

A Holistic Model of Partnership in Education

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ABSTRACT

This research aims at describing the functions of education played by the family, school, community, and government in education partnerships in Makassar. It is also explaining the holistic model of education partnerships in Makassar. This study used a qualitative approach with a case study. The data were collected through interviews, observation, and documentation. There are some results of this research. First, the role of the family in the function of education is not run optimally. Second, the role of the school in the function of education shows a great achievement. Third, the role of the community in the function of education is very diverse. Fourth, the role of government in the function of education is conceptually comprehensive, but it needs to be reviewed and optimized. Fifth, educational partnership in Makassar performed by three education centers (family, school, community) is not optimal. The types of family-community, family-school, and school-community partnerships have not been accepted in totality. Sixth, in realizing the ideal partnership in education, a holistic model called *Mitra Kemas Kelola Selamat* is recommended.

KEYWORDS

Education Role, Family Role, Holistic Model, Partnerships

ARTICLE HISTORY

Received 23 May 2016
Revised 30 June 2016
Accepted 11 July 2016

Introduction

Education is every business, influence, protection and assistance given to children for the maturation of the child (Langeveld, 1971). Education for maturation is implemented based on some fundamental laws of education. First, nativism proposed by Schopenhauer stated that every child from birth had had several traits that will develop itself according to its direction respectively (Purwanto & Ngalim, 2009). Second, naturalism advanced by J.J.Rousseau revealed that all newborn children have a good disposition, no one child is born with a poor disposition (Jalaluddin & Idi, 2011). Third, empiricism proposed by John Locke (1632-1704)

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states that the development of children from birth and for the next is shaped by the environment (Danim, 2010). Fourth, convergence advanced by William Stern argues that the children are born with the innate either good innate or bad innate, but they can be influenced by the environment (Jalaluddin & Idi, 2011).

In addition to the basic law, education is also grounded in several theories of education. First, the functionalist theory is the theory of education that viewed the functions of education played in the life (Danim, 2010). Second, the conflict theory is the theory that saw the goals of education as an effort to maintain social inequalities and to preserve the power of people who dominate society (Danim, 2010). Third, Symbolic Interaction Theory proposed by Turner has four assumptions. Humans can create and use symbols. The humans use symbols to communicate. A person communicates through role-taking. Society is formed, survived and changed based on its ability to think, to define, to reflect, and to conduct the evaluation (Damsar, 2011). Fourth, the Reconstructionist theory proposed by Theodore Brameld states that the education is the most appropriate way of preparing people to create a new social order (Danim, 2010).

Students as an object of education hold the psychological and social potential that must be understood by educators. According to Freud, there are three elements within the individual. The first is the id that is ruled by the pleasure principle. The second is ego controlled by the reality principle. The third is the superego controlled by moral principles. According to developmental psychology, humans experience spiritual growth since they were born to mature (L, 2005). Based on the social psychology proposed by Allport, it is stated that the presence of others influences thoughts, feelings, and behaviors of individuals either real, imagination, or the demands of social roles (Rahman, 2013). According to sociology proposed by S. Stansfeld Sargend, it is explained that; (1) there is an influence of the group on the personality of the individual, (2) there is no encouragement coming from within personal and biological factors as elements that give rise to social behavior of individuals, (3) the individual personality becomes the cause of social behavior and eventually becomes a social creature.

The final orientation educational partnership is the goal of the national education that is " The National Education functions to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners 'potentials so that they become persons imbued with human values which are faithful and pious to one and only God; who possess morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible. This goal is hard to access, and it is only a dream that is painful to realize if it is not managed holistically. In order to reach the target, a patterned educational partnership between family, school, and community is required.

Method

The research was conducted at SMP Negeri 8 Makassar using a qualitative approach with a case study. The subjects were 19 people consisting of five students, four parents four teachers one principal, three officials of Department of Education and Culture, and two communities. The sampling technique was snowball sampling. This research focused on the role of family, school, community, and government in



carrying out the functions of education in Makassar. This research also focused on the role of family, school, and community in building education partnerships in Makassar, which is divided into three situations, namely, family-school partnerships, family-community partnerships, and school-community partnerships. In addition, this research focused on the role of government in creating partnerships three education centers (family, school, and community). Furthermore, this research also focused on the proposed educational partnership model to be implemented in Makassar. The research instrument was the human instrument equipped with (1) sheet grating unstructured interviews, (2) observation sheets, (3) field record book, (4) camera, and (5) voice recorders. The data were collected through interview, observation, and document study. The data were then validated using two techniques, namely; (1) triangulating the source and (2) performing triangulation techniques. The data were analyzed using Spradley's model by following four steps namely domain analysis, taxonomic analysis, componential analysis, and cultural theme analysis.

Results

Six roles should be played by the family in education as stated by Epstein (Danim, 2010), namely parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. The role of parents in their function as parenting, learning to home, and decision making shows an optimal involvement. While the role of parents in their function of communicating, volunteering, and collaborating with the community has not been optimal. Parents in Makassar are still apathetic towards the educational function. There are some reasons for that. The first is because it is supported public opinion such as the issue of free education. The second is the business of the parents' profession. The third is ignorance.

Six roles should be played by the school in education as revealed by Danim (2010), namely adaptation, integration, diagnostics and directive, differentiation, selective, and helping and referral. The role of the school in the educational function in SMPN 8 Makassar showed a proud achievement. In general, the functions of education have been applied properly. However, it still has a weakness in relation to the partnership between parents and the community.

Four roles should be played by the community in education (Danim, 2010), namely empowerment, participation, inclusion, and self-determination. The complexity of the diversity of the community is the limiting factor contributing to play the educational function. The existence of school committee as a person who is closest to the family and the school does not play optimally because the given authority is small and is not comparable to his task.

The government must perform five educational functions in Makassar, namely the person in charge of compulsory education, the manufacturer, builder, and controller of education policy, the guarantor of educational funding, and the provider of education quality. Conceptually these four educational functions are sufficient to achieve the overall goal of education. However, they are not yet optimized. The authority of the government supported by the infrastructure and superstructure can do more to maintain and improve educational outcomes.

Educational partnerships in Makassar in the tri education center have not reached the rank of totality that is full collaboration. Full collaboration is regarded as the highest type of partnership engagement element. If both are paired namely family-school partnerships, family-community partnerships, and school-community partnerships, then each has a different type. None of the three partnerships reaches the level of the full collaboration type. The type of educational partnership between family and school is the type of coalition. The type of educational partnership between the family and the community is alliance. Type of educational partnerships between school and community is the partnership.

Discussion

The first partnership is family-community partnerships (*Kemitraan Keluarga-Masyarakat / MITRA KEMAS*). Based on the educational function that has been played by family and community, it is found advantages and disadvantages. These disadvantages are the inhibiting factors so that family-community cannot be a partnership optimally. There are some inhibiting factors. First, the diversity of the community is very high so that the degree of homogeneity of universal values becomes small. Second, the socialization of things that need to be partnered is not optimal. Third, the role of the School Committee as an element representing the community is not effective due to the small authority that is given. The government of Makassar is not optimal in actualizing the partnership although it is supported by an adequate infrastructure and superstructure.

The alliance type is also found based on the analysis of the educational function played by the family and community. The alliance type is the fourth ranking, and it is the power of a partnership. In order to get the full partnership collaboration, it requires the involvement of family-community partnerships elements that are powered by the government. Here are the solutions to achieve a partnership in totality.

Table 1. The Synthesis of Family and Community Partnerships (SI MITRA KEMAS)

Roles	Community				
	Empowerment	Participation	Inclusion	Self-determination	
Family	Parenting	Maintaining Facilitating Policy	Maintaining Involving Policy	Maintaining Achieving Policy	Maintaining Encouraging Policy
	Communicating	Commitment Facilitating Policy	Commitment Involving Policy	Commitment Achieving Policy	Commitment Encouraging Policy
	Volunteering	Appreciating Facilitating Policy	Appreciating Involving Policy	Appreciating Achieving Policy	Appreciating Encouraging Policy
	Learning to home	Observing Facilitating Policy	Observing Involving Policy	Observing Achieving Policy	Observing Encouraging Policy
	Decision making	Connecting Facilitating Policy	Connecting Involving Policy	Connecting Achieving Policy	Connecting Encouraging Policy
	Collaborating with community	Consolidating Facilitating Policy	Consolidating Involving Policy	Consolidating Achieving Policy	Consolidating Encouraging Policy



The explanations of the table above represent the next two matrices. Matrix SI MITRA KEMAS contains six rows and four columns so that there are 24 squares. For example, the first line of the box in the first row contains maintaining, facilitating, and policy. First, maintaining is the expectation of the family to the community. The expectation is that the function of parenting that has been played by the family must be maintained well by the community. For example, if children are forbidden to smoke in the house, then the community can keep them also to not smoking when they are outside the home. Second, facilitating is the expectation of community to the family. The expectation is that the family facilitates their children if they have been educated or trained in a variety of study or training that has been provided by the community. For example, if the society has trained children playing music, then the parents should ideally set up facilities required by their children. Third, the policy is a legal attitude of the government to formally and truthfully binding reciprocal relationship of the expectations from the family-community. For example, the government makes regulations or legal consequences if both or one party violates the predetermined agreement.

The second partnership is family-school partnerships (*kemitraan keluarga-sekolah / MITRA KELOLA*). Based on the analysis of data regarding the educational functions played by the family and the school, it can be described that there are some obstacles so that full collaboration has not been achieved. First, the family just needs a partnership when the children had difficulties at school. Second, the school is saturated to invite the family in building partnerships. The saturation occurs as a result of the response of the families who are still difficult to take the partnership programs seriously. Third, the government as a mediator in the partnership does not fully power the partnership between family and school. Based on the data analysis, it is also found that the type of educational partnership between family and school is the coalition (the second-ranking). As a solution to achieve full collaboration SI MTRA KELOLA is offered.

Table 2. The Synthesis of family-school partnerships (SI MITRA KELOLA)

Roles	School					
	<i>Adaptation</i>	<i>Integration</i>	<i>Diagnostic & Directives</i>	<i>differentiation</i>	<i>differentiation</i>	<i>Helping & Referral</i>
<i>Parenting</i>	Repeating Applying Policy	Repeating Facilitating Policy	Repeating Recognizing Policy	Repeating Justifying Policy	Repeating Accepting Policy	Repeating Helping Policy
<i>Communicating</i>	Responding Applying Policy	Responding Facilitating Policy	Responding recognizing Policy	Responding Justifying Policy	Responding Accepting Policy	Responding Helping Policy
<i>Volunteering</i>	Following Up Applying Policy	Following Up Facilitating Policy	Following Up Recognizing Policy	Following Up Justifying Policy	Following Up Accepting Policy	Following Up Helping Policy
<i>Learning to home</i>	Consulting Applying Policy	Consulting Facilitating Policy	Consulting Recognizing Policy	Consulting Justifying Policy	Consulting Accepting Policy	Consulting Helping Policy
<i>Decision making</i>	Coordinating Applying Policy	Coordinating Facilitating Policy	Coordinating Recognizing Policy	Coordinating Justifying Policy	Coordinating Accepting Policy	Coordinating Helping Policy
<i>Collaborating with community</i>	Legalizing Applying Policy	Legalizing Facilitating Policy	Legalizing Recognizing Policy	Legalizing Justifying Policy	Legalizing Accepting Policy	Legalizing Helping Policy

The third partnership is school-community (*mitra sekolah-masyarakat/MITRA SELAMAT*). Based on the data analysis, there are some obstacles in realizing the full collaboration partnership between the school and the community in Makassar. First, the majority of people do not understand the function of education that supports education in schools. The community perceives school as an object that can be "attacked" because it is not part of the government and is not part of the community. Second, the school has not independently established an effective communication with the community so that the people do not actively assist the school in activities that support the school. Third, the school committee as part of the community closest to the school does not play its roles optimally. As an agent of the community, the school committee is expected to be the center of information, complaints, and developers in finding a network of partnerships. Fourth, the government has not given significant authority to the school committee so that it cannot do many things according to its function. In responding to the phenomenon, the SI MITRA SELAMAT is offered.

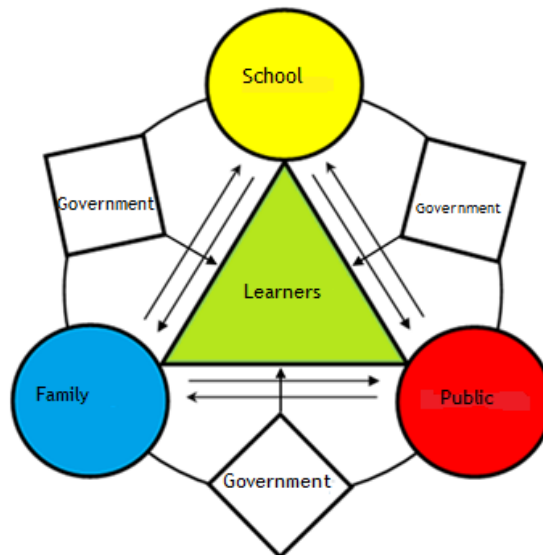
Table 3. The Synthesis of School-Community Partnership (SI MITRA SELAMAT)

Roles	Community				
	Empowerment	Participation	<i>Inclusion</i>	Self-Determination	
School	<i>Adaptation</i>	Observing Reinforcing Policy	Observing Accommodating Policy	Observing Facilitating Policy	Observing Directing Policy
	<i>Integration</i>	Applying Reinforcing	Applying Accommodating	Applying Facilitating	Applying Directing

	Policy	Policy	Policy	Policy
Diagnostic & Directive	Understanding Reinforcing Policy	Understanding Accommodating Policy	Understanding Facilitating Policy	Understanding Directing Policy
Differentiation	Reassuring Reinforcing Policy	Reassuring Accommodating Policy	Reassuring Facilitating Policy	Reassuring Directing Policy
Selective	Accepting Reinforcing Policy	Accepting Accommodating Policy	Accepting Facilitating Policy	Accepting Directing Policy
<i>Helping & Referral</i>	Executing Reinforcing Policy	Executing Accommodating Policy	Executing Facilitating Policy	Executing Directing Policy

If the three tables above are reduced, then a partnership model will be produced. This model is proposed to all stakeholders on education so that this model can be applied in building holistic and integrative partnerships. Based on the terms that are used such as MITRA KEMAS, MITRA KELOLA, MITRA SELAMAT, then this model is called MITRA KEMAS-KELOLA-SELAMAT.

Figure 1. The model of MITRA KEMAS-KELOLA-SELAMAT



There are some terms such as family, school, community, and learners used in the figure above. -However, the term “learners” needs an in-depth explanation. This term is adapted from the word “children”. Epstein (2002: 7) reveals that “If educators view children simply as students, they are likely to see the family as

separate from the school. That is, the family is expected to do its job and leave the education of children to the schools. If educators view students as children, they are likely to see both the family and the community as partners with the school in children's education and development. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students."

The term "children" in the theory of partnership is more appropriate to be used than "student, pupil, or learner". If the term "children" is used, it can be valid indefinitely. However, if the term "student, pupil, or learner" is used, then it is impressed that it only belongs to the teacher in the school. If the term "children" is used, it also has a problem. The problem is too common because there may be children who do not attend school. Therefore, the solution that is considered most suitable is the use of the term "students" because it can be included in the tri education centers (family, school, and community).

The desired education partnership is a total partnership. The total partnership that is intended is the partnership with full collaboration type. There are some characteristics of full collaboration type. They are written the agreement, shared vision, consensus decision, and formal work assignment. With the total partnership, the object of the partnership that is "students" should not be limited by a partition on the elements of a particular partner and at a given moment.

The meaning of the shape and color of the figure above is as follows. First, the circular shape in blue, yellow, and red is the primary colors. In color theory, blue, yellow, and red indicate that family, school, and community are the main elements that are dealing directly with the students and have the same position in the partnership. Second, the rectangular shape with the basic color of white indicates that the government has the power, ability, and power to be applied in the partnership. However, the government should be neutral, and it should be only for goodness, truth, and purpose of the partnership. Third, the large circle connecting all elements of the partnership shows that the educational partnership should be in one the vision and mission that binds and protects the partnership object, namely students. Fourth, a single of the quadrilateral arrows indicates that the government must always be present and involved in the process of educational partnerships. All potential possessed by the government are optimized to be used in the form of policies. Fifth, a pair of arrows with the opposite direction shows the



reciprocal relationship. Each element as key partners (family, school, and community) perform the same action between one element and other elements.

The action is save the children. Reciprocal relationships which have been described in the synthesis result consist of SI MITRA KEMAS, SI MITRA KELOLA, and SI MITRA SELAMAT. Sixth, a green triangle indicates that students are in a tri educational center that became the object of educational partnerships. The green in the color theory is called a secondary color (the result of a mixture of yellow and red) that indicates that students are young people who are still green and need education from adults. The model of MITRA KEMAS-KELOLA-SELAMAT is intended that education should be partnered with a neat package, then managed as well as possible for the safety of the nation's children.

Conclusion

Family, community, and school are the three elements of education that must play the functions of education. Therefore, they must understand the educational functions. The understanding of each function of education is not evenly distributed in all three elements of the partnership so that the synergy in the partnership has not been total. In this condition, the government intervention has required a power that holds and is responsible for the implementation of education. Model MITRA KEMAS-KELOLA-SELAMAT can be used as a guide to optimize the educational partnership.

Education is a collaborative effort, and space and time should not limit it. Education cannot be managed by partial, but it must be integrated holistically. It is therefore recommended to all stakeholders of education to optimize the process and outcomes of education by applying the model of KEMAS-KELOLA-SELAMAT. This model is believed to be able to create an atmosphere of education for students, whenever and wherever they are.

Disclosure statement

No potential conflict of interest was reported by the authors.

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