



# Cimanggung Open Junior High School as Collaboration-Based Education in Cilembu Village Sumedang

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**Abstract.** The education level in Indonesia does still not meet the expectancy, because there are still Indonesian people who have not been able to get access to education. The 12-year compulsory study policy becomes a trigger for various efforts to be implemented to achieve it. To overcome this problem, some efforts have been made, including collaboration with various stakeholders. The purpose of this research is to analyze collaboration in education. Research methods are carried out with a qualitative approach with case study methods. The Cimanggung Open Junior High School in Cilembu Village showed the involvement of various stakeholders. It also shows collaborative efforts with authentic dialogue, building trust, building commitment, and building mutual understanding. Existing leadership, transparency, and inclusivity are sufficient to support the collaboration process.

**Keywords:** Collaboration · Education · Stakeholder

## 1 Introduction

Entering the globalization era, the Indonesian government always strives to do development in all areas of life both material and spiritual development including human resources. One factor that supports the development or improvement of human resources, namely education, gets the top priority. This cannot be separated from the main purpose of education to educate the life of the nation, so improving the quality of education is a very important element for sustainable development in all aspects of human life. Seeing the current developments, the Minister of Education and Culture emphasized the importance of free learning for students [1].

Education is considered the main capital of a nation and country because education can provide changes in a better direction, able to change people's mindset in improving the quality of living standards and law enforcement fairly, by the rules in the 1945 Constitution. Also, it is expected that the people will be able to compete, not only in their

countries but also internationally. But the reality, the educational attainments in Indonesia, have not met the expectation. The quality of education in Indonesia currently is still very low. Based on the United Nations Educational, Scientific and Cultural Organization (UNESCO) Survey, Indonesia is almost the lowest position on the quality of education in developing countries in Asia-Pacific, ranking 10th out of 14 countries [2].

Various programs have been carried out by the Indonesian government to improve the quality of education such as strengthening education actors, PIP (Smart Indonesia Program), programs to improve access and quality of educators and educational resources, education and cultural priority programs, programs for improvement and strengthening of development, language development and protection, and programs to strengthen governance and public engagement. Indonesia has launched an education reform program to improve the quality of the sector for 15 years since 2002.

Unfortunately, the results of the education program launched by the government have not yet been able to improve the quality of education in Indonesia. Several problems are still unresolved, one of which is uneven access to education. There is a gap between expectation and reality [3]. The reasons can be seen in the management area, the role of government and society, curriculum or teaching materials, learning approaches and methodologies, human resources, campus or school environment, funds, and accreditation. For example, the cost of education in Indonesia becomes difficult for those who live below the poverty line. About 26,5 million Indonesians live below the poverty line [4], resulting in their abandonment in terms of education. In addition to their lack of awareness of the importance of education economic factors become their reason for not touching education. The dropout rates that still occur at various levels, ranging from elementary, junior high school, and senior high school in Indonesia, even though they decrease over time [5].

It takes various efforts to solve various problems, especially related to the problem of access to education. The imposition of decentralization of education in turn to empower and build Indonesian people through educational channels. Therefore, the leader's policies must be evenly distributed to each area so that gaps no longer occur. But we must be aware of the problem of education development is not only the responsibility of the government but also the responsibility of all actors in education [6].

The case is experienced by the villagers of Cilembu Pamulihan. Access to public school (Tanjungsari Junior High School and Pamulihan Junior High School) is very difficult, because the distance of formal schools is far, causing only a few citizens to get higher education. Economic factors also affect people's expectations to continue their education to junior high school. This is because to travel a distance to school that far enough requires transportation costs that are not cheap. The condition of most of the population who are farmers and farmworkers who have economic limitations is also the cause of school-age children deciding not to continue junior high school. But most of these children prefer to help their parents in the garden or farm. In addition, the understanding of the local community about the importance of education is also very low. This is because there are still many people who argue that even though the community does not have an education, the community can still grow crops and paddy. This results in many school-age children dropping out of school due to the low economic ability of the residents in Cilembu Village.

Meanwhile, organizing education to be accessible to the wider community requires the involvement of various actors. The collaboration will empower access to education [7]. Actors can contribute to all aspects of education. For example, in terms of sanitation at the elementary school level, requires the collaboration of various actors [8]. For this reason, the community in Cilembu Village took the initiative to organize an open high school based on collaboration.

Based on the above conditions, a study of collaborative governance was conducted to improve access to education. This study aims to analyze the collaboration process in the implementation of secondary-level open education in Cilembu Village.

## **2 Literature Review**

### **2.1 Learning and Teaching**

Learning and teaching often overlap. The difference between learning and teaching is in the focus of learners. In teaching, teaching, and learning activities are centered on teachers. The teaching process occurs when the lesson activity occurs in one direction. Teachers are more active than students. Students just shut up and do what the teacher instructs. Teaching is a set of events, beyond learners designed to support the internal process of learning [9]. In contrast to teaching, learning occurs through interaction between teachers and students. Both are active in learning activities. Students are active in various learning activities and there are behavioral changes in students. Learning is internal to learners. Learning is motive and behavior, but only behavior is visible, learning is internal, and performance is external. Learning is about a change [9].

In the teaching and learning process, there are several aspects to consider [10]. These aspects are the definition of teaching and learning, approaches in the teaching and learning process, the basic pattern of teaching, good teachers, the role of teachers in the learning process, instructional goals, aspects of goals in the learning process, awakening the motives and interests of learners, asking questions in teaching, the selection of methods in the learning process, and differences in the learning process of old models and new models. In addition, there are several levels for effective teaching and learning [11]. First, the teacher looks at how the course's disciplinary content is organized. Second, teachers communicate information clearly and specifically to convince students how and why listening in person will benefit them. Third, teachers lead interactive classes by utilizing a variety of learning approaches interspersed with exciting learning activities. Fourth, through learning assessment, teachers strengthen learning. Fifth, students use new knowledge and skills learned.

Based on some of the definitions of learning above it can be concluded that learning is a process to gain knowledge and experience. In the learning process, there is reciprocity between students and teachers, both of whom are equally active in learning.

### **2.2 Collaborative Governance**

The application of the concept of governance will include elements that were often said to be outside the public policy process, namely civil associations, private sector organizations, community groups, and social movements. Thus, the concept of governance shows

the relationship between civil society and government, between governing and governing, and between the governed and governing [12]. In the concept of governance, the role of stakeholders is very important. Stakeholders are those who influence, influence, and implement development [13]. The involvement of stakeholders resulted in public institutions no longer being concerned with the interests of the government alone but controlled by the spirit of prioritizing the interests of the community, and this is indispensable in social innovation [14, 15]. This process includes important factors that determine the success of collaborative processes, namely initial conditions (trust, conflict of interest, and social capital), institutional design (drafting of rules in the collaboration process), and leadership (as mediator and facilitator of the collaboration process) [16]. This is by what Booher (2004) said that there are four main challenges in the implementation of governance, namely: pluralism, activism, institutional practices, and transaction costs [17].

The success of collaborative development is no longer only seen from the achievement of goals (effectiveness) and utilization of resources (efficiency) but also seen from how the process of achievement is carried out. According to the World Bank, good governance requires good public sector management (efficiency, effectiveness, and economy), accountability, free exchange, and flow of information (transparency), and a legal framework for development (justice, respect for human rights, and freedoms) [18].

Good governance in planning is an effort to transform perception through dialogue to get consensus obtained from the participation of stakeholders. Good governance in planning emphasizes process, more as a learning model where it seeks to change perceptions and desires to be more fundamental, and the relationship between morals and cognition is established at every level [19]. If the process of stakeholder involvement in collaborative governance is managed properly, then this can be a trigger in creating a strengthening of the cycle of trust, commitment, understanding, communication, and results. This condition is an indicator of collaborative government success [16].

Innes and Booher (2000) [20] describe a collaborative process in a DIAD Network Dynamic diagram, in which the diversity and interdependence of agents are united by authentic dialogue that results in reciprocity, relationships, learning, and creativity. In the end, such authentic dialogue will result in the adaptation of a system. DIAD Network Dynamic is a very important aspect of collaborative planning but does not explain how the dialogue runs in a planning process.

Anshell and Gash (2008) [16] explain the collaborative process. A collaborative process can be described as a cycle in a Collaborative Governance Model, with the following process stages: (1) face to face dialogue, which is a negotiation based on good faith (good fight negotiation), (2) building trust (trust-building); (3) commitment to the process, characterized by the recognition of interdependence, the process of sharing, the principle of openness to explore mutual benefits; (4) build shared understanding, with a clear mission, define common problems, identify common values; and (5) produces intermediate outcomes. In this process, there are three core contingency factors: time, trust, and interdependence, where there is an interactive impact between trust and interdependence. Interdependence will trigger participation and commitment to more meaningful collaboration, and trust can be built in situations of high interdependence [21].

With existing forums, the collaborative process cannot be separated from the communication skills of the perpetrators. Communication is necessary because of the interaction between actors. De Roo and Porter (2007) [22] developed an actor-consulting model, to deal with planning that they thought was full of obscurity and uncertainty, characterized by the existence of unclear things such as ideas, concepts, doctrines, visions, and goals. The behavior of the actors required in a collaborative process directs communication to a common goal. Individual roles that are often counterproductive should be avoided because they hinder the achievement of goals and are oriented towards individuals rather than groups [23].

In practice, there are limitations in involving society, caused by the following: the selective involvement of citizens so that only certain citizens can participate, inequality of position of actors in participating, lack of transparency in the policy process, there are biased results due to the interests of participating actors, the absence of agreement in the deliberative processes, and the existence of open conflicts [24]. Collaborative processes are possible to apply to communities that are in a state of uncanonical. The unsanitized conditions here mean having a low democratic order. In this condition, the collaborative process is carried out by applying the politics of connectedness (connectivity) and familiarity (propinquity) [24].

### **2.3 Collaborative Governance in Education**

Regarding collaboration in education, some studies have been done. The previous study shows that there are four dimensions for success in collaboration in managing education [25]. They are 1) formalization, consisting of agreement formalization and structural formalization; 2) intensity, consisting of a number of resources involved and frequency of interactions; 3) reciprocity, consisting of resource reciprocity and definitional reciprocity; and 4) standardization, consisting of unit standardization and procedural standardization. In terms of teaching, transdisciplinary dimensions of integration characteristics appear suitable for assessing boundary-crossing collaboration in teacher education [26]. Furthermore, for more success, global networks are needed, this means that collaboration with existing bodies to ensure that the role of higher education is understood and can be made use of [27]. Besides collaboration with other organizations, relationships between school and parents are also very important. It is important to identify the needs of the parents to build more effective communication between schools and parents. There should also be schools to train teachers to be more skilled to interact with parents [28].

## **3 Methods**

To answer the research question that is how the collaboration process is practiced in the Open Junior High School development process, the qualitative approach that will be used is case studies. This tradition is used because the study has characteristics that correspond to the relevant situation to use case studies, namely: focus on conducting an in-depth analysis of a particular case, for example in terms of programs, events, activities, or individuals, both individual individuals and groups of individuals [29]. In addition, case studies also answer the question of how, the characteristics of events cannot be

controlled, and focus on contemporary events [30]. The case study to be used in this study is a descriptive case study.

## 4 Result and Discussion

Cilembu village is a village located in pamulihan subdistrict. Its territory includes an altitude area at the foot of the northwestern Part of Mount Kareumbi. Its location is in the southeast of the center of Pamulihan District. The distance to the center of Pamulihan District is about six kilometers. Based on pamulihan subdistrict data in 2014 figures, in 2013 Cilembu village has a status as a self-help village. This topography condition isolates society from the education center.

### 4.1 Collaborative Governance in Open System Junior High School in Cimanggung Village Cilembu

This study discusses collaborative governance from the initiation stage of the process, the role of stakeholders, the collaboration process, the role of leadership, and institutions. In addition, it also discussed the innovation side of this junior high school with an open system and the obstacles faced.

**Initiation of Junior High School with an Open System in 2003.** The area of the village is quite large and the location of the area is in the hills. To access formal education, the people of Cilembu Pamulihan Village attended Tanjungsari Junior High School and Pamulihan Junior High School. Formal education at that time was difficult to obtain, because of the long distance. Going to school required considerable accommodation costs because there was no public transportation. Other factors are economic conditions of the people in Cilembu village and level of understanding of the importance of education in the community.

At that time, only about 18 people can continue school at the nearest State Junior High School. This condition encouraged community leaders in Cilembu. In early 2003 they discussed and had a direct dialogue with the the officer at Education and Culture Office of Sumedang Regency in order to find a solution. As a result, there were options, which are opening an Open Junior High School or One Roof Junior High School because the concept is almost the same, in accordance with the characteristics of the Cilembu region. After a long debate and dialogue, the Sumedang Regency government through the Education and Culture Office decided on the establishment of an Open Junior High School named Cimanggung Open Junior High School.

At the beginning of the 2003/2004 school year, Cimanggung Open Junior High School began its learning activities in accordance with Junior High School 1 Cimanggung. Curriculum and all administrative and teaching activities affiliated to that school. Learning is done during the day after the student works to help his parents.

The open junior high school curriculum is the same as the State Junior High School with a little different. The differences are the module books provided and there are their own skills lessons for each student. Teaching staff at Open Junior High School are divided into two, that are companion teachers who are teaching in affiliate schools, and tutor teachers who guide student self-study. The tutor teachers come from community

members who care about education. They have minimum high school education provisions and live around the Learning Activities Place. Open Junior High School Learning activities can use all the facilities in the central school in accordance with their needs. If the learning activities are carried out in the Place of Learning Activities then the facilities used are usually in accordance with learning needs. This kind of learning activity tries to match the local needs.

**Roles of Stakeholders.** The implementation of Open Junior High School in Cimanggung involves various stakeholders, namely:

*Education and Culture Agency of Sumedang Regency.* The local government of Sumedang Regency is a regulator of the realization of education including the open junior high school.

*Youth Organization and Village Community at Cilembu.* The people of Cilembu have a high expectation that they will advance in education in their region, thus encouraging all the potential children to more easily access education.

*Dairy Company in Collaboration with Milk Unit Cooperation Tandangsari.* Before the existence of the open junior high school, dairy cattle training and coaching were carried out directly by people who had professions as dairy farmers. Once there is an open junior high school, training and coaching could be directly given to students through local content lessons. Dairy companies need a lot of milk resources with high quality, so the role of the open junior high school is very high for the development of dairy farming. Milk Unit Cooperation Tandangsari guarantees not only the quality of milk but the health of the cow itself is very guarded and carried out regularly every week.

**The Process of Collaboration.** The process of collaboration occurs when the youth organization and a number of community leaders realized that education hampers the increasing economic degree of the community. Thus, there were community aspirations to make an open dialogue with the local government through the Education and Culture Office of Sumedang Regency. Then, the community leaders and NGOs were invited by local governments, to sit together on developing schools that are easy to access by the community. The local government has taken to the site to ensure a community commitment as stated in the proposal. The result is a readiness from the government as a regulator to create rules needed and embrace all stakeholders. After a year running, the local government cooperates with the private sector to participate in the development of education and skills, especially breeding skills that are the potential. The commitment was made by providing stimulus to the private sector to develop cooperatives by building milk withdrawal shelters for farmers.

**Leadership.** In the process of developing the Cilembu Open Junior High School, each stakeholder embraces the same understanding with the purpose of collaboration. It is to facilitate open junior high school education for the Cilembu community. In the process of collaboration, the leader shows their responsibility. They are able to act as a facilitator for the collaboration process. They play the role of visionary and regulatory leaders, as well as listen and empower.

**Transparency, Inclusivity.** The process of collaboration in the Cilembu Open Junior High School required to accept diversity (inclusivity) in terms of culture, religion, and

groups of stakeholders. Each stakeholder may have a different idea/background, but it must be understood that they have the same opportunity. The Education and Culture Agency as a leading sector must be able to facilitate it well. The collaboration process also requires an aspect of transparency where institutions or organizations are obliged to transparent the process to the public and stakeholders. It is about what the purpose is, as well as the extent to which the institution carries out its duties and functions to the community itself.

#### **4.2 Innovation and Concepts of Junior High School with an Open System**

In practice, the concept of open junior high school education is different from junior high schools in general. Cilembu Open Junior High School tries to present the concept of education through skill innovation. Regular junior high school learning and face-to-face activities are carried out with learning in general. With this concept, open junior high school students obtain not only theory but also a practice that is given directly from the farmer, matched with students' needs. For example, students who are interested in raising livestock, are equipped with good animal feed innovation when the long dry season, during which grass is difficult to obtain. Another innovation is the technique of breeding quality with certain methods such as borrowing a superior female male and then mating with her livestock.

#### **4.3 Obstacles in Carrying Out the Collaboration Process and Efforts to Overcome**

Obstacles in the collaboration process are building a commitment to common goals, socialization to the community, as well as infrastructure facilities where learning activities. Efforts made by the government and stakeholders so that obstacles in the collaboration process do not decrease the spirit of stakeholders to realize the Cilembu Open Junior High School program are continuously kept contact with all stakeholders and invite all elements of society about the importance of education and give a few hours during the day to their children for school. Appeals and invitations are made by community leaders and religious figures verbally on various occasions.

### **5 Conclusion**

Cimanggung Open Junior High School at Cilembu Village Sumedang Regency is an effort made to provide more comprehensive learning opportunities. The construction of this Open Junior High School has involved various stakeholders in a collaborative effort. In addition, this collaborative effort delivers innovation with curriculum content about skills that are created by the needs of the local community. The process of collaboration occurs when the youth organization and a number of community leaders realized that education hampers the increasing economic degree of the community.



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