

# CHAPTER I

## INTRODUCTION

### A. Research Background

School is an educational institution that organizes formal education levels consisting of elementary school, junior high school, and senior high school, (Law No. 20 of 2003). Good school is a school where the learning activity is fun and can be an effective place for student to learn. With the realization of an effective place, it means that the school is a superior and good quality so that it can instill public trust for student to study at the institution. One of the superior and quality criteria for an educational institution is having a school-parent partnership.

School-parents partnership is considered to be one of the most important features of effective school programs across all grade levels (Epstein, Herrick, and Coates 1996). Schools and parents have different roles but interrelated in supporting student's development. Epstein (1995: 701) stated that schools have a role to provide structured formal education and provide resources that support student's learning, while parents have a role to provide a stable environment, emotional support, and motivation to learn. A good School-Parent Partnership also has a positive impact on the school. Sammons, *et al.*, (1995: 26) stated that successful schools tend to not only involve but also support and demand parental participation.

The school-parents partnership is an important partnership in supporting student's education. A school-parents partnership is an active involvement of parents in school policies, programs and practices, and collaboration with schools to improve student's education (Epstein, 2001: 21). This partnership aims to ensure that student get the necessary support and resources to reach their full potential. Since long time ago, parents have always been considered as the main partners in student's education. This is because parents have a great influence in shaping student's character and mindset.

School-parents partnership especially in West Kalimantan is based on the need to improve the quality of education and support student development. The expectation of school-parent partnerships in schools in West Kalimantan is that students will receive more optimal support from their parents and schools in developing their potential.

In the previous study, namely research from Surya Jatmika, research conducted a study entitled "Implementation of Partnerships between Schools, Families and Communities at the Surakarta City Management Business Vocational School" in 2018. The research aims to determine the implementation of the partnership program for school, family, and community at SMK Negeri 1 Surakarta. The results showed that schools had programs that partnered with parents, the rest of the schools partnered through school committee intermediaries. So, that the relationship between family and school is less of harmonious. The difference in this study lies in the location of the research and previous research only compared forms of partnership through committees and parents, while in this research the researcher chose to dig deeper into the practices and variations of school-parents partnerships in 8 schools spread across in West Kalimantan.

In the second previous study, research conducted by Broto Seno with the title Implementation of Educational Partnerships for Undergraduate Students (S1) at Yogyakarta State University in 2013. The research conducted by Broto Seno differs from the research to be conducted by researchers, the difference lies in the research setting. In the Broto Seno study, the setting used was tertiary institutions, while the researcher studied junior and senior high schools. Even though the research both discussed only one variable, in the previous study they described the partnerships that existed at the college, while in the research that the researcher were going to do the variables described whether there were partnership practices in schools.

This research should be conducted because school-parent partnerships play a very important role in supporting students' educational success and one of the reasons schools are effective. It involves cooperation and collaboration

between schools and parents in facilitating effective learning for students. Therefore, the researcher aims to describe the original condition of school-parent partnerships especially school-parent partnerships in West Kalimantan and provide a better understanding of what variations of partnerships are practiced in different contexts. The benefit of this research is that readers can find out the practices and variations of school-parent partnerships in West Kalimantan.

Based on the description above, which the school-parents partnership is very important for student's education and develop the schools, the researcher decided to conduct on "An Analysis on School-Parents Partnership in West Kalimantan Province" to describe the real practices and variations of school-parents partnership in the schools. If this research is carried out, it will create new theories and insights that are useful for future researchers. Because there is still very little research on school-parents partnership, especially in West Kalimantan, if this research is not carried out it will not generate new theories and insights for future researchers.

## **B. Research Problems**

Based on the background explanation above, the research problem can be formulated as follows:

1. How is the practice of School-Parents Partnership in schools?
2. What are the variations in the practice of School-Parents Partnership in schools by school level and region of origin?

## **C. Research Purposes**

Based on the background explanation above, the purposes of this research:

1. To investigate the practice of School-Parents Partnership in schools.
2. To find out what are the variations in practice of School-Parents Partnership in schools by school level and region of origin.

## **D. Significances of The Research**

Hopefully, this research is useful and gives a good contribution to everyone related to education. There are some expectations to be achieved from this study:

### **1. Theoretical Significances**

This research is expected to add more information and insight into the practice and variations of School-Parent Partnerships in schools.

### **2. Practical Significances**

#### **a. To Schools**

The researcher hopes the result of this research can be used as a reference for schools and can be a reflection for further development.

#### **b. To Teachers**

The researcher hopes the result of this research can provide knowledge to teacher about School-Parents Partnerships and be more aware of how important the School-Parents Partnerships.

#### **c. To Researchers**

The researcher hopes that this research can be useful for future research related to the School-Parents Partnership and becomes useful reference material.

## **E. Scope of Research**

### **1. Research Variable**

Research variable is anything in the form of whatever the researcher chooses to examine so that information may be gathered and conclusions reached (Sugiyono, 2018). According to Creswell (2012), variable is a characteristic or attribute of an individual or an organization that (a) researchers can measure or observe and (b) varies among individuals or organizations studied. The researcher is using a single variable that is school-parents partnership.

## **2. Research Terminology**

The following definitions are provided to ensure the uniformity and understanding of these terms throughout the study is:

### **a. School**

A school is a formal educational institution that aims to provide education and learning to individuals in a society or country. Schools are also known as places where students learn, develop, and gain the skills and knowledge needed to face the real world. Schools can cover various levels of education, such as early childhood education, primary education, secondary education and higher education. In a school, there are teachers or instructors whose job is to provide subject matter and educate students.

### **b. Parents**

Parents are individuals who have the primary responsibility for educating and guiding their children. In this sense, parents are the first and foremost educators in their children's lives. Parents have an important role in shaping their children's personality, character and moral values. They provide examples and role models in their daily way of life, and also provide direction and support in choosing educational and career paths. Parents as educators are not only responsible for meeting their children's physical and financial needs, but also for meeting their children's emotional, social and intellectual needs. By providing the right support and guidance, parents can help their children achieve their best potential in life.

### **c. School-Parents Partnership**

School-parents partnerships are defined as the collaboration between school and parents to improve students achievement. School-parents partnerships as an active relationship between parents and school in order to maximize students learning achievement. Parents and school acknowledge their investment in student and work together to achieve common goals and take equal responsibility for student's learning. Both parental involvement and school-parents partnership

programs are predicated on the belief that learning and development are maximized when parents have a meaningful role in student's education.

d. Effective School

An effective school is a school that succeeds in achieving educational goals in an efficient manner and provides a quality learning experience for students. This involves achieving good academic results, developing skills, personal and social growth, and creating a positive and inclusive learning environment. By actively fostering a school-parent partnership, schools can create a positive and supportive learning environment that enhances the overall educational experience for students and strengthens the school community as a whole.