

Profile of School Partnership Collaboration Model with Parents to Support Educational Success at Elementary School Terang Nusantara

Maria Kristanti, Isah Cahyani, Suhartono

Universitas Islam Malang, Indonesia

E-mail: yeliya2017@gmail.com, isahcahyani@upi.edu, hart@ecampus.ut.ac.id

*Correspondence: yeliya2017@gmail.com

KEYWORDS

school-parent partnership;
elementary education;
partnership model;
educational success

ABSTRACT

This research purpose into the school-parent partnership model at Terang Nusantara Elementary School in Bandung, to support educational success. Grounded in Ki Hadjar Dewantara's concept of the Education Tri-Center, this study highlights the importance of synergy between schools and parents in influencing students' academic achievement and character development. Employing qualitative methods, such as observation, interviews, and document analysis, this research reveals the dynamics of planning, implementation, and the impact of such partnerships. The results indicate that effective collaboration between schools and parents enhances academic performance and student-character development. This partnership is characterized by open communication and active participation from both parties. However, the study also identifies challenges, such as differing expectations, time constraints, and language and cultural barriers that impede the partnership. This research recommends strategies to overcome these obstacles, including improved communication, joint training, and adapting partnership activities to accommodate cultural diversity. The implications are the importance of schools recognizing and involving parents as strategic partners in the educational process.

Attribution- ShareAlike 4.0 International (CC BY-SA 4.0)



Introduction

This study examines the role of formal, non-formal, and informal education as stipulated in Law No. 20 of 2003 concerning the National Education System. The main focus is on the importance of informal education, especially from the family, in the formation of a child's character (Rahman, 2014). The concept of Tricenter Education by Ki Hadjar Dewantara, which involves families, schools, and communities, is the basis of this research. It is emphasized that the partnership between schools and parents is essential to achieve educational goals namely character building, increased academic achievement, and social-emotional development of children (Clark, 2011).

The study also draws on statements about the importance of children's education by parents and highlights the need for synchronization between values taught at school and at home. It is stated that educational success is not only measured by academic achievement but also by character building. This is reinforced by various studies that show the relationship between parental involvement in education with various positive aspects in child development (Elfachmi & Amida, 2016).

This study also highlights common problems that occur when parental involvement in children's education is less than optimal, including low academic achievement, learning motivation, and social and emotional development of children. Studies from various researchers such as Epstein, Henderson and Mapp, Sheldon and Epstein, Marjoribanks, and Jeynes were analyzed to show the importance of the role of parents in supporting their children's education (Junanah, 2018).

The focus of this research is to explore the partnership model between schools and parents at Terang Nusantara Elementary School, Bandung City. Elementary School Terang Nusantara, Bandung City, is a private school with a Christian value base, established by Yayasan Terang Nusantara in 2015 (Farida, 2020). The school is strongly committed to building partnerships with parents, applying the principle of "In Loco Parentis" which affirms that schools and parents are partners in children's education. This school serves lower-middle-income families in Jamika Village and Bojongloa Kaler District, one of the areas with a low income population in Bandung City. Research questions include how to plan, execute, and deliver the partnership model (Grant & Ray, 2018).

The general objective of this study is to objectively understand the partnership model between schools and parents in supporting education in Terang Nusantara Elementary School. Specifically, the goal is to assess various aspects of the partnership, including the form, level, impact, constraints, efforts that have been made, and the needs of the parent partnership (Halim & Rofiki, 2022).

This research purpose into the school-parent partnership model at Terang Nusantara Elementary School in Bandung, to support educational success. This research is expected to provide theoretical and practical benefits. Theoretically, the results of the study are expected to enrich the educational literature in building partnerships with parents (Hatimah, 2016). In practical terms, the findings are expected to provide input for educational foundations and schools to improve the effectiveness of partnership programs. For parents, the study is expected to encourage more active involvement in school programs and support the educational success of their children. For the general public and other schools, this partnership model can be used as an example in the development of similar programs (Hastuti, 2019).

Research Methods

This research uses qualitative descriptive methods, as (Sugiyono, 2019) defines them, as a scientific way to obtain data with a specific purpose. The focus is on the school's partnership with parents at Elementary School Terang Nusantara, Bandung, where qualitative data is collected and elaborated descriptively to analyze current social phenomena. It involves techniques such as observation, in-depth interviews, and documentation studies to present the subject's responses in detail.

The research location was chosen because of its unique partnership model. Participants included school staff and parents, with primary and secondary data obtained through interviews, observations, and related documents. The use of purposive sampling

techniques allows the selection of informants representing multiple perspectives in school and parent partnerships.

As the main instrument, the researcher establishes focus, selects informants, collects and assesses data, and draws conclusions. In-depth interviews are conducted to gain a deeper understanding of the subject, while documentation and observation provide supporting and contextual data.

Data analysis is performed through Miles and Huberman's interactive model that includes collecting, condensing, presenting, and drawing conclusions from data. A SWOT analysis approach is also adopted to evaluate strengths, weaknesses, opportunities, and threats in the observed partnership model. This process involves continuous assessment and verification of conclusions to ensure the validity and reliability of findings.

This research aims to provide in-depth insights into the practice of school partnerships with parents in Elementary School Terang Nusantara and its implications for educational success. By understanding these dynamics, it is hoped that schools and parents can work together more effectively to support student development holistically.

Results and Discussions

Description of the object of study

Sekolah Elementary School Terang Nusantara, located in the heart of Bandung, is an educational institution established in 2015 by Yayasan Terang Nusantara. The school was established with the main objective of providing access to quality education at affordable prices for Christian families with lower middle incomes. Located in a strategic location, the school is easily accessible to the community and surrounded by various public facilities that support the learning process (Jamaludin, 2015).

The school is designed to address the economic challenges many families face by offering affordable tuition fees. As an institution that is committed to equitable access to quality education, Elementary School Terang Nusantara applies efficiency and innovation in its budget management. School operational funds are obtained from school fees paid by parents and donations from the community, ensuring that every rupiah spent provides maximum added value for the teaching and learning process (Dewantara, 2013).

With adequate infrastructure, this school strives to provide quality educational services for children of primary education age in the Jamika sub-district, Bojongloa Kaler sub-district, Bandung City. Elementary School Terang Nusantara has a 3-storey school building with a school building area of 771 m² and a sports field of 288 m², equipped with 13 classrooms, laboratories, libraries, and sports fields. The learning facilities available include science props, mathematics, English, music arts equipment, fine arts, computer laboratories, and learning facilities for Physical Education, Sports, and Health (Kurniawan, 2018).

The teaching staff at this school is 21 teachers, all of whom have a minimum educational qualification of S1. They are supported by competent educational staff, including cleaners and security personnel. With dedicated educators and staff, Elementary School Terang Nusantara manages 261 students from various grade levels. The majority of families who join this school have a high secondary education background, with dominant jobs as private employees and self-employed (small businesses). Economically, the majority of families are in the lower middle class, reflecting a relatively sufficient level of well-being to support their children's education (Krismanda, 2017).

2) Research Results

a. Overview of School Partnership Profile with Parents at Elementary School Terang Nusantara.

The partnership model applied by Elementary School Terang Nusantara is "Mitra Pendidikan Setara (Equal Education Partner)", which is a form of collaboration between schools and parents and the community to support children's education.

This model involves various components such as the Partnership Development Team, New Student Admission Committee Team, Parenting Team, School Activity Team, as well as various programs and activities designed to increase parental involvement and participation in children's education. With this partnership, schools and parents work together to create a conducive learning environment, support the development of noble character, and improve student learning outcomes (Lasater, 2016).

The Partnership Development Team has a special responsibility in organizing and planning a comprehensive partnership strategy within the school. Formed from various important elements of the school, the team consists of a representative from the foundation board, the principal, a member of the school board or committee, a teacher, and a staff. Each member plays a vital role in ensuring that partnership strategies are developed and coordinated effectively to support the overall goals of the school (Lusse et al., 2019).

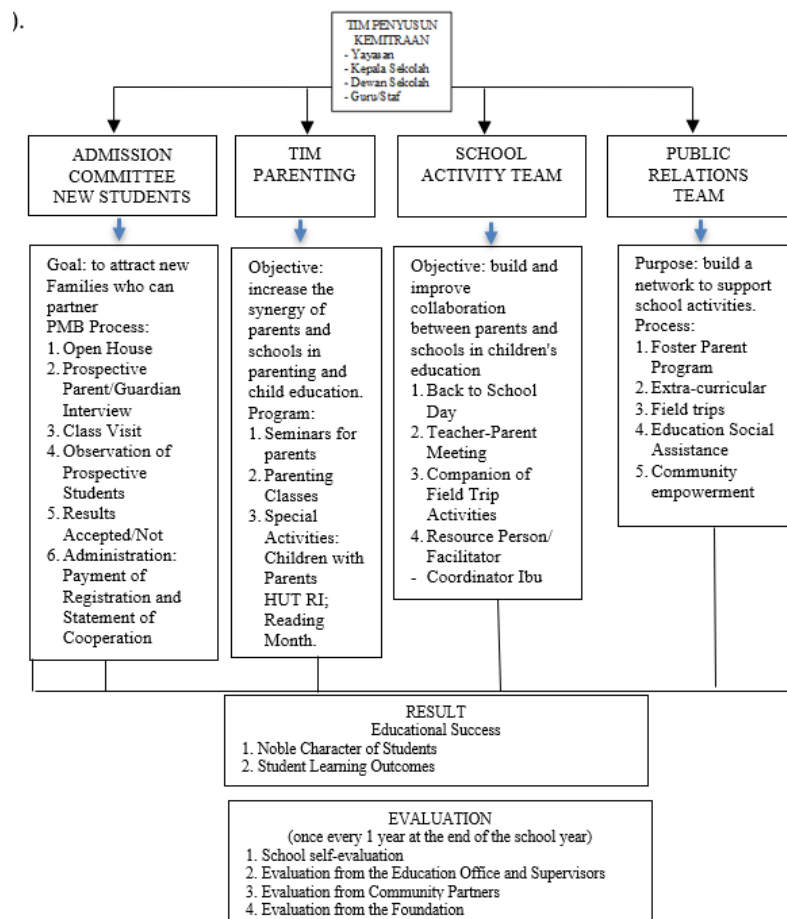


Figure 1 School Collaboration Partnership Model with Parents

"Equal Education Partner" at Elementary School Terang Nusantara

The New Student Admission Committee (Admission Committee) team at Elementary School Terang Nusantara plays a crucial role in selecting new families who

will join the school community. Consisting of representatives of the foundation board, school board, principal, teachers, and staff, this team is responsible for recruiting prospective students whose families are willing to partner with the school in educating children. This admission process is not solely automatic admissions but through multi-stage selection starting with the Open House in January. During the Open House, Elementary School Terang Nusantara explained the school's vision, mission, goals, and programs to the community (Amalia & Samsudin, 2022). The event included a presentation by the foundation chairman, a screening of school profile videos, a tour of the facilities, and a visit to the classroom to deepen parents' understanding of the learning process. Open House is not only a place of introduction but also a moment where the school shows its quality and values without external distractions such as bazaars or competitions. After the Open House, prospective parents can purchase a registration form and the selection process continues to the interview stage. In this stage, the foundation and the principal interact directly with prospective parents to ensure compliance between family expectations and school policies, including parental involvement in parenting seminars and regular meetings. Next is the class visit stage, where prospective parents take part in learning sessions to observe directly the teaching and learning atmosphere. It is important to ensure that learning methods in schools are in accordance with the expectations and needs of children. The school values the presence of both parents at this stage to ensure decisions are made based on shared experiences. Observation of prospective students is also an important stage. Through *class trials*, teachers can explore early information about children, allowing schools to assess whether the learning environment at Elementary School Terang Nusantara will support children's growth and development. After all stages have been passed, the Admission Committee will hold a meeting to decide on admission. Each prospective parent will be notified of the decision in writing. For those who are accepted, the final stage is administrative and financial completion, including the signing of a statement letter of cooperation and payment for school entrance registration. With an in-depth and selective process, the New Student Admission Committee Team ensures that every family that joins Elementary School Terang Nusantara is not only academically prepared but also committed to working closely with the school in creating a supportive and quality educational environment for all students.

The Parenting Team at Elementary School Terang Nusantara is a team aimed at increasing parental involvement in education and parenting. With members consisting of teachers, staff, and mama coordinators, this team strives to strengthen the synergy between parents and schools, with the aim of building noble character and achieving optimal learning outcomes for students. The main activities of the Parenting Team include Parent Seminars which are held three times a year. This seminar must be attended by both parents and aims to equip them with the latest knowledge and skills in educating and raising children. The seminar topics were chosen based on the needs and requests of parents as well as observations from teachers and principals. The resource persons are experts in their fields or even parents of students who have relevant expertise. In addition to seminars, the school also organizes Parenting Classes consisting of 18 weekly modules. Unlike seminars, this class is optional except for parents recommended by the principal. Both parents are expected to attend and commit to each module. This class offers a more intensive and interactive approach to parenting education, in collaboration with the non-profit organization "*Growing Kids God's Way*" foundation since 2015. To increase intimacy between parents and children and strengthen the community, the Parenting

Team also designs special activities. One of them is the celebration of the Independence Day of the Republic of Indonesia, where parents and children participate in various competitions, strengthening their bonds and building familiarity with other families. Another activity is Reading Month, where for a whole month, parents and children are motivated to read and discuss books together. The activity ended with the Peak of Reading Month Celebration, where students shared their favorite books and dressed up according to the characters from the book. With a series of carefully designed activities, Elementary School Terang Nusantara's Parenting Team strives to enrich the experience of parents and children in education, as well as strengthen the relationship between family and school. It is a concerted effort to create a supportive environment, where every child can fully develop academically, socially, and emotionally.

Elementary School Terang Nusantara, through its School Activity Team consisting of representatives of teachers, staff, and parents, designed various programs to strengthen collaboration between schools and parents in supporting children's education. The program includes: 1) Back to School Day: At the beginning of the school year, two types of meetings are held: Socialization sessions with the principal that discuss the vision, mission, and work program of the school. Class meetings between teachers and parents, discuss important information such as discipline, lesson schedules, and academic calendars, and gather information about students. 2) Teacher Meeting with Parents: Every quarter, teachers update on student progress and discuss with parents how to support children's learning at home. 3) Field trips: In one year three times, where parents are involved in preparation and assistance, including providing vehicles and being drivers. 4) Become a Resource Person/Facilitator: Parents with special skills are invited to collaborate in sports, arts, spirituality, and others to enrich the teaching and learning process. 5) Mother/Mama Coordinator: A mother in each class is selected to assist the teacher in teaching and learning activities and coordination of class activities. 6) School Board: Consists of parent, community, and school representatives, plays a role in providing input, criticism, and fundraising for the benefit of the school. These programs are designed to create synergy between schools and parents, ensuring that children's education takes place holistically and effectively.

Elementary School Terang Nusantara initiated a Public Relations Team, consisting of school staff, school board members, and foundation administrators, with the main objective of building a strong network of partnerships to support educational activities. This initiative reflects the school's commitment to integrating communities into various aspects of education, providing students with richer and more diverse learning experiences. 1) One of the main programs is the "Foster Parent Program," which provides additional support, financial as well as non-financial, to students in need. The program has successfully benefited 147 learners, reduced educational gaps and provided wider opportunities for underprivileged students. 2) The school's partnership with the community is also reflected in extracurricular activities. Cooperation with sports clubs, cultural clubs, and religious institutions enriches students' educational experience, providing activities as diverse as sports, arts, and spiritual activities. This approach not only benefits students academically and socially but also strengthens the relationship between school and community, creating a more dynamic and inclusive learning environment. 3) Partnerships in field trips are another important part. Through cooperation with museums, industry, and other educational institutions, the school provides a rich out-of-class learning experience, allowing students to see the practical application of their lessons. These activities connect academic knowledge with the real

Profile of School Partnership Collaboration Model with Parents to Support Educational Success at Elementary School Terang Nusantara

world, developing a deeper understanding and awareness of the environment. 4) The "Social Education Assistance" program initiated by the school foundation provides additional assistance to families of students who are already covered by the foster parent program but are still experiencing financial constraints, demonstrating the school's commitment to ensuring inclusive and affordable education. 5) Finally, partnerships in the context of "Community Empowerment" open opportunities for schools to contribute to the social and economic development of the community. Initiatives such as the Community Learning Center on Parenting and environmental conservation projects, such as "Tissue Free Day", show how schools can be a hub of resources and inspiration for communities, promoting lifelong learning and environmental awareness. With these initiatives, Elementary School Terang Nusantara not only brings schools closer to the community but also shows how education can be a catalyst for the growth and development of the wider community.

Discussio

From the results and findings based on interviews, document studies and observations regarding the profile of the Equal Partnership Model between school collaboration and parents in supporting the success of education at Elementary School Terang Nusantara, a SWOT analysis was compiled with the following explanation:

Table 1 Results of IFAS Matrix Strength and Weakness Factor Analysis (Internal Factors Analysis Summary) Equal Education Partner Model

No	Internal Factors	Weight	Rating	Score
Power (Strenght)				
1	Moto Sekolah Loco In Parentis	0,12	5	0,60
2	Principal-Teacher-staff have a spirit of service	0,12	5	0,60
3	Commitment to implement the program	0,12	4	0,48
4	Compact school team	0,12	4	0,48
5	Transformative Headmaster	0,08	4	0,32
6	The school actively builds cooperation with the community	0,12	4	0,48
7	The creative idea of creating a program to strengthen cooperation with parents	0,08	3	0,24
8	Schools have social media that can be used as a means of communicating	0,08	4	0,32
9	The school allocates budget for partnership activities	0,04	4	0,16
10	The school has a good new student admission system so that families who join are families that are able to commit and are willing to partner with the school	0,12	5	0,60
Total Score		1		4,28
(Weaknesses)				
1	School social media is not fast to update its content	0,09	2	0,18
2	Most parents are working, making it difficult to create activities that allow both parents to attend	0,27	2	0,55
3	Financial limitations of parents so that the activities held need to be considered so as not to burden parents	0,27	2	0,55

No	Internal Factors Power (<i>Strenght</i>)	Weight	Rating	Score
4	Limited school infrastructure such as parking lots and meeting halls that can accommodate all parents present.	0,18	2	0,36
5	Academic and non-academic activities from parent-child collaboration are still minimal	0,18	1	0,18
Total Score		1,00		1,82
Total Final Score (Strengths and Weaknesses)				2,46

SWOT analysis shows that internal factors of strength dominate over weaknesses. The total score for strength is 4.28, signifying that these positive aspects play an important role in an effective partnership. Key strength factors include: 1) *Loco School Motto In Parentis*: Emphasizes the role of the school as a substitute for responsible parents in shaping student character, supports the Tri Center Education philosophy and creates synergy between education at school and at home. 2) The spirit of service from the principal, teachers, and staff: Demonstrate commitment to serving and maintaining school values, which strengthens the harmonious relationship between the school and parents. 3) Program implementation commitment: Reflects shared dedication in implementing uniform and high-quality educational programs for learners. 4) Compact school team: Improve internal and external communication, strengthen strategies and approaches in education, and strengthen relationships with parents. 5) Transformative leadership of principals: Driving positive change, innovation, and the growth of vibrant school communities. 6) Active cooperation with the community: Increase the relevance of education by involving community resources and knowledge. 7) Creative programs to strengthen cooperation with parents: Provide a variety of activities designed to increase parental involvement in their children's education. 8) Use of social media as a means of communication: Strengthen transparency and build trust between schools and parents and communities. 9) Budget allocation for partnership activities: Demonstrate the school's commitment to supporting and maintaining relationships with various parties. 10) Effective admissions system: Ensure that joining families are committed and willing to partner with the school. The weaknesses identified were: 1) Slow updating of social media content: Affecting the effectiveness of communication and engagement with the community. 2) Limited attendance of working parents: Affects their participation in school activities. 3) Financial limitations of parents: Requires planning activities that consider cost aspects. 4) Limited school infrastructure: Such as parking lots and adequate halls to accommodate parents. 5) Lack of collaboration in academic and non-academic activities: Indicates the need for increased parental involvement. From this analysis, Elementary School Terang Nusantara is advised to continue to optimize existing strengths and overcome weaknesses to improve the quality of school partnerships with parents. This is important to ensure that education in schools runs effectively and has a positive impact on the development of students.

Table 2 Opportunity and Threat Factor Analysis Results (*External Factors Analysis Summary*) Equal Education Partner Model

No	External Factors (<i>Opportunity</i>)	Weight	Rating	Score
1	Partnership support from sister schools	0,11	4	0,44
2	Public trust is quite high	0,17	4	0,67

Profile of School Partnership Collaboration Model with Parents to Support Educational Success at Elementary School Terang Nusantara

No	External Factors	Weight	Rating	Score
<i>(Opportunity)</i>				
3	Receive material and non-material parental support	0,11	4	0,44
4	Parents commit to attending school meetings and activities	0,17	4	0,67
5	Parents understand and agree with the values of the school	0,17	5	0,83
6	Have support from community partners	0,17	4	0,67
7	Parent coordinators are actively involved	0,11	4	0,44
Total Score		1,00		4,17
<i>(Threat)</i>				
1	Regular parent coordinator meetings have not been routine due to their busy lives	0,20	2	0,40
2	School Board meetings are held when there is an urgent need.	0,20	2	0,40
3	Many parents work so it is difficult to hold meetings or attend school activities	0,20	1	0,20
4	Many families come from the lower middle economy .	0,20	1	0,20
5	The low education of some parents causes limited knowledge and insight that has an impact on parenting and educational patterns.	0,20	1	0,20
Total Score		1,00		1,40
Final Total Score (Opportunities and Threats)				2,77

Through a SWOT analysis of the Equal Education Partner Model at Elementary School Terang Nusantara, we get a comprehensive picture of the dynamics between schools and parents in supporting educational success. The data showed that the opportunity factor had a higher score (4.17) compared to the threat factor (1.40), giving a net positive result of 2.77. This signifies that the school has good potential to maximize external opportunities while addressing existing threats. Lucrative Opportunities: 1) *Sister School Support*: Relationships with partner schools enrich resources and experience, assisting Elementary School Terang Nusantara in implementing best practices in parent engagement. 2) *High community trust*: A positive reputation in the community increases new student enrollment and supports school programs through greater participation and financial support. 3) *Parental support*: Parental involvement, both material and non-material, strengthens school programs and increases participation in activities. 4) *Parent commitment*: Parents who actively attend school meetings and activities show strong involvement in their children's education. 5) *School values that are understood and agreed upon*: The alignment of values between the school and parents strengthens synergy in supporting children's education. 6) *Community partner support*: Cooperation with partners from various sectors provides additional resources and expands support networks. 7) *Active parent coordinator*: Direct involvement of the parent coordinator strengthens coordination and implementation of partnership programs. Threats that need to be addressed: 1) *Irregularity of parent coordinator meetings*: Busy parents cause irregularities in meetings that can hinder communication and coordination. 2) *Sporadic school board meetings*: Meetings that only take place when urgent can reduce

involvement and ongoing information to interested parties. 3) Busy parents: Difficulty in aligning activity time with parents' hectic schedules hinders their participation. 4) Family economic limitations: The lower middle economic background of some families limits their ability to support school activities financially. 5) Low parental education: Low education in some parents can limit their understanding and involvement in the child's education. To overcome threats and maximize opportunities, Elementary School Terang Nusantara needs to continue to innovate and adapt. This may be through improved digital communication to facilitate meetings, more flexible schedule arrangements, increased engagement with community partners, and educational programs for parents. Through this effort, Elementary School Terang Nusantara can strengthen the partnership model that has been successfully built and continue to support the success of the education of its students.

Based on the SWOT analysis conducted on the partnership model between Elementary School Terang Nusantara and parents, it can be concluded that this model has succeeded in increasing the educational success of students. The findings of this Equal Education Partner model cover several key aspects: 1) Improved child learning outcomes: Effective partnerships between schools and parents have contributed significantly to improved learner learning outcomes. This is reflected in high academic grades, with an average above 85 for all subjects across all grades. Research by Joyce Epstein and others supports these findings, showing a direct link between parental involvement and student academic achievement. When parents are involved, students tend to have a positive attitude towards school and learning, which in turn improves their learning outcomes. 2) Sublime character development: The support and involvement of parents in the education of their children has encouraged the formation of sublime character as well as discipline and positive behavior. This is in line with the concept of Tri Pusat Pendidikan by Ki Hajar Dewantara which emphasizes the importance of synergy between schools, families, and communities in education. Studies show that parental involvement in school education contributes to the formation of character values and positive attitudes of students towards learning. 3) Parental satisfaction: Parents feel more satisfied and involved in their children's education. This reflects the success of the partnership in realizing effective and open communication between schools and families. Studies have found that when parents are well directed, they can increase engagement in their children's education, both at home and at school. 4) Improvement of the school environment: The partnership between the school and parents has contributed to the creation of a positive and conducive school environment. This strong, supportive school culture strengthens cooperation between teachers and parents, as expressed by Ron Clark, creating a more creative, passionate and disciplined learning environment.

In conclusion, the partnership model between Elementary School Terang Nusantara and parents has proven successful in supporting the success of students' education. These partnerships not only improve students' learning outcomes and noble character, but also increase parental satisfaction and create a more positive school environment. This shows that effective and mutually supportive cooperation between schools and parents is an important key in achieving successful educational goals.

Conclusion

Elementary School Terang Nusantara has achieved significant strides in supporting educational success through the implementation of the "Equal Education Partners" partnership model between schools and parents. This partnership has created strong synergies, encouraged high parental participation in various school activities, and demonstrated a shared commitment to children's education. This collaboration not only focuses on academic achievement but also on building the character of students, instilling the noble character values upheld by the school. This achievement demonstrates the importance of school-parent partnerships in creating a holistic and supportive educational environment.

References

- Amalia, D., & Samsudin, U. (2022). Jalanan Komunikasi Kerjasama Guru Dan Orang Tua Dalam Meningkatkan Prestasi Belajar Siswa Di Sekolah. *Al Fikrah: Jurnal Pendidikan Dan Pemikiran Islam*, 2(2), 83–93.
- Clark, R. (2011). *The End Of Molasses Classes: Getting Our Kids Unstuck--101 Extraordinary Solutions For Parents And Teachers*. Simon And Schuster.
- Dewantara, K. H. (2013). Pemikiran, Konsepsi, Keteladanan, Sikap Merdeka I (Pendidikan). *Yogyakarta: Ust Press & Majelis Luhur Persatuan Tamansiswa*.
- Elfachmi, A. K., & Amida, F. (2016). Analisis Pengaruh Kualitas Pelayanan Dan Sarana Prasarana Terhadap Kepuasan Peserta Didik Studi Pada Man Insan Cendekia Serpong Tangerang Selatan. *Eduka Jurnal Pendidikan, Hukum Dan Bisnis*, 1(1), 12–32.
- Farida, A. (2020). Membangun Kemitraan Keluarga Dan Sekolah. *Bandung, Nuansa Cendekia*.
- Grant, K. B., & Ray, J. A. (2018). *Home, School, And Community Collaboration: Culturally Responsive Family Engagement*. Sage Publications.
- Halim, A., & Rofiki, M. (2022). The Transformative Leadership Strategy: Efforts To Improve The Positive Image Of School. *Jurnal Basicedu*, 6(4), 5785–5793.
- Hastuti, S. (2019). Upaya Membangun Profesionalisme Guru Pendidikan Dasar Dalam Era Globalisasi Melalui Kemitraan Sekolah. *Jurnal Pendidikan Ilmu Sosial*, 28(2), 63–72.
- Hatimah, I. (2016). Keterlibatan Keluarga Dalam Kegiatan Di Sekolah Dalam Perspektif Kemitraan. *Pedagogia*, 14(2).
- Jamaludin, A. N. (2015). *Sosiologi Perkotaan: Memahami Masyarakat Kota Dan Problematikanya*. Pustaka Setia.
- Junanah, M. I. S. (2018). *Bentuk Kemitraan Sekolah Dengan Keluarga Dalam Pembentukan Karakter Peserta Didik Di Smp Negeri 2 Mlati Slemanyogyakarta*. Universitas Islam Indonesia.
- Krismanda, M. A. (2017). *Pengembangan Model Kemitraan Sekolah Dengan Orang Tua Melalui Media Sosial Dalam Peningkatan Mutu Berbasis Sekolah Di Sekolah Menengah Swasta*. Magister Manajemen Pendidikan Program Pascasarjana Fkip-Uksw.
- Kurniawan, S. (2018). *Pendidikan Karakter: Konsepsi Dan Implementasinya Secara Terpadu Dilingkungan Keluarga, Sekolah, Perguruan Tinggi*.
- Lasater, K. (2016). Parent-Teacher Conflict Related To Student Abilities: The Impact On Students And The Family-School Partnership. *School Community Journal*, 26(2), 237–262.
- Lusse, M., Notten, T., & Engbersen, G. (2019). School-Family Partnership Procedures In Urban Secondary Education, Part A: Strengths And Limitations. *School Community Journal*, 29(1), 201–226.
- Rahman, B. (2014). Kemitraan Orang Tua Dengan Sekolah Dan Pengaruhnya Terhadap Hasil Belajar Siswa. *Kemitraan Orang Tua Dengan Sekolah Dan Pengaruhnya Terhadap Hasil Belajar Siswa*, 4(2), 119–221.
- Sugiyono. (2019). *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Alfabeta.