in certain cases parents are ready to be involved at any time. For this purpose, the teacher generally has a contact number from each parent. The teacher said: "Sometimes there are children who are fussy or crying in class, so the teacher can call parents to help overcome them"; "There are also children who are sick at school, so the teacher can contact the person directly".

Other programs that involve voluntary parents who can support curriculum implementation include: parents who have an interest in cooking are happy to make healthy eating programs; parents who have certain professions such as police are invited to school to introduce one of the professions to children and these parents are happy to fulfill the teacher's invitation. For this purpose, the teacher argues that it is important to have data about parents, such as: the level of parent's education, parent's profession, and parent's address. The main questions asked to parents include: are you happy if teacher asks for your help in school activities to help children succeed, sir/madam? Answers from parents to these questions are: "As long as I can, I will be pleased to help the teacher accompany the children to learn"; "In my opinion, the teacher is more appropriate to guide children to learn in school, because teachers are experts"; "I help teacher by teaching various things to children at home";

4.5 Learning at Home to Support Curriculum Development

Learning at home is defined as involving families with their children learning at home including family work and curriculum-linked activities' (Epstein, 2001; Epstein., & Salinas, 2004; Pang, 2005). Ideally, the teacher provides information and share ideas with parents and in what ways parents can help children learn at home related to activities that support the success of curriculum development. Teacher said: when children are at home it is parent's responsibility so we did not do much intervention because every parent has a different parenting style.

According to teachers, early childhood students are not burdened with homework, so it is enough for parents at the beginning of the year to be directed to foster children towards achievement in accordance with the school curriculum. According to teachers, children go to school from Monday to Friday and based on school policies, school provides opportunities for parents to gather with their children on Saturday. When children go home from school and also on Saturdays and Sundays it is an opportunity for parents to enjoy the results of our work in relation to the development of their children.

According to parents, it is indeed parent's responsibility when children are at home. In general, parents express "Children are learning anything with parents at home, what parents did is a lesson for children"; "When children gather with family members both directly and indirectly, it is learned by children"; "There is a significant effect on children after they attend kindergarten, such as the development of confidence is better and more questions are asked.

There is something unique about the response of some parents who said "My child likes to confine himself in the room and does not want to be disturbed, when he is peeked he is modeling his teacher yet he just does it to his puppets"; "Children often imitate what it is conveyed by their teacher"; "at home, children like to read story books but the texts and what they say are not the same as they cannot read yet".

4.6 Decision Making in Supporting Curriculum Development

Decision-making is defined as 'to involve parents in school decisions, developing parent leaders and representatives' (Epstein, 2001; Epstein., & Salinas, 2004; Pang, 2005). Ideally, parents are involved in making decisions by the school related to its curriculum development. According to the teachers, in involving parents in decision making related to curriculum development, the parents formed a school committee which consist of chairman, secretary, treasurer, including some sections and members.

According to the teachers, this school committee has a program to facilitate schools to provide quality education services. The involvement of school committee includes: taking part in determining the vision, mission and excellent programs of schools including financial support for various learning efforts. When teacher plans to bring the children to a place or object related to the development program, the teacher always asks permission from the school principal and school committee, and asks for help from the committee to facilitate it at the same time.

Confirmed with parents, the answer is that parents through school committees always communicate. The results of school committee meetings are usually

informed to parents through meetings with parents. In this way, according to the parents it is to know what parents should do to support the success of the school curriculum.

4.7 Collaborating with the Community in Supporting Curriculum Development

Collaborating with community is defined as 'coordinating resources and services for families, students and the school with businesses, agencies and other groups, and providing services to the community by students, families and schools' (Epstein, 2001; Epstein., & Salinas, 2004; Pang, 2005). Teachers argue that there have been a lot of efforts to collaborate with the community for the benefit of children's success such as the school invites community leaders, educational experts, professionals, entrepreneurs, and relevant institutions to help children succeed in every education program.

The school usually collaborates with professionals such as inviting medical personnel from the health center for giving children vaccine and dental care. For activities related to religious programs, teachers invite religious leaders in the local area for Islamic holiday's event. In general, schools have partnership with local entrepreneurs, for example collaborating with traders to bring children to the training center in order to introduce various kinds of objects in supermarkets or modern and traditional markets for language and cognitive development. In collaborating with communities, they are not only invited to school, but also schools have programs to conduct visits to tourist attractions, technology centers and business centers, and collaborate with certain professional sectors such as with the police, medical personnel, educational experts, even with children's parent who have certain professions that are appropriate with curriculum development.

5. DISCUSSION

The teachers involved in this case study research have carried out partnership programs both formally and informally. That means, the teachers have had sufficient understanding in realizing partnerships. The partnership conditions that have been carried out by the teacher illustrate that in carrying out their professional duties the teachers have been in line with the legal foundation of the partnership.

The legal basis for the importance of partnerships in the context of education in Indonesia include: The Law on National Education System Number 20 of 2003 has stated explicitly that education is a shared responsibility between the government, society and family; the challenge for early childhood education institution or better known as PAUD, especially for early childhood educators that they must be able to build cooperation with parents and the community in early childhood

development programs. According to the Directorate of Early Childhood Education Development (2015), the head of PAUD unit must collaborate with parents, community members, and all stakeholders to share their expertise, opinions and assistance in creating a curriculum based on high standards for children's learning. Thus, the government has given attention and support for the realization of school-family-community partnerships, especially teacher-parents. That means the partnership law between school-family-community has been given mandate that must be followed up by various education policy makers including teachers as the key role of educational success.

The term partnership in the context of education partnerships in Indonesia introduced the term *Tri Sentra Pendidikan* or three centers of education namely collaborative effort between schools, families, and communities based on the principle of mutual cooperation, equality of position, mutual trust, mutual respect, and willingness to sacrifice in building educational ecosystem that fosters the character and culture of student achievement. For this partnership program, the Ministry of Education and Culture; Directorate General of PAUD and Community Education; The Directorate of Family Education Development (2016) has established partnership technical guidelines which aim to provide guidance for head of PAUD unit, teachers, and all stakeholders in implementing school partnership programs with families and communities.

In this technical guide, it is explained that PAUD units as well as teachers must act as initiators, facilitators, and controllers of partnership. In connection with the results of the case study, the teachers were explicitly able to do all of these actions even though the teachers realized that they were not optimal in realizing partnerships with parents for the reason that they are tailored by their time and business in carrying out their professional duties. The importance of school-family-community partnerships is undoubtedly seen primarily from their positive impact on children's success, both academically, socially, emotionally in children (Kaufman et al., 2003; Kraft & Dougherty, 2013; Hornby, 2011; Sheridan & Kim, 2015; Christenson & Reschly, 2010; Hoffmann & Ytsma, 2004).

Many strategies can be done by the teacher to build partnerships with parents, both formally and informally (NEA, 2011; Ministry of Education and Culture, 2016; Fitzgerald, 2004; Hoffmann & Ytsma, 2004). The partnership strategies include: parent-teacher meetings, home visits, telephone call, parent conferences, learning portfolios, information sessions / workshops, video-stimulated reflections, family events, newsletters, setting information sheets, home learning, involving the family and community in the learning environment, informal opportunities for interaction, key worker systems (Fitzgerald, 2004; Kraft & Dougherty, 2013; Hornby,

2011; Hoffmann & Ytsma, 2004; Marjoribanks, 2002)). From teacher-parent partnership strategies, associated with the results of the case study illustrate that there are several strategies that have not been carried out by the teacher, including: teacher do not conduct home visits, information sessions/workshops, and video-stimulated reflection.

Seeing various strategies that have been carried out by the teacher in establishing this partnership, it illustrates that the teacher-parent partnership can be done in a variety of ways (Ministry of Education and Culture, 2016; Fitzgerald, 2004; Kraft & Dougherty, 2013; Hornby, 2011; Sheridan & Kim, 2015). Partnerships through various strategies certainly provide a means by which teachers can meet directly or interact with each other like people who have a common interest in building relationships on behalf of children. Thus, each strategy can facilitate to break down barriers that often exist between the school and the family. Such informal contacts are very important for parents of children newly enrolled in school or when there has not been a high level of parental involvement in schools in the past.

One of the partnerships is through communicating with children's parents which include: creating positive academic benefits through telephone, delivering recordings of children's activities through automatic telephone calls from teachers to parents or vice versa, sending reports of observations of children to parents, reminding parents about their children presence or absence at school. Through this model of communication, especially if the teacher has the initiative to communicate with parents, it will make parents more attentive to their children (Kraft & Dougherty, 2013; Hornby, 2011; Fitzgerald, 2004). With the increasing attention of parents to their children as a means in an effort to achieve successful curriculum development, teachers get support from the parents.

Engagement in collaboration between teachers and parents is defined as "... parental participation in the education process and their children's experience." This includes home-based parental involvement such as listening to children reading and supervising homework, and school-based parental involvement such as attending parent's educational workshops and teacher-parent meetings (Hornby, 2011). Additionally, in creating partnerships with parents, teachers can do it through some ways such as inviting parents to attend school or class. To get parents attend school, teachers can organize activities such as organizing children's work exhibitions; open day ("open day" or "open evening") that is when the school invites parents to look at the school and see children's activities in ongoing class along with displaying the work of their children; organizing leisure together, classroom teachers can organize CSR activities for children in relation to academic programs, and parents are asked to consult on the program, and attend these activities (Hornby, 2011; Hoffmann & Ytsma, 2004).

Furthermore, teachers can invite parents to: involve parents in telling stories about their children; conversing and writing about family; and involving parents in classroom projects (Allen, 2007). These programs can attract many parents and other family members to attend school.

The teacher-parent partnership is the way for teachers and parents to work together to promote the development of children's potential optimally both academically, socially and emotionally and all aspects of child development. In creating these partnerships, the most important things include equality namely the willingness to listen to each other, appreciate, and learn from each other, and parity which is the mixing of knowledge, skills and ideas to improve relationships and children's learning outcomes. Thus, teachers and parents share responsibilities and have common rights, treating equally, and together can contribute to children's learning processes and outcomes as expected in the school curriculum (Sheridan & Kratochwill, 2007). The involvement of partnerships between teachers and parents is very important when children experience academic, social, and cultural discontinuities related to the transition from home environment to kindergarten. Thus, effective partnership between teachers and parents is able to offer resources to children and a strong relationship between the school environment and home environment can support successful learning for children (Kaufman, et al., 2003).

To create a culture of teacher-parent partnership in an attempt to maximize the achievement of curriculum development, teachers play an important role in initiating the creation of the partnership. For great success, the teacher and involving parents must determine and plan activities since the new school year (Ministry of Education and Culture, 2016; Fitzgerald, 2004; Hornby, 2011; Hirschland, 2008; McNulty., Carol & Prosser, Theresa, 2011). Although there is widespread recognition of the potential benefits of teacher-parent partnerships, there is still a clear gap between the rhetoric about parental involvement found in the literature and the typical parental involvement practices found in schools which become the concern of this case study. For example, there is still rhetoric from the fact that parent and teacher work together as true partners.

This view is supported by the findings of the case study. First, teachers generally consider the level of parental involvement as a school partner is not optimal. In this case, parents generally want to more involve in the education of their children at school. Parents view current partnerships as more beneficial for teachers and schools than for parents and families. The activities such as fundraising, attending school meetings, and collaborating with the community become school programs, but for parents whose involvement is optimally effective, it is important to not only focus on these activities but also emphasize other aspects that are part of a true partnership

between schools and parents, for example teachers and parents have frequent meeting as the need for improving the insight and skills of parents in helping children succeed in all aspects of their development (Hornby, 2011; Fitzgerald, 2004). These conditions are implicitly relevant to the results of a case study in which parents want parenting programs to facilitate more parents to have adequate skills in realizing children's success as well as programs of school curriculum development.

6. CONCLUSION

The success of early childhood curriculum development depends on how much the partnership between teachers and parents is implemented. This case study finding reveals that teachers play an important role in realizing partnerships with parents. The teacher has tried to involve parents to collaborate with various activities both formally and informally. The partnership activities that have been done by teachers with parents where teacher as the interpreter include parenting activities, home learning, communicating, volunteering, decision-making and collaborating with community. Examples of general partnerships that teachers have done with their parents include parenting activities through meeting at the beginning of the school year, attending the first day of school, learning activities at home through giving motivation to parents to always accompany children to play so that the child's growth is optimal; sustainable communicating activities done by teacher and parents was not limited to time and place through the use of various communication media; volunteering activities include parents with full responsibility and enthusiastic involved in helping the class program at certain times; decision-making activities have been carried out through communicating with school committees; collaborating with community where teacher has involved several communities that are relevant to the need of children development.

From the results of the case study, there are important points related to parents' expectations, it is expected: (1) that partnerships between teachers and parents become an important part of the school program; (2) that teacher can facilitate the creation of better partnerships; (3) viewing that the success of children's education in school is the responsibility of the school, while the responsibility of parents is at home; and (4) that there must be good communication between parents and teachers. Meanwhile, from the teacher perspective: in general, the partnership between teachers and parents must be well established; in general, the teacher reveals that partnership with parents is badly needed. The problem is they are too busy with their teaching assignments so that there is a lack of time to establish effective partnerships with parents; for the success of children in school, teachers generally view that they must be assisted by parents; the teacher hopes parents to always take the time to fulfill their invitations for the importance of child's development. Based on the analysis of the results of

observations and interviews, it is important for teachers holding workshop activities with parents related to the common interest in creating effective communication. For this reason, the researchers suggest that teachers should be ready to initiate the teacher-parent workshops. The theme of the workshop is tailored to the interests of parents in helping the success of their children's education from their involvement both at home and school.

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