



# The Synergy of the School Partnership Model in the Success of Educational Transformation

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**Abstract.** The 21st century is a century of significant educational transformation. The transformation of education in the 21st century raises various challenges and needs that need to be responded to responsively. One of the needs of the 21st century is to carry out a collaboration for the advancement of quality education. The purpose of this paper is to describe the synergy of the school partnership model for the success of the current educational transformation. The method in this writing is a literature review by reviewing the relevant literature with the topic of discussion. The results show that the school partnership model with potential partners can provide benefits and a positive impact on the quality of education in Indonesia, especially in the success of the current education transformation. The author recommends that the implementation of partnerships needs to be carried out optimally through program control and evaluation for each partner. This is part of the successful transformation of 21st-century education that is oriented toward collaboration rather than competition.

**Keywords:** Partnership · school · transformation · education

## 1 Introduction

The 21st century is a century of significant educational transformation. Changes in the education system occur from basic education to tertiary education. The education system needs to provide educational experiences that are relevant to the 21st century we are facing and this means the introduction of new learning domains [1]. The new paradigm of learning is learning that is oriented towards strengthening the competence and character development of students following the values of Pancasila.

The transformation of education in the 21st century raises various challenges and needs that need to be responded to responsively. In the 21st century, careful preparation is needed to form superior human resources [2]. The urge to fulfill the need for superior human resources by the values of Pancasila is certainly a big responsibility for all education actors. As a first step, the involvement of individuals or groups together is necessary to realize the success of educational goals.

One of the 21st-century skills that individuals need is to be able to work together and maintain the spirit of gotong royong. The role of gotong royong as the foundation for the transformation of Indonesian education through the breakthrough of Merdeka Learning [3].

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The 21st century is a time to carry out a collaboration for the advancement of quality education. Educational practices can progress and develop in a country or nation if the government or the state together with the community cooperates in the implementation of the educational process to educate the nation and build the character of the nation's children [4]. Collaboration refers to the unification of two or more organizational viewpoints that create synergies in realizing educational success. Strategy Cooperation or Collaboration is something that is done by one organization with another organization in building or improving the state of its organization to achieve certain benefits and goals for both parties [5].

Partnership is one of the models or methods that are widely adopted in cooperation or collaboration. A partnership is also defined as a cooperative relationship between people or groups of people who agree to share and be responsible for achieving certain goals that have been set [6]. In essence, a partnership is known as cooperation or cooperation between various parties to establish cooperation where each partnering party has different skills to work together as a group or team [7].

In the development of learning, of course, the role of the community or parents of students is also very much needed. Cooperation between parents, committees, and the school will determine the continuity of education in a school [19].

This is based on three factors that cause the quality of education in Indonesia to be uneven, including 1) education policy using a production function or input-output analysis approach; 2) education that is carried out in an analytical bureaucratic manner so that schools cannot be independent in the implementation process, and 3) stakeholder involvement is still in the low or minimal category [9].

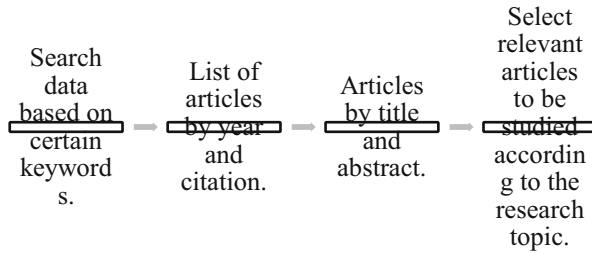
Based on this, the purpose of this paper is to describe the synergy of the school partnership model for the success of the transformation of education. Partnerships held at the school level can accelerate the improvement of the quality of education in Indonesia [10]. The school partnership model is expected to provide benefits and a positive impact on the quality of education in Indonesia, especially in the success of the transformation of education.

## 2 Method

The research method chosen for the investigation of research questions is a literature review. This research method is considered appropriate because it can contribute to the synthesis of academic literature reliably and accurately (Van Laar, Van Deursen, Van Dijk & Jos de Haan, 2017).

### a. Data source

These research searches databases from Google Scholar and Science Direct. According to previous research, by entering keywords such as "school partnership" and "educational transformation" into Google Scholar and Science Direct to search for relevant publications. The article sought is an article with a period of 2018–2022 with the topic of "The Synergy of the School Partnership Model in the Success of Educational Transformation" which is the result of research. All articles were independently selected by the authors. The number of related journal articles is omitted and arranged according to the topic and frequency of citations.



**Fig. 1.** Article Analysis Stage

b. Data analysis

Articles are screened in four stages before being selected for review. In the first stage, articles that do not meet the criteria based on the title of the article are eliminated. In the second stage, articles by the year and remaining citations will be re-screened, and articles that do not meet the selection criteria will be eliminated. In the third stage, the author reads and understands the titles and abstracts of other articles, and articles that do not meet the criteria are re-eliminated. The fourth stage is to determine the articles carefully selected by researchers to eliminate certain criteria that do not meet the selection criteria. The selected articles are the main references in this literature review (Fig. 1).

### 3 Result and Discussion

#### 3.1 School Partnership Concept

The partnership is an effort to involve various components, both sectors, community groups, and government or non-governmental institutions to work together to achieve common goals based on agreements, principles, and their respective roles [11]. The partnership is the process of seeking/realizing mutually beneficial forms of togetherness and voluntarily educating each other to achieve common interests. Refers to building important relationships between all levels of government and civil society to promote good governance in Indonesia sustainably.

One form of partnership that is widely used in school partnerships. In carrying out the school partnership model, of course, it is necessary to pay attention to the basic principles of partnership to realize good and positive cooperation between parties. There are 3 (three) key principles that need to be understood in building a partnership by each member of the partnership, including (a) Principle of Equity (Equity) Directorate of Elementary Schools, Education Offices, elementary schools, and partner institutions/organizations from various components both sectors, community groups, government or non-government institutions have an equal position in achieving the agreed objectives; (b) Principle of Transparency Open management is needed to avoid mutual suspicion between partners; and (c) the Principle of Mutual Benefit Partnerships must bring benefits to all parties involved, namely the Directorate of Elementary Schools, Education Offices, Elementary Schools and Partner Organizations/Institutions

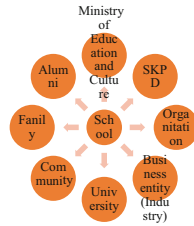


Fig. 2. School Partner Node

[12]. Partners who establish partnerships benefit from the partnerships established by their respective contributions.

The Partnership views all parties who have an interest in schools as parties who can be empowered and able to contribute to schools in the context of improving the quality of education. Partnerships enable synergies to achieve common goals. The partnership model involves a wide network and involves students, parents, teachers, education staff, communities, entrepreneurs, and partner organizations in the field of education. The role of partnership synergy as a mediator in building a pattern of cooperation in partnership programs. This partnership is expected to be a strategy for improving the quality of education services in meeting the needs of students; can open job opportunities and business institutions can channel ideas, initiatives, and the participation of external members into the form of creative works that can provide added value for the quality of education services [13] (Fig. 2).

School partner nodes are individuals or institutions that can become school partners. In this study, school partners narrow down into several potential school partners such as universities, business or industry entities, communities, and families. Several articles were reviewed to find information regarding the positive impact that could be provided by potential school partners. The findings related to this are briefly described in Table 1.

This study found results in “The Synergy of the School Partnership Model in the Success of Educational Transformation”. More details will be presented in Table 1.

## 4 Potential School Partners

### 1. Partner School-University

The school-university partnership is one form of collaboration that leads to change in education in Indonesia. A school-university partnership model could include extended basic classroom teaching experiences for students, and professional development opportunities for educators, teachers, and some campus collaborators. One example of a concrete program currently being promoted by the Government regarding the School-University Partnership is the Teaching Campus. Campus Teaching is a program that provides opportunities for students for 1 (one) semester to help teachers and principals at the elementary and junior high school levels in carrying out learning activities.

The research findings of Heinz, M., & Fleming, M explain that the authentic transformation of teacher educators’ institutional identities and their readiness to lead

by becoming the needed change is a strong driver of meaningful school-university collaboration [14].

## 2. **School Partners - Business Entities (Industry)**

Contributions from business entities or industry and the private sector are still needed to advance Indonesian education aims to ensure that schools have sufficient support to operate, reduce education costs borne by households, and improve school-based management. The impact of the contribution of industry and the private sector is that schools reduce tuition and fees which have an impact on lowering the cost of education. The contribution of industry and the private sector is very influential in improving the quality of school development plans.

The World of Business Entities (Industry) is a strategic partner in the implementation of elementary school education consisting of private business entities and state enterprises. In a partnership relationship with the business world, business entities have an important and mutually beneficial role in working together [15]. With this collaboration, it can help elementary school education in playing its function optimally to encourage education towards higher quality and quality.

The research findings of Pattison, N. P. explain that school-industry partnerships are a significant resource for developing the quality of human resources following the needs of employment [16]. Development of relationships and trust between school and industry-leading to opportunities to be ready to work towards real industry issues.

## 3. **School-Community Partner**

The third part of the Law on the National Education System concerning Rights and Obligations Article 8 states that “The community has the right to participate in the planning, implementation, and evaluation of educational programs”. Meanwhile, Article 9 states, “The community is obliged to provide resource support in the implementation of education.” Society consists of individuals and groups of people who want to participate in education.

Arifin’s research findings explain that public participation in education emphasizes two important things, namely: first, participation as a social movement and second, participation as a cultural and sustainable social practice [17]. With these two scopes of meaning, public participation in education is not enough to be realized only in partial activities, but is a continuous and institutionalized activity to control the entire educational process so that it runs in accordance with education quality standards. Community involvement as school partners can be realized such as: School Committees (KS) in each education unit, Education Council (DP), advisory agency, supporting agency, controlling agency, and mediator agency (mediator agency).

## 4. **School-family partners**

Families make a key contribution to student achievement. Parents are prominent facilitators of engagement, and schools, through active collaboration between schools and families, can promote a child’s academic success. Parent/guardian/family is a partnership factor that aims to create a pleasant learning environment at home and encourage the development of children’s achievements. The Directorate of Family Education Development explained that the role of the family includes: (a) Establishing warm and loving interactions and communication with children as well as providing motivation and instilling confidence in children; (b) Maintaining active relationships

and communication with the school to create a conducive learning environment; (c) Actively participate in learning activities and extracurricular activities carried out by children at school; (d) Have the initiative to mobilize other parents/guardians to be involved in decision-making in schools and communities.

School-family partnerships are seen as a major contributor to improving educational attainment. There are two areas of parental participation in the implementation of school partnerships, namely academic and non-academic. Anderson (1998) describes examples of parental participation including 1) School governance and decision making; 2) Arrangements to create an equal distribution of educational opportunities and certain quality standards; 3) Curriculum and its implementation in the classroom and 4) Assistance with homework or other assignments. A system of developing school-family partnerships in which educators and parents work together to increase student success.

## 5 Conclusion and Recommendation

The education system in the transformational era of the 21st century is oriented towards a collaboration model compared to the competition. This is also in line with one of the 21st-century skills that direct students to be able to collaborate. The impact of collaboration between schools and potential partner schools includes: 1) students can behave and show better performance in school; 2) make a positive contribution to student academic achievement and optimal involvement of external parties; 3) have a positive effect on various aspects of education including increasing progress and quality success in educational transformation. The author recommends that the implementation of school partnerships needs to be carried out optimally through program control and evaluation of each partner.

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