
PARTNERSHIP PROGRAM IN INCREASING THE QUALITY OF EDUCATION

Widiyani*, Edhy Susatya, Hendro Widodo, & Suyatno

Departement of Educational Management, Universitas Ahmad Dahlan, Indonesia

ABSTRACT

This research is motivated by the low quality of education in Indonesia, especially the basic education level. One effort that can be done so that schools become active places in improving the quality of education is through partnerships or educational collaboration with parties outside the school. The purpose of this study is to explain planning, analyze implementation, and evaluate school partnership programs in improving the quality of education in the Islamic Elementary School of Muhammadiyah Delanggu. Researchers used a descriptive study with a qualitative approach. Data collection techniques in this study were in-depth interviews, participant observation and documentation. Data analysis techniques used are data collection, data reduction, data presentation, and drawing conclusions and verification. The results showed that: 1) the partnership program planning was carried out by creating an annual work program of activities that was in line with the vision and mission of the school, determining the time of implementing the partnership program in accordance with the education calendar, making a list of potential partners to work with, and determining suitable partners with the vision and mission of the school, can be trusted, and mutual benefit. 2) the implementation of the school partnership program is carried out by holding an MoU with partner institutions, the implementation of partnership programs related to the development of interests, talents, and achievements is done by working together to provide supporting staff from other institutions, the implementation of partnership programs in the form of International Mobility is packaged in the form of comparative studies to existing schools abroad, partnership programs are mutualism partnerships, the benefits of school partnership programs are improving school performance so that public trust in the school increases. (3) evaluation of the school partnership program is carried out by: analyzing the suitability of the implementation of the school partnership program with planning, the results of the evaluation are used as a foothold to determine whether a program will continue to be implemented, improved, or stopped, knowing the supporting factors for the success of the partnership program, namely excellent support from students, teachers, parents, and partners, and find out the inhibiting factors of the school partnership program namely funding problems, schools collaborate with student guardians to solve these inhibiting factors.

Key Words: Partnership program, quality of school.

1. INTRODUCTION

Education is a conscious and planned effort to create an atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state (Law

Number 20 of 2003). Therefore, the Indonesian people have long prioritized improving the quality of education. He emphasized in the opening of the 1945 Constitution which read "to educate the nation's life" is a noble ideal that must be fought for so that the Indonesian people can compete with other nations.

The quality of education in Indonesia is still relatively low, especially in basic education. A survey conducted by the World Education Rating Agency, the Global School Ranking, stated that in 2015 the quality of education in Indonesia was still ranked 128 out of 134 countries. (Godwin, 2017). Various efforts to improve the quality of education have been carried out, such as curriculum development, enhancing teacher competency, providing books, procuring educational facilities and infrastructure and improving education management, but the results have not been satisfactory. Various observations and analysis (Depdiknas, 2005), found several factors that cause the quality of education in Indonesia is low, one of which is the involvement of school stakeholders in the administration of education, especially teachers, parents, and related social institutions are still very minimal. Based on this reality, efforts need to be made so that schools can improve the quality of education. Schools as educational institutions must be able to bridge parents and government in improving the quality of human resources. One of the things that can be done so that schools become active places in improving the quality of human resources is through partnerships or educational collaboration with parties outside the school. Partnerships held at schools can accelerate the improvement of the quality of education in Indonesia.

Research on partnerships has been done a lot. Kinanti (2016) examines School Partnerships in Improving the Quality of Education in SMA Negeri 2 Yogyakarta. Through this research it can be concluded that the partnership can add insight into teachers and students and can improve school competence. The same thing was also expressed by Arifin (2012) who examined the Implementation of Strategic Management Based on Partnerships in Improving the Quality of Vocational Schools. The research resulted in the finding that by collaborating in partnership with industry partners, especially in the implementation of street vendors / PSG programs, it could improve the quality of schools. Not much different, the results of research conducted by Wheeler, Guevara, & Smith (2018) an ideal partnership will improve the quality of education. The same thing has been studied by Mgaiwa & Poncian (2016) partnerships in education able to solve several problems of financing, management, access and quality of education.

A review of four recent studies shows that school partnership programs can improve the quality of education at the senior secondary level. School partnerships to improve the quality of education in elementary schools have not been done. The purpose of primary school education is to lay the foundation of intelligence, knowledge, personality, noble character, and the skills to live independently and attend further education. Thus students can have and instill an attitude of character towards others (Law Number 20 of 2003). Elementary school is the earliest level of education which is the basis for further education. Therefore, the partnership program in improving the quality of schools in elementary schools is important to study.

Based on observations and preliminary studies it was found that the Islamic Elementary School of Muhammadiyah Delanggu is a favorite educational institution in the Delanggu sub-district.

Partnerships established with other institutions in the form of providing teachers for fostering students' talents, interests and achievements. Islamic Elementary School of Muhammadiyah Delanggu also establishes partnerships with other schools both domestic and overseas schools in Malaysia and Thailand, in the form of student visits and teacher internships, so that between schools can exchange knowledge in an effort to advance the school. This school also has quite good achievements and quality. This is evidenced by the many achievements in competitions both from the district level to the international level.

The partnership built by the school certainly still faces many problems, both from students, teachers, parents of students, administrators of the foundation, and partners. Problems arise when schools start planning, implementing, and evaluating partnership programs. One of the problems that occurred according to the school principal's explanation was funding. Funding is a major obstacle because schools cannot provide the full costs during the partnership program.

Based on information from the Principal, the quality of schools in the last three years after the partnership program has been implemented has improved. This can be seen from the achievements obtained by schools in the last three years from the sub-district, district, provincial and even international levels. The number of students has also increased in the past three years. Grade 6 School Exam Results also always rank first in the Delanggu sub- district.

The disclosure of the partnership program in improving the quality of education can be a reference for school principals and other education practitioners to be able to implement partnership programs in their respective schools. The theoretical contribution of this research is expected to be able to enrich alternative theories about partnership in elementary schools. The questions in this article are:

1. How is the partnership program planning in improving the quality of education?
2. How is the implementation of the partnership program in improving the quality of education?
3. How is the evaluation of the partnership program in improving education quality?

2. LITERATURE REVIEW

School Partnerships

Sulistiyani (2017: 216) explains that partnership viewed from an etymological perspective is adapted from the word partnership and comes from the partner root meaning partner, so that partnership is translated into partnership or partnership. The American Heitage Dictionary in Rukmana (2006: 59) defines partnership as a relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal. Which means a relationship between individuals or groups marked by cooperation and responsibility for specified achievement. Jamal (2015) reinforces that the more relations that are successfully built, the better for the institution because it will expand access and opportunities for growth.

Based on the opinions above, it can be concluded that school partnership is a form of cooperation that is built through good relations between school institutions by cooperating with other parties with the aim of expanding access and opportunities for the development of a school so that it

affects the quality of education. The partnership is usually established with a commitment in the form of an agreement.

The Directorate of Course and Institutional Development (2013) explains that the actions to be used as a foundation in building partnerships include the interconnectedness of vision and mission, trust, mutual benefit, efficiency and effectiveness, mutual communication, and strong commitment. The partnership program is a concrete step that must be taken by the school. These steps include: internal identification of institutions, formulating aspects that need to be partnered, looking for suitability in the world of work to be invited to partner, making agreements on rights and obligations between partners (Mustofa Kamil, 2006: 11). Tony Lendrum (2003) in Rukmana (2006) suggests nine key words that can be used as indicators of the strategic success of a partnership, namely: 1) Cooperative development; 2) Successful; 3) Long-term; 4) Strategic; 5) Mutual Trust; 6) World class / best practice; 7)

Sustainable Competitive advantage; 8) Mutual benefit for all the partners; 9) Separate and positive impact.

The conclusion from the description above is that the foundation in establishing partnerships is based on the vision and mission of the school, is mutually beneficial, effective, efficient, and has a strong commitment between the school and partners. In establishing partnerships, the right steps are needed, namely identifying the needs of the institution, formulating the partnered aspects, finding suitable partners, and finally establishing a relationship with partners. If the steps taken are correct, the partnership established by the school will succeed.

2.2. Education Quality

Quality according to Pleffer and Coote in Komariyah Aan, and Triatna (2008) shows to a measure of judgment or appreciation given or imposed on goods or performance. Mulyadi (2010: 77) states that the concept of quality is widely presented by several experts. Juran believes that quality is a fit for use of products (fitness for use) to meet customer needs and satisfaction. Crosby states conformance to requirements that is in accordance with what is required or standardized, that is in accordance with quality standards that have been determined both inputs, processes, and outputs. Deming revealed that quality is in accordance with market or consumer needs.

In the context of Total Quality Management, quality is not just an initiative (ideas / ideas) but is a philosophy and methodology that helps institutions to plan changes and set the agenda in the face of excessive external pressures (Sallis, 2012: 33). Wiliam in Marno (2013: 110) states that management of quality improvement or Total Quality Management is a set of principles and techniques that emphasize quality improvement that is based on educational institutions to continuously and continuously improve the capacity and ability of the organization to meet the demands and needs of students and society. Widodo (2018) states school quality management is the ability of schools to utilize educational resources both human and non-human resources to improve the ability of educational inputs, processes and outputs to meet the requirements requested by users of education services (stakeholders). In another source, Widodo also said that the satisfaction and pride of customers as beneficiaries of educational services should be a reference for the program to improve the quality of education services (Widodo and Etyk, 2020).

Based on these various opinions it can be concluded that quality is an assessment of performance or products, conformity with predetermined standards between inputs, processes, and outputs, as well as customer satisfaction on meeting needs. Quality of education is an effort of educational institutions continuously and continuously to provide excellent service to educational inputs (students), then process it through a system that is mutually agreed upon, so as to produce output (education graduates) of high quality and capable capabilities. So the outcome can be accepted in the community. satisfaction and pride of customers as beneficiaries of educational services must be a reference for the education service quality improvement program.

2.3 Partnerships to improve education quality

School partnership management is one of the efforts to implement School Based Management in building partnerships with parties outside the school in order to realize improving the quality of education. School-Based Management is a practical approach that aims to design school management by giving power to school principals and increasing community participation in efforts to improve the quality of education (Fattah, 2011). The school, through a school partnership can explain the objectives, programs and needs to the community. Instead the school must also know clearly what the needs, hopes and demands of the community towards the school (Mulyasa, 2004: 50).

The objectives to be achieved by schools in building school partnerships are: a) Increasing community participation, namely fostering community interest and participation in school development, b) Improving the quality and relevance of schools by designing innovative programs, and improving service quality in accordance with market needs, c) Synergizing school programs, d) Increasing the absorption capacity of school graduates into the world of work, e) For school socialization, promotion and publication, f) Increasing institutional access, that by building cooperation will expand access to information, technology, market capital, industrial work practices / apprenticeship, g) For public imaging, h) Strengthening the capacity and capabilities of the institution (Ministry of National Education, 2005).

Based on the description above it can be concluded that the purpose of building school partnerships with partners is to improve the quality of education, increase community participation, synergize school programs, increase the absorption of graduates, for promotion, school publications, increase school access, and strengthen school capacity and capability.

3. METHODS

This research uses descriptive research with a qualitative approach. Research site at Islamic Elementary School of Muhammadiyah Delanggu. Sugiyono (2016) explained that the research subjects were people who were used to provide information about the situation and condition of the setting (location or place) of the study. The subjects of this study were the principal, 2 deputy principals, 2 teachers, 2 students, and 3 partners. The data continues to be dug up by researchers until the data is saturated. To get saturated data not limited to how many people, because qualitative research data will stop to be excavated when it is saturated or have triangulated data. The object of the research is data relating to the school partnership program in improving the quality of education in the Islamic Elementary School of Muhammadiyah Delanggu, Klaten, Indonesia.

Data collection techniques are based on Sugiyono (2016) with participant observation, in- depth interviews, and documentation. Participant observation is a participatory technique in obtaining data by observing and listening to as carefully as possible what people are doing, listening to what they say and participating in their activities (Satori, Djam'an and Komariah, 2010). According to Susan Stainback in Sugiyono (2016) stated that: interviewing provides the researcher a means to gain a deeper understanding of how the participant interprets a situation or phenomenon than can be obtained through observation alone. Researchers will know things more deeply about the participants in interpreting situations and phenomena that occur through interviews, this can not be found through observation. Documentation is a complement to the use of observation and interview methods in qualitative research (Sugiyono, 2016). Documentation can be in the form of records of past events in the form of archives, writings, drawings or monumental works.

The data validity technique used by researchers is triangulation. Researchers used two triangulations namely sources and techniques. According to Sugiyono (2016) Triangulation of sources is to get data from different sources with the same technique. Triangulation techniques are different data collection techniques to get data from the same source. Researchers used participant observation, interviews, and documentation of the same source.

Data analysis techniques used include the following four stages, namely; data collection, data reduction, data display, and drawing conclusions (Huberman, A. Michael and Miles, 1992) In detail, the stages of the test include; 1) Data Collection. Data collection is done through observation, interviews, and documentation studies. After the data collected is presented in the form of a description of observations, interview transcripts and a description of the study documentation. 2) Data Reduction. Data Reduction is the process of selecting data that has been collected from the field. Data from interviews are grouped according to interview questions. After concluding the outline of the results of the interview then grouped with the results of observations and studies related documentation, then taken the common thread of similarity patterns then summarized based on research questions. 3) Data Display. The data is presented in the form of narrative according to the formulation of the research problem. Presentation of the results of the study accompanied by field evidence from interviews, observations and documentation. From the results of the study then researchers compared with the theory. 4) Drawing Conclusions. The final results of the data analysis are the conclusions and suggestions for the school partnership program.

4. FINDINGS

4.1. School Partnership Program Planning

The results of the interview with Mrs. MT as the Principal of the Islamic Elementary School of Muhammadiyah Delanggu about planning a school partnership program are as follows:

“To achieve this vision and mission, work programs that are directed and well planned need to be developed, and one of them is a partnership with another party. Because we realize that the success of an organization cannot be achieved by working alone, it must collaborate with other

parties. The basis of a partnership work program is mutually beneficial cooperation with partners. What we make a foundation in building partnerships that includes the linkage of vision and mission, mutual trust, mutual benefit, efficiency and effectiveness, mutual communication, and strong commitment between the two parties”.

The steps of planning a school partnership program must be carried out in a well-planned. This was expressed by Mrs. EN as Deputy Principal for Student Affairs.

“We hold a work meeting to discuss the program when we want to enter the beginning of new lessons, Miss ... The annual work meeting when discussing the program plan is usually attended by the Principal and the head of the field, as the deputy headmaster at our school. Each head of the sector has its own program. After the planning is completed and the programs will be implemented in this school year the results of the work meeting will be reported in the plenary meeting of the entire teacher council”.

A similar sentiment was also expressed by Mrs. MT as the Principal.

“First of all we determine the type of program will be conducted during one school year in accordance with the needs of the school. Second, we arrange the programs based on the order of time and urgency. After that, we make a list of potential partners we will collaborate with. Finally, determine which partners are suitable, we invite cooperation in our partnership program”.

Mr. BD as Vice Principal for the Curriculum Field reinforces the statement of Ms. MT as the Principal.

“Each head of the field designs the program in each field, then from the program chosen the party invited to partner. Determination of the chosen partner that best suits the purpose of the activity. The conditions for becoming partners must be in accordance

with the vision and mission of the school, be trustworthy, and provide mutual benefits. Determination of the implementation of student activities related to school partnerships is made a schedule tailored to the schedule of the education department. When determining the implementation of the program, all field leaders must sit together”.

Based on the statements expressed by the three resource persons, it can be explained that related to the planning of school partnership programs in the Islamic Elementary School of Muhammadiyah Delanggu, the steps taken are to make an annual work program in accordance with the vision and mission of the school at the beginning of the school year, determine the time of implementing the partnership program that is tailored to the educational calendar, make a list of potential partners to work with, and finally determine the partners who are suitable with the conditions in accordance with the vision and mission of the school, trustworthy, and mutual benefit.

4.2. Implementing the School Partnership Program

The implementation of the Islamic Elementary School of Muhammadiyah Delanggu partnership program was begun by creating an MoU with partner institutions. This is as stated by Mrs. MT,

as the Principal: “We entered into a memorandum of understanding in the form of an MoU as well as an oral form to strengthen our collaboration with these institutions”. The same thing was also expressed by Mrs. EN, as Deputy Principal of Student Affairs.

“After the new partner is chosen, we design the rules of our partnership by entering into a joint agreement with the MoU or informally. With the agreement each of them knows each other's rights and obligations. After the partnership program planning is made, we will just execute it in the program implementation”.

The observations made by researchers also showed that on the walls of the principal's office a number of memorandum of agreement with other institutions was displayed. Partnerships in improving the education quality are carried out in the form of fostering interests, talents, and achievements in collaboration with other institutions, International Mobility activities in collaboration with schools abroad in the form of comparative studies. This is like what Mrs. MT as the Principal said. “Lots of it ... for example the health sector we are working with the health center ... the education sector with ... may mention ... GO, lanterns, IAIN to hold tahfidz freelance teachers and learning the Koran ...”. Mrs. EN as Deputy Principal of Student Affairs also expressed the same thing.

“As I have explained, there are many forms of partnerships in our schools, among others: we collaborate with GO for additional lessons in 6th grade school exams, and for coaching Olympic achievements, to develop English language with Caucasians, we collaborate with LEC (Learning English Club)) Klaten branch. Sports, especially our sacred sites, work together with TSPM PD TSPM regency. Klaten, Universities such as IAIN Surakarta for Tahfidz freelance teachers, UNIMUS Semarang for international student exchanges, etc”.

The implementation of partnership programs related to the development of interests, talents, and achievements is carried out in collaboration by providing supporting teachers from other institutions. This is because school does not have professional teaching staff. This was stated by Mrs. MT as the Principal.

“Collaboration with other institutions in the form of providing teaching staff. In improving school performance I don't want to be half-hearted. I want maximum results. Because the school does not yet have experts in that field, I dare to work together totake teaching staff from other institutions which I consider more professional in their fields”.

In line with Mrs. MT, Mr. GN as one of the 6th grade teachers also said that:

”... which is related to collaboration with tutoring ... students who take the 6th grade UN Success program and the EEC (English Conversation Club) are held twice a week. The instructors are from the tutoring / institution that we are collaborating with. The implementation is also in schools”.

Student RF reinforces the opinion of Mr. GN. “Like the successful program our exams are taught from GO tutoring. From there we get many questions and can also be discussed with tricks faster. It was held twice a week after school”.

All school partnership programs in the Islamic Elementary of Muhammadiyah Delanggu are a mutualism partnership, which is mutual benefit. School partnership programs are packaged in the

form of comparative studies, teachers can observe, imitate, and modify programs in partner institutions to be implemented in the school. This data is supported by statements from several sources. Mrs. EN as Deputy Principal of Student Affairs stated that: "Our partnership program takes many forms, Miss ...All based on the principle of mutual benefit.Schools have relationships with other schools both domestically and abroad. schools can make comparisons to adopt the good things that other schools haveto improve the development of our school".

This statement was reinforced by Mrs. DW as a grade 5 teacher.

"There are many ... especially those that support the improvement of school performance and student ability. For example, sending teachers in other institutions that have made an agreement with us. When our teacher observes, imitates, and modifies the school programs we visit, we then apply them as much as possible in our schools according to the circumstances of our school".

Student IC as one of the student participating in the student exchange program partnership program, supported the statement made by the previous resource person.

"O ... that was like ... a lot ... Yesterday I joined the student exchange program to Malaysia and Thailand there for 6 days ... we visited there with the teacher who was accompanying us. Good collaboration ... we can see the school there and imitate it after we reach our school".

The same thing was also expressed by Mr. YS as one of our partners during the comparative study activities.

"This form of partnership is mutually beneficial to both parties. From schools getting additional knowledge ... increasing students and teachers' insights ... by visiting we have the idea of being able to adopt good things from other schools for school development".

The benefits of school partnership programs in improving the quality of education in Islamic Elementary School of Muhammadiyah Delanggu in addition to gain insight in developing schools also improve school performance. Documentation of the results of the school examination in the last 3 years after the implementation of the school partnership program with the tutoring institution shows a significant thing.

Table 1. The average test score

No	Year Lesson	Indonesian Language	Math	Science	Total
1.	2016/2017	7,75	7,47	7,76	22,98
2.	2017/2018	7,75	7,99	7,60	23,34
3.	2018/2019	8,26	8,16	8,14	24,56

Another benefit of the school partnership program is the increased trust of the community to send their children to the Islamic Elementary School of Muhammadiyah Delanggu. The documentation data source that the researchers found also shows the development of the number of students in the Islamic Elementary School of Muhammadiyah Delanggu increasing from year to year..

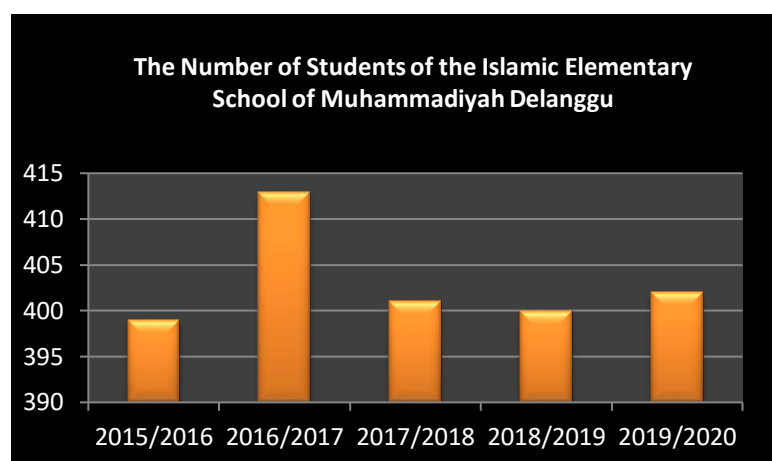


Figure 1. The number of the last five years students

Some of the opinions above can be concluded that the implementation of school partnerships in improving school education in the Islamic Elementary School of Muhammadiyah Delanggu includes several activities: holding an MoU with partner institutions, implementing partnership programs related to fostering interests, talents, and achievements carried out by working together to provide staff applicants from other institutions because school does not yet have professional support staff, the implementation of partnership programs in the form of International Mobility is packaged in the form of comparative studies to schools abroad, partnership programs at SD Islam Muhammadiyah Delanggu Special Program are mutualism partnership, the benefits of the partnership program in improving the quality of schools in the Islamic Elementary School of Muhammadiyah Delanggu is to improve school performance so that public trust in the school increases.

4.3. Evaluation of School Partnership Program

The evaluation is carried out with the aim to find out whether the implementation of the school partnership program in improving school quality is in accordance with the plan. Mrs. MT said that the purpose of the evaluation was as a basis for whether a program would be continued, improved or stopped.

“In every evaluation activity we must always do this so that things that we do not want to happen in an activity repeat in the next activity. By weighing the strengths and weaknesses of each activity, this can be our foothold to determine whether the activity is continued, improved, or no longer carried out”.

Mrs. EN as Deputy Principal of Student Affairs also explains the same thing.

“Evaluation is carried out so that the school can analyze each partnership program whether it is going according to plan or not so that an evaluation can be carried out whether the program is successful so that it continues to run or is stopped because it is not successful...”

Based on the evaluation activities of the partnership program, data were found regarding the factors supporting the success of the school partnership program in improving education quality and the factors that inhibit it and how to solve these obstacles. The supporting factor of the partnership program in improving the quality of schools in Islamic Elementary School of Muhammadiyah Delanggu is good support from all existing stakeholders both from teachers, students, parents, and partners. Mrs. EN as Deputy Principal of Student Affairs said, “Alhamdulillah the partnership program in our schools is supported by all parties of both teachers, students, and parents including school committees. Parents support in the form of motivational support, as well as partners who cooperate well with the school...”

The same was expressed by Mrs. MT as the Principal.

“Thank God many who support this partnership especially parents, they then we invite cooperation to succeed our partnership program. Children and teachers as well as program executor are also very antusius to support this partnership program. The Institution partner is also satisfied with our cooperation because the cooperation is mutually beneficial so they also enjoy”.

The inhibiting factor of the school partnership program in improving the education quality in Islamic Elementary School of Muhammadiyah Delanggu is the funding factor. Mrs. MT as the Principal confirmed the statement.

“A factor which is a barrier to our program is usually funding. Funds are needed to foster our competition to take teachers with partner institutions such as tutoring, art studios, or other teachers from schools or other educational institutions that are more professional than our teachers automatically, it requires a lot of funds. Sometimes for the funding of the partnership program, schools cannot cover everything”.

Funding problems that hinder the implementation of partnership programs are overcome by deliberation with the parents discussing the problem of funding school partnership programs. Mrs. MT, as the Principal reinforces the statement.

“Alhamdulillah, because the support from parents are very good, every time there are activities that require a lot of funds and are not covered by our school funds after inviting parents to sit together then together solving existing problems, our parents are mostly able to bear the burden of costs independently . Costs borne by parents are usually the costs returned to the child. school cover coaching and activities, parents cover transportation, lodging, and food. So not all funds are borne by the school or parents. We jointly bear the burden of these funds”.

Based on some of the above data it can be explained that the evaluation of partnership programs in improving school education in the Islamic Elementary School of Muhammadiyah Delanggu is done by: analyzing the suitability of the implementation of the school partnership program with

planning, the evaluation results are used as a foothold to determine whether a program will continue to be implemented, improved, or stopped, from

the evaluation will be known factors supporting the success of the partnership program, namely excellent support from students, teachers, parents, and partners, from the evaluation also found inhibiting factors in the school partnership program namely funding issues, schools collaborating with parents to to solve the inhibiting factor.

5.DISCUSSION

5.1. Planning of School Partnership Programs

Based on the results of the field it was found that the background of the school partnership program in the Islamic Elementary School of Muhammadiyah Delanggu to meet the needs of resources in the form of funds, facilities, human resources to optimize the implementation of school work programs in order to improve the quality of education. This is in accordance with the theory that in partnerships there are two or more parties that form a cooperative bond based on agreement and mutual need in order to create active participation from members of the partnership and increase the capacity and capability of a particular field so as to obtain better results (Wheeler et al., 2018).

Planning is one part of the management function. School partnership planning activities aim to provide an overview or visualize the activities that will be carried out by the school in establishing partnerships with other institutions to improve the quality of education. The definition of planning according to Husaini Usman (2008) is a predetermined activity to be carried out a certain period in order to achieve the goals set. Its activities take the form of efforts to support the goals and causes of further action. Planning can be used to determine the goals to be achieved during a future period and what must be done in order to achieve those goals.

Husaini Usman's (2008) description of planning was in accordance with the findings of the study at the research location. School partnership programs in improving the quality of education require careful and purposeful planning. Partnership program planning in improving the quality of education in the Islamic Elementary Special School of Muhammadiyah Delanggu, namely creating an annual work program of activities in accordance with the vision and mission of the school at the beginning of the school year, determining the time of implementing the partnership program adapted to the educational calendar, making a list of prospective partners to be invited cooperation, and finally determine partners who are suitable with the conditions in accordance with the vision and mission of the school, can be trusted, and provide mutual benefits.

The existence of a school vision and mission is very important. The vision and mission of the school is not just a mere wall decoration. The vision and mission of the school is made by a board of teachers who have a spirit that is able to move educational practitioners to improve the quality of education with partnership programs. The next step is to create a partnership work program. The work program is made as a guideline for implementing the school partnership program in accordance with the plan. The partnership work program is made by the Principal

along with his representatives, namely the Deputy Principal for Student Affairs, Curriculum, Public Relations, and Treasurer. The work program is based on an analysis of school needs that have been analyzed using SWOT. The partnership work program is created at the beginning of the school year through annual work meetings. The work programs created include annual work programs, semester work programs, and daily work programs.

Islamic Elementary School of Muhammadiyah Delanggu cooperates with other institutions in the form of comparative study activities, internships, and visits for teachers and students both domestically and abroad. Other forms of cooperation are providing extra supporting teachers and supporting teachers to develop interests, talents, and achievements. The selection of partner institutions must have standards in accordance with the goals of the school partnership.

The requirements to become a partner institution in the Islamic Elementary School of Muhammadiyah Delanggu, among others, are related to the vision and mission of the school, to be trustworthy, mutually beneficial, effective and efficient, and have a strong commitment. This is in accordance with the theory conveyed by the Directorate of Course and Institutional Development (2013) regarding principles in building school partnerships.

5.2 Implementation of the School Partnership Program

School partnership is a form of cooperation carried out by the school in establishing cooperation with the parties expected. Partnerships that are able to improve the quality of education are partnerships that provide a positive influence on education in schools.

The implementation of partnerships in the Islamic Elementary School of Muhammadiyah Delanggu is packaged in comparative study activities, internships, and visits for students and teachers to other institutions at the regional, national, and international levels and supporting teachers to foster interests, talents, and achievements. The timing of the school partnership program is adjusted to the schedule of activities in the education calendar created by the Education Office and Muhammadiyah.

Regarding the implementation of the school partnership program with other institutions, the steps taken by the school are identifying aspects that need to be partnered with partner institutions, making a list of what needs to be partnered, looking at the compatibility between schools and partner institutions, and make an agreement (MoU) with partner institutions. This step is in accordance with what was formulated by Mustofa Kamil (2006) in implementing school partnership activities. Its activity consists of internal identification of the institution, formulating aspects that need to be partnered, looking for the suitability of the institution to be invited to partner, making agreements on rights and obligations between partners.

The partnership model undertaken by the Islamic Elementary School of Muhammadiyah Delanggu, according to Sulistyani (2017), is a mutualism partnership, namely the partnership of two or more parties who are equally aware of the important aspects of conducting partnerships, namely to provide mutual benefits and get more benefits, so they will be able to achieve the goals more optimally.

Sallis (2012) states that quality is not just an initiative (ideas / ideas) but is a philosophy and methodology that helps institutions to plan changes and set the agenda in the face of excessive external pressures. The partnership program carried out in the Islamic Elementary School of Muhammadiyah Delanggu in the form of comparative studies, internships, or visits conducted by students and teachers in other institutions is to observe, imitate, and modify programs in partner institutions to be implemented in the school.

William's opinion in Marno and Supriyatno (2013) that management of quality improvement or Total Quality Management is a set of principles and techniques that emphasize quality improvement that is based on educational institutions to continuously and

continuously improve the capacity and ability of the organization to meet the demands and needs of students and society. This can be seen in the school partnership program at the Islamic Elementary School of Muhammadiyah Delanggu able to increase the insight and knowledge of students and teachers about school development. This school partnership program is able to open the school community's insight that the school will not be able to succeed on its own without collaboration with other institutions. Collaboration with other institutions in terms of providing supporting teachers to develop students' interests, talents, and achievements solely to meet the needs of teachers who cannot be fulfilled because the school does not have professional staff in their fields.

William in Marno and Supriyatno (2013) also said that quality improvement is an action taken by education practitioners to increase the value of products for customers through quality improvement. Educational institution products are in the form of outputs that are in line with the vision. Good quality schools are schools that are able to produce students who have the usual ability to be something special. Islamic Elementary School of Muhammadiyah Delanggu can improve school performance after conducting a school partnership program. The Principal dares to take the policy of collaborating with other institutions in the provision of professional supporting teachers in facing graduation exams and preparation for the competition. As a result, the school won the competition at the sub- district, district, provincial, national and international levels. Graduates of the school for the past 3 years have also always been champions in their districts.

Sallis (2012) says that quality is related to customer satisfaction. This is consistent with the findings of researchers at the Islamic Elementary School of Muhammadiyah Delanggu that the school partnership program is able to increase public trust. Improving school achievements were accompanied by increasing public trust in sending their children to the school. The number of students in the past 5 years has always been increasing.

5.3 Evaluate the School Partnership Program

Terry (2012) states that evaluation is an activity to adjust between implementation and plans that have been determined. Evaluation in the implementation of partnership programs in the Islamic Elementary School of Muhammadiyah Delanggu was carried out to analyze the suitability of the

implementation of the school partnership program with the planning. The results of the evaluation were used as a basis to determine whether a program would continue to be implemented, improved, or stopped,

An evaluation of the school partnership program in the Islamic Elementary School of Muhammadiyah Delanggu was conducted to find supporting and inhibiting factors for the program. The supporting factor for the success of the partnership program is the active participation of students, teachers, parents and partner institutions in implementing the school partnership program. The principle of mutualism partnership according to Sulistyani (2017) between schools, students' parents, and partner institutions makes the implementation of this partnership program run smoothly. The obstacle faced by these schools in the school partnership program is the problem of lack of funds. Schools are trying to find a way out by deliberating these obstacles with the students parents. Funding shortages in partnership programs are met by parents. The parents realize that the success of their children's education is not only the responsibility of the school, but must be a shared responsibility.

6. CONCLUSION

The conclusion of the writing of this article is that 1) planning of school partnership programs in the Islamic Elementary School of Muhammadiyah Delanggu is to make an annual work program in accordance with the vision and mission of the school at the beginning of the school year, determine the time of implementing the partnership program adjusted to the educational calendar, make a list prospective partners who will be invited to work together, and finally determine partners who fit the conditions in accordance with the vision and mission of the school, can be trusted, and provide mutual benefits. 2) the implementation of the school partnership program is carried out by holding an MoU with partner institutions, the implementation of partnership programs related to fostering interests, talents, and achievements is done by working together to provide supporting staff from other institutions because schools do not have professional supporting staff, implementing partnership programs in the form International Mobility is packaged in the form of comparative studies to schools abroad, partnership programs are mutualism partnership, the benefits of school partnership programs are to improve school performance so that public confidence in schools increases. (3) evaluation of the school partnership program is carried out by: analyzing the suitability of the implementation of the school partnership program with planning, the results of the evaluation are used as a foothold to determine whether a program will continue to be implemented, improved, or stopped, knowing the supporting factors for the success of the partnership program, namely excellent support from students, teachers, student guardians, and partners, and find out the inhibiting factors of the school partnership program namely funding problems, the school collaborates with student guardians to solve these inhibiting factors.

Acknowledgements

We would like to express our gratitude to the Principals, teachers, and students of the Islamic Elementary School Special Program Delanggu Muhammadiyah, all lecturers of Ahmad Dahlan University especially Dr. Edhy Susatya, M.Pd, Dr. Hendro Widodo, M.Pd, and Dr. Suyatno, M.Pd.I as the supervisor, and all parties that we cannot mention one by one, so that we can finish this scientific article well.

REFERENCES

- Arifin, S. (2012). School-Community Partnership as an Effort to Improve the Quality of Education in Sampang, East Java. *Journal of Humanity*, 8 (1), 203-219.
- Ministry of National Education. (2005). Directorate General of Primary and Secondary Education. Directorate of Secondary and Middle Schools. Ministry of National Education.
- Fattah, N. (2011). Platform for Educational Management. Bandung: Teen Rosdakarya.
- Godwin, R. (2017). Low Quality of Education in Indonesia. Binus University Psychology. Retrieved from <https://psychology.binus.ac.id/2017/02/17/low-quality-education-education-in-indonesia/>
- Huberman, A. Michael and Miles, M. (1992). *Qualitative Data Analysis*. Jakarta: UII Press.
- Husaini Usman. (2008). *Management Practice Theory, and Educational Research*. Jakarta: Earth Literacy.
- Jamal, M. A. (2015). *Effective Management of School Marketing, Strategies for Applying the Soul of Competition and Sportsmanship to Give Birth to a Featured School*. Yogyakarta: Diva Press.
- Institutional, D. P. K. and. (2013). *Partnership Program Development Guidelines*. Jakarta: Ministry of Education and Culture.
- Kinanti, Yunita Cahya, Department of Educational Philosophy and Sociology, Educational Policy Studies Program, Faculty of Education, U. N. Y. (2016). School Partnership in Improving the Quality of Educational Senior High School 2 Yogyakarta. *Jurnal Kebijakan Pembangunan*, 5(2), 478-490.
- Komariyah Aan, and Triatna, C. (2008). *Visionary Leadership, Towards Effective Schools*. Jakarta: Earth Literacy.
- Lexy J., M. (2015). *Qualitative Research Methodology: Revised Edition*. Bandung: Rosdakarya.
- Marno & Supriyatno, T. (2013). *Islamic Education Leadership Management*. Bandung: PT Refika Aditama.
- Mgaiwa, S. J., & Poncian, J. (2016). Public – private partnership in higher education provision in Tanzania: implications for access to and quality of education. *Bandung: Journal of the Global South*, 3 (1), 1-21. <https://doi.org/10.1186/s40728-016-0036-z>
- Mulyadi. (2010). *Principal's Leadership: in Developing a Quality Culture*. Malang: UIN MALIKI Press.
- Mostopha Kamil. (2006). *Partnership Strategies in Building PNF Through Community Empowerment*. Bandung: Ministry of National Education.
- R. Terry, George & W. Rue, L. (2012). *Fundamentals of Management*. Jakarta: Earth Literacy.
- Rukmana, N. (2006). *Strategic Partnering for Educational Management (Partnership Based Education Management Model)*. Bandung: Alfabeta.
- Sallis, E. (2012). *Total Quality Management*. Subtitles, Ahmad Ali Riyadi. Yogyakarta: Ircisot.
- Satori, Djam'an and Komariah, A. (2010). *Qualitative Research Methodology*. Bandung: Alfabeta.
- Sugiyono (2016). *Combination Research Method*. Bandung: Alfabeta.
- Sulistiyani. (2017). *Partnerships and Empowerment Models*. Jakarta: Gava Media.
- Law Number 20 Year 2003. *Regarding National Education System - Human Rights Reference*. (n.d.). Reference.Elsam.or.Id. Retrieved from <http://references.elsam.or.id/2014/11/law-number-20-year-2003-about-national-education-system/>

- Wheeler, L., Guevara, J. R., & Smith, J.-A. (2018). School-Community Learning Partnerships for Sustainability: Recommended best practice and reality. *International Review of Education*, 64 (3), 313–337. <https://doi.org/10.1007/s11159-018-9717-y>
- Widodo, H. (2018). Revitalization of Quality Culture Based Schools. *Ta'dib: Journal of Islamic Education*, 7 (2), 11–22. <https://doi.org/10.29313/tjpi.v7i2.4139>
- Widodo, H., & Nurhayati, Etyk. (2020). School Education Management, Madrasahs, and Islamic Boarding Schools. Bandung: PT Youth Rosdakarya.