

SCHOOL-COMMUNITY COLLABORATION: AN EDUCATION MANAGEMENT APPROACH TO STRENGTHENING COMMUNITY-BASED SCHOOLS

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Abstract

This research aims to analyse the importance of school-community collaboration as an educational management approach in strengthening community-based schools. The method used in this research is a literature review involving a review of various scholarly sources, journals and documentation related to this topic. The results show that effective collaboration starts with the establishment of a representative committee and a good communication strategy to ensure the involvement of all parties. Specific programmes such as mentoring, extracurricular activities and community service are proven to enrich students' learning experience and shape their character and social awareness. In addition, continuous evaluation and development through regular evaluation sessions and the use of relevant evaluation tools showed positive results in identifying areas of improvement and new opportunities. Overall, this study confirms that school-community collaboration is a strategic and effective approach to creating a comprehensive and inclusive education ecosystem. This collaboration not only optimises students' potential but also strengthens social ties within the community, making the educational process an ever-evolving collective effort.

Keywords: School-community collaboration, education management, community-based schools.

Introduction

Education is one of the main pillars in the development of a nation. The success of education depends not only on the quality of teaching in schools, but also on the

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support received from the environment around the school, especially the community where the school is located (Sitopu et al., 2024); (Guna et al., 2024). In the era of globalisation and rapid technological development, the need for collaboration between schools and communities is increasingly urgent to create a holistic and responsive learning environment.

School-community collaboration has been recognised as an effective approach to addressing various educational challenges, including resource constraints, lack of parental participation and lack of relevance of the curriculum to local needs. This collaboration enables synergy between various stakeholders including teachers, parents, local government, non-governmental organisations and the surrounding community (Ahasan, 2020). By involving various elements of the community, schools can gain additional support that includes financial resources, manpower and innovative ideas that can be implemented to improve various aspects of education. For example, community-initiated extracurricular programmes can enhance students' learning experiences, while active parental involvement in school activities can improve student motivation and discipline (Aston et al., 2023).

Furthermore, these collaborations also play an important role in overcoming challenges faced by schools, such as limited resources and high dropout rates. Close interaction between schools and communities can build a sense of ownership and shared responsibility for children's education (Bademci, 2024). With good communication, the community can provide valuable input on local needs and potentials that can be integrated into the school curriculum, making the education provided more relevant and applicable to students. In addition, active participation from the community in the monitoring and evaluation of school programmes can increase school accountability and ensure that the programmes are truly beneficial to students and the surrounding community (Bakshi, 2022).

The aim of strengthening community-based schools through collaboration is to create an educational environment that is more responsive to local needs and potential. Through this approach, schools can more easily identify and utilise resources available in the community to enrich the teaching and learning process (Bergeron & Johnson, 2023). For example, community involvement in curriculum development can ensure that learning materials are relevant to students' daily lives, thus increasing their interest and engagement in learning. Moreover, this collaboration also opens up opportunities for fieldwork practice, mentoring programmes and extracurricular activities that not only broaden students' horizons but also foster important life skills (Bonilla, 2020).

In addition, strengthening community-based schools aims to increase the sense of shared responsibility between schools and communities in achieving educational goals. When various parties-such as parents, non-governmental organisations, local government and businesses-are actively involved in school programmes and policies, more comprehensive and sustainable educational outcomes can be achieved

(Boulaamane & Bouchamma, 2021). This collaboration can also strengthen social networks and emotional support for students and create a safer and more supportive environment for their growth. Thus, the ultimate goal of strengthening community-based schools through collaboration is to provide high-quality education capable of producing a generation that is smart, characterised and ready to compete in the global era (Bryan et al., 2020).

In this context, educational management approaches can play a key role in helping schools and communities optimise their collaboration. Through the application of good management principles, schools can plan, organise, direct and control collaborative efforts more effectively (Hairiyanto et al., 2024); (Tubagus et al., 2023); (Aslan & Shiong, 2023). Therefore, this research aims to explore how educational management approaches can be used to strengthen school-community collaboration and to identify the benefits of such collaboration for strengthening community-based schools.

It will also examine various implementation strategies that can help overcome the challenges faced in school-community collaboration. Thus, the results of this research are expected to make a significant contribution to improving the quality of education in Indonesia through strengthening school-community collaboration.

Research Methods

The study conducted in this research uses the literature research method. The literature research method is a research approach that involves the process of collecting, analysing, evaluating, and synthesising information obtained from written sources. This research can take the form of a review of theories, concepts, previous research, scientific articles, books, documents, and various other publications relevant to the topic under study (Gökçeşlan et al., 2024); (Thwe & Kalman, 2024).

Results and Discussion

Education Management Theory

Educational management is the process of planning, organising, directing, and controlling educational resources to achieve predetermined educational goals. It includes aspects such as curriculum management, school administration management, human resource management, and financial management (Chandler & Backhouse, 2023). The aim is to improve the effectiveness and efficiency of educational institutions in delivering quality educational services. Through the implementation of good management strategies, educational institutions can create an optimal learning environment for students and support professional development for teaching staff and other employees (Cleveland, 2023).

The basic concept of education management involves various managerial functions applied in an educational context. The planning function includes establishing

the vision, mission and goals of education and developing appropriate strategic and operational plans. Organising involves setting up the school's organisational structure, dividing tasks and grouping resources to support the education process (Demas, 2020). Directing involves providing direction, motivation and guidance to staff to achieve set goals. Control and evaluation aims to monitor and evaluate performance and progress towards achieving goals, making necessary adjustments to ensure consistency and quality. Thus, education management not only includes aspects of administration and governance but is also closely related to efforts to improve the quality of education on an ongoing basis (Elbadiansyah & Masyni, 2023).

The principles of education management are guidelines used to ensure effectiveness and efficiency in the management of educational institutions. One of the key principles is strategic planning, which includes setting the vision, mission, goals and objectives of the educational organisation. It also involves identifying the resources needed as well as developing realistic and measurable short-term and long-term plans (Fatmawati, 2023). The organising principle emphasises the importance of a clear and well-defined organisational structure, where responsibilities and tasks are effectively divided to avoid overlap and ensure all aspects of operations run smoothly. Direction and leadership is another very important principle, where education managers play a role in providing direction, motivating staff and creating a supportive work environment (Garcia-Moreno et al., 2020).

The control and evaluation principle emphasises the importance of continuous monitoring and assessment of performance. This includes measuring results against established goals and making necessary adjustments based on data analysis and feedback. In addition, the principles of participation and collaboration emphasise the importance of involving all stakeholders - including teachers, students, parents and communities - in the decision-making process and implementation of education programmes (Ismail & Ismail, 2020). Finally, the principles of equity and inclusiveness demand that all education management decisions and policies should ensure fair treatment and equal opportunities for every individual regardless of economic, social or cultural background. By integrating these principles, educational institutions can support better teaching and learning processes and create an environment conducive to students' academic achievement and personal development (Kovner & Pruitt, 2020).

In conclusion, education management plays a critical role in ensuring that educational institutions can achieve their set goals efficiently and effectively. By adopting management principles such as strategic planning, clear organisation, strong direction and leadership, continuous control and evaluation, broad participation and collaboration, and equity and inclusiveness, educational institutions can create an optimal learning environment. These principles assist in maximising the potential of existing human and material resources and ensuring that all educational efforts contribute to improving the quality of education and students' academic achievement.

Consistent and appropriate implementation of these principles will result in educational institutions that are more resilient, responsive and better able to face future challenges.

School-Community Collaboration

School-community collaboration is a form of synergistic cooperation between educational institutions and various elements of the community, including parents, community agencies, business organisations, local government and other social groups. The main objective of this collaboration is to create an environment that supports and enriches the educational process through the contribution and active participation of all community members (Kwashabawa, 2023). By combining resources, knowledge and expertise from various stakeholders, school-community collaboration aims to improve the quality of education, expand learning opportunities for students and address issues that schools may face more effectively and comprehensively (Maruyama & Igei, 2024).

The success of school-community collaboration is influenced by various interrelated factors. The first factor is effective communication between all parties involved. Open, transparent and respectful communication ensures that important information can flow smoothly, eliminates the possibility of miscommunication and builds trust between the school and the community (Maylor, 2020). In addition, strong leadership on the part of the school and community is essential to direct collaboration opportunities, set clear goals and coordinate joint efforts. Dedicated and visionary leaders can encourage active participation, maintain focus on common goals and create a collaborative culture (Metzgar, 2020).

Another highly influential factor is adequate resources and support. The availability of resources, be it financial, material, or manpower, is crucial for running collaborative programmes. Support from local governments, non-governmental organisations and the private sector can also make a significant contribution in providing additional resources to support collaborative initiatives (Mqina & Goosen, 2021). In addition, alignment of vision and mission between the school and the community is necessary to ensure that all endeavours are heading in the same direction and that there are no conflicts of interest that impede progress. Finally, systematic evaluation and reflection should be implemented to assess the effectiveness of the collaboration, recognise successes and identify areas for improvement, so that collaborative efforts can continue to flourish and have a sustainable positive impact (Shibuya, 2022).

In conclusion, the success of school-community collaboration depends on several key factors, including effective communication, strong leadership, adequate resources and support, and alignment of vision and mission between the school and community. In addition, the importance of systematic evaluation and reflection cannot be overlooked, as this helps in measuring the effectiveness of the collaboration and improving the process. By paying attention to and optimising these factors, school-

community collaboration can be more harmonious and productive, ultimately creating a more holistic and adequate educational environment for student development.

Community Based School

Community-based schools are educational institutions that are established, managed and supported by local communities with the aim of meeting local specialised educational needs that are often not covered by the general formal education system. The main focus of community-based schools is to provide relevant and contextualised education according to the culture, values and socio-economic needs of its community (Boulaamane & Bouchamma, 2021). They typically involve the active participation of parents, community leaders and local organisations in decision-making, curriculum and daily school activities, thereby strengthening the link between education and the life of the surrounding community (Bryan et al., 2020).

Community-based schools offer a range of significant benefits to both students and the community itself. One of the main benefits is the higher relevance of education, as the curriculum is often customised to the local context and specific needs of the community. This can boost student motivation and engagement, as they see first-hand how their learning is applied in everyday life. In addition, the active participation of parents and community leaders in school management increases a sense of ownership and shared responsibility for the quality of education (Chandler & Backhouse, 2023). Community-based schools also tend to be more flexible and adaptive to changing needs and challenges, providing more practical and innovative solutions. As such, they play an important role in strengthening social cohesion, improving people's quality of life, and expanding access to quality education in areas that may be marginalised by the formal education system (Chui, 2023).

Implementing community-based schools is not free from various complex challenges. One of the main challenges is limited resources in terms of financial, material and human resources. Many communities struggle with limited budgets, lack of adequate infrastructure and shortages of qualified and trained teachers (Cisse et al., 2023). These limitations hamper the ability of community-based schools to provide adequate facilities, textbooks and other learning materials essential to an effective education process. In addition, the uncertainty of long-term funding can threaten the sustainability and stability of schools, making long-term programme planning and development difficult (Cleveland, 2023).

Another challenge is harmonising the vision and mission between the various parties involved, including parents, community leaders, local government and others. Integrating different interests and perspectives can be a complicated process and lead to internal conflicts. Sometimes, a lack of experience or expertise in education management at the community level can also hinder the effectiveness of school management (Clinton et al., 2023). In addition, resistance to change and new

innovations can arise, especially if traditional education methods have long dominated the learning system in the community. Therefore, it is important to have an inclusive and participatory approach to decision-making and provide the necessary training and mentoring for all stakeholders to support the successful implementation of community-based schools.

Education Management Approaches in Collaboration

The education management approach of collaboration focuses on harmonious co-operation between various stakeholders to achieve optimal educational goals. This collaboration can include partnerships between schools, parents, communities, governments, non-governmental organisations and the private sector (Curran & Boza, 2022). One effective strategy is to form a working group or committee that involves representatives from each stakeholder group. This group serves as a platform to share ideas, design programmes and solve problems collectively. By hearing and considering the perspectives of all parties, decisions tend to be more inclusive and in favour of the common good (Davalos & Stockdill, 2022).

Another important approach in collaboration-based education management is transparent and open communication. Clear and accurate information should always be conveyed to all parties involved, whether regarding policies, planning or implementation of education programmes (Demas, 2020). Regular meetings, discussion forums and regular reports can be important tools to ensure that all stakeholders are kept informed and have the opportunity to provide input. By ensuring effective communication flows, the likelihood of misunderstandings and conflicts can be minimised, while trust and mutual commitment can be enhanced (Elbadiansyah & Masyni, 2023).

In addition, a collaborative approach to education management should include training and capacity building for all stakeholders. Each party needs to understand their role and have the necessary skills and knowledge to contribute maximally (Epstein & Sheldon, 2022). Training programmes can cover aspects such as project management, effective communication, curriculum development, and monitoring and evaluation. By equipping stakeholders with the right skills, collaborations become more solid and productive, and encourage continuous innovation in achieving educational goals. This well-structured collaboration can create a dynamic learning environment and support optimal development for students (Esteves & Almeida, 2022).

In conclusion, a collaboration-based education management approach is an effective strategy to achieve optimal education goals. Through harmonious cooperation between various stakeholders such as schools, parents, communities, governments, non-governmental organisations and the private sector, inclusive and pro-interest decisions can be made. Transparent and open communication ensures that information is always clearly conveyed, minimising misunderstandings and conflicts. In addition,

training and capacity building for all stakeholders enables them to contribute to their full potential, creating a dynamic learning environment and supporting sustainable innovation. Thus, well-structured collaboration forms a solid foundation for an effective and sustainable education system.

Benefits of School-Community Collaboration

School-community collaboration provides significant benefits in supporting students' education and development. One of the main benefits is increased resources and support. The community can provide a range of resources, from facilities, books, teaching aids to financial support for school programmes (Fatmawati, 2023). In addition, the involvement of community members such as parents, professionals and employers can provide richer and more relevant learning experiences for students. For example, through internship programmes, career days or talks from industry experts, students can access knowledge and skills that they cannot acquire in the classroom alone (Ford, 2023).

In addition to increased resources, school-community collaboration also strengthens social relationships and increases a sense of shared ownership and responsibility for children's education. When communities are actively involved in school activities, they become more aware and concerned about the quality of education received by students (Garcia-Moreno et al., 2020). This creates a supportive environment where all parties feel responsible for students' progress and success. This engagement also helps build strong social networks, improve communication and facilitate effective conflict resolution (Gerrard et al., 2023).

Another benefit is increased student participation and their involvement in the learning process. By involving the community in school activities, students can see first-hand the relevance of what they are learning to the real world. This collaboration can also increase students' learning motivation as they feel supported by a wider environment than just the school (Ghisso & Campano, 2024). Programmes that involve the community, such as community service projects, also help develop social skills, leadership and social awareness among students, preparing them to be responsible and contributing citizens in the future (Hajan et al., 2024). Thus, school-community collaboration not only enriches students' learning experiences but also strengthens the social and educational foundation for the entire community.

Implementation Strategy for School-Community Collaboration

Implementation strategies for school-community collaboration require careful planning and a structured approach. The first step is to identify and engage various stakeholders within the community, including parents, local organisations, businesses and non-governmental agencies (Hands, 2023). Forming a committee or working group that represents these various stakeholders can be an effective way to start. This

committee serves as a platform to share ideas, set common goals, and design programmes that accommodate the needs and aspirations of all parties. By involving stakeholders from the beginning of the process, they will feel ownership and be more committed to the initiatives (Harris, 2022).

The next step is to ensure effective and transparent communication between the school and the community. This can be done through various communication channels, such as regular meetings, regular newsletters, social media and school communication apps. Regular face-to-face or virtual meetings allow stakeholders to discuss developments, challenges and opportunities (Haya et al., 2020). Transparency of information is also important to build trust and ensure that all parties understand the goals, plans and their roles in the collaboration. Discussion forums or surveys can be used to gather feedback from the community and adjust programmes according to identified needs (Holme et al., 2020).

The third strategy is to organise training and workshops for all stakeholders to ensure their capacity to contribute effectively. For example, parents can be trained on how they can support their children's learning at home or volunteer at school. Community members or local professionals can be invited to share their expertise through mentoring sessions or extracurricular activities. In addition, it is important to monitor and evaluate each implemented programme to ensure that the objectives are achieved and the impact can be measured (Ismail & Ismail, 2020). This evaluation also opens up opportunities for continuous improvement and innovation, so that school-community collaboration can be effective and contribute significantly to students' education.

In addition to the basic strategies mentioned, it is also important to develop specific programmes that combine the resources and expertise of both parties. For example, a mentorship programme where professionals from the community provide guidance to students in their field. This programme not only helps students gain first-hand insights from the working world but can also build useful networks for their future (Jagos et al., 2020). In addition, collaboration could include extracurricular activities that empower students with life skills such as entrepreneurship, financial management, or other technical skills. Organising community events such as science, cultural or art exhibitions can also be a platform for students to showcase their learning and learn from the community (Jakhelln & Postholm, 2022).

As part of a holistic approach, it is also important to include character education and social awareness dimensions in school-community collaboration. Community service programmes, for example, can be an effective way to teach students about social responsibility as well as provide them with practical experience in contributing to Society (KAYA et al., 2023). Through these programs, students can work with various local organisations, such as orphanages, hospitals, or environmental organisations, to gain a broader perspective of the world beyond their school. Simultaneously, such

programmes also help to strengthen the bond between the school and the community, making the educational process a collective effort (Kim & Gentle-Genitty, 2020).

Finally, it is important to promote a culture of continuous evaluation and development in school-community collaboration. Holding regular evaluation sessions, both formal and informal, will help in identifying areas for improvement and opportunities that can be optimised. The use of evaluation tools such as satisfaction surveys, impact tests and feedback questionnaires can provide useful data for adjustments to existing programmes. By committing to continuous evaluation, schools and communities can ensure that they are always on track to achieve their stated educational goals and can adapt to changing needs and challenges that arise in the future.

Conclusion

School-community collaboration is a highly effective education management approach to strengthen community-based schools. By involving various stakeholders, such as parents, local organisations, businesses and non-governmental agencies, this collaboration creates synergies that can improve the quality of education and students' well-being. The establishment of a representative committee or working group and an effective communication strategy are crucial first steps to ensure involvement and commitment from all parties. In addition, transparency of information and regular discussion forums allow stakeholders to actively participate in designing and implementing relevant and powerful education programmes.

Specific programmes that combine resources and expertise from both parties, such as mentorship, extracurricular activities and community service, further enrich students' learning experience. A holistic approach that includes character education and social awareness through community service programmes, not only strengthens the quality of education but also fosters social responsibility among students. Such activities strengthen the bond between the school and the community, making the educational process an ever-evolving joint endeavour.

The importance of continuous evaluation and development in school-community collaboration should not be overlooked. Holding regular evaluation sessions and using relevant evaluation tools helps in identifying areas for improvement as well as opportunities that can be better utilised. By committing to continuous evaluation, schools and communities can ensure that they are always on track to achieve their set educational goals and can adapt to emerging needs and challenges in the future. Ultimately, this collaboration creates an ecosystem that supports comprehensive and

inclusive education, optimises the potential of each student and strengthens social cohesion within the community.

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