

Partnership Model in Supporting Principal Performance

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A B S T R A C T

Continuous cooperation in a partnership must always include effective and open communication so that stakeholders understand and know the performance system of the institution that is entrusted in developing a directed and effective education for children and education. This research is to find out the management and utilization of existing resources, both teacher resources and infrastructure resources managed by schools in cooperation and collaboration with stakeholders and partnerships that always support every decision making in helping the development of human resources (teachers) and school infrastructure. The collaboration built by parents and school management has a great impact both on the success of an educational institution and on teacher resources and school infrastructure in addition to facilitating schools for student growth by carrying out sustainable collaboration. In order to create good cooperation between schools and the community, the community needs to know and have a clear picture of the school concerned. The description and condition of the school can be informed to the public through reports to parents of students.

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INTRODUCTION

Early childhood education (PAUD) plays an important role in the development of a child. At this stage, the foundation of the child's character, social skills, and academic abilities begins to be built. In order for the performance of education in this school to be more optimal, there is a need for partnerships and collaboration between various parties. This partnership and collaboration model can help improve the quality of education by creating an ecosystem that supports well-rounded and effective learning. A school principal must be able to apply leadership principles and methods that emphasize example, motivation and empowerment of school staff. The role of a leader is very important in improving teacher performance. A quality school principal will be able to influence human resources to improve their performance (Apriyanti, 2024).

The principal and the school staff have different characters. Therefore, development is needed that can only be initiated by school principals. Here, the principal is expected to motivate the staff to carry it out. This motivation is carried out in the hope of fostering the school environment and performance, as well as discipline between educators and students. The abilities that can be realized by the principal as a leader can be analyzed in terms of personality, knowledge about the school, the school's vision and mission, decision-making skills, and communication skills.

Wati (2022) The implementation and implementation of partnerships always take steps The principal must make the right decision, especially the de-school because they are intermediaries or mediators in schools with various different personalities and backgrounds so that complications can arise at any time. As a person who leads and is a trigger to arouse

enthusiasm and interest, the principal is also authorized to regulate the environment and school conditions and establish the principles of systematic compensation and punishment. The principal can become a politician in the school in other words, the principal has the highest power to be authoritarian. But a principal also understands that they must build more important partnerships. ah-steps that certainly received a very maximum response from prospective partners. In this partnership, it contains the definition of cooperation activities, namely the degree of effort of one party to fulfill the wishes of the other party. (Caso et al. 2017)

In the process of quality education, it cannot be separated from how educational resources are able to establish cooperation and collaboration with various elements of good partnerships and make an efficient contribution in an institution and the process of developing resources and facilities that are fulfilled according to the needs of the school is an added value in an educational institution. (Adilah & Suryana 2021).

The quality of school education in Indonesia includes through the development and improvement of systems, evaluations, educational facilities, the quality of teachers and education personnel. The development of increasingly sophisticated science also colors the need for education Efforts to improve the quality of education also means improving the quality of resources in order to be able to absorb and utilize various information. As a quality educational institution, it is not only seen from the resources that are suitable for graduates, but also how the school is able to meet customer needs in accordance with applicable quality standards (Adilah & Suryana, 2021).

In line with the achievement of quality in education, it is also important for school principals to ensure transparency and accountability to stakeholders and other stakeholders. To make it easier to meet customer needs and ensure that the education provided is in accordance with applicable quality standards.

The partnership process in education broadly includes cooperation between various schools, families, communities, governments, and other sectors to achieve better and more comprehensive educational goals. This partnership not only focuses on improving the quality of education in schools, but also on creating a mutually supportive and sustainable educational ecosystem. One of the key factors that is often overlooked is the importance of effective collaboration and partnerships between various stakeholders in supporting educational success. Collaboration can be defined as the process of cooperation between two or more parties to achieve a common goal through the sharing of responsibilities. (Eka et al. 2024)

School partnership with the community is a form of cooperation that exists between the school, teachers, children and school management with elements of the community around the school, such as parents, community institutions, the government, and the business world. The purpose of this partnership is to support and enrich the educational process to be more effective and relevant to the needs of children and society. Managing in partnership risk must take into account how risk is shared between the parties involved. Strong partnerships, whether in the business, social, or development worlds, can create benefits that outweigh individual efforts, and are essential to maintain long-term, mutually beneficial relationships. Implementation of partnership programs. At the implementation stage, all parties work together to carry out the plan that has been prepared.

Evaluation. To ensure that the partnership runs well, it is necessary to carry out periodic monitoring and evaluation. This evaluation aims to assess the extent to which the goals of the partnership are achieved, identify problems or obstacles that exist during implementation, provide feedback for all parties so that the partnership can continue to develop more effectively. Partnership Development Based on the results of the evaluation, the parties involved in the partnership will make improvements and developments. This includes improving the quality of programs or activities, adjustments to changing needs, or the addition of new relevant partners. Establish effective communication between each member when discussing the learning program. By respecting and understanding the values of the

local community and connecting with the cultural values of the school. (Asiyani, Afandi, and Asiah 2023)

The role of early childhood education institutions in addition to making the foundation for children's development to form personality and maximum growth in the teaching and learning process that occurs in the classroom is certainly inseparable from the role of a teacher as a teacher in the implementation of learning, the learning process requires various ways so that learning can run well and in accordance with the expectations and goals of learning. (Nurul Zahriani Jf and Khairul Azmi 2022). The role of teachers and schools, parents and the community also plays a role in developing children's abilities at this time being the main goal of the educational process which will be built in partnership that will be an achievement of the future of the community. Rahman (2014). Parental involvement in education can be defined in several different patterns such as cooperation between parents and their children at home, helping with homework in school-based activities, attending school events and communication between parents and teachers, and monitoring children's behavior outside of school.

Partnerships between schools and the community allow for synergy between various elements in the educational community such as schools, teachers, parents of students and various parties in the school environment. Through structured and organized teamwork, this approach not only helps to overcome many of the administrative challenges faced by schools, but can also improve the network of resources available for education. (Inayah et al. 2024) Partnerships need to be grown, developed and maintained because of the problems and challenges that occur in an effort to provide excellent quality education. This partnership allows for synergy in achieving common goals. The demands of excellent quality education can be met if there are relationships between school, family, and community in the context of empowerment. This partnership allows for synergy in achieving common goals. (Khadijah 2019).

The achievement of a Cooperation and sustainable collaboration in a partnership must always include effective and open communication so that stakeholders understand and know the performance system of the institution that is entrusted in developing a directed and effective education for children and education. In general, the theory of partnership identifies some of the important elements on which a successful partnership is formed, such as trust. A good partnership must be based on a high level of trust between the parties involved. Shared Goals All parties in a partnership must have the same goals or support each other to achieve them. Effective resource management in the Partnership makes optimal use of the resources owned by each party.

In the school that I observed, namely PAUD Islam Al-hikmah, it has the ability to establish cooperation and collaboration partnerships with parents and the community to help achieve the achievement of improving the quality of quality early childhood education. In the interview process with teachers and the chairman of the Foundation, building cooperation with community partners and parents of students is important in developing education, learning in schools to facilities and infrastructure with open communication, and transparent results to each school management process.

The purpose of this study is to describe the management and utilization of existing resources, both teacher resources and infrastructure resources managed by schools with cooperation and collaboration with stakeholders and partnerships that always support every decision making in helping the development of human resources (teachers) and school infrastructure. The collaboration built by parents and school management has a great impact both on the success of an educational institution and in teacher resources and school infrastructure in addition to facilitating schools for student growth by carrying out sustainable stakeholder collaboration.

METHOD

Qualitative data analysis as stated by Tracy (2013) is a heavy job, providing vague information. It is at the moment when we read and re-read the data that has been collected, that is when the qualitative analysis begins. That is why, data analysis in qualitative research requires concentration to reveal the phenomena that are the focus of a research. So that it can provide a focused and actual overview. This research uses descriptive which is a sentence or word that aims to solve problems or knowledge based on valid data. In addition, this research will also utilize a conceptual framework involving related theories, case studies, and relevant literature. This will provide a strong theoretical foundation for the development of an optimal model of school-parent partnership.

FINDING AND DISCUSSION*Partnerships in Early Childhood Education*

Partnerships and collaborations in the context of early childhood education can be carried out through various approaches involving stakeholders such as: School and Parents: Partnerships between schools and parents are vital. Parents are the main partners in supporting children's development. Al-Hikmah Islamic Early Childhood School can establish intensive communication with parents through various activities, such as regular meetings, parenting seminars, and regular child development reports. This allows parents and teachers to share information and strategies to support children's development.

School and Community: Partnerships with the community around the school are also very beneficial. Al-Hikmah Islamic Early Childhood School can work with local institutions or organizations, such as mosques, community centers, or other social organizations, to organize activities that educate children about Islamic values and local culture. This collaboration not only helps in improving children's religious insight but also introduces them to the importance of interacting with their social environment.

Schools and the Government: Support from the government in the form of education policies that support Islamic PAUD is one of the important aspects. This collaboration can include providing funds, training for educators, and updating the curriculum that is relevant to the needs of the community and the times. The government can also provide assistance in terms of adequate educational facilities to support the quality of early childhood education. Schools and the Business World: Collaboration with the business world can expand resources and facilities for educational development. Al-Hikmah Islamic Early Childhood School can collaborate with other companies or institutions in terms of providing teaching materials, school supplies, and scholarships for underprivileged students. This collaboration can enrich children's learning experience by presenting a variety of resources that are not only academic but also practical.

Benefits of Partnership at Al-Hikmah Islamic Early Childhood Education School

Effective partnerships and collaborations can provide a variety of benefits, including: Improving the Quality of Teaching: With cooperation between schools and parents, as well as support from the community, the quality of teaching will improve. Early childhood teachers can gain valuable input on children's development, while parents can better understand how to support their child's education at home. Strengthening Religious and Social Values: Collaboration with religious institutions and social communities can strengthen the inculcation of Islamic religious values in early childhood children, which is the main foundation at Al-Hikmah Islamic Early Childhood School. This collaboration also forms a better social character, such as empathy, mutual cooperation, and a sense of responsibility towards others.

Improvement of Resources and Infrastructure: Cooperation with the business world and the government can help improve educational facilities and infrastructure. Better infrastructure will create a comfortable and supportive learning environment for children to develop optimally. Implementation of Innovative Activities: With various partners, schools

can organize innovative activities such as skills training, creativity competitions, and extracurricular activities that are beneficial for children's development outside of academics.

Partnerships carried out to the community Molloy (1995) argues that the following stages must be carried out: Starting a partnership. The school as the initial trigger for the partnership begins by analyzing the needs of both students, parents and schools. The similarity or alignment of needs between the three parties is a good background to start a partnership. Schools in this stage also need to trace information about partnerships that have been carried out previously between schools and parents, so that they can be a reference for future activities. Building partnerships. Persuasive patterns are the main choice in inviting parents' attention to the problem of child delinquency. Informal packaging is also a surefire way to build partnerships between schools and parents before it leads to formal forms of activity. (Hastuti 2018)

The effectiveness of school-parent partnerships in building children's social skills will be sharpened with the presence of skilled and neutral facilitators, such as higher education experts and practitioners. Partnerships can even be expanded into a network by involving parts of society, such as public service units, local media, commercial companies, training forums. Developing a vision together The school and parents jointly design a vision which in this case is in the form of preventing child delinquency. Both parties think about the goals to be achieved and what ways to achieve them. Implementing planning into collaborative actions as a collaborative activity, the involvement of all parties is very necessary. (Davies n.d.)

Strong and effective partnerships in education require all stakeholders to collaborate actively and the role of parents as educational partners is essential. Not only as a monitor of their children's academic performance but also plays a role in shaping character, values and social skills that will help their children grow and develop in school. The partnership model developed by the school promotes relationships that are based on trust and mutual understanding. Schools also strive to promote that schools are trusted partners in the educational environment for their children.

The results of the study show that the collaborative relationship between schools and the community in schools tends to be good and good because the communication established by stakeholders and school leadership provides trust with each other in the process of forming partnerships and collaborations for schools, especially human resources (teachers) and infrastructure facilities in schools, in addition to the goal of developing the process of collaborative learning support activities also aims to build infrastructure that adequate and effective in order to become a quality school. Involving the community and the parents of children, although most of the students are in the lower middle class, the education and resources produced by the school guarantee the achievement of children in the educational process within the scope of diversity of knowledge and good development.

Although there are many dynamics between the relationship between schools and society in understanding the educational process, but in helping to improve education, the relationship between these two stakeholders is also necessary to create a more positive educational environment.

An education researcher, emphasizes the importance of a structured approach in developing the relationship between school and parents. He stated that schools should have a clear and structured communication plan. In this plan, schools can explain their expectations for parents and provide guidelines on how people can get involved in their children's education. Additionally, understanding the cultural needs and expectations of parents is essential in building good relationships. In situations where parents' cultures differ from school cultures, it is important to tailor communication and educational approaches to fit their values and beliefs. Dr. Joyce L. Epstein emphasized the importance of respecting and understanding parental culture to build successful relationships. (Simamora et al. 2023)

This partnership model involves various aspects ranging from regular communication to collaboration in addressing educational issues. And good implementation requires careful planning, commitment from both parties and an understanding of each other's roles.

Regarding the purpose of school-to-community partnerships for schools and human resources Viewed from the interests of schools, the development of school-community relations aims to, a) Maintain the survival of the school, b) Improve the quality of education in the school concerned, c) Facilitate the teaching and learning process, d) Obtain assistance and support from the community needed in the development and implementation of school programs. Furthermore, it is reviewed from the needs of the community itself that the community participates in advancing and improving the welfare of the community, especially in the mental-spiritual field, obtaining school assistance in solving various problems faced by the community, ensuring the relevance of school programs to the needs of the community, and regaining community members who are increasing their abilities.

Developing the quality of learning and growth of children through the implications of school partnerships with the community will show the advancement of educational concepts from educators, especially from teachers in schools to not only be centered on books but are expected to be oriented to the needs of life in society. If the relationship between the school and the community goes well, then the sense of responsibility and community participation to advance the school will also be good and high. In order to create good cooperation between schools and the community, the community needs to know and have a clear picture of the school concerned. The description and condition of the school can be informed to the public through reports to parents of students.

Based on research conducted by Khamalah (2017), it was found that partnerships between schools and environmental communities have a positive impact on student learning, improving school quality, and strengthening families and the environment. This partnership expands the school's role in the Educational mission that involves providing social services to children and families, therefore, involving the participation of the community at large. Partnerships between schools and communities are usually formed based on existing needs, and the role of families, such as the School Committee, in such partnerships has positive implications for productive family-school-community relationships. The role of parents and families lies in the ability to be open and "involved" in working with schools to advance and improve educational services for their children. The role of the communities that are formed is expected to help guide policies and practices that strengthen the role of families, communities and religious diversity. (Sarah, 2023)

The educational process, there are steps taken to produce the desired changes. This includes effective decision-making in managing education, setting up appropriate organizational structures, developing relevant educational programs, implementing effective teaching and learning processes, and regular monitoring and evaluation to ensure the achievement of expected results. A high-quality process when the coordination and combination of school inputs runs harmoniously and produces learning pleasure, motivation, and empowerment of students to master knowledge, interpret and live in real life which is referred to as Output.

According to Natzir (2018), there are situations where the low quality of education can be influenced by the role of parents who should have the main responsibility in children's education. Unfortunately, sometimes parents rely entirely on the role of teachers in schools and are less active in establishing cooperation. The importance of the role of parents in improving the quality of children's education in schools should not be ignored. Therefore, it is hoped that there will be involvement and cooperation from all parties to build communication to provide what teachers need for the education of students. (Arifin, 2012)

The concept of quality in education needs to be formulated in accordance with the characteristics and value foundations while still paying attention to the dynamics of change, especially in practice and the fulfillment of quality demands. Furthermore, quality in the world of education is a number of procedures that describe a process according to the purpose. Actions need to be taken to improve the quality after accurate data is obtained regarding important aspects in improving the quality of education. The study of the process of quality improvement actions is more characteristic than process control and quality control to

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improve after the results of measuring the gap between the output to be produced and the actual output are obtained. There has been no monitoring and evaluation carried out on the quality system that supports the implementation of quality programs and outputs (Tunggara, 2014)

Although partnerships and collaborations bring many benefits, there are several challenges that need to be overcome, including: Differences in Perceptions and Goals: Not infrequently, the parties involved in the collaboration have different perceptions of their goals and expectations in the partnership. This can lead to miscommunication and inconsistencies in program implementation. Resource Limitations: Al-Hikmah Islamic Early Childhood School may face limitations in terms of human resources, finances, or facilities. Therefore, partnerships with external parties need to be carried out with a wise approach so that they can continue to run even with limited resources.

Complex Coordination: In multi-party partnerships, coordination between one party and another can become more complex. Maintaining good and organized communication is essential for collaboration to run smoothly. Effective communication and good collaboration between various parties in the school are essential to support the success of education. For this reason, maintaining strong communication and collaboration in the school environment is indispensable so that educational performance can run optimally. Here are some strategies that can be done to maintain effective communication and collaboration in schools.

CONCLUSIONS

The principal partnership model is very important in supporting educational performance at Al-Hikmah Islamic Early Childhood School. By involving various parents, communities, governments, and the business world—schools can create a more supportive learning environment, improve the quality of education, and strengthen religious and social values in children. However, challenges in its implementation need to be considered so that the partnerships carried out can provide maximum benefits. In the long run, this cooperation will result in a better quality education, preparing children with a strong foundation for their future. Maintaining effective communication and collaboration in schools is essential to support quality educational performance, especially in early childhood education. By creating open communication channels, involving parents in the learning process, and encouraging close collaboration between teachers, staff, and the community, schools can create a more supportive environment for children's development. Technology also plays an important role in smoothing the communication process and improving the efficiency of collaboration. Therefore, building good communication and maintaining close collaboration between all parties is key to creating a more quality education that is relevant to children's needs in the future.

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