

Aloysius Rusmadji Emiliana Sri Pudjiarti

Interactive Partnership Between Teacher and Parent-Religious Leader to Improve Students' Attendance and Accomplishment...

 Quick Submit

 Quick Submit

 Universitas 17 Agustus 1945 Semarang

Document Details

Submission ID

trn:oid::1:2986611681

Submission Date

Aug 20, 2024, 2:30 PM GMT+7

Download Date

Aug 20, 2024, 2:54 PM GMT+7

File Name

INTERATIF_PARTNERSHIP.pdf

File Size

163.3 KB

10 Pages

5,125 Words

29,154 Characters

9% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- ▶ Bibliography
- ▶ Quoted Text
- ▶ Cited Text
- ▶ Small Matches (less than 8 words)

Exclusions

- ▶ 17 Excluded Matches

Match Groups

- 2** Not Cited or Quoted 9%
 Matches with neither in-text citation nor quotation marks
- 0** Missing Quotations 0%
 Matches that are still very similar to source material
- 0** Missing Citation 0%
 Matches that have quotation marks, but no in-text citation
- 0** Cited and Quoted 0%
 Matches with in-text citation present, but no quotation marks

Top Sources

- 10% Internet sources
- 7% Publications
- 9% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

- 2 Not Cited or Quoted 9%**
Matches with neither in-text citation nor quotation marks
- 0 Missing Quotations 0%**
Matches that are still very similar to source material
- 0 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
- 0 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 10% Internet sources
- 7% Publications
- 9% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

- 1** **Student papers**
Liberty University **9%**
- 2** **Student papers**
Universitas Pendidikan Ganesha **1%**



Interactive Partnership Between Teacher and Parent-Religious Leader to Improve Students' Attendance and Accomplishment in the Rural Areas

Aloysius Rusmadji^{1*}, Emiliana Sri Pudjiarti²

^{1*}STPK St. Yohanes Rasul Jayapura, ²Universitas 17 Agustus Semarang

*Corresponding Author. Email: rusmadji@outlook.com

Abstract: This study aims to develop a model of school cooperation with parents and religious leaders applied to rural areas, where teachers and religious leaders have a strong influence. This collaboration contains interactive monitoring activities, home learning care, religious leaders' involvement, and students' active participation in classroom learning. The method used in this study is RnD, developed by Gall & Gall., et. al. The instrument validity test was carried out by using the $R_{count} : R_{table}$, resulting 0.468. Reliability tests were performed with Alpha Chrobach Estimate, resulting in a reliability coefficient value 0.755. The validity of the contents of the instrument is obtained through the assessment of experts and practitioners. The model's construct validity was tested with the *Pearson Correlation Test*, while the effectiveness of the model was tested with the Wilcoxon Test and N-Gain. The results of limited tests conducted at SD Inpres Workwana, SD Inpres Pir 2, and SD YPPK Dunumamoy, Keerom Regency, show that the IGOPA model can increase students' active participation in learning. Wilcoxon's test results between before and after the implementation of the IGOPA cooperation model showed significant results, namely the average attendance increased by 25.42%, and the completion of working on tasks increased by 13.28%. The effectiveness of the IGOPA Partnership model yields a value of 0.676 on the N-Gain scale, which means the degree of its significance is medium. The model is only tested in a limited rural area in the Regency of Keerom. It needs testing in a wider context for its greater validity and effectivity.

Article History

Received: 10-07-2022

Revised: 19-08-2022

Accepted: 26-08-2022

Published: 20-09-2022

Key Words:

Interactive
Monitoring;
Learning at Home;
Partnership; Active
Participation;
Parent; Religious
Leader;
Attendance;
Accomplishment.

How to Cite: Rusmadji, A., & Pudjiarti, E. (2022). Interactive Partnership Between Teacher and Parent-Religious Leader to Improve Students' Attendance and Accomplishment in the Rural Areas. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 8(3), 738-747. doi:<https://doi.org/10.33394/jk.v8i3.5784>



<https://doi.org/10.33394/jk.v8i3.5784>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Education is a joint effort, and educational goals can only be achieved through partnerships between educational stakeholders (Kemendikbud, Biemer, and Lyberg 2003, 2016d). Without partnerships between educational agents, the goal of education, namely the education of children with character and a culture of achievement, will be impossible (Bill on The National Educational System no 3). The reality, however, is not always synergetic. The role of the government in ensuring the availability of teachers and learning support facilities has not been optimal (cf. Vito and Krisnani, 2015, Kemendikbud, 2018). Schools consider little time to communicate with parents (Krismanda, Ismanto, et al., 2017, Farida, 2020). Moreover, parents, unfortunately, give in to the school for their children's education (Bastian 2017, Krismanda, Ismanto, et al. 2017).

In Indonesia, the family-school-community partnership is integral to the School-Based Management (SBM) mandated by the Bill on The National Educational System. The government fully supports the implementation of the family-school-community partnership through the School Operational Aid (BOS), which the school fully manages. The World Bank gives support to this program. In 2005 the World Bank released a report that the program had been implemented in 1,250 schools, and 68% were successful. In the Regency of Keerom,

Jurnal Kependidikan Vol. 8, No. 3 (September 2022)



Papua, the partnership vastly does not work. The impact of it is noticeable, among others, in undermotivated children to study at school. Table 1 shows the low participation rate of children in education. The number of the school-age-children attending the school is just under 70%.

Table 1. Children Participation Rates in Education

	Number of Children Aged 7-12	Elementary School Students/Equivalents	APK	APM
2018/2019	11.098	8.501	86.17	67.22
2019/2020	10.997	8.187	89.01	69.34
2020/2021	11.406	8.066	82.92	66.35

Source: (Kemendikbud, 2019, Kementerian Pendidikan dan Kebudayaan 2020c, Kementerian Pendidikan dan Kebudayaan 2021)

Meanwhile, the government targets the Gross Participation Rate (APM) of primary education as up to 90% of the number of school-age children. The point is that the number of students, regardless of their age, currently attending elementary school compared to the total population of elementary-school-age children is less than 60%. Besides, in the province of Papua, the Clean Participation Rate sits at the lowest rank of the national APM sequence (Badan Perencanaan Pembangunan Nasional 2009). Based on indicators: the growing number of new students, diminishing number of *dropouts*, and the increasing aid for the tuition of the poor students, Tunyanan (2007) showed an optimistic view, revealing that 96.2% of Papuan target schools were successful. On the contrary, Barrera-Baros, Fasih, et al. (2009) noted that such results should be cautiously accepted because they are not based on standardized tests or other standard means. These results are obtained not through an in-depth evaluation.

In Indonesia, the most widely carried out form of partnership is the meeting at the beginning of the school year and the end of the semester to distribute report cards. Some researchers include Utari (2010), Dekawati (2011), cf. Wahyudi, F et al. (2013), Jemi Karter (2016), and Qomaruddin (2017) found that the most common partnership activities are meetings at the beginning of the school year and the end of the semester at the time of the distribution of report cards. The meeting between teachers and parents typically aims (1) to inform the main activities and programs that the school will implement in the school year; (2) to capture expectations on the part of parents regarding their child's education; (3) to convey an evaluation of students' learning outcomes and the development of the child's personality. There are few programs to call the involvement of the religious leaders. In the traditional society where *adat* and customs are well maintained, religious leaders have an essential role and voice. They could be involved primarily in the character building of students or the spiritual development of students and parents (Becker and Epstein 2011).

The study aims to propose a partnership model for the rural elementary schools in the Regency of Keerom, Papua, where the attendance of the students is low and the accomplishment of the assignment is poor. The research sought a new approach to cope with the old-lasting problem, offering a model which involved three significant agents, that is, teachers, parents, and religious leaders.

Research Method

This research is a Research and Development (Gall, Gall, et al. 2007) that aims to produce a communication book between teacher-parent-religious leaders called IGOPA. It is an acronym for interactive collaboration between Teacher, Parent, and Religious Leader. The



book is designed to be implemented at three elementary schools in the rural villages of the Regency Keerom, Province of Papua, to Increase the active participation of the students.

The study was developed by following the method of Gall, Gall, et al. (2007). It consists of 10 stages; however, this research only worked through 7 steps that produce an effectively Tested model and, therefore, a feasible model to be applied in a broader context. The stages of the research are as follows.

Table 2. Stages of the Development of the Model

Preliminary Studies	Development	Field Test
1. Preliminary research and collection	4. Expert and practitioners' validation	6. Limited field test
2. Research planning	5. Revision of the hypothetical model	7. Evaluation of the effectivity of the model
3. Formulation of the hypothetical model		

Data processed in this study are qualitative and quantitative. They are collected through questionnaires. The qualitative data are in the form of suggestions given by experts in educational cooperation, experts in religious matters, and practitioners of educational partnership. Meanwhile, quantitative data are collected from the experts' assessments of the hypothetical model and the practitioners involved in the limited field test. The questionnaires were analyzed descriptively. The model's construct validity was tested with the *Pearson Correlation Test*, while the effectiveness of the model was tested with the Wilcoxon Test and N-Gain (Hake 1998) to obtain the level of significance of the model as follow:

Table 3 N-Gain Level of Significance

High	$\langle g \rangle \geq 0.7$
Medium	$0.7 > \langle g \rangle \geq 0.3$
Low	$\langle g \rangle < 0.3$

Results and Discussion

Preliminary Research and Collection

The first stage of the research is to conduct a preliminary analysis of the factual partnership model. The factual partnership model was analyzed to find activities and programs to run the educational partnership. The characteristics of the factual model are (1) The partnership of teachers and parents occurs 2 times a year at the time of the distribution of report cards. Communication between the two was minimal; (2) Parental control over independent learning from children is minimal; (3) There are no guidelines for teacher and parent partnerships; (4) There are no monitoring instruments for student learning activities held by teachers and parents.

The shortcoming of the factual model is that it does not correspond with the model contained in the Regulation of the Minister of Education and Culture. In addition, the partnership activities do not deal with the fundamental role of the parents in the education of their children: *communicating* and *learning at home* (Epstein 1995, cf. Sheldon 2007), Epstein (2011). Lastly, partnership management needs to be more pragmatic. That is, partnerships are built based on practical considerations and result/goal-oriented, although it does not mean abandoning theories about management and education entirely. Partnerships will only last and be sustainable when real goals can be achieved. The achievement of these goals is what motivates partners to stay in partnership (Committee on Strategic Education Research 2014, Groundwater-Smith 2017).



Research Planning

The second stage is building concepts of partnership and planning the procedures of research and its objectives. In developing the concept of partnership, special attention is given to the model and activities proposed by the Minister of Education and Culture (2016d). A study on the concept of *communicating* and *learning at home* by Epstein (2011) is considered meaningful to enrich the common practice of the parents to accompany their children. *The interactive monitoring activities* of Richards (1988) give concrete and practical ways to tackle everyday problems arising in the class learning process. Finally, the involvement of the religious leaders as reliable figures in the traditional society (Mansoben 1995, UNDP 2014) enforces the educational partnership.

Religious leaders deserve to be involved in social activities in traditional societies or societies whose modern government structure is not yet strong. Religious leaders are mediators between society and modern institutions along with the government. In addition, he also represents the community of agencies critical of socioeconomic changes. Therefore, religious leaders are trusted and represent society in the face of new people and institutions. UNDP (2014) notes that partnerships with local religious leaders are decisive for the success of programs considering that they are socio-politically influential and are listened to by many members of the community (Mansoben 1995, 2014). At this stage also, it is planned that the place where the research would be conducted is in 3 rural elementary schools in the district of Arso: SD Inpres Workwana, SD Inpres Pir 2, dan SD YPPK Dunumamoy. The limited test of the model began on March 1 and til June 15.2021

Hypothetical Model

In response to the need of the agents of the partnership, the IGOPA book is proposed. IGOPA is an acronym for Interactive Communication between Teachers, parents, and Religious Leaders. The book contains tabled forms to monitor and report activities carried out by the partnership agents in supporting their children to study. The core activities are interactive monitoring, learning care, involvement of religious leaders, and active participation of students in learning in the classroom.

The IGOPA partnership model is specifically designed for rural elementary schools in the Regency of Keerom, where most parents are poorly educated. In addition, the IGOPA partnership model aims to improve the students' participation in the learning process in the classroom.

Figure 1. The Form of the IGOPA



Expert Validation

Construct validity is carried out in 3 stages, namely the assessment of expert validators, the assessment of practitioner validators, and statistical validity tests. The first stage, *construct validity*, is a test that involves experts to assess the theoretical basis of the instrument (Sugiyono 2017). The construct validity test followed 3 steps. The first step involved 3 experts, namely Dr. Apolo Safanpo, M.T. expert in socio-cultural cooperation management, Dr. Yunus Wafom, an expert in educational management, and Dr. Paulus Satyo Istandar M.Th, a Catholic religious leader.

The second stage, *construct validity*, also involves practitioners. They were asked to assess whether the instruments they are practical to be used. The practitioners involved in this assessment consisted of 9 teachers and 1 religious leader. The average value of the experts' and practitioners' assessments is as follows.

Table 3. Experts' and Practitioners' Validation

No.	Assessed aspects	Valuation		Average	Category
		Expert	Practitioners		
1	Model structure	80,83	83,27	82,05	Very good
2	Feasibility of the model	78,81	82,75	80,78	Very good
3	Usability of the model	78,33	84,63	81,48	Very good
4	The practicality of the model	78,81	78,21	78,51	Good
Average				80,71	Very good

Revision of the Hypothetical Model

Reliability tests are carried out after validity tests. The technique used to measure the instrument's reliability is the calculation of the Alpha Chronbach coefficient. This researcher used an error rate of 5%. The instrument for determining reliability is *SPSS 25*. From the reliability test using *SPSS*, the value of the reliability coefficient of the *IGOPA* instrument was obtained, which was 0.755. With the value of that coefficient, this research instrument is declared reliable.

Table 4. Instrument of the IGOPA Model

Teacher: Interactive monitoring	Parents: Learning Parenting	Religious leader: mediation & motivation	Students: Active Participation
1. Identification of the problem	1. Communication with children	1. worship	1. Attend the class
2. Agreed solution	2. Control of learning behaviors	2. School visits	2. Hand in assignments
3. Concrete steps	3. Motivational provision	3. Family visits	3. active in the learning process
	4. Departure/return on time		4. Follow school rules

Limited Test of the IGOPA Partnership Model

The limited test involved 3 elementary schools, of which each appointed 6 teachers, 6 students, and 6 parents to participate in the educational partnership. Before the implementation, they followed an introduction session to the *IGOPA* model. The implementation was carried out from March 1 to June 15, 2021.



For a better calculation of the model's effectiveness, data is required before the limited implementation of the model. Based on the Class Administration Book, it can be obtained data on students' attendance and student's accomplishment of the assignments. The categories used are from the Under-Office of Education of the Regency of Keerom. The data is as follows.

Table 5. Pre-IGOPA Attendance

No	students	Category
1	0	Excellent (> 90%)
2	2	High (80%-89.99%)
3	6	Low (70%-79%)
4	10	Poor (< 70%)

Similar to the level of attendance, the accomplishment of the assignments was also poor.

Table 6. Pre-IGOPA Accomplishment of the Assignment

No	students	Category
1	0	Excellent (88-100%)
2	0	High (77%-87.99%)
3	4	Low (66%-76.99%)
4	14	Poor (< 65%)

During the implementation of the model, teachers, parents, and religious leaders were required to record the forms of IGOPA dully. From March 1, 2021 – June 19, 2021, the IGOPA model was tested on the students' Grade VI until April 17, 2021. Whenever there were learning activities in schools, teachers and parents filled out Book 2 of the IGOPA Implementation. Thus, the teacher records the active participation of students in the classroom, while parents record the child's activity in independent learning at home.

Evaluation of the effectiveness of the model

Effectiveness of the IGOPA Model to Improve Student Attendance

The Wilcoxon signed rank difference test was used to compare the average student attendance before and after the application of the IGOPA model. The result is as follows.

Table 7. Wilcoxon Signed Rank Test Students' Attendance Error! No text of

	Descriptive Statistics				
	N	Mean	Std. Deviation	Minimum	Maximum
Pra IGOPA	18	,6597	,15930	,38	,88
Pasca IGOPA	18	,9139	,05891	,80	1,00

specified style in document. 1

Tables 7 show that the average attendance rate of pre-IGOPA students is 0.6597 or 65% of the total Effective Days of Learning. Moreover, after the implementation of the IGOPA partnership model, the student attendance rate rose to an average of 91%. In other words, implementing the IGOPA partnership model increased student attendance by 25.42%.

The signification value of the IGOPA partnership model on student attendance is known by the Wilcoxon signed-test statistical test, whose results are as follows:

Table 8. Wilcoxon Signed Test for Student AttendanceError! No text of specified style

Test Statistics ^a	
	Pasca IGOPA - Pra IGOPA
Z	-3,725 ^b
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	



in document.2

With a reference value of 5% and asymp's statistical calculation results. Sig. (2-tailed) of .000, this means that $.05 > .000$ or so-called have a significant effect on student attendance. Meanwhile, the calculation of *N-Gain* (Hake 1998) obtained a value of 0.676. Therefore, it can be concluded that the language of the level of effectiveness of the IGOPA partnership model on student attendance is included in the medium category.

Interactive monitoring is intended to ascertain whether the ongoing learning process follows its plans and objectives. In the event of deviations, teachers, parents, and learners need to make improvements to achieve learning objectives (Richards 1988, Richards 1988, Pratton and Hales 2015). The implementation of interactive monitoring carried out by teachers and parents has been a way of monitoring education, namely identifying problems, finding solutions, and finally correcting actions for deviations (Richards 1988, Richards 1988, Pratton and Hales 2015)

This research is in line with Rini's research Rini (2020), which states that relationships and parenting patterns of parents have positive coefficients on children's behavior. That is, the better the relationship and parenting style of parents towards children, the better the motivation for learning and student behavior at school. The strong influence of the family on children's behavior is in line with the results of Alit's (2003) study, which compared the strong influence of the environment, family, and school on children's behavior. This study concludes that family factors contribute the most to children's behavior Alit (2003).

Effectiveness of the IGOPA Model to Improve Student Task Completion

The Wilcoxon signed rank differential test was used to compare the average completion of student assignments before and after the application of the IGOPA model. The result is as follows.

Table 9. Wilcoxon Signed Rank Test for Student' Assignment Completion

	Descriptive Statistics				
	N	Mean	Std. Deviation	Minimum	Maximum
Pra IGOPA	18	,5486	,14309	,25	,75
Pasca IGOPA	18	,7814	,08857	,53	,88

text of specified style in document.3

Table 9 shows that the average completion rate of pre-IGOPA student assignments is 0.5486 or 54.86% of the total number of assignments. Furthermore, after the implementation of the IGOPA partnership model, the completion rate of student assignments rose to an average of 78.14%. In other words, the application of the IGOPA partnership model increased the completion of student assignments by 13.28%. Wilcoxon signed-test to test the significance of the application of the IGOPA partnership model to student attendance, whose results are as follows:

Table 10. Wilcoxon Signed Test for Student' Assignment Completion

Test Statistics ^a	
	Pasca IGOPA Pra IGOPA
Z	-3,725 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks



specified style in document.4

With a reference value of 0.05 and asymp's statistical calculation results. Sig. (2-tailed) of .000, this means $.05 > .000$. That is, the application of the IGOPA partnership model affects the level of student attendance in the learning process at school. Meanwhile, the calculation of *N-Gain*(Hake 1998) obtained a value of 0.472. That is, the degree of effectiveness of the IGOPA partnership model on student attendance is included in the medium category

Applying the IGOPA partnership model also increases the accomplishment of students' assignments. Thanks to the monitoring of the active participation of teachers who recorded the submission of assignments from students and learning care from parents who monitored the child's independent learning at home, the completion rate of student work increased from an average of 54.86% to an average of 78.14%. In other words, applying the IGOPA partnership model increased the completion of student assignments by 13.28%. The results of this study confirm several previous studies. Nurbaiti (2018) stated that the participation of parents directly in the learning process of children at home has a direct effect on student learning achievement. Parents' participation adds to children's seriousness in their independent learning. The presence of parents makes the child feel supervised. Especially for small-class children, the presence of these parents makes children feel that there are people who can help them when they face difficulties in doing their tasks. Epstein's research also underscores the need for parental involvement in children's learning time, especially those aged 4-10 (Epstein 2011). Epstein explained that parents' attention and involvement in children's independent learning activities make children feel less alone in doing tasks. In addition, the presence of parents in independent learning at home makes children feel that parents can also play the role of teachers. On the contrary, it is also expected that teachers and learning in schools are made more friendly so that children can feel the atmosphere of home at school. Epstein uses the terms (Epstein 2011) school-like families and family-like schools (Epstein 2011).

Conclusion

In conclusion, it can be stated that the application of the IGOPA partnership model impacts the level of student attendance and the level of student completion in their working on assignments. According to Hake's *N-Gain* (1998), the model has a value of 0.646 (Medium) for the improvement of the students' attendance and 0.462 (Medium) for the accomplishment of the assignment. The role of the teachers in the monitoring interactive, the parents' involvement in the learning at home, and the motivational engagement of the religious leaders have a good impact on the students' active participation in the process of learning in the school. The model is only tested in a limited rural area in the Regency of Keerom. It needs testing in a wider context for its greater validity and effectiveness.

Recommendation

Based on the research findings, some suggestions that can be implied. For class teachers, parents, and religious leaders. They may make use of the Guidebook for the Interactive Collaboration to establish a systematic and measurable partnership in order to improve student active participation in the learning process. The due and persistence to fill out the book is the key to the success of this partnership model. Besides, the school Principal should provide facilities and support necessary to implement the collaboration. More importantly the school leadership has to lead and back up the motivation of all the agents to their parts. This



model need testing in a wider population to achieve greater validity and higher level of significance, including the augmentation of the goals of the collaboration, such as improving student learning outcomes, fostering learner habits in children/students.

References

- Alit, D. M. (2003). "Kontribusi Faktor Lingkungan Sekolah, Lingkungan Keluarga, dan Motivasi Berprestasi terhadap Nilai Modern Siswa Sekolah Lanjutan Tingkat Pertama (SLTP) di Kabupaten Gianyar, Bali." *Jurnal Penelitian dan Evaluasi pendidikan* 5(6).
- Badan Perencanaan Pembangunan Nasional (2009). *Evaluasi Pelaksanaan Program Wajib Belajar Pendidikan Dasar 9 Tahun, Kedeputan Evaluasi Kinerja Pembangunan Badan Perencanaan Pembangunan Nasional*.
- Barrera-Baros, F., et al. (2009). *Dcentralized Decision-Making in Schools. The Theory and Evidence on School Based Management*. Washington D.C, The World Bank.
- Bastian, A. (2017). "Kerjasama antara Sekolah dan Orangtua Siswa di TK At-Tiin Pekanbaru." *Lectura: Jurnal Pendidikan* 8(2).
- Becker, J. H. and J. L. Epstein (2011). *Parent Involvement: A Survey of Teacher Practices. School, family, and community partnerships : preparing educators and improving schools*. J. L. Epstein. Boulder, CO, Westview Press.
- Biemer, P. P. and E. L. Lyberg (2003). *Introduction to Survey Quality*. Hoboken, NJ, John Wiley & Sons. Inc.
- Commitee on a Strategic Education Research, P. (2014). *Strategic Education Research Partnership*. Washington DC.
- Dekawati, I. (2011). "Manajemen Pengembangan Guru." *Cakrawala Pendidikan* 30(2).
- Epstein, J. L. (1995). "School/Family/Community Partnerships: Caring for the Children We Share." *The Phi Delta Kappan* 76(9): 701-712.
- Epstein, J. L. (2011). *School, Family, and Community Partnerships_ Preparing Educators and Improving Schools*. Boulder, Westview Press.
- Farida, A. (2020). *Membangun Kemitraan Keluarga dan Sekolah*. Bandung, Nuansa Cendekia.
- Gall, M. D., et al. (2007). *Educational Research: An Introduction*. Boston, MA, Pearson Education Inc.
- Groundwater-Smith, S. (2017). *Partnership, Network and Learning in Educational Research. Realising Innovative Partnership in Educational Research. Theories and Methodologies for Collaboration*. R. McNae and B. Cowie. Rotterdam/Boston/Taipei, Sense Publisher: XVI-XXI.
- Hake, R. R. (1998). "Interactive-Engagement Versus Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses." *American Journal of Physics* 66(1): 64-74.
- Jemi Karter, H. Y. T. Y. G. (2016). "Hubungan Komunikasi Orang Tua Dan Guru Dengan Prestasi Belajar Siswa Sdn Inpres 2 Lolu." *Keywords in communications* 2(1): 1-8.
- Kementerian Pendidikan dan Kebudayaan (2019). *APK/APM Paud, SD, SMP, dan SM (termasuk Madrasah dan sederajat) Tahun 2018/2019*. Jakarta, Kementerian Pendidikan dan Kebudayaan Pusat Data dan Statistik Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan (2020). *APK/APM. Paud, SD, SMP, dan SM (termasuk Madrasah dan sederajat) Tahun 2019/2020*. Jakarta, Kementerian Pendidikan dan Kebudayaan Pusat Data dan Statistik Pendidikan dan Kebudayaan.



- Kementerian Pendidikan dan Kebudayaan (2016d). *Kemitraan Sekolah dengan Keluarga dan Masyarakat*. Jakarta, Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat.
- Kementerian Pendidikan dan Kebudayaan (2021). *APK/APM SD, SMP, dan SM (termasuk Madrasah dan sederajat) Tahun 2020/2021*. Jakarta, Kementerian Pendidikan dan Kebudayaan Pusat Data dan Statistik Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan (2018). "Jumlah Data Satuan Pendidikan (Sekolah) per Kabupaten/Kota: Kab. Keerom." Retrieved 3 Mei, 2018.
- Krismanda, M. A., et al. (2017). "Pengembangan Model Kemitraan Sekolah dengan Orang Tua melalui Media Sosial dalam Peningkatan Mutu Berbasis Sekolah di Sekolah Menengah Swasta." *Kelola: Jurnal Manajemen Pendidikan* 4(2): 146-160.
- Mansoben, J. R. (1995). *Sistim Politik Tradisional di Papua*. Jakarta, LIPI.
- Pratton, J. and W. L. Hales (2015). "The Effects of Active Participation on Student Learning." *The Journal of Educational Research* 79(4): 210-215.
- Qomaruddin, Q. (2017). "Pendampingan Orangtua Terhadap Pendidikan Anak." *CENDEKIA : Jurnal Studi Keislaman* 3(1).
- Richards, C. E. (1988). "Indicators and Three Types of Monitoring ducational Systems : Implications for Design." *The Phi Delta Kappan* 69(7): 495-499.
- Richards, C. E. (1988). "A typology of Educational Monitoring Systems." *Educational Evaluation and Policy Analysis* 10(2): 106-116.
- Rini, M. (2020). "Hubungan Peran Keluarga dan Kontrol Diri dengan Perilaku Membolos Siswa." *Konseling Edukasi: Journal of Guidance and Counseling* 4(1): 17-34.
- Sheldon, S. B. (2007). "Improving student attendance with school, family, and community partnerships." *Journal of Educational Research*.
- Sugiyono (2017). *Metode Penelitian Kualitatif, Kuantitatif, dan RD*. Bandung, Alfabeta CV.
- Tunyanan, E. P. (2007). "Evaluasi Program Sekolah Binaan Lembaga Penjamin Mutu Pendidikan (LPMP) Propinsi Papua." *Jurnal Penelitian dan Evaluasi pendidikan* X(2): 249-257.
- UNDP (2014). *UNDP Guidelines on Engaging with Faith-based Organizations and Religious Leaders*. New York, UNDP.
- Utari, R. (2010). "Tantangan Kemitraan Orang Tua, Sekolah dan Masyarakat." *Jurnal Manajemen Pendidikan* VI(2): 93-107.
- Vito, B. and H. Krisnani (2015). "Kesenjangan pendidikan desa dan kota." *Prosiding Penelitian dan Pengabdian kepada Masyarakat* 2(2).
- Wahyudi, et al. (2013). "Kemitraan Kepala Sekolah dan Komite Sekolah dalam Implementasi Manajemen Berbasis Sekolah." *Jurnal Pendidikan dan Pembelajaran*(Vol 2, No 2 (2013): Februari 2013).



Interactive Partnership Between Teacher and Parent-Religious Leader to Improve Students' Attendance and Accomplishment in the Rural Areas

Aloysius Rusmadji^{1*}, Emiliana Sri Pudjiarti²

^{1*}STPK St. Yohanes Rasul Jayapura, ²Universitas 17 Agustus Semarang

*Corresponding Author. Email: rusmadji@outlook.com

Abstract: This study aims to develop a model of school cooperation with parents and religious leaders applied to rural areas, where teachers and religious leaders have a strong influence. This collaboration contains interactive monitoring activities, home learning care, religious leaders' involvement, and students' active participation in classroom learning. The method used in this study is RnD, developed by Gall & Gall., et. al. The instrument validity test was carried out by using the $R_{count} : R_{table}$, resulting 0.468. Reliability tests were performed with Alpha Chrobach Estimate, resulting in a reliability coefficient value 0.755. The validity of the contents of the instrument is obtained through the assessment of experts and practitioners. The model's construct validity was tested with the *Pearson Correlation Test*, while the effectiveness of the model was tested with the Wilcoxon Test and N-Gain. The results of limited tests conducted at SD Inpres Workwana, SD Inpres Pir 2, and SD YPPK Dunumamoy, Keerom Regency, show that the IGOPA model can increase students' active participation in learning. Wilcoxon's test results between before and after the implementation of the IGOPA cooperation model showed significant results, namely the average attendance increased by 25.42%, and the completion of working on tasks increased by 13.28%. The effectiveness of the IGOPA Partnership model yields a value of 0.676 on the N-Gain scale, which means the degree of its significance is medium. The model is only tested in a limited rural area in the Regency of Keerom. It needs testing in a wider context for its greater validity and effectivity.

Article History

Received: 10-07-2022

Revised: 19-08-2022

Accepted: 26-08-2022

Published: 20-09-2022

Key Words:

Interactive
Monitoring;
Learning at Home;
Partnership; Active
Participation;
Parent; Religious
Leader;
Attendance;
Accomplishment.

How to Cite: Rusmadji, A., & Pudjiarti, E. (2022). Interactive Partnership Between Teacher and Parent-Religious Leader to Improve Students' Attendance and Accomplishment in the Rural Areas. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 8(3), 738-747. doi:<https://doi.org/10.33394/jk.v8i3.5784>



<https://doi.org/10.33394/jk.v8i3.5784>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Education is a joint effort, and educational goals can only be achieved through partnerships between educational stakeholders (Kemendikbud, Biemer, and Lyberg 2003, 2016d). Without partnerships between educational agents, the goal of education, namely the education of children with character and a culture of achievement, will be impossible (Bill on The National Educational System no 3). The reality, however, is not always synergetic. The role of the government in ensuring the availability of teachers and learning support facilities has not been optimal (cf. Vito and Krisnani, 2015, Kemendikbud, 2018). Schools consider little time to communicate with parents (Krismanda, Ismanto, et al., 2017, Farida, 2020). Moreover, parents, unfortunately, give in to the school for their children's education (Bastian 2017, Krismanda, Ismanto, et al. 2017).

In Indonesia, the family-school-community partnership is integral to the School-Based Management (SBM) mandated by the Bill on The National Educational System. The government fully supports the implementation of the family-school-community partnership through the School Operational Aid (BOS), which the school fully manages. The World Bank gives support to this program. In 2005 the World Bank released a report that the program had been implemented in 1,250 schools, and 68% were successful. In the Regency of Keerom,



Papua, the partnership vastly does not work. The impact of it is noticeable, among others, in undermotivated children to study at school. Table 1 shows the low participation rate of children in education. The number of the school-age-children attending the school is just under 70%.

Table 1. Children Participation Rates in Education

	Number of Children Aged 7-12	Elementary School Students/Equivalent	APK	APM
2018/2019	11.098	8.501	86.17	67.22
2019/2020	10.997	8.187	89.01	69.34
2020/2021	11.406	8.066	82.92	66.35

Source: (Kemendikbud, 2019, Kementerian Pendidikan dan Kebudayaan 2020c, Kementerian Pendidikan dan Kebudayaan 2021)

Meanwhile, the government targets the Gross Participation Rate (APM) of primary education as up to 90% of the number of school-age children. The point is that the number of students, regardless of their age, currently attending elementary school compared to the total population of elementary-school-age children is less than 60%. Besides, in the province of Papua, the Clean Participation Rate sits at the lowest rank of the national APM sequence (Badan Perencanaan Pembangunan Nasional 2009). Based on indicators: the growing number of new students, diminishing number of *dropouts*, and the increasing aid for the tuition of the poor students, Tunyanan (2007) showed an optimistic view, revealing that 96.2% of Papuan target schools were successful. On the contrary, Barrera-Baros, Fasih, et al. (2009) noted that such results should be cautiously accepted because they are not based on standardized tests or other standard means. These results are obtained not through an in-depth evaluation.

In Indonesia, the most widely carried out form of partnership is the meeting at the beginning of the school year and the end of the semester to distribute report cards. Some researchers include Utari (2010), Dekawati (2011), cf. Wahyudi, F et al. (2013), Jemi Karter (2016), and Qomaruddin (2017) found that the most common partnership activities are meetings at the beginning of the school year and the end of the semester at the time of the distribution of report cards. The meeting between teachers and parents typically aims (1) to inform the main activities and programs that the school will implement in the school year; (2) to capture expectations on the part of parents regarding their child's education; (3) to convey an evaluation of students' learning outcomes and the development of the child's personality. There are few programs to call the involvement of the religious leaders. In the traditional society where *adat* and customs are well maintained, religious leaders have an essential role and voice. They could be involved primarily in the character building of students or the spiritual development of students and parents (Becker and Epstein 2011).

The study aims to propose a partnership model for the rural elementary schools in the Regency of Keerom, Papua, where the attendance of the students is low and the accomplishment of the assignment is poor. The research sought a new approach to cope with the old-lasting problem, offering a model which involved three significant agents, that is, teachers, parents, and religious leaders.

Research Method

This research is a Research and Development (Gall, Gall, et al. 2007) that aims to produce a communication book between teacher-parent-religious leaders called IGOPA. It is an acronym for interactive collaboration between Teacher, Parent, and Religious Leader. The

book is designed to be implemented at three elementary schools in the rural villages of the Regency Keerom, Province of Papua, to Increase the active participation of the students.

The study was developed by following the method of Gall, Gall, et al. (2007). It consists of 10 stages; however, this research only worked through 7 steps that produce an effectively Tested model and, therefore, a feasible model to be applied in a broader context. The stages of the research are as follows.

Table 2. Stages of the Development of the Model

Preliminary Studies	Development	Field Test
1. Preliminary research and collection	4. Expert and practitioners' validation	6. Limited field test
2. Research planning	5. Revision of the hypothetical model	7. Evaluation of the effectivity of the model
3. Formulation of the hypothetical model		

Data processed in this study are qualitative and quantitative. They are collected through questionnaires. The qualitative data are in the form of suggestions given by experts in educational cooperation, experts in religious matters, and practitioners of educational partnership. Meanwhile, quantitative data are collected from the experts' assessments of the hypothetical model and the practitioners involved in the limited field test. The questionnaires were analyzed descriptively. The model's construct validity was tested with the *Pearson Correlation Test*, while the effectiveness of the model was tested with the Wilcoxon Test and N-Gain (Hake 1998) to obtain the level of significance of the model as follow:

Table 3 N-Gain Level of Significance

High	$\langle g \rangle \geq 0.7$
Medium	$0.7 > \langle g \rangle \geq 0.3$
Low	$\langle g \rangle < 0.3$

Results and Discussion

Preliminary Research and Collection

The first stage of the research is to conduct a preliminary analysis of the factual partnership model. The factual partnership model was analyzed to find activities and programs to run the educational partnership. The characteristics of the factual model are (1) The partnership of teachers and parents occurs 2 times a year at the time of the distribution of report cards. Communication between the two was minimal; (2) Parental control over independent learning from children is minimal; (3) There are no guidelines for teacher and parent partnerships; (4) There are no monitoring instruments for student learning activities held by teachers and parents.

The shortcoming of the factual model is that it does not correspond with the model contained in the Regulation of the Minister of Education and Culture. In addition, the partnership activities do not deal with the fundamental role of the parents in the education of their children: *communicating* and *learning at home* (Epstein 1995, cf. Sheldon 2007), Epstein (2011). Lastly, partnership management needs to be more pragmatic. That is, partnerships are built based on practical considerations and result/goal-oriented, although it does not mean abandoning theories about management and education entirely. Partnerships will only last and be sustainable when real goals can be achieved. The achievement of these goals is what motivates partners to stay in partnership (Committee on Strategic Education Research 2014, Groundwater-Smith 2017).

Research Planning

The second stage is building concepts of partnership and planning the procedures of research and its objectives. In developing the concept of partnership, special attention is given to the model and activities proposed by the Minister of Education and Culture (2016d). A study on the concept of *communicating* and *learning at home* by Epstein (2011) is considered meaningful to enrich the common practice of the parents to accompany their children. *The interactive monitoring activities* of Richards (1988) give concrete and practical ways to tackle everyday problems arising in the class learning process. Finally, the involvement of the religious leaders as reliable figures in the traditional society (Mansoben 1995, UNDP 2014) enforces the educational partnership.

Religious leaders deserve to be involved in social activities in traditional societies or societies whose modern government structure is not yet strong. Religious leaders are mediators between society and modern institutions along with the government. In addition, he also represents the community of agencies critical of socioeconomic changes. Therefore, religious leaders are trusted and represent society in the face of new people and institutions. UNDP (2014) notes that partnerships with local religious leaders are decisive for the success of programs considering that they are socio-politically influential and are listened to by many members of the community (Mansoben 1995, 2014). At this stage also, it is planned that the place where the research would be conducted is in 3 rural elementary schools in the district of Arso: SD Inpres Workwana, SD Inpres Pir 2, dan SD YPPK Dunumamoy. The limited test of the model began on March 1 and til June 15.2021

Hypothetical Model

In response to the need of the agents of the partnership, the IGOPA book is proposed. IGOPA is an acronym for Interactive Communication between Teachers, parents, and Religious Leaders. The book contains tabled forms to monitor and report activities carried out by the partnership agents in supporting their children to study. The core activities are interactive monitoring, learning care, involvement of religious leaders, and active participation of students in learning in the classroom.

The IGOPA partnership model is specifically designed for rural elementary schools in the Regency of Keerom, where most parents are poorly educated. In addition, the IGOPA partnership model aims to improve the students' participation in the learning process in the classroom.

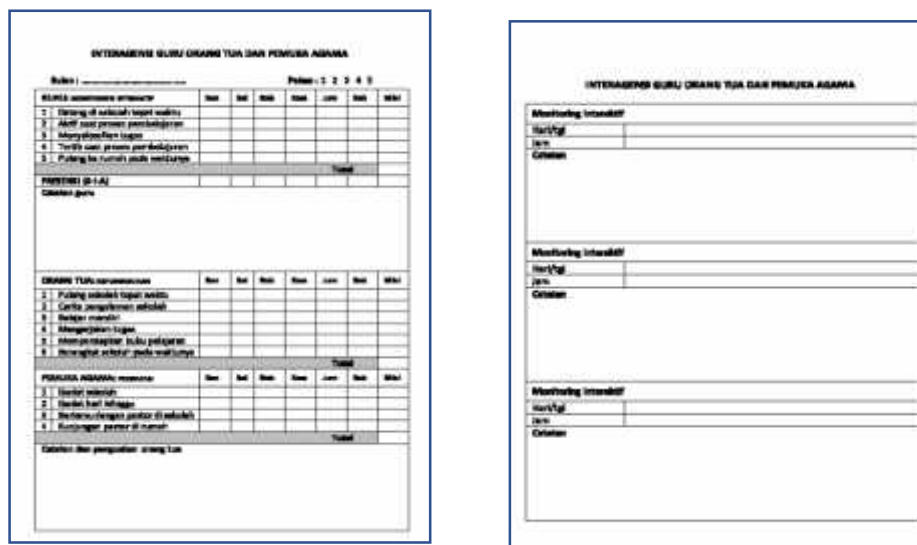


Figure 1. The Form of the IGOPA

Expert Validation

Construct validity is carried out in 3 stages, namely the assessment of expert validators, the assessment of practitioner validators, and statistical validity tests. The first stage, *construct validity*, is a test that involves experts to assess the theoretical basis of the instrument (Sugiyono 2017). The construct validity test followed 3 steps. The first step involved 3 experts, namely Dr. Apolo Safanpo, M.T. expert in socio-cultural cooperation management, Dr. Yunus Wafom, an expert in educational management, and Dr. Paulus Satyo Istandar M.Th, a Catholic religious leader.

The second stage, *construct validity*, also involves practitioners. They were asked to assess whether the instruments they are practical to be used. The practitioners involved in this assessment consisted of 9 teachers and 1 religious leader. The average value of the experts' and practitioners' assessments is as follows.

Table 3. Experts' and Practitioners' Validation

No.	Assessed aspects	Valuation		Average	Category
		Expert	Practitioners		
1	Model structure	80,83	83,27	82,05	Very good
2	Feasibility of the model	78,81	82,75	80,78	Very good
3	Usability of the model	78,33	84,63	81,48	Very good
4	The practicality of the model	78,81	78,21	78,51	Good
Average				80,71	Very good

Revision of the Hypothetical Model

Reliability tests are carried out after validity tests. The technique used to measure the instrument's reliability is the calculation of the Alpha Chronbach coefficient. This researcher used an error rate of 5%. The instrument for determining reliability is *SPSS 25*. From the reliability test using *SPSS*, the value of the reliability coefficient of the IGOPA instrument was obtained, which was 0.755. With the value of that coefficient, this research instrument is declared reliable.

Table 4. Instrument of the IGOPA Model

Teacher: Interactive monitoring	Parents: Learning Parenting	Religious leader: mediation & motivation	Students: Active Participation
1. Identification of the problem	1. Communication with children	1. worship	1. Attend the class
2. Agreed solution	2. Control of learning behaviors	2. School visits	2. Hand in assignments
3. Concrete steps	3. Motivational provision	3. Family visits	3. active in the learning process
	4. Departure/return on time		4. Follow school rules

Limited Test of the IGOPA Partnership Model

The limited test involved 3 elementary schools, of which each appointed 6 teachers, 6 students, and 6 parents to participate in the educational partnership. Before the implementation, they followed an introduction session to the IGOPA model. The implementation was carried out from March 1 to June 15, 2021.

For a better calculation of the model's effectiveness, data is required before the limited implementation of the model. Based on the Class Administration Book, it can be obtained data on students' attendance and student's accomplishment of the assignments. The categories used are from the Under-Office of Education of the Regency of Keerom. The data is as follows.

Table 5. Pre-IGOPA Attendance

No	students	Category
1	0	Excellent (> 90%)
2	2	High (80%-89.99%)
3	6	Low (70%-79%)
4	10	Poor (< 70%)

Similar to the level of attendance, the accomplishment of the assignments was also poor.

Table 6. Pre-IGOPA Accomplishment of the Assignment

No	students	Category
1	0	Excellent (88-100%)
2	0	High (77%-87.99%)
3	4	Low (66%-76.99%)
4	14	Poor (< 65%)

During the implementation of the model, teachers, parents, and religious leaders were required to record the forms of IGOPA dully. From March 1, 2021 – June 19, 2021, the IGOPA model was tested on the students' Grade VI until April 17, 2021. Whenever there were learning activities in schools, teachers and parents filled out Book 2 of the IGOPA Implementation. Thus, the teacher records the active participation of students in the classroom, while parents record the child's activity in independent learning at home.

Evaluation of the effectiveness of the model

Effectiveness of the IGOPA Model to Improve Student Attendance

The Wilcoxon signed rank difference test was used to compare the average student attendance before and after the application of the IGOPA model. The result is as follows.

Table 7. Wilcoxon Signed Rank Test Students' Attendance Error! No text of

	Descriptive Statistics				
	N	Mean	Std. Deviation	Minimum	Maximum
Pra IGOPA	18	,6597	,15930	,38	,88
Pasca IGOPA	18	,9139	,05891	,80	1,00

specified style in document. 1

Tables 7 show that the average attendance rate of pre-IGOPA students is 0.6597 or 65% of the total Effective Days of Learning. Moreover, after the implementation of the IGOPA partnership model, the student attendance rate rose to an average of 91%. In other words, implementing the IGOPA partnership model increased student attendance by 25.42%.

The signification value of the IGOPA partnership model on student attendance is known by the Wilcoxon signed-test statistical test, whose results are as follows:

Table 8. Wilcoxon Signed Test for Student Attendance Error! No text of specified style

Test Statistics ^a	
	Pasca IGOPA - Pra IGOPA
Z	-3,725 ^b
Asymp. Sig. (2-tailed)	,000
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

in document.2

With a reference value of 5% and asymp's statistical calculation results. Sig. (2-tailed) of .000, this means that $.05 > .000$ or so-called have a significant effect on student attendance. Meanwhile, the calculation of *N-Gain* (Hake 1998) obtained a value of 0.676. Therefore, it can be concluded that the language of the level of effectiveness of the IGOPA partnership model on student attendance is included in the medium category.

Interactive monitoring is intended to ascertain whether the ongoing learning process follows its plans and objectives. In the event of deviations, teachers, parents, and learners need to make improvements to achieve learning objectives (Richards 1988, Richards 1988, Pratton and Hales 2015). The implementation of interactive monitoring carried out by teachers and parents has been a way of monitoring education, namely identifying problems, finding solutions, and finally correcting actions for deviations (Richards 1988, Richards 1988, Pratton and Hales 2015)

This research is in line with Rini's research Rini (2020), which states that relationships and parenting patterns of parents have positive coefficients on children's behavior. That is, the better the relationship and parenting style of parents towards children, the better the motivation for learning and student behavior at school. The strong influence of the family on children's behavior is in line with the results of Alit's (2003) study, which compared the strong influence of the environment, family, and school on children's behavior. This study concludes that family factors contribute the most to children's behavior Alit (2003).

Effectiveness of the IGOPA Model to Improve Student Task Completion

The Wilcoxon signed rank differential test was used to compare the average completion of student assignments before and after the application of the IGOPA model. The result is as follows.

Table 9. Wilcoxon Signed Rank Test for Student' Assignment Completion*Error! No*

	Descriptive Statistics				
	N	Mean	Std. Deviation	Minimum	Maximum
Pra IGOPA	18	,5486	,14309	,25	,75
Pasca IGOPA	18	,7814	,08857	,53	,88

text of specified style in document.3

Table 9 shows that the average completion rate of pre-IGOPA student assignments is 0.5486 or 54.86% of the total number of assignments. Furthermore, after the implementation of the IGOPA partnership model, the completion rate of student assignments rose to an average of 78.14%. In other words, the application of the IGOPA partnership model increased the completion of student assignments by 13.28%. Wilcoxon signed-test to test the significance of the application of the IGOPA partnership model to student attendance, whose results are as follows:

Table 10. Wilcoxon Signed Test for Student' Assignment Completion*Error! No text of*

Test Statistics ^a	
	Pasca IGOPA Pra IGOPA
Z	-3,725 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test
 b. Based on negative ranks



specified style in document.4

With a reference value of 0.05 and asymp's statistical calculation results. Sig. (2-tailed) of .000, this means $.05 > .000$. That is, the application of the IGOPA partnership model affects the level of student attendance in the learning process at school. Meanwhile, the calculation of *N-Gain* (Hake 1998) obtained a value of 0.472. That is, the degree of effectiveness of the IGOPA partnership model on student attendance is included in the medium category

Applying the IGOPA partnership model also increases the accomplishment of students' assignments. Thanks to the monitoring of the active participation of teachers who recorded the submission of assignments from students and learning care from parents who monitored the child's independent learning at home, the completion rate of student work increased from an average of 54.86% to an average of 78.14%. In other words, applying the IGOPA partnership model increased the completion of student assignments by 13.28%. The results of this study confirm several previous studies. Nurbaiti (2018) stated that the participation of parents directly in the learning process of children at home has a direct effect on student learning achievement. Parents' participation adds to children's seriousness in their independent learning. The presence of parents makes the child feel supervised. Especially for small-class children, the presence of these parents makes children feel that there are people who can help them when they face difficulties in doing their tasks. Epstein's research also underscores the need for parental involvement in children's learning time, especially those aged 4-10 (Epstein 2011). Epstein explained that parents' attention and involvement in children's independent learning activities make children feel less alone in doing tasks. In addition, the presence of parents in independent learning at home makes children feel that parents can also play the role of teachers. On the contrary, it is also expected that teachers and learning in schools are made more friendly so that children can feel the atmosphere of home at school. Epstein uses the terms (Epstein 2011) school-like families and family-like schools (Epstein 2011).

Conclusion

In conclusion, it can be stated that the application of the IGOPA partnership model impacts the level of student attendance and the level of student completion in their working on assignments. According to Hake's *N-Gain* (1998), the model has a value of 0.646 (Medium) for the improvement of the students' attendance and 0.462 (Medium) for the accomplishment of the assignment. The role of the teachers in the monitoring interactive, the parents' involvement in the learning at home, and the motivational engagement of the religious leaders have a good impact on the students' active participation in the process of learning in the school. The model is only tested in a limited rural area in the Regency of Keerom. It needs testing in a wider context for its greater validity and effectiveness.

Recommendation

Based on the research findings, some suggestions that can be implied. For class teachers, parents, and religious leaders. They may make use of the Guidebook for the Interactive Collaboration to establish a systematic and measurable partnership in order to improve student active participation in the learning process. The due and persistence to fill out the book is the key to the success of this partnership model. Besides, the school Principal should provide facilities and support necessary to implement the collaboration. More importantly the school leadership has to lead and back up the motivation of all the agents to their parts. This



model need testing in a wider population to achieve greater validity and higher level of significance, including the augmentation of the goals of the collaboration, such as improving student learning outcomes, fostering learner habits in children/students.

References

- Alit, D. M. (2003). "Kontribusi Faktor Lingkungan Sekolah, Lingkungan Keluarga, dan Motivasi Berprestasi terhadap Nilai Modern Siswa Sekolah Lanjutan Tingkat Pertama (SLTP) di Kabupaten Gianyar, Bali." *Jurnal Penelitian dan Evaluasi pendidikan* 5(6).
- Badan Perencanaan Pembangunan Nasional (2009). *Evaluasi Pelaksanaan Program Wajib Belajar Pendidikan Dasar 9 Tahun, Kedeputan Evaluasi Kinerja Pembangunan Badan Perencanaan Pembangunan Nasional*.
- Barrera-Baros, F., et al. (2009). *Decentralized Decision-Making in Schools. The Theory and Evidence on School Based Management*. Washington D.C, The World Bank.
- Bastian, A. (2017). "Kerjasama antara Sekolah dan Orangtua Siswa di TK At-Tiin Pekanbaru." *Lectura: Jurnal Pendidikan* 8(2).
- Becker, J. H. and J. L. Epstein (2011). *Parent Involvement: A Survey of Teacher Practices. School, family, and community partnerships : preparing educators and improving schools*. J. L. Epstein. Boulder, CO, Westview Press.
- Biemer, P. P. and E. L. Lyberg (2003). *Introduction to Survey Quality*. Hoboken, NJ, John Wiley & Sons. Inc.
- Commitee on a Strategic Education Research, P. (2014). *Strategic Education Research Partnership*. Washington DC.
- Dekawati, I. (2011). "Manajemen Pengembangan Guru." *Cakrawala Pendidikan* 30(2).
- Epstein, J. L. (1995). "School/Family/Community Partnerships: Caring for the Children We Share." *The Phi Delta Kappan* 76(9): 701-712.
- Epstein, J. L. (2011). *School, Family, and Community Partnerships_ Preparing Educators and Improving Schools*. Boulder, Westview Press.
- Farida, A. (2020). *Membangun Kemitraan Keluarga dan Sekolah*. Bandung, Nuansa Cendekia.
- Gall, M. D., et al. (2007). *Educational Research: An Introduction*. Boston, MA, Pearson Education Inc.
- Groundwater-Smith, S. (2017). *Partnership, Network and Learning in Educational Research. Realising Innovative Partnership in Educational Research. Theories and Methodologies for Collaboration*. R. McNae and B. Cowie. Rotterdam/Boston/Taipei, Sense Publisher: XVI-XXI.
- Hake, R. R. (1998). "Interactive-Engagement Versus Traditional Methods: A Six-Thousand-Student Survey of Mechanics Test Data for Introductory Physics Courses." *American Journal of Physics* 66(1): 64-74.
- Jemi Karter, H. Y. T. Y. G. (2016). "Hubungan Komunikasi Orang Tua Dan Guru Dengan Prestasi Belajar Siswa Sdn Inpres 2 Lolu." *Keywords in communications* 2(1): 1-8.
- Kementerian Pendidikan dan Kebudayaan (2019). *APK/APM Paud, SD, SMP, dan SM (termasuk Madrasah dan sederajat) Tahun 2018/2019*. Jakarta, Kementerian Pendidikan dan Kebudayaan Pusat Data dan Statistik Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan (2020). *APK/APM. Paud, SD, SMP, dan SM (termasuk Madrasah dan sederajat) Tahun 2019/2020*. Jakarta, Kementerian Pendidikan dan Kebudayaan Pusat Data dan Statistik Pendidikan dan Kebudayaan.



- Kementerian Pendidikan dan Kebudayaan (2016d). *Kemitraan Sekolah dengan Keluarga dan Masyarakat*. Jakarta, Direktorat Jenderal Pendidikan Anak Usia Dini dan Pendidikan Masyarakat.
- Kementerian Pendidikan dan Kebudayaan (2021). *APK/APM SD, SMP, dan SM (termasuk Madrasah dan sederajat) Tahun 2020/2021*. Jakarta, Kementerian Pendidikan dan Kebudayaan Pusat Data dan Statistik Pendidikan dan Kebudayaan.
- Kementerian Pendidikan dan Kebudayaan (2018). "Jumlah Data Satuan Pendidikan (Sekolah) per Kabupaten/Kota: Kab. Keerom." Retrieved 3 Mei, 2018.
- Krismanda, M. A., et al. (2017). "Pengembangan Model Kemitraan Sekolah dengan Orang Tua melalui Media Sosial dalam Peningkatan Mutu Berbasis Sekolah di Sekolah Menengah Swasta." *Kelola: Jurnal Manajemen Pendidikan* 4(2): 146-160.
- Mansoben, J. R. (1995). *Sistim Politik Tradisional di Papua*. Jakarta, LIPI.
- Pratton, J. and W. L. Hales (2015). "The Effects of Active Participation on Student Learning." *The Journal of Educational Research* 79(4): 210-215.
- Qomaruddin, Q. (2017). "Pendampingan Orangtua Terhadap Pendidikan Anak." *CENDEKIA : Jurnal Studi Keislaman* 3(1).
- Richards, C. E. (1988). "Indicators and Three Types of Monitoring ducational Systems : Implications for Design." *The Phi Delta Kappan* 69(7): 495-499.
- Richards, C. E. (1988). "A typology of Educational Monitoring Systems." *Educational Evaluation and Policy Analysis* 10(2): 106-116.
- Rini, M. (2020). "Hubungan Peran Keluarga dan Kontrol Diri dengan Perilaku Membolos Siswa." *Konseling Edukasi: Journal of Guidance and Counseling* 4(1): 17-34.
- Sheldon, S. B. (2007). "Improving student attendance with school, family, and community partnerships." *Journal of Educational Research*.
- Sugiyono (2017). *Metode Penelitian Kualitatif, Kuantitatif, dan RD*. Bandung, Alfabeta CV.
- Tunyanan, E. P. (2007). "Evaluasi Program Sekolah Binaan Lembaga Penjamin Mutu Pendidikan (LPMP) Propinsi Papua." *Jurnal Penelitian dan Evaluasi pendidikan* X(2): 249-257.
- UNDP (2014). *UNDP Guidelines on Engaging with Faith-based Organizations and Religious Leaders*. New York, UNDP.
- Utari, R. (2010). "Tantangan Kemitraan Orang Tua, Sekolah dan Masyarakat." *Jurnal Manajemen Pendidikan* VI(2): 93-107.
- Vito, B. and H. Krisnani (2015). "Kesenjangan pendidikan desa dan kota." *Prosiding Penelitian dan Pengabdian kepada Masyarakat* 2(2).
- Wahyudi, et al. (2013). "Kemitraan Kepala Sekolah dan Komite Sekolah dalam Implementasi Manajemen Berbasis Sekolah." *Jurnal Pendidikan dan Pembelajaran*(Vol 2, No 2 (2013): Februari 2013).