

Improving the Quality of Madrasah by Strengthening Educational Partnership

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Abstract

Educational partnerships play a crucial role in establishing high-quality madrasahs. However, many madrasahs are not utilizing educational partnerships to their full potential. To strengthen the quality of schools, this article examines the implementation of educational partnerships, followed by an analysis of its application in educational institutions. The results of the study reveal that educational partnerships significantly support efforts to establish quality madrasahs. The implementation of educational partnerships can be carried out through institutional and classroom management. This paper is extremely beneficial for madrasahs or school managers who wish to establish high-quality schools, the description of which is presented below.

Introduction

Education partnerships are crucial in effectively managing education and learning. Madrasas, as educational institutions, should involve various parties in the management of education according to their respective roles. There are many resources beyond the madrasa that can be utilized to support the learning process through educational partnerships.

In the current era, partnerships and collaborations are crucial for educational institutions to achieve their goals. The strength of a madrasah is not solely dependent on its internal resources, but rather on the number of partner relationships it has. Therefore, every madrasah is required to collaborate with other parties to achieve success. It's not what you know that counts, it's who you know (Field, 2005:5).

However, many educational institution managers fail to recognize the importance of educational partnerships with other parties. In managing education, Madrasas still rely solely on internal resources. They believe that having sufficient facilities and infrastructure, highly educated educators, and complete learning media are enough to achieve quality education. As a result, schools do not form many partnerships with other parties. However, Madrasahs that neglect to develop educational partnerships cannot optimally carry out the educational process, leading to less-than-optimal achievement of madrasahs goals and learning success.

Therefore, managers of educational institutions should establish partnerships to achieve goals. The results of research showcasing educational partnerships can enhance graduate competency and job absorption (Bekti Lestari and Pardimin, 2019:112; Janu Triwahyudi, 2020:97). This paper describes how educational partnerships can benefit both school principals and teachers, resulting in improved outcomes.

Methods

In order to address the issue of educational partnerships in madrasas or schools, this paper has reviewed relevant literature. The analysis focuses on the concept of educational partnerships and its implementation in these educational institutions. An applied approach has been used to explain the application of the concept of educational partnership in the management of institutions and classroom learning.

Result And Discussion

1. Basic concept

According to Epstein (in Fatchurrohman, 2012:46), educational partnerships refer to the relationships and connections between schools and different elements of society, such as families, community organizations, and business institutions, that are established in a planned and serious manner to encourage the social, emotional, physical, and intellectual development of students. These partnerships aim to develop the physical and psychological aspects of students in a holistic manner and involve collaboration with various parties to ensure the well-being of students in school.

Educational partnerships between schools and stakeholders can take various forms, such as communication, parent involvement, home learning, volunteering, decision-making, and collaboration with stakeholders (Epstein,2009:14). Effective communication is crucial in clarifying important issues and keeping the wider community informed of school developments. It is a collaborative effort between schools, parents, and the

community to guide and direct students toward success in all environments. In the context of remote learning, schools should work hand in hand with parents to support their child's education. Research by Thorkildsen and Scott Stein suggests that parental involvement can contribute significantly to a child's academic success, with studies showing that parents who are actively engaged can improve their children's achievements by 10-20%. Furthermore, parents' expectations have a significant impact on their children's academic outcomes (Grant,2010:216). Volunteering mobilizes external stakeholders and resources to support schools.

Involving relevant parties in the decision-making process is crucial in schools. Such a model can result in better decisions, and increase ownership, and public trust. Additionally, when external stakeholders are involved, it promotes transparency in the school system to the public.

Collaboration between schools and the community is crucial for achieving good and effective school governance. This involves forming partnerships between schools, community groups, leaders, organizations, social agents, and members of the community. By utilizing community resources through educational partnerships, schools with limited resources can bridge the gap and provide adequate student resources.

a. Social capital in education

Social capital refers to the resources present in an institution that can be utilized to enhance the knowledge, skills, and readiness of its members (Coleman, 2009:415). Social capital refers to the network of social relationships that one can leverage to improve their quality of life (Field,2010:38). Utilizing social capital is key to achieving goals.

Communities with high social capital benefit from networks, norms, and trust, leading to increased welfare and faster goal achievement (Herry Porda Nugroho Putro,2022:414). According to Coleman (2009:423), schools are surrounded by various forms of social capital, including obligations and expectations, norms and sanctions, information potential, authority relations, social institutions, and formal institutions. To support their activities, schools need to identify and utilize these resources by recognizing their potential and forming collaborative networks. This will enable schools to benefit from the existing social capital in their surroundings.

The partnership between schools and stakeholders in education is based on trust and mutual benefit. Collaboration is based on good values and implemented as the foundation of cooperation. To achieve quality education, Madrasahs can establish multiple collaborative networks with various parties to support their programs.

b. Communities as learning resources

Decker & Decker (Bern,2004:403), stated that our society provides numerous resources for learning, especially in schools. These resources include libraries, community leaders, social institutions, business establishments, historical artifacts, the natural environment, zoos, forests, oceans, companies, markets, and various community groups. Madrasahs are required to use these resources to enrich their students' learning experiences. This means that students not only learn through in-class tutorials but also through direct interaction with a wide range of learning resources outside the classroom.

Madrasahs can benefit from learning resources available in their communities. One

way to do this is by inviting community leaders to the school or sponsoring activities that involve community members. Another way is by assigning projects to students that require them to apply or test theories in real-life situations. By doing so, Madrasahs can create a stronger connection with their communities and provide practical learning opportunities for their students.

2. The implementation of educational partnerships.

There are two main areas where educational partnerships can improve the quality of madrasahs - management and learning. In terms of management, partnerships can concentrate on developing the curriculum, financing, student affairs, infrastructure, and community relations. On the other hand, partnerships in the learning area can take the form of intra-curricular, co-curricular, extra-curricular, and character development activities. By focusing on these two areas, we can bring about meaningful change and enhance the overall quality of madrasahs.

a. Educational partnerships in management 1) Curriculum development

In order to develop a comprehensive curriculum, schools must collaborate with various stakeholders, including parents, the community, community leaders, and related agencies (Nurul Huda,2017:72). It is crucial to involve parents in curriculum development as they are the primary external stakeholders in their child's education (Bekti Lestari dan Pardimin,2019:110). The school curriculum should be designed in a way that considers the parents' wishes, ensuring that the graduates produced align with the expectations of the parents for the relevant institution. This approach will ensure that the school is better equipped to cater to the needs and aspirations of the students, while also building a collaborative relationship between the school and parents.

It is important to involve the community, users, and community leaders in curriculum development because they have first-hand experience as alumni users. As students eventually return to society and pursue careers in the workforce, they can provide valuable input to schools on what makes a successful graduate profile based on their experiences in society or the workforce (Umar Sidiq,2018:54). Curriculum development involves stakeholder participation throughout planning, implementation, and evaluation.

2) Financial field

To ensure an efficient and accountable budget, schools involve stakeholders in financial management from planning to evaluation. This includes seeking input from outside the school to map potential sources of funds to support school activities. By involving stakeholders in the planning process, schools can prepare effective programs and budgets that meet the needs of the school community.

Effective and efficient use of financial funds requires stakeholder involvement in the implementation process. This involvement is necessary to ensure transparency in financial management, which includes disclosing the source of origin and providing details of how the funds are used (Umar Sidiq,2018:42). Madrasahs have the authority to conduct external audits.

3) The field of student affairs.

Schools can collaborate with various stakeholders in order to support student development. These stakeholders may include parents, other educational institutions in the community, community organizations, and local governments. It is important for schools to partner with parents, especially since schools may have limitations in providing comprehensive assistance to children's education process. Community organizations and the government can offer resources that schools can use to help coach and supervise education in schools.

4) Field of public relations

Effective public relations play a critical role in establishing strong partnerships between schools and stakeholders. Public relations professionals are responsible for designing

and developing school partnerships that aim to enhance the quality of education. To achieve this, they must possess the ability to identify potential partnership opportunities with all external elements that can be beneficial to schools while adhering to mutualistic principles. The more partnerships a school builds, the greater the impact it will have on improving the quality of education.

Community participation in school education can take different forms such as academic, financial, evaluative, and inculcating a positive school culture (Dian Agustini, 2022:39). The community can take part in various efforts to enhance the academic field at school, such as supporting school programs and assisting children in their learning process. Schools can also take into account the opinions of community leaders in education for the betterment of madrasas. The public relations sector can also engage community support in promoting a positive madrasa culture and character.

b. Educational partnerships in learning

1) Intra-curricular

Intracurricular activities are planned educational experiences that are part of the official curriculum (Afif et al., 2023). They aim to provide students with opportunities to apply theoretical knowledge in practical settings, develop various skills, and foster holistic development (Yuliejantiningasih, 2024). These activities are directly related to the subjects taught in the classroom and are often mandated by educational authorities.

In order to enhance the quality of learning, educators can establish educational partnerships for intra-curricular activities within the classroom. This involves planning, implementation, and assessment (Giwangsa et al., 2023). During the planning stage, educators should identify available resources within the community that can be utilized to support learning.

In the field of education, educators have the opportunity to collaborate with community leaders and experts to provide valuable learning materials through various methods such as inviting them as guest speakers. Another effective approach is to involve the community directly in project-based learning (PBL) models (Mulya & Fantiro, 2023). Additionally, educators can arrange field trips to places like museums, factories, zoos, botanical gardens, etc. to enhance students' learning experience. By utilizing the potential in society, educators can create an environment that fosters learning and growth (Alyadani et al., 2024).

Cooperative learning can refer to classroom models that incorporate elements beyond school premises. The main reason for promoting cooperative learning is the fact that humans are social creatures, and social cooperation is an essential aspect of their lives. It is necessary to develop mutual cooperation in social life, which can help individuals grow and succeed in various aspects of their lives (Yatim Riyanto,2014:265).

2) Co-curricular

Co-curricular activities are an essential part of a student's education. These activities are designed to enhance their understanding of the subjects taught in class. To implement co-curricular activities, educators can assign students tasks that require them to explore data from various sources such as community, social organizations, community leaders, business institutions, and more. Students can also participate in internships or work practices to gain hands-on experience. By involving assistance from elements of society, co-curricular activities can be integrated to increase graduate employment opportunities (Denise Jackson&Anna Rowe,2022:1).

3) Extra-curricular

Establishing partnerships with other parties, both personal and institutional, can help carry out extra-curricular activities(Rofidah, 2022). These partners can act as presenters or trainers for activities like marching band, swimming, music, flag raisers, and others. Involving outside parties in the implementation of extracurricular activities in madrasas can complement the educational capabilities that may be lacking in schools. If deemed necessary, madrasas can entrust the implementation of extracurricular activities to other parties for activities like futsal, swimming, and music. Such events can be held outside the school, with their implementation, trainers, time, and place decided by the parties involved (Ersis Warmansah Abbas,2023:166).

4) Character Education

Partnerships between educational institutions and the community are crucial for character education, especially since students interact with people outside of school. Schools need to involve external parties in the community during planning, implementation, and evaluation. Madrasahs can use external parties as learning resources and the community as a learning laboratory. Students' character and behavior are shaped by their interactions with various elements of society. Therefore, community involvement is essential for the success of students' character education (Dian Agustin,2022:38).

The limited educational resources in schools can be complemented by involving community elements in character education. The community provides character education resources and media for students, so it is important for educators to be able to effectively organize these resources to support character education in schools.

Conclusion

In order to improve the quality of madrasas, it is important to form partnerships with various entities outside of the school, including parents, community leaders, and other social institutions. These educational partnerships can help strengthen both

school and learning management. When it comes to institutional management, partnerships can be implemented to manage the curriculum, student affairs, finances, infrastructure, and public relations. Meanwhile, partnerships in learning management can be utilized to develop intra-curricular, co-curricular, and extra-curricular activities.

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