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Synergistic Partnership Model to improve the Quality Management of Religiously Affiliated High Schools in Central Kalimantan, Indonesia

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Abstract

This study aims to describe the implementation of school partnerships, benefits, supporting factors, and inhibitors associated with the quality of Catholic High School education in Central Kalimantan Province. The study uses a qualitative approach and is conducted on a small scale. The sample consisted of 20 people, namely principals, teachers, parents, alumni desks, school committees, and the government. All information belongs to 5 Catholic Senior high schools in Central Kalimantan Province in Indonesia. All informants agreed to follow the study. Information collected from study participants used semi-structured interviews. The results showed that the synergistic partnership model has not been applied in the scope of Catholic Senior High School educational institutions in Central Kalimantan Province. The participation of parents, communities, alumni ties, the government, and industry is very low due to limited access and lack of information about the existence of schools. Exclusive attitude and minder become a factor inhibiting the relationship of partnerships with stakeholders. The emergence of awareness on the part of the school of its limitations captures opportunities to build partnerships with stakeholders.

Keywords

School Management, Catholic Senior High School, Synergy Partnership.

1. Introduction

School management in the era of globalization requires communication, interaction, and cooperation with others as an integral part of efforts to achieve the goals of school organizations (Azizah et al., 2015; Sutapa, 2006; Wijastuti & Nurhayati, 2021). Because the education process in schools is a shared responsibility of the relevant parties such as parents, communities, governments, alumni, media, and the business world. The involvement of parents and the community in the process of education in schools is actually not something new, but it has been initiated by Ki Hajar Dewantara (2009) by saying that the family, education unit, and community are the tri centers of education. A good partnership between the three is based on the spirit of networking is expected to support the creation of an educational ecosystem that fosters the character and culture of school achievement and learners.

Good partnership in the three centers of education is needed for the success of children's education (Surjana, 2018). Therefore, in implementing education policies and programs, schools need to partner with parents and the community because they have the space and potential to make a positive contribution to the formation of human resources in schools. Moreover, the strategy of partnership cooperation between schools, parents, and the community is also mandated in National Education Law No. 20 of 2003. However, the reality shows that most schools still rely on the school's internal work system and have not taken advantage of opportunities and opportunities to build partnerships with stakeholders. This is also done by Catholic educational institutions in Central Kalimantan Province. Even though the actual state of each school is in a state of concern and requires support from the relevant parties.

Based on the above exposure, the demands of transformation of school management become one of the strategic choices. Therefore, research is needed on the synergistic partnership management model between Catholic senior high schools in Central Kalimantan province and stakeholders. This study was conducted at 5 Catholic Senior High Schools located in Central Kalimantan Province. The issue raised in this study is how can the management of synergistic partnership models improve the quality of Catholic Senior High Schools in Central Kalimantan Province?

2. Literature Review

The American Heritage Dictionary in Rukmana (2013) defines partnership as a relationship between individuals or groups that is characterized by cooperation and responsibility, as for the achievement of a specified goal, partnership is an effort to unite various parties to achieve the same goal (Untari et al., 2020). Concerning partnerships, Fendt (2010) points to several reasons an organization conducts partnerships, namely: (1) the organization cannot complete certain tasks alone without the help of others, (2) the profits that the organization will gain can be greater when compared to self-employment, (3) allow savings in the organization's operational costs. In the context of school management, Mulyasa (2007) said that school management is a whole process of cooperation by utilizing all available and material resources to achieve the school's objectives that have been established effectively and efficiently.

The following are some research findings that show the importance and need for relationships between schools and families and communities that are believed to be a solution to the limitations experienced by schools. Darling-Hammond et al. (2020) shows that great schools have effective partnerships with families and communities. Therefore, partnerships between schools, families, and communities are an important component in improving school quality and student success. Parental involvement provides an important opportunity for schools to enrich current school programs by including families and communities in the educational process (Pamungkas, 2016; Sutrisnaatmaka, 2018). Family and community engagement have been shown to result in increased student success, increased parental and teacher satisfaction, and improved school quality. School partnerships with stakeholders should have a positive impact on improving the quality of schools (Van Oers et al., 2008; Ospino & Weitzel-O'Neill, 2016; Utari, 2010).

The findings of Tomasini (2012) show that partnerships between educational institutions and external partners in the development of school quality are able to encourage and provide stimulants for educational institutions to continue to develop cutting-edge innovations in the implementation of learning. Chombo (2020) says "when there was a good working relationship between principals and the stakeholders, it became easier to maintain discipline among learners at the school. Good performance and good academic results of learners could be achieved at the school. A harmonious collaborative partnership between principals and teachers enables a good climate for teaching and learning in schools. Walberg & Paik (2000) in research on partnerships between schools, families, and communities show that educational stakeholders such as teachers, school leaders, parents, and community members need to build appreciation, trust, and respect for each other and learn to appreciate the unique knowledge each brings to the education table. When educational stakeholders engage in strong partnerships, students' academic and non-academic results are improved and school quality improves.

3. Method

This research uses the qualitative descriptive method. The sample consisted of 5 Catholic senior high schools in Central Kalimantan Province and also 20 informants who correlated with every school like school committee, parent, alumni desk, government, and social organization. All schools agree to take part in this research. Information was gathered from research participants using a semi-structured interview.

4. Result and Discussion

In this section, the researchers present findings derived from information from informants such as principals, teachers, parents, school committees, alumni ties about the importance of synergistic partnerships between Catholic High Schools in Central Kalimantan Province and stakeholders.

4.1 The Importance of Synergistic Partnerships between Schools and Parents

The principals who participated in the study outlined the importance of synergistic partnerships between schools and parents. Below are the categories and findings that emerged from their responses.

Category 1: Good relationship between school and parents

Romanus, the principal of School One, said that when there is a good relationship between the school and parents, then access to information between both parties can be channeled well and both parties have complete knowledge and understanding of the existence of the school and the development of children in school.

Category 2: Achievement of targeted goals and objectives

Sr. Valerina, principal of School Two, pointed out the importance of synergistic partnerships between schools and parents so that parents know the goals and objectives that the school wants to achieve. In the spirit of synergistic partnerships, parents can support the school to achieve the goals that have been set. Therefore, Sr. Valerina revealed that every year they always hold meetings with parents to talk about the goals and objectives targeted by the school.

Category 3: Parents have confidence in school authority

Inggit, the principal of School Three, expressed concern because some parents feel as if the school does not appreciate their existence as part of a school that can participate in building the school. Such feelings arise because parents realize their educational background and profession are very different such as drivers, traders, farmers, corporate workers. As a result, the responsibility in the child's education process is entirely left to parents to the school because they feel they do not have the capacity or ability to educate their children.

Category 4: Exchange of information for school development

Hendro, the principal of School Four, said parents can consult with the school freely on matters concerning the development of the school. Hendro further said that, if there is no good cooperative relationship then parents will not know the educational process in school. But with synergistic partnerships, there is an exchange of information for the progress and development of schools.

Category 5: Smooth educational process in school

Sr. Imelda, Principal of Lima School, affirmed that the main goal of the synergistic partnership between schools and parents is to oversee the smooth process of education in schools. This can be realized if the school and parents have a harmonious relationship.

4.2 The Importance of Synergistic Partnerships between Schools and Communities

When principals and teachers were asked during interviews about the importance of the school's partnership with the community, some revealed that the relationship was very important. The following categories and findings indicate that:

Category 1: Community participation through financial support

Sr. Imelda, principal of Lima School, expressed his experience that there are members of the community personally or collectively supporting the funds the school needs for operational costs.

Category 2: Participation of the community through material support

Ambrose, a teacher from School four, revealed that community support is realized by donations in the form of building materials for the construction of student learning spaces so that the teaching and learning process can take place properly. Likewise, the community supports the creation of a physical environment conducive to teaching and learning activities.

Category 3: Community participation through academic support

Albertus, a teacher from School Three, testified that the community pays serious attention to the process of quality academic activities in the school. Community support can be realized by supervising and guiding children's learning at home and monitoring the child's learning development in school. In addition, many governmental and non-governmental institutions can provide opportunities for practice or internships. This is done to provide real insight to learners.

Category 4: Community participation through culture

Romanus, the principal of School One, revealed that community participation in the form of maintaining cultural and moral values that exist around the school environment so that the school can adjust to the local culture.

Category 5: Community participation through school performance evaluation

Benedict, a teacher from School Two, said that community involvement in the control and control of the implementation of education so as to provide feedback and assessment of school performance. In addition, the community can also play a role in the preparation of the school curriculum so that it is in accordance with the needs of the community.

4.3 The Importance of Synergistic Partnerships between Schools and School Committees

When principals and teachers were asked during interviews about the importance of synergistic partnerships built between schools and school committees. The categories and findings of the study show that:

Category 1: School committee as an advisory body.

Kartika, a teacher from School One, said that during this time the existence of the School Committee was a giver of consideration or advice in the determination and implementation of education policy in Catholic High Schools.

Category 2: School Committee as a support institution

Hendro, the principal of Sekolah Empat, revealed that the existence of the school committee was felt like the main support through financial assistance, thought, and energy in the implementation of education in the Catholic High School of Central Kalimantan Province.

Category 3: School committee as controller

Robert, a teacher from Lima School, said that the existence of the school committee as a policy controller in the framework of transparency and accountability for the implementation of education in Catholic Senior High School of Central Kalimantan Province.

4.4 The importance of synergistic partnerships between schools and alumni

When principals and teachers were asked during interviews about the importance of synergistic partnerships built between schools with alumni ties. The categories and findings of the study show that:

Category 1: School Promotion

Sr. Valerina, principal of School Dua, said that the existence of alumni ties became the most potential promotion funnel of the school because their presence in the community became a distributor of information about the existence of Catholic High School of Central Kalimantan Province.

Category 2: School Assets

Sr. Imelda, principal of Lima School, emphasized that the role of alumni bonds in advancing the quality of a formal educational institution is often forgotten. Alumni ties are important assets

that must be embraced to support the progress of the school. Therefore Sr. Imelda reminded us that one thing that needs to be realized and become an inevitability, all students who successfully undergo education at Catholic High School will eventually become alumni. That is, one of the indicators of the success of the education process can be seen from the success of alumni in carrying out their roles at higher education levels and various fields of work that they live professionally according to their interests and abilities.

Category 3: Information network with institutions outside of school

Yovita, a teacher from One school, said that the existence of alumni as a product of the school can be an important relationship in expanding the school's network with institutions outside the school.

Category 4: World of work information sources

John, a teacher from School Three said that alumni can be a source of information for the new world of work for recent graduates of a school, in addition to being an inspiration for students in schools today.

Category 5: Alumni ties as spearheads enhance Catholic Senior High School's reputation

Andreas, an alumnus of The Four Schools, stated that the role of the Catholic Senior High School Alumni Association is to realize the vision and mission of the school, especially in the School's accreditation activities. In addition, alumni ties can be the spearhead in improving the reputation of Catholic senior high schools in the eyes of the community, as well as paving other alumni avenues to enter the workforce. Based on the data, it can be said that all the respondents' support system improvements required a governance institution that is Catholic. It further asserted that this moment is the right moment to renew ourselves in the direction of better changes so that the presence of Catholic senior high school institutions can improve quality and remain in the era of globalization. Therefore, quality management transformation efforts of Catholic Senior High School through management synergy partnership become the right step.

4.5 The process of implementing a synergistic partnership management model between Catholic High Schools and Parents and the Community

The process of implementing a synergistic partnership management model between Catholic Senior High Schools with parents and the community can be carried out by following the steps as below:

- a. The self-evaluation stage is the first step for schools to find out the actual condition of the school. This activity began with brainstorming which was attended by the principal, teachers, and all staff, as well as members of the school committee.
- b. The stage of formulating the vision, mission, and goals of the school is a way to explain the direction of education that the founders/education providers want to go. In the case of a Catholic Senior High School in Central Kalimantan Province, the school together with stakeholders set the direction for the future of the school
- c. The planning stage of a Catholic high school to answer what to do and how to do it to realize the goals that have been set.
- d. The implementation stage is a process of realizing what has been planned by the school.
- e. The monitoring stage is an activity in the framework of controlling a program that has been established by the school. Monitoring is more focused on ongoing activities. The

results of monitoring can be informed to the manager of the school partnership program in case of obstacles and irregularities, and as input in conducting evaluations.

- f. The evaluation stage is an important activity to know the progress or results achieved by the school in carrying out its functions in accordance with the plan that has been made. So, the evaluation of the synergistic partnership process between Catholic High School and stakeholders as whole concerns all the processes that have been done and passed together. The evaluation stage is an important activity to know the progress or results achieved by the school in carrying out its functions in accordance with the plan that has been made. So, the evaluation of the synergistic partnership process between Catholic High School and stakeholders as whole concerns all the processes that have been done and passed together.
- g. Reporting of results as submission of written and official information to stakeholders regarding school partnership activities with families and communities and results achieved within a certain period of time as a form of accountability for the duties and functions carried out by the school.

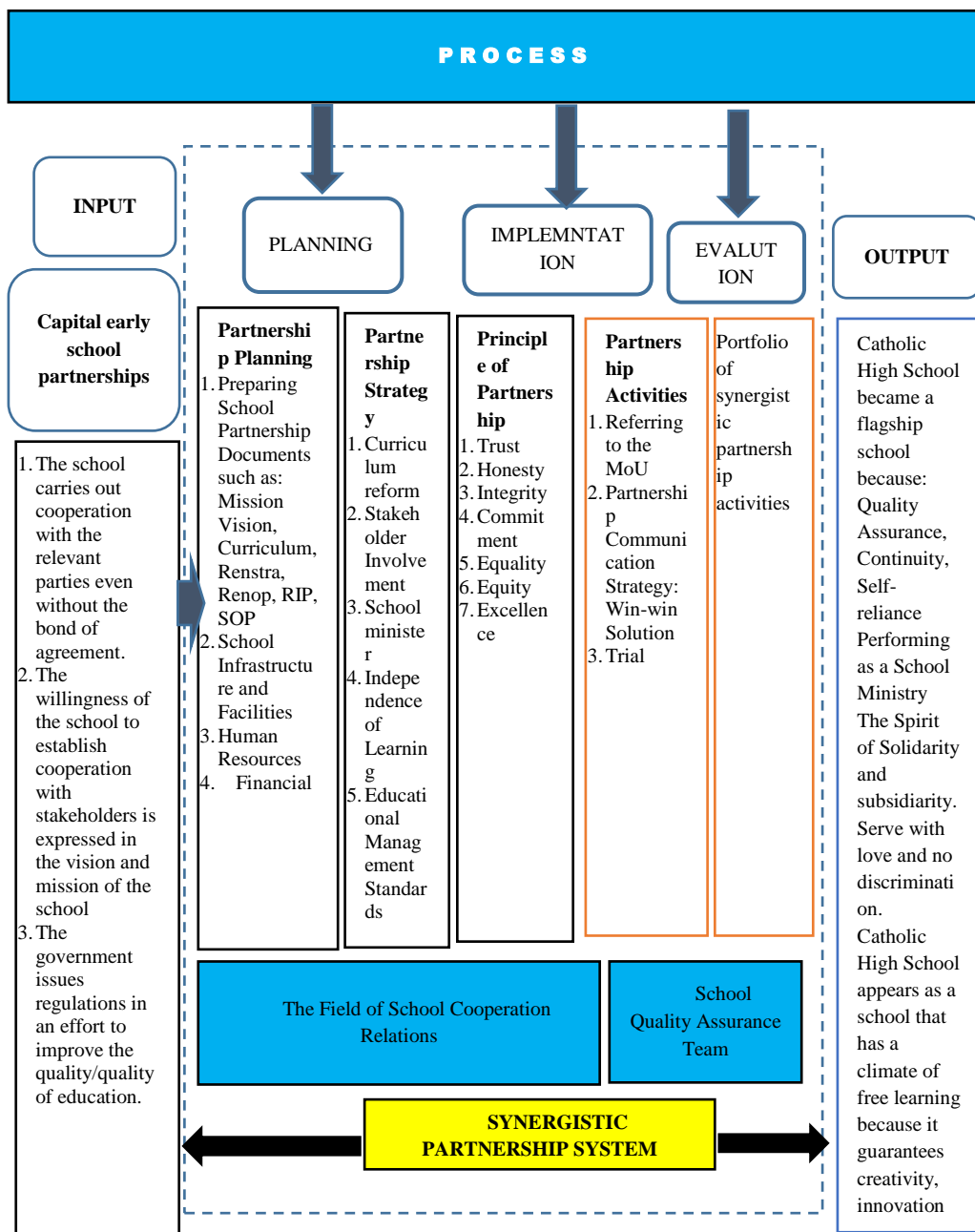


Figure 1. Development of Synergistic Partnership Management Model at Central Kalimantan Province Catholic Senior High School

5. Conclusion

The findings of this study presented a number of information about the actual condition of Catholic High Schools in Central Kalimantan province with stakeholders. Based on the

information gathered it was found that there is actually a seed synergistic partnership between Catholic High School in Central Kalimantan province with stakeholders although still in a very simple state and not bound by certain agreements. The findings of this study have direct implications to Catholic High School institutions in Central Kalimantan Province that now is the right moment to reorganize the school management system from the school's internal work system to the school partnership work system. Therefore, the principal as the main person in charge of school policy needs to take concrete steps through planning, implementation, and evaluation of synergistic partnership processes. Stakeholders such as parents, communities, and Catholic education foundations are expected to optimize their respective roles in supporting the synergistic partnership process at Catholic High Schools.

Lastly, the researchers are aware that the development of this research product certainly has limitations. The limitations are: The catholic school of secondary education level in this study is a Catholic High School located in Central Kalimantan Province, so the situation and conditions may be slightly different from Catholic schools in other regions although generally applicable. The partnership management model for Catholic High Schools in this study include: (a) The school's internal management strategies such as; teaching program, student management, management of school personnel (educators and education personnel), management of learning facilities and facilities, management of school finances, (b) School management transformation strategy model partnership of Catholic High School with stakeholders.

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