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DEVELOPING THE SCHOOL PARTNERSHIP MODEL WITH THE COMMUNITY

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ABSTRACT

The increase in population and economic needs in Banjar District, to be precise, the Peat District, has an effect on the increasing land needs for community activities. This is one of the driving forces for the conversion of agricultural land to non-agricultural land. On the other hand, the increasing need for food has made the government have to establish a policy to protect food agricultural land so that it is not converted. Efforts to control the change in the function of food land need to look at the factors that affect land use change in each region. Thus, the established program is more effective because it is able to answer the problems faced by the community, especially land owners. This study aims to determine the factors of land change and the impact of the change in function from agricultural to non-agricultural land for farmers. This research method uses qualitative methods through collecting data through the stages of observation, data reduction, data presentation, and drawing conclusions. As well as interviews. The results of the study in the factor of land conversion for farmers due to government policies and economic pressure that occurred in family life. The impact of land use change in the Peat District that is felt by the farmers is the narrow land for cultivation and flooding that cannot be calculated when the water rises.

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PRELIMINARY

Early childhood education is the most basic field and has a strategic meaning in fostering talent in the golden age (Tzavara & Komis, 2015) The age of children from birth to the age of 6 years is an important and strategic age in the educational process and can affect the learning process to the next stage. That is, this age is a stage of development. The growth and development of various abilities, intelligence, talents, physical abilities, cognition, language, social, emotional and mental abilities (Jamilah, Munthe, n.d. 2021). Early Childhood Education (PAUD) is a coaching effort for children from birth to the age of 6 years which is achieved through the provision of educational stimuli that support physical and mental growth and development so that children are better prepared to face a better education (Jaya et al., 2012).

Early childhood education (PAUD) is a very important and important stage of education. Thus, the age of 0-6 years is a golden age which is also known as youth, and is very suitable for infiltrating political values, including policies originating from religious teachings, customs, habits, culture and traditions. social ethics (ethics), etc. When a baby receives the wrong education, the mistake will be repeated until he gets used to it (El-Sayed et al., 2013).

Bronfen Brenner explains that child development is related to the interaction of the child's environment with the child's environment. The theory that the child's environment influences the development of children. When the child grows up, the first environment for the child is to get to know his parents and family, and then the child becomes an environment where he can get to know friends outside his family and interact with friends, teachers, and other adults. School environment (Boediarsih et al., 2016).

Ideally, children's education and learning should be carried out in a sustainable, planned and sustainable manner by all parties who play an important role in the success of education: parents, school parents and the community. Most of the child's time is spent in school to get an education. Schools must also provide students with proper education, which will enable them to develop the potential of each child. As a formal organization, the mission of education is to achieve the goals of children's education. The purpose of education cannot be achieved if parents are not involved in the success of their educational goals, namely by forming a complete human being.

Parents are the primary educators, and this law is basically dictated. That is, parents do nothing more and children must occupy this position under any circumstances. Children

change teachers every year, but they grow up with their parents. The role of schools and parents in the education and success of children is so great that it is important to build appropriate and effective partnerships between schools and parents to achieve these educational goals. Kindergarten and kindergarten teachers spend only a few hours optimizing student development, while parents or families at home spend about 21-22 hours a day optimizing child growth and development. This means that parents or families play a very important role in optimizing the growth and development of children. This is why kindergarten or family planning teachers always work with parents, families or parents to optimize their child's growth and development (Wiyani, 2019).

Three-center educational partnership is a partnership between educational institutions, families and communities based on the principles of reciprocity, equal status, mutual trust, mutual respect and self-sacrifice, to build an educational ecosystem in which students develop their individuality. Initiative. Student success culture (Endarti et al., 2018).

Parenting or child care programs are included in adult education and target adults in the community, and they develop skills, build knowledge, advance existing skills and careers, and at the same time produce patterns of mastery and attitudes and behavior of adults (Cahyanti et al., 2016). Parenting programs are available for families, especially parents, who can educate and care for their children to grow and develop optimally. We can train extraordinary talents for our country and its future. Follow the parental definition. Taken from the 2011 Parenting Program Improvement Technical Guide.

Effective for raising, caring for, protecting and educating children at home, enabling children to grow and develop optimally according to their age and stage of development. The advantage of parenting is that it allows good communication between educational institutions and parents of students. There is a balance between parenting applied at the facility and adoption for parents at home. Carers can learn about basic rights and provide knowledge to parents through parenting activities that parents must respect to achieve the development and survival of their children. In addition, parenting between schools and caregivers has significant benefits for student growth and success.

The following benefits are obtained by teachers through parenting between institutions and students' parents or guardians: teachers and principals obtain higher moral values from the point of view of parents, teachers and teachers. Parental involvement to improve communication and good relations between parents, parents, teachers and staff, teachers and principals, based on profession. What is happening now is that many PAUD institutions do not

understand the importance of parenting activities between institutions and child caretakers.

Each educational institution has a different form of children's education, so it is necessary to conduct a study whose title is "Efforts to ensure the growth and development of children through the development of cooperation between schools and the community through parents (Multi Center Learning at Pembina Kindergarten and Kuratayun Kandangan Kindergarten).

RESEARCH METHODS

The type of research used for this research is a case study with several locations. According to (Az Zafi & Falasifah, 2018) Case studies are research approaches that aim to study intensively certain social units, which include individuals or individuals, groups, institutions and society. This type of research was chosen because the researcher wanted to reveal how the school-community partnership developed in Pembina and Qurrata'ayun Kandangan Kindergartens. Case studies are also intended to understand the various relationships that exist between the elements contained in the case.

This research site examines the case of developing a partnership model between schools and the community, which generally has various kinds of collaborative activities between schools and the community. Multi-site study research has research steps that must be carried out, including 1) researchers collect data from the first site, 2) then collect data from the second site, 3) the researcher conducts a cross-site study in the form of propositions from both sites. schools based on the findings that have been obtained.

In this study, researchers went directly to the field to observe and collect the required data. The researcher will examine two institutions, namely Pembina Kandangan State Kindergarten and Qurrata'ayun Kandangan Kindergarten. The data that will be needed in this study is data on partnerships between schools and parents to improve children's achievement.

RESEARCH RESULTS AND DISCUSSION

A. School Partnership Model with Community in Pembina Kandangan State Kindergarten and Qurrata A'yun Kandangan Kindergarten.

Model School partnership with community in Pembina Kandangan State Kindergarten and Qurrata A'yun Kandangan State Kindergarten, including:

1. Committee meeting, Initial meeting and End of Semester

Committee meeting activities are activities carried out by the committee chairman who is

selected from the parents of students. This committee activity can be carried out simultaneously with the meeting at the beginning and end of the semester. Committee meetings often discuss improving the quality or quality of education. The school committee is an independent institution that is formed and plays a role in improving the quality of education, facilities and infrastructure as well as support for education. (Ramadhania, n.d.) said that the school committee is a form of organization that accommodates and tries to equalize the vision and mission of the educational components contained in the community to improve the quality of education.

In addition to committee meeting activities, school institutions regularly hold meetings at the beginning of the semester and meetings at the end of the semester. The first semester meeting at Pembina Kandangan State Kindergarten and Qurrata A'yun Kandangan TKIT together with parents of students discussed learning, teaching and learning processes in the next semester. The end-of-semester meeting at the Pembina Kandangan State Kindergarten and Qurrata A'yun Kandangan TKIT will provide a report on the child's development during study in one semester and provide a detailed explanation of what developmental achievements have been achieved by the child or the developmental achievements that have not been achieved by the child in accordance with the age level of development. The meeting between teachers and parents at the beginning of the semester has an important role in determining the direction of cooperation between learning at home and learning at school for one semester (<https://gurukreatif.wordpress.com/2013/07/26/pertemuan-guru-dan-parents-in-early-years> Ashow-should/.

Expressed by (I. Farida, 2020) two-way communication that often occurs is receiving report cards or reports on child development. The school will ask parents to gather in their respective classes each to discuss children's learning development in general and then distribute report cards personally. There are also schools that have an individual report card distribution system which is carried out at the Pembina State Kindergarten and TKIT Qurrata A'yun Kandangan. At the time of receipt of report cards it is a report of things that are not or are not has not been achieved by the child besides that the teacher can take advantage of this meeting to discuss what the child can do. This is in line with the research conducted carried out by Ana Wahdini in 2020, namely the involvement of parents when distributing child development reports or often called report cards is a form of parental support for their child's education. At the time of distribution of child development reports (rapot) parents are required to be present so that parents of students and educators can share with each other about the development of

students. implementation of the distribution of report cards is one of the direct feedback on the educational development of students in schools (Karyati, n.d.)

2. School Associations School

community activities are activities that involve all parents. School community activities can be in the form of parent seminars that aim to broaden the knowledge of parents and educators. At this school association meeting, they discussed child development, how to assist children, manage emotions when accompanying children and other things.

(Perwodarminta, Nadia, n.d. 2015) said that the association is an association that is familial by uniting understanding to foster harmony among other members. Parents are school partners consisting of fathers and mothers who can play a role or participate in improving the quality of education in schools (Rosenova et al., 2014). The school association or parent association is an association of parents of students whose purpose is to build, grow and increase participation and responsibility for providing input for improving the quality of education. Parents who have special education, knowledge, and skills can participate in helping schools such as in the areas of the learning process, school management, and school financial management.

School community activities can be in the form of parent seminars which are usually held in the scout building, or can also be in the form of Islamic activities. This activity is handled by a committee formed from several parents of students. For parent seminars, there will be expert speakers in the field of civics, child psychology so that parents and educators know how to stimulate the development of students according to their developmental age. School community activities can be located in the school area or outside the school, in line with what was written by (I. Farida, 2020), stating that at the school meeting level, *Family Gatherings* at schools or outside schools such as *Family Camp*. This activity is carried out once a year and involves all parents of students, through this activity parents are facilitated so that they gain knowledge and can accompany children according to the phase of growth and development of each student.

3. The Class

Association is a meeting between homeroom teachers and parents of students per class which is held once a month. The class association is a small forum for parents to share about children's development (Tönnies, 2010) said the association is divided into several types, namely associations because of blood ties such as family and brotherhood. Paguyuban because the place is like a neighborhood association and social gathering. The last is the association for the soul of the mind, this association consists of people who are not related by blood and do

not have a close residence, but in this community they have the same thoughts and ideology.

Parents of students in each class have almost the same emotional bonds and interests, especially if there are parents of new students who are adjusting to the rhythm of the new school. They regularly hold Class Forum meetings which are packaged in recitation events or just sharing and eating together. In this class forum, parents and homeroom teachers will discuss children's learning development for one month (I. Farida, 2020).

The results of the research findings are in accordance with the several theories above, that the research findings are the development of the obtained theory. The committee meeting which is one of the meetings that discusses the development of the quality of education, the development of learning, how the teaching and learning process. The early semester meeting discusses the learning program that will be given for one semester and the end-semester meeting is reporting on the progress of students that parents must know. Class community meetings that can be packaged in Islamic activities as well as parent seminars and class associations that can be held at school or outside the school area, which discuss the development of students, share about obstacles faced by parents during mentoring and can consult with parents who are experts in their fields.

B. Strategy of School Partnership Model with Community at Pembina Kandangan State Kindergarten and Qurrata A'yun Kandangan Kindergarten.

1. Special Event

Meeting This special event meeting is usually in the form of parent seminar, commemoration of Islamic holidays which indirectly will set a good example to students. Routine programs carried out by schools with parents, namely *Parenting*, are held twice a year by inviting speakers or resource persons from outside the school. This event was organized by committee administrators who were assisted by representatives of parents of students from each class (Y. N. Farida et al., 2010).

This is in accordance with the statement written in the Technical Orientation Guidelines for Improving *Parenting* in 2011, the *parenting* program is a support program aimed at parents of students so that they have the ability to carry out social and educational functions in terms of nurturing, caring for, protecting and educating children. at home so that it develops optimally and in accordance with the stages of development.

2. Fundraising

Activities that are routinely carried out in these two institutions are fundraising or social activities, which are very beneficial for children's social development. In line with what

(Wirjana, 2019) said that non-profit social organizations are organizations that carry out social services and development formed by a group of people based on social values that live in society and are supported by altruism in human life.

3. Participate in Competition Activities

Parents' participation in competitions will build good cooperation between parents and children and will increase children's enthusiasm and enthusiasm in participating in competitions. This is in line with the statement (Dwiningrum, 2011) which says that a person's mental and emotional participation or involvement in group situations will encourage them to support the achievement of group goals.

According to (Desforges & Abouchaar, 2003) parental participation has a positive impact on children's development both in academic and non-academic fields. The involvement of parents of students who are planned effectively will benefit the child and be able to have a positive influence on the development of the child's intelligence and personality. These findings are the development of the theories expressed above, starting from special event meetings, one of which is holding *parenting*, fundraising which has a positive impact on children and parental participation in competitions which will also have a positive impact on children. child development.

C. Obstacles in the Development of the School Partnership Model with the Community at Pembina Kandangan State Kindergarten and Qurrata A'yun Kandangan Kindergarten

The obstacle faced by these two institutions was the presence of parents during a meeting between teachers and parents caused by busyness and time clashes between work and regular meetings at the institution. As explained by (Y. N. Farida et al., 2010) the obstacle that often occurs in schools that want to involve parents in learning is finding the right time. For parents of working students, coming to school during working hours is a difficult thing. Parents of students who work in offices will usually find it more difficult to participate in school activities due to time constraints. Busy work is one of the things that are considered for parents of students to be involved in various school activities, especially in rural areas, which generally make a living as farmers (Sahabat,Keluarga.kemendikbud.go.id. 2021).

Of course, from the findings that have been found, developing the theories stated above about the obstacles at the time of the meeting, namely the presence of parents. In research that has been conducted through interviews with several educators, that the obstacle they often

experience is the absence of parents during routine meetings.

D. Solutions for the Development of School Partnership Models with the Community at Pembina Kandangan State Kindergarten and Qurrata A'yun Kandangan State Kindergarten.

The solution currently being implemented by Kandangan State Kindergarten and Qurrata A'yun Kandangan State Kindergarten is voting and reporting the results of meetings distributed by the secretary every class via social media. As stated by (Zuraihah et al., 2012) that two-way communication that exists between parents and teachers will involve interactive dialogue. This type of communication can be done through group chats. As is currently being done by the two institutions.

When the results of the meeting will require parental votes or require the approval of the students' parents, then the Pembina Kandangan State Kindergarten teachers will vote through group chats that are shared by the note taker or class secretary. In line with that, according to (Uge et al., 2019) that voting refers to the use of computers or computerized voting equipment to cast votes. Until now, the Kandangan State Kindergarten institution will vote or vote if at the meeting many parents of students are not present. Voting is done through group chats so that parents who are not present at the meeting will know the results of the discussion of the meeting and so that parents who are unable to attend can also vote if a vote occurs.

Research from Mutia Ayu Krismanda says that the use of social media is a hope which means it is not just a choice. This use of social media is a hope for strengthening a better partnership, furthermore the development of a school partnership model with parents who utilize social media to realize family education programs in order to develop and improve the quality of schools.

The solution implemented by the school is to vote if the results of the meeting require parental approval and report the results of the meeting through social media. This is a development of the theory expressed by Farida, that communication between parents and teachers can be done through group chats.

CONCLUSION

- a. Special Events Meeting. The special event meeting is a meeting between parents and teachers which includes Islamic holidays, national children's education day, institution anniversary and parent seminars. Meetings for special events for parents' seminars are usually held every 2 months or 3 times in a semester.

- b. Fundraising. Fundraising is a routine activity carried out by the institution and parents based on the advice of the parents of students. This fundraising or social activity includes distribution of basic necessities, distribution of parcels, distribution of meat during Eid al-Adha, distribution of masks and assistance to surrounding communities who need assistance, such as relatives affected by floods and can also be in the form of financial assistance for the construction of mosques or prayer rooms around the place. stay child. It aims to teach children that it is important to share with fellow human beings and the importance of having empathy for others.
- c. Take part in the race. Participation in competitions. This activity is very important and very influential on the development and intelligence of students. Aims to build cooperation between parents and children, solving problems when participating in competitions. The participation of parents in the competition, which was attended by the Pembina Kandungan State Kindergarten, was coloring with their parents using a media bag. The competition activities held at TKIT Qurrata A'yun included breaking balloons together and not carrying them anywhere.

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