

CHAPTER II

LITERATUR RIVIEW

A. School-Parents Partnership

1. Definition of School-Parents Partnership

School-parent partnership is a shared responsibility between parents and schools in supporting children's education engagement and achievement. The term School-parents partnership is defined as 'establish and maintain productive working relationships between parents and schools to facilitate children's learning' (Esler, Godber, and Christenson, 2002: 389). This term is used to refer to cooperatives efforts made by parents and schools to support student's development and learning.

Schools need to accept parents as partners in mutual collaboration. Schools that accept parents into their environment contribute to increasing teacher competence and improving children's achievement, as well as contributing to a better reputation of the school within the larger community, while parents who cooperate with the school will be more confident in the school and themselves as partners, and become more involved in their children's learning at home (Henderson and Berla, 1994).

School-parent partnerships can help ensure that students receive consistent and coordinated support between school and home environments. Within the context of the partnership, parents can participate in educational decision-making, follow their children's progress regularly and communicate with teachers and staff. Meanwhile, schools facilitate parents' participation in school activities, provide clear and easy-to-understand information about the school program, and provide access to resources and support that support children's learning.

Parents are expected to help and support children through guidance, direction, motivation, and other educational actions that are in line with the educational programs implemented by the school, for example when schools

teach students to always maintain the cleanliness of the school environment and at home parents also taught to maintain a clean environment.

2. The Aims of the School-Parents Partnership Program

The partnership program aims to establish cooperation and alignment of educational programs in schools and parents in building an educational ecosystem that is conducive to developing students' character and culture of achievement. Yuniarti *et al.*, (2016: 5), stated the aims of the school-parents partnership program are to:

- 1) Strengthen the partnership between schools and parents in supporting a learning environment that can optimally develop student's potential.
- 2) Increase parental involvement in supporting the success of student's education at home and at school

The school-parent partnership program aims to strengthen the relationship and cooperation between schools and parents to create a learning environment that supports the optimal development of students' potential. Another goal is to increase parents' participation in supporting students' educational success at school and at home. Thus, this program has a positive impact in building an educational ecosystem that encourages the character and culture of outstanding students.

B. Implementation of School-Parents Partnership Program

The practice of the partnership program is the process of carrying out activities that have been programmed and organized. The following is a series of implementation of the tri education center partnership program carried out in schools (Yuniarti *et al.*, 2016: 15-24).

1. Capacity Building for School Members

The most important thing in building a partnership between schools and parents so that it can run properly and correctly is the understanding of all school members about the nature of the partnership which includes its objectives, programs/activities, and the expected impact as the final outcome of the partnership, namely the creation of an educational ecosystem

that can build the character and culture of achievement for all school members, especially students (Yuniarti *et al.*, 2016: 15). Capacity building for school members regarding partnerships between schools, parents/guardians and the community in between:

- a. The discussion discussed the nature of the tri education center partnership which involved expert speakers;
- b. Involvement of all components of the school community in preparing the RAPK; And
- c. Outreach about partnerships within the school community

2. Meeting with Parents

Teachers play an important role in establishing partnerships with parents of students. According Yuniarti *et al.*, (2016:15), Teacher meetings with parents of students are held at least 2 times per semester or 4 times in 1 academic year, namely: (1) on the first day of school in July; (2) ahead of the 1st midterm exam in September; (3) Approaching the 2nd midterm exams in March; and (4) after the end of semester exams in June.

- a. First Meeting is socialization and orientation of parents on the first day of entering school. The first day of school is a very important time to establish school partnerships with all parents of students.
- b. Homeroom follow-up meeting with parents. This meeting is a continuation of the homeroom teacher meeting with parents on the first day of school. The purpose of this meeting is to provide information about children's development at school and also to find out the level of understanding of parents in the care and guidance of children at home.

3. Class of Parents

The parent class is a forum for parents, both parents per class or one school to increase their knowledge or skills in educating children. Parent classes are held at least twice a year. The first meeting discussed positive parenting and the second meeting discussed educating children in the digital era. At the next meeting, the theme and technical implementation can be agreed with the parents, while the speakers can come from parents or other

sources according to the agreement. It is hoped that this meeting will be attended by all parents.

4. Involvement of Parents as Motivators/Inspirators for Students

This activity aims to encourage selected parents to attend to provide motivation/inspiration to students. Selected parents are expected to share stories that can foster students' ideals. This activity is expected to open the door for positive interaction between selected parents and students. This activity is a form of concern and awareness of parents of their central role in children's education.

5. End of Year Class Performance

The year-end performance is an event to show the creativity of students which is held at the end of the school year. This year's final performance is designed and carried out by the association of parents at both the grade and school levels. Activities are carried out both before and at the distribution of student reports.

6. Activities and/or Parental Engagement

Parental involvement is an activity that involves parents to observe children's activities while helping teachers in the learning process in groups/classes. Types of activities involved in parent involvement include:

- a. Involve parents to participate in learning activities,
- b. Engage parents to monitor learning;
- c. Involvement of parents in voluntary programs;
- d. Involvement in home study programs.

The implementation of the school-parent partnership program at Tri Education Center involves a number of steps detailed in the guide. These steps include capacity building for school members, meetings with parents, classes for parents, involvement of parents as motivators/inspirators for students, end of year class performance, activities and/or parental engagement as well as various activities involving parental participation in education. The goal is to create an educational environment that supports character development and a culture of student achievement. Through this

series of activities, the program seeks to build positive relationships between schools, parents and students in an effort to improve the quality of education.

C. Element of School-Parents Partnership

Element of School-Parents Partnership is the type used as a benchmark for research variables. The need for element from research will be able to facilitate researcher as a guide in determining which ones are in accordance with the reference in compiling the items of the question instrument that are compiled. In this case the researcher uses one element of School-Parents Partnership.

There is one element in the School-Parents Partnership namely parental involvement (Sammon, *et al.*, 1995:26). Parental involvement is the involvement of parents in supporting students' education so as to create a comfortable environment for learning for students. Epstein (2011) stated that parental involvement as the involvement of parents in their children's education through communication with schools about their children's needs and expectations, as well as participation in school and home activities to support their children's learning.

Various theoretical frameworks or models of School-Parents Partnership have emerged in the parental involvement literature to illustrate the multidimensional nature of parental involvement. According to Epstein, *et al.*, (1995:704) there are six types of collaborative relationships between parents and schools for the benefit of children in parental involvement. This model breaks down the idea of parental involvement into six different types that are of concern to schools and parents in school-parent partnerships in order to achieve an effective school partnership, there are:

1. Parenting

The parenting model helps families to develop parenting skills and build a home environment to support children as students. An example of practice is that parents can provide an atmosphere or home conditions that

support learning for students. If this parenting model goes well, the results that parents will get are understanding and confidence about child care and development. The result that the teacher will get is to understand the family background, culture, concerns, goals, needs, and views of their children.

2. Communicating

Communicating is establishing two-way communication channels between school and home about school programs and children's progress. If this communicating model goes well, the results that parents will get are that parents can understand school programs and policies, and can monitor the progress of their children. The result that the teacher will get is increased ability to elicit and understand family views on children's programs and progress

3. Volunteering

In the volunteering model, schools seek to increase recruitment, training, and schedules to involve families as volunteers and as spectators to school performances. If this volunteering model goes well, the results parents will get understand the teacher's job, increased comfort in school, and carry-over of school activities at home. The result that the teacher will get is readiness to involve families in new ways, including those who do not volunteer at school.

4. Learning at home

What is meant by an learning at home model is to provide information and ideas to families on how to help students at home with homework and other curriculum-related materials, decisions, and planning. If the learning at home model goes well, the results parents will get are known how to support, encourage and help students at home each year. The results that the teacher will get are satisfaction with family involvement and support.

5. Decision making

Decision making involves parents as participants in school decisions, and develops parent leaders and representation on school committees. Awareness parents voices in school decisions.

6. Collaborating with the community

Collaborating with the community is meant to identify and integrate resources and services from the community to strengthen the school program, fostering shared responsibility children.

According to Epstein (1995), this model provides a more comprehensive perspective in understanding the partnership between schools and parents. It also gives schools a structure to help organize specific activities that involve parents in their children's education (Winters, 2002). A number of studies conducted in the field of parental involvement explore school-parent partnerships based on Epstein's six types of parental involvement model, as it is considered a more school-centered model of parental involvement (Epstein 2001; Nathans and Revelle 2013).

Despite the importance of School-Parent Partnerships in student's development, in the fact that not all parents are involved in their children's educational learning and development, whether home-based or school-based. Moreover, parents rarely talk to their children's teachers and parents may not know how to provide a supportive home environment for school activities (Epstein 2001; Ihmeideh and Oliemat 2015). It is therefore the school's responsibility to draw parents' attention to the importance of their role in this regard.

D. Previous Research

There are some studies that relevant to this research. First, Elsa Westergard (2013) has conducted a research entitled Teacher Competence and Parental Cooperation. The purpose of this research was to clarify the competencies necessary for teachers to work with parents. Survey data and interview results demonstrate the need for multiple competencies at different levels within schools. These competencies can be divided into collective competencies and individual competencies. The results showed that 10 of her 16 parent-teacher pairs were able to establish effective collaboration from the start. The remaining six pairs of parents and teachers were unable to form effective

partnerships, at least initially. All interview data for 16 parent-teacher pairs show that multiple competencies are needed whether they are effective or not. There is some overlap between relationship skills and communication skills.

Second, Sally Ann Jones (2019) has conducted a research entitled *Home School Relations in Singaporean Primary Schools: teachers, parents, and children's views*. The aim of the research is to see how participants in children's education understand and distinguish the relationship between parents and school. The results of this study indicate that children's lives are largely centered in their schools which provide academic and value education. Parents, too, consider the importance of holistic education in this regard, their aspirations for the future, and their concern for the individual needs of their children motivates them to agency ally support teaching and learning and organizing educational, sporting, and cultural activities. The difference in this study lies in the focus of the research. Previous research has focused on research on the understanding of students, parents and teachers in establishing family school partnerships, while researchers have focused on the practice of school-parents partnerships in the schools the researcher chose.

Third, Barbara Steh and Jana Kalin (2011) *Building Partner Cooperation between Teachers and Parents*. This research presents the goals of teacher-parent cooperation, various potential models for establishing mutual cooperation, and the conditions required to achieve quality interactive cooperation. The partnership model is highlighted as an optimal model of interactive cooperation between teachers and parents, as it includes the distribution of expertise and control with the purpose of ensuring optimal education for children. It enables the creation of an interactive working relationship in which all of those involved are respected and recognized in their efforts to achieve common goals.

Fourth, research conducted by Carolyn Louise Wanat conducted a study entitled "Home School Relationship: Networking in one District" in 2012. The aim is to determine the ability of school professionals to create meaningful school-family relationships. Results show parents and teachers who member of

established social networks have opportunity to influence school policy and practice. Because they have earned the trust of parents and teachers, they can serve as a link between the school and the community through their membership in various networks. The difference in this research lies in terms of research sites taken. Previous research chose 1 region, while this research chose 8 regions spread across West Kalimantan.

The last research was conducted by Zainal Arifin with the title SMK-Industry Partnership Patterns in Improving the Quality of Vocational High Schools in 2012. The research conducted by Zainal Arifin has similarities with the research that will be carried out with researcher, namely partnerships. The difference is if the research conducted by Zainal Arifin has the aim of obtaining an empirical picture and developing patterns of partnership cooperation between Vocational Schools and the Industrial world, while the research that will be carried out by researcher is to describe the practice and variations of school-parents partnership. The research methods used are also different. Zainal Arifin used a naturalistic qualitative approach with descriptive research and case studies, while the researcher used a qualitative approach with descriptive research. Methods of data collection and data analysis are also different, Zainal Arifin uses data collection methods of observation, interviews and documentation and data analysis using SWOT analysis. The research that will be conducted by researcher uses two data collection, namely observation and interviews and for data analysis the researcher using thematic and cross-case analysis.