

Improving Quality Education In Elementary school: The Roles Of Stakeholders

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ARTICLE INFO

Article history

Received
Revised
Accepted

Keywords

Quality education
Elementary school
Stakeholder

ABSTRACT

This study aims to analyze the quality of education and discuss the role of stakeholders in improving the quality of education in elementary schools. This research is a descriptive study with five elementary schools in Kebumen, Central Java, Indonesia as the research subjects. The instrument in this study was in the form of an education quality standard questionnaire sheet which was adapted from the Directorate General of Primary and Secondary Education, Ministry of Education and Culture. Data analysis techniques used a descriptive approach. The results of the analysis show that: 1) the quality of education in primary school shows a good category with a percentage of 84.11%; 2) collaboration from various internal and external stakeholders will help trigger improvements in the education system in elementary schools.

Date of Submission: 06-05-2021

Date of Acceptance: 19-05-2021

I. INTRODUCTION

Education is one of the most important pillars in building a smart and highly competitive nation. Quality education is the main goal of the government to create a quality generation of the nation. Quality education is not only seen from the planning process and strategies that have been developed by teachers and schools, but there are other important pillars, namely the harmony of support from those closest to students and the community. Support from various stakeholders has a significant impact on the quality of education. The role of all stakeholders in schools produces a positive impact on the success of students [1]. Quality education to include students who are healthy, good-nourished and ready to participate and learn which are supported in learning by family and community [2].

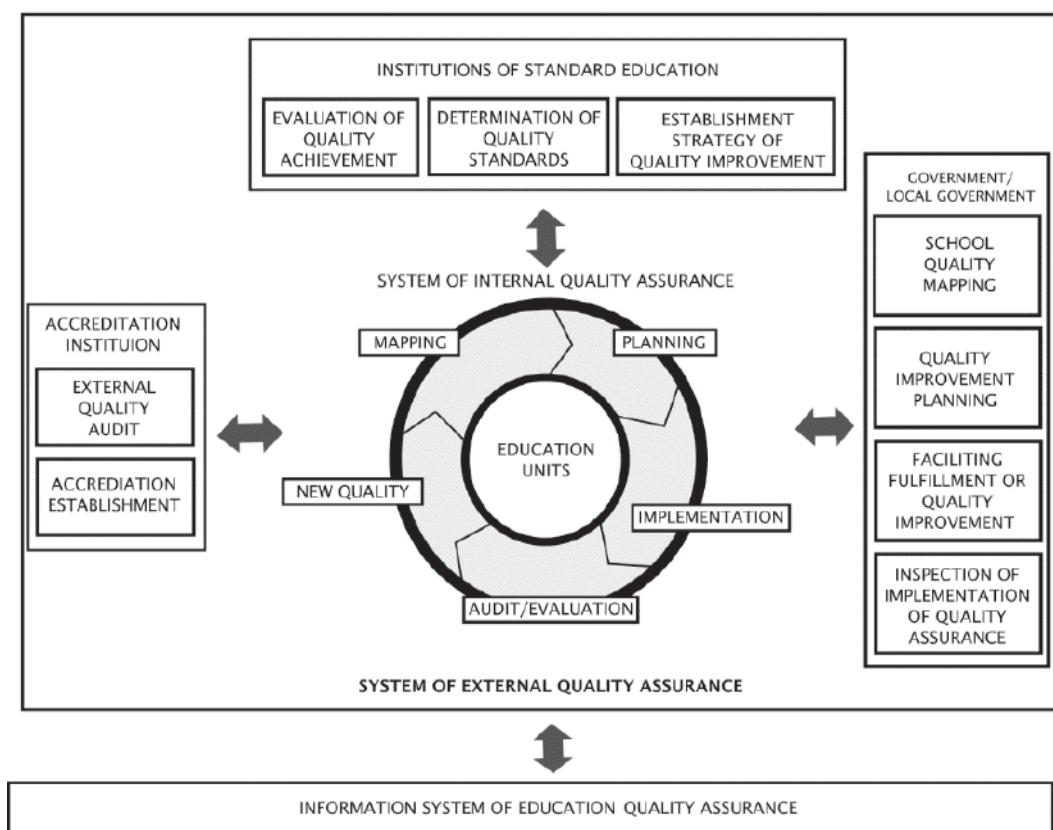


Figure 1. Quality assurance system of basic and middle education
(source: Directorate General of Basic and Middle Education, 2016)

Education at the elementary school level is the first foundation of education to improve the quality of education in Indonesia. This is because primary schools are educational units that carry out the basic education process and underlie the subsequent education process to provide basic reading, writing and arithmetic skills, basic knowledge and skills that are beneficial to students according to their level of development. In addition to equipping students to have basic skills, primary schools as well as educational institutions to develop student character. Character development is even a major goal in primary school education institutions. The strengthening of character education is the core of the implementation of education in elementary schools [3].

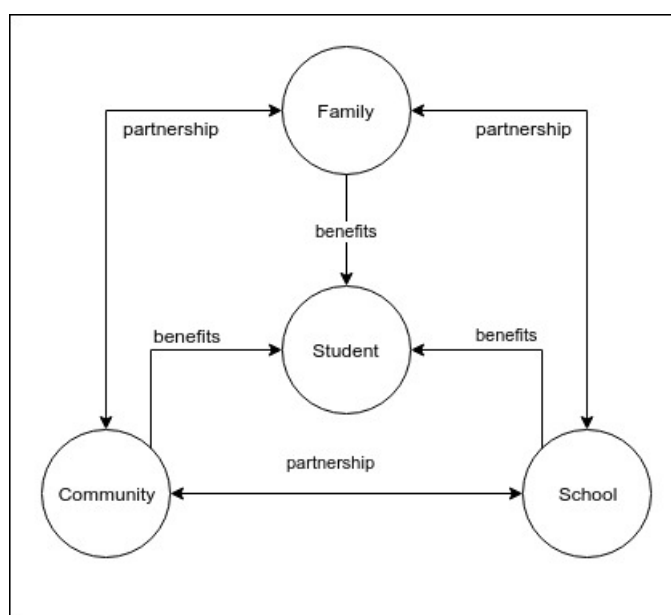


Figure 2.Partnership Family-School-Community's Model
(Source: Ministry of Education and Culture of the Republic of Indonesia, 2015)

The role of various parties is one way to realize the success of an educational institution, especially primary school education. The education system is a shared responsibility between the government, parents, and the community [4]. A child will learn and grow optimally with the support of parents, school, and community. But in reality, the roles of each stakeholder have not been fully implemented maximally. Especially the role of parents in supporting the achievement of educational goals. There are still many parents who give full confidence to the school in educating their children. This is a serious problem in supporting the success of children. The family environment becomes the first environment in children's education and a major factor in children's success. The participation and involvement of parents is very important in creating a quality school and has a great impact on children's success [4].

Based on the results of observation in elementary school, the role of parents still shows a low category. The results of interviews with several elementary schools in Kebumen resulted that it was not easy to activate the role of parents to support the success of students in school, parents were only accustomed to coming to school when taking the results of the child's evaluation so that the communication between homeroom teacher and parents was still not optimal; parents tend to be more entrusted to schools in matters of children's education. In addition to the role of parents, the community has an important role in supporting the realization of quality education. The role of the community has a significant relationship to improving the quality of education. Giving advice and control to the role of the community who have a high relationship to improving the quality of education [5].

II. METHOD

The subjects in this study consisted of five elementary schools in Kebumen, Central Java, Indonesia involving several external and internal stakeholders namely the principal, teachers, students, parents, and community.

The instrument used was a questionnaire sheet which was adapted from the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture. Indicators of measuring the quality of education consist of learning outcomes, educational content, learning processes, learning assessment, education management, and infrastructure. While indicators for the implementation of the role of stakeholders consisting of the roles of family, community, and schools were adapted from the Directorate General of Early Childhood Education and Community Education Directorate of Family Education Ministry of Education and Culture.

Instrument consisted of the principal, teacher representatives consisting of 10 teachers with the provisions of at least 1 teacher at each grade level and at least 1 teacher of religious education and physical and health education, student representatives at each grade level ie students in grades 4-6 with student representatives of at least 15 students in each school, representatives of the community with the provisions of a minimum of 1 committee and 2 representatives from parents and community members. Data analysis techniques used a quantitative descriptive approach.

III. RESULTS AND DISCUSSION

Quality Analysis of Education in Elementary Schools

The results of the analysis showed that the quality of education in Kebumen elementary school showed a good category. Indicators of measuring the quality of education consist of learning outcomes, educational content, learning processes, learning assessment, education management, and infrastructure. Figure 1 is a description of each aspect of the quality of education in elementary school.

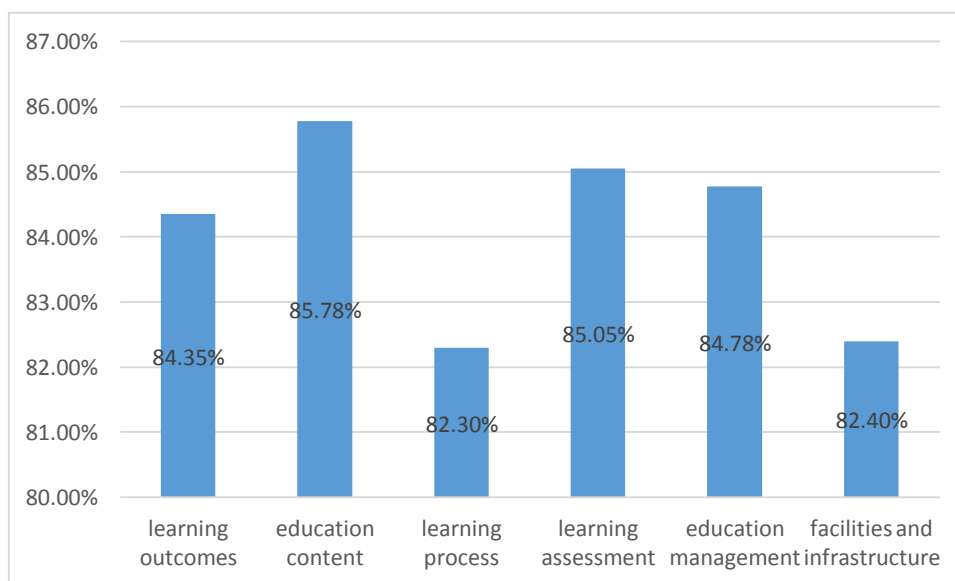


Figure 3. Aspects of quality education

Figure 3 shows that aspects of the learning process and infrastructure produced a low percentage compared to other aspects. The lowest aspects of the learning process are shown in the teaching and learning activities section, especially in the use of learning methods and media. Figure 4 is an illustration of the use of the selection of learning methods that are often done by teachers.

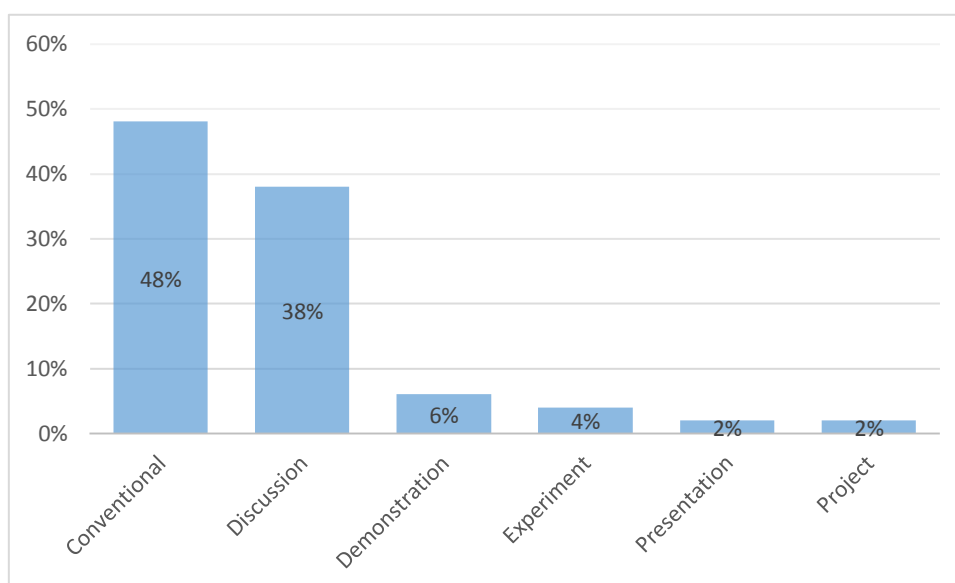


Figure 4. Learning methods that are often implemented by teachers

Figure 4 shows that learning using the conventional method is the method most often used by teachers. Whereas 2% of teachers often use project methods and presentations in learning. Using learning methods is the main task of a teacher to create active, creative, and fun learning. The selection of the right method will provide a different learning experience for students so learning is not boring. Conventional learning cannot meet the diverse needs of students and does not make students productive [6].

The use of varied learning methods will have an impact on improving student learning outcomes both cognitive, affective, and psychomotor aspects. Based on the analysis results as in Figure 3, learning outcomes ranks third lowest after the learning process and infrastructure. These results indicate a relationship between the learning process with student learning outcomes. The use of innovative learning methods is very important to be able to motivate and engender enthusiasm for learning and enthusiasm for students [7]. Because teachers often use the conventional method, there are very few observational activities and problem-solving. This has a great impact on students' thinking skills. Learning outcomes in the aspect of skills show the lowest category compared to other aspects.

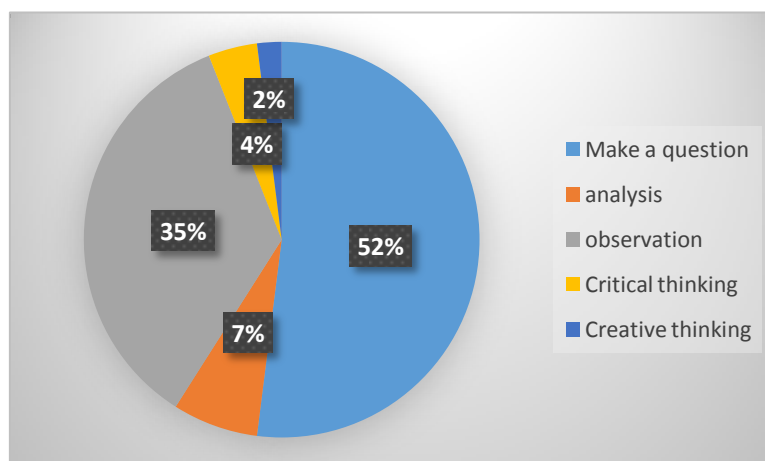


Figure 5. Student’s skills

Figure 5 shows that students' skills in making questions are the dominant skills possessed by students than other skills. The critical and creative thinking skill is the lowest. In efforts to develop student skills, teachers must make innovative learning. In addition to the various methods, the use of instructional media has a positive impact on learning. Analysis of the results shows that teachers still often use books in delivering material. This has an impact on student activities during learning. The use of varied media makes the learning process more interactive and student involvement will increase [8].

In addition to the learning process that needs to be improved, facilities and infrastructure are one aspect that needs attention to improve the quality of education. Based on the results of the analysis, the facilities and infrastructure showed a low category. In the aspect of safety, information on healthy and nutritious food, and the provision of a comfortable reading room still needs to be improved. School facilities have a significant correlation to the quality of education [9].

Analysis of Stakeholder Involvement in Elementary Schools

The involvement of stakeholders in schools has a positive impact on improving the quality of education. Figure 6 is the result of a summary of stakeholder involvement in five elementary schools.

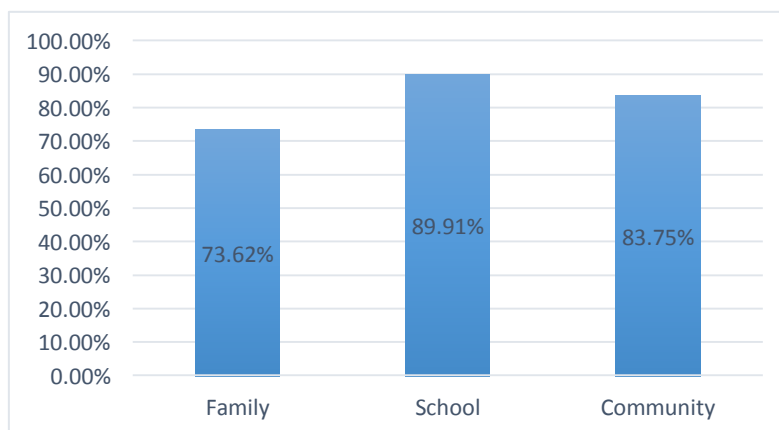


Figure 6. The involvement of stakeholders in schools

Figure 6 shows that family involvement is still relatively low while school involvement shows the highest category. The interview results show that the role of the family in increasing the success of students in schools is still low such as in parenting, community, the intensity of communication between parents and school, and so on. Active participation of parents with schools proves that parents also contribute to educating their children so that parents do not just entrust their children to education at school. Because basically, a family is the most important education in the success of a child. Table 1 is the result of a stakeholder analysis of the quality of education in elementary schools.

Table1. Impact of Stakeholder on Quality of Education Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.498	1.186		.420	.677
	School	1.809	.224	1.664	8.094	.000
	Familty	-.332	.152	-.333	-2.189	.035
	Community	-.510	.243	-.470	-2.098	.043

a. Dependent Variable: quality

Table2. The Effect of Stakeholder on Education Quality with ANOVA ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	87.273	3	29.091	89.363	.000 ^a
	Residual	11.394	35	.326		
	Total	98.667	38			

a. Predictors: (Constant), community, school, family

b. Dependent Variable: quality

Tables 1 and 2 show that there is a relationship between stakeholders (family, school, and community) with the quality of education and each stakeholder has a significant influence on the quality of education in elementary schools. A study conducted by Ayeni that partnerships have a very important influence on school effectiveness and student success [10]. Fostering meaningful school-family-community partnerships provides opportunities to effectively address student needs. This partnership relationship has a great potential to make a highly positive impact [11].

The family has a very important role in children's education. Children get an early education in the family environment which is then distributed to schools. Collaboration between parents and schools is very important to achieve children's success. A strong relationship between parents and school will drive children's success. In addition to increasing children's success, a good relationship between parents and school will create a good work ethic at school so that it can improve the quality of education at school [12]. In addition to being able to improve student achievement, the collaboration between parents and schools can improve performance and programs in schools to encourage the creation of quality education [13].

Table 3. Parent Activities at School

No	Parent Activity	Percentage
1	Take the kids to school	100
2	Orientation	93,5
3	Parenting	90
4	Attend the stage	100
5	Literacy	30

Based on the results of the analysis, most parents' activities at school are carried out when taking the child on the first day of entry, orientation, attending the stage, and parenting. Whereas the lowest activity is literacy activity (see table 3). Literacy activities are still relatively low because many parents do not understand the literacy movement and how to do it. Therefore, an understanding is needed for parents about the literacy movement with children at home and from the school when parenting classes can explain the importance of literacy and how to do it..

Some examples of collaborative activities between families and schools according to the Ministry of Education and Culture are literacy movements with children at home, parents drop off children on the first day of admission, come to meetings with the school on the first day of entry (orientation with the school), come to the parenting program, attending the stage, participate in the commemoration of national family days at school, parents use library books in school [14]. Some of these activities can create good communication between parents and school. So that schools will more easily monitor children's development. Establishing a harmonious

relationship between school and family will improve quality schools [4]. The establishment of a harmonious relationship between school and family will improve a quality school. Through good relationships, schools will be easier to provide for the needs and development of children. It was also explained that when an institution or community decides to form a partnership, it is important to understand the role in achieving a common goal [4].

Several models of collaboration between parents and schools in improving quality education, namely: a) parent education, this partnership model aims to help parents in building awareness of children's education by developing a learning environment that is conducive, safe, and comfortable; enhance the role of positive and responsible care in dealing with children's problems, and promote more harmonious collaboration between parents and schools in helping children problems; b) voluntary activities, this model aims to channel the aspirations of each party in supporting and helping the advancement of children's education. The form of the model can be in the form of mentoring when the children join the competition, helping the school on school birthdays, preparing field trips, etc. ; c) family model, this model is more focused on the relationship patterns of schools and parents in a larger scope such as parent participation in family gatherings [4].

Partnerships between parents and schools have benefits in addition to increasing children's success and quality of education. Based on the results of the interview, with the partnership between parents and school, the relationship and communication between school and parents is getting better; schools in understanding the needs and development of students more easily; parents are more motivated in educating children so that the child's education is not fully handed over to the school, parents get more knowledge about child development according to their age level, and there is a strong relationship between parents.

The Ministry of Education and Culture describes several strategies for strengthening partnerships in the school, family and community units, namely: The role of families in strengthening partnerships includes increasing family knowledge and skills about positive parenting by the potential and needs of children; the availability of parents' time to accompany and interact with children at home insufficient quality and quantity; availability of parents' time to be involved in school activities by the agreed program; creating a pleasant home learning environment and encouraging children's creativity; establish a warm interaction and communication full of love with children; provide motivation and instill confidence in their children for achievement; and establish active relationships and communication with schools to create a conducive learning cultural environment [14].

The role of the community in education has an important role. Based on the results of the community has a positive influence on the quality of education. So that the partnership between the community and the school will be able to create a conducive environment to increase the success of students. The role of the community has a significant relationship with improving the quality of education [5]. Partnerships between communities and schools were able to improve the quality of education in primary schools. The role of the school committee is to give consideration, support, control and mediator to the interests of the school [15]. Figure 7 shows the results of a summary of community and school partnerships.

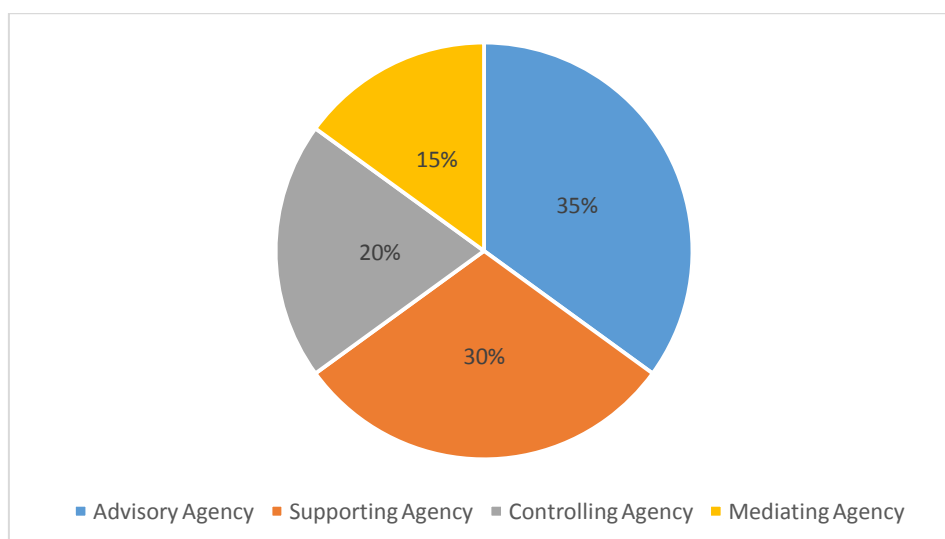


Figure 7. The Role of Community-School Partnership

Figure 7 shows that the biggest role of the community in schools is giving consideration and support, while the lowest role is as a controller and mediator. The role of the committee in giving consideration was in the high category while the role of the mediator was lower. However, both have a significant impact on the quality of education [5].

IV. CONCLUSION

The analysis showed that: 1) the quality of education in elementary schools showed a good category with a percentage of 84.11%; 2) collaboration between community, school, and parents shows good category with a percentage of 82.42% but the role of parents needs to be improved; 3) collaboration from various stakeholders both internal (school) and external (parents and community) will improve the education system in elementary schools; 4) a relationship between stakeholders (family, school, and community) with the quality of education and each stakeholder has a significant influence on the quality of education in elementary schools.

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Suhartono. "Improving Quality Education In Elementary school: The Roles Of Stakeholders." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 26(05), 2021, pp. 26-33.