



School-Community Relationships as a Key Factor in the 21st-Century Learning

Umalihayati

Universitas Bina Bangsa, Serang, Banten, Indonesia
e-mail: umalihayati@binabangsa.ac.id

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ABSTRACT. The study is qualitative design with the study library method. The study aims to explain the idea and benefits of school-community relationships as critical factors for learning in the 21st century. The data collection technique started with reading various sources, classifying the data, and analyzing the data. The data are eight articles with Scopus index published from 2017 until 2022 that were collected from reputable journals. The data analysis stated that a harmonious and committed relationship between school and community is a crucial factor in the 21st - century learning since it influences students' academic achievement, behavior, and identity. The finding also notifies that the mutual relationship helps schools identify critical issues. To create the relationship, the principal, both top and upper levels, should manage it through intimate communication and interaction with the community through collaboration, running programs from a simple to a broader context.

Keywords: *School, Community, Relationship, Management, 21st-Century Learning*



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INTRODUCTION

School is an institution that provides practical learning activities for learners. Therefore, the school should make innovations and some efforts to have quality education and facilitate learners achieve the learning outcomes in academics and morals values. In the 21st century, like now, the existing school can not be separated from the community because the accomplishment of the school's aims and the provision of quality education was dependent on several elements, one of these is the mutually beneficial relationship that existed between the local community and the educational institution. Frequently, schools may form ties with community organizations to handle ever-changing challenges. Relationships between school and community play an essential role in supporting students to adapt to various settings (Bekerman et al., 2006).

Previous research recognizes that developing education is the school's responsibility and shared responsibility by opening a forum with the community and involving the school committee and community leaders (Hashim, 2016). The community is the primary and secondary education system's stakeholder or party with the most influence over the education system and process (Hamidun et al., 2021). Relationships With a strong structure, different ideas can be hidden. Instead, people should work on building social capital. Allow the productive use of shared infrastructure, bring talent to the community, and give learners many chances to develop their passion (Shaari & Hung, 2013). Increasing community participation through collaborative arrangements to realize quality learning in schools (Purnomo et al., 2020).



Moreover, researchers and practitioners have known for some time that it is advantageous for schools and communities to work toward the same goals. The previous research results also show that managing the school-community relationship benefits both the pupils' level and the parents' and teachers' levels; the change of attitude at the parents' level, the children's behavior, and the activities organized were a success (Hora & Catalano, 2014). Effective school-community relationships can be seen from community participation in school programs because the government, school, and society have the same duties and responsibilities in providing qualified education. The establishment of positive relationships between schools and their surrounding communities will promote and cultivate students' individual growth, which, in turn, will positively affect the overall quality of educational institutions. According to Purnomo et al. (2020), as a consumer of educational institutions, society is becoming more realistic and critical when choosing quality educational institutions. It means that to meet the goals of the national education system, the community also needs educational institutions to assist academic and non-academic development.

Therefore, managing school-community relationships is a consideration for principals in order to meet the schools' goals. This paper aims to explain the idea and benefits of school-community relationships for learning in the 21st century. For a deeper understanding, this writing also explains the importance, the influence factor, and the implementation of management of school-community relationships in 21st-century learning based on the study library method.

METHOD

This research approach is a literature study investigation, also known as a literature study (library research). According to Zeid (2014), the most distinguishing feature of literature review research is that it requires researchers to engage directly with various sources. In this research, the researcher uses articles as data. The research data are gathered from eight journal articles indexed in Scopus and relate to relationships between schools and communities based on the inclusion criteria for the research. The sources that researchers employ are "ready to use," indicating that the researchers do not do a field study but only deal directly with readily available source materials (Zeid, 2014). The data are evaluated to answer the research question. The researcher must determine whether or not the findings address the study questions. Several procedures are required to initiate this research, including collecting specific sources, reading a variety of sources, classifying the data, and analyzing the data to answer the research's aim through descriptive results and discussion

RESULT AND DISCUSSION

Result

The following is the data analysis of descriptions of eight articles indexed in Scopus that are the study's primary data.

No	Author	Title	Result
1	Waswa, 2017	Impact of the Management of the School Community Relationship on Students' Academic Performance	Community involvement in school administration physically draws parents into the school and is most successful in enhancing academic attainment.
2	Boonk et al., 2018	A review of the relationship between parental involvement indicators and academic achievement	The essential component appears to be how parents become involved in homework. Assuming that any degree of involvement is beneficial, schools, parents, and researchers should be aware that some forms of parental involvement do not work or may even contribute to academic decreases.

3	Umeh et al., 2019	The impact of suspension on participation in school-based extracurricular activities and out-of-school community service	School suspensions appear to jeopardize specific forms of youth engagement within and outside the classroom.
4	Isik et al., 2019	School and Community-based Nurse-led Asthma Interventions for School-aged Children and Their Parents: A Systematic Literature Review	Community-based asthma educational treatments, particularly school-based interventions, resulted in better increases in asthma management knowledge and abilities and fewer undesirable outcomes such as ER visits, hospitalizations, unplanned doctor visits, and lost school and work days. School-based initiatives may be one of the most remarkable ways to provide asthma information to children, parents, and the school community.
5	Shibuya, 2020	Community participation in school management from the viewpoint of relational trust: A case from the Akatsi South District, Ghana	Low community participation caused by tensions over a chieftaincy problem impacted learning outcomes due to a lack of relational trust among actors and school administration variables.
6	Chen et al., 2020	Child Abuse & Neglect Personal, family, school, and community factors associated with student victimization by teachers in Taiwanese junior high schools: A multi-informant and multilevel analysis	Numerous parenting education programs to impact parents' attitudes toward corporal punishment and assist them in educating their children in good and productive ways.
7	Semilariski & Soobard, 2021	Education sciences Promoting Students' Perceived Self-Efficacy towards 21st Century Skills through Everyday Life-Related Scenarios	The learning environment must support student learning through carefully designed relevant activities such as applying common life-related scenarios, including creating core idea maps (using the mind-mapping method) and active learning approaches.
8	Carri et al., 2021	Building relationships between schools and community agencies to meet 21 st -century learning demands: Critical factors	Students' lack of autonomy and motivation is linked to an educational system centered on face-to-face instruction. Schools and families have had to build their bonds, advocate for their causes, and meet the educational demands of their pupils.

Discussion

After analyzing the eight articles from reputable journals related to the research topic, next the author explains the discussion to answer the research purposes as follows:

The school-Community Relationships as Key Factor in 21st–Century Learning

A Concept of School and Community Relationship

A school-community relationship is an interaction between the school and the community in which both parties work together to support one another in pursuing their objectives. Calhoun et al. (1998) defined social relationships as relatively long-lasting contact patterns between two or more people. The processes of social interaction serve as the foundation for developing social relationships. Theoretically, school and community existence can not be separated. According to Waswa (2017), schools are open since they openly communicate and receive community resources. Schools aim to cultivate and improve pupils' abilities while enrolled there. Besides, the community places its faith in schools to provide its children with an education that will educate, train, foster, and develop their abilities. The community includes parents, companies, philanthropic organizations, and various nonprofit and service organizations. Both of them contribute to the accomplishment of the school's objectives effectively and efficiently. The community plays a part in

the activities and programs offered at the school, and the school is aware of the needs, hopes, and demands of the community. Hamidun et al. (2021) stated that the community is the primary and secondary education system's stakeholder or the party that has the most influence over the education system and process. Thus, the relationship between the school and the community is a two-way, mutually beneficial partnership in which the school and the community work together toward accomplishing the community's objectives and vice versa. It refers to the level of mutual comprehension and goodwill between the local community and the educational institution.

Moreover, there is a mutual relationship between the school and the community. The relationship that exists between the community and the schools is one of mutual respect and benefit. The two works for each other and directly impact one another. For the benefit of the educational programs, the relationship must first and foremost become more harmonic effectively and efficiently to increase school productivity in 21st-century learning. It is advantageous for schools and communities to work toward the same goals. It is in line with Noviantiani & Harmonika's (2021) statement that many elements influence the achievement of educational goals; one example is the supportive relationship between the school and the community.

The school's community relations goals are to encourage community engagement and support, involve the community, and give people a sense of responsibility for the continuity of education programs in schools so that they can be carried out effectively and efficiently. (Indrangingrum, 2018). One thing that affects educational goals are met is how well the school and the community work together to help each other. As a result, community involvement is critical as a source of aspiration and a standard for attaining quality. Schools are institutions that educate the community's hopes for a better future (Haryati et al., 2021). From these two opinions, it is evident that the community's involvement or participation must be supported and a priority to achieve quality education.

The Beneficial of School Community Relationships for 21st–Century Learning

A strong relationship between schools and their surrounding communities is beneficial on many levels. Positive social outcomes include the formation of alternative support systems or the strengthening of existing ones. Improved or brand-new information and abilities are the results of intellectual gains. Financial gains might either be direct results of the relationship or be used to fund related activities. According to the research, psychological advantages are linked to enhanced happiness, morale, and a sense of making a difference. Gains in productivity are linked to increased skill and potential at the individual and organizational levels.

In addition, an effective relationship between the school and the community enables the school to learn more about the students and identify students who may have difficulties learning. Students can learn more about the people in the community and their way of life, history, culture, norms, values, problems, and needs when the school is involved with community members. Both the teachers and the administrators would have a better ability to relate to the school community members if they had a background knowledge of the community and the people who live there. The students would also be able to relate what they have been taught in class to things that they have experienced in their own lives. Learning takes on a more profound significance for them and becomes more attractive, which increases the likelihood that they will do well in their academic work. The most effective strategy for boosting students' academic performance is getting the community involved in the operation of schools, as this encourages parents to visit their children's classrooms (Steinberg et al., 2006). Community-based, particularly school-based educational interventions, resulted in more significant improvements in management knowledge and skills and fewer undesired outcomes (Isik et al., 2019).

As a result, the school-community relationship is a fundamental element and a critical factor in the education system's success in 21st-century learning. School and community service require fulfilling commitments, maintaining schedules, collaborative work skills, setting agendas and goals,

and general dependability (Umeh et al., 2019). Various factors can positively or negatively impact the relationships between schools and their surrounding communities. Create qualities of the relationship established typically; interactions between schools and the community are informal. The previous research results from Hora & Catalano (2014) showed that managing the school-community relationship benefits both the pupils' level and the parents' and teachers' levels, the change of attitude at the parents' level, the children's behavior, and the activities organized were a success.

Managing School-Community Relationship in 21st-Century Learning

The Importance of Managing School-Community Relationships in 21st-Century Learning

Christian & Basil (2018) state that customer relationship management is also known as student relationship management. Management has devised a strategy centered on sustaining favorable relationships. Boosting client loyalty and increasing customer lifetime value. It means that quality relationship needs good management. It all starts with planning and ends with much hard work. Similarly, through participation in school and extracurricular activities. Ideally, school principals can cultivate all of the school's experts, including teachers and staff members, to the point where they can self-organize and collaborate on developing programs that can be carried out in partnership with the local community.

Community Participation is meaningful because society is a contributing factor. Both the activities in classrooms and those in the classrooms of students are areas in which the community has the potential to play a role in providing an alternate solution. The idea of participation is fundamental to the functioning of schools. The school can effectively handle it if the community is involved. Lack of community participation will impact school management and learning outcomes. Thus, lack of parental support led to less involvement from the community and less discipline from the students. It is in line with research results from (Shibuya, 2020) that fewer people were involved in the community, and students were acting worse, which made teachers much less likely to do their jobs. Hora & Catalano (2014) stated that parents who do not have good relationships with schools because they need time cause interaction problems between schools and parents in handling students' issues. So, Schools and families have had to work on their relationships, fight for what they believe in, and meet the educational needs of their students (Carri et al., 2021).

Therefore, the school's administrators need to stay current on these variables to make it easier for amicable relationships between the school and the community it serves—the focus of attention from upper management (Principal). Thus, maintaining positive relations with the local community should be a priority for each educational institution. It needs to be managed by top management (principal) to build relationships from planning, implementing, and evaluating school programs for supporting the 21st-century learning.

Factors Influencing Managing of School-Community Relationships

As known, management has devised a strategy centered on sustaining favorable relationships with the customers. The primary objective of enhancing the standard of education is the development of schools. Therefore, the resources and environments made available foster educational opportunities. Schools must be able to include community members in developing all school agendas. According to Hamidun et al. (2021)) research result, the management of community participation has four main factors, such as the principal's ability in deciding community involvement, control all school and community matters to make sure the programs run smoothly, active supervision of the educational process, and control, input, support, and mediate between the community and educational institutions. The four primary factors exist and mutually support schools and communities.

Significant research results from Chen et al. (2020), Boonk et al. (2018), and Normina (2016) demonstrate that some attributes influence relationship qualities between school and community,

relating to participation from the community like parental role, family participation, and relationship trust each other. An ineffective communication network with the community will turn the community against the school and lead to unhealthful relations between the school and the community because good relationships between the school and the community could be built on effective communication between the school and the community. As a result, school administrators must include members of the community, particularly stakeholders, in the school's day-to-day operations. It is because effective communication between the school and the community could foster good school-community relationships as critical factors in 21st-century learning relationships with a firm structure; different ideas can be hidden. Instead, people should work on building social capital, allowing the productive use of shared infrastructure, bringing talent to the community, and giving learners many chances to develop their passion (Shaari & Hung, 2013). Managing the school-community relationship is not easy to process. Thus, schools should develop cultures that encourage well-planned collaborative interactions. The coordination can potentially ameliorate some of the negative consequences of these activities and programs.

Implementation of Managing School-Community Relationships

To create community participation in education instructional activities, schools can do activities or run community programs. According to Pawlas (2005), relationships between schools and their surrounding communities can take on a variety of shapes and forms, including parenting, communication, volunteering, learning, decision-making, and collaborative work with the community. Accordingly, there is a wide range of possibilities for school-community collaborations, from simple agreements involving a single event, service, or donation to more intricate agreements involving shared governance structures and ongoing program development and implementation, like cleaning up the environment or helping with traffic around the school, to get more people involved in the community. Schools can also hold open houses so the public can learn about school programs and activities. Schools, of course, must highlight the programs that interest them. Periodically, schools can publish and share bulletins, magazines, or information sheets to tell the community about school activities and programs. This simple program will make the community more caring and get involved. It is recommended that a learning environment needs to support the learning of school students in the 21st century with purposefully developed meaningful activities, such as implementing everyday life-related scenarios and through active learning approaches. It is to the learning that is taking place in the 21st century (Semilariski & Soobard, 2021).

The collaboration between the school and community is also in the form of support, accessibility, and availability of facilities. It is known that complete facilities are the goal of every school. Facilities are essential for facilitating learning. Nonetheless, because schools can not provide facilities for learning activities, the community can play a role. The community-owned surrounding environment can be utilized for outdoor education. Outdoor classroom instruction, gaining knowledge of nature.

Moreover, to foster students' motoric development is highly need to utilize community facilities. Participation from the community is an essential requirement for utilizing the environment as a facility. So, facilities are not simply the things or tools purchased with money but also include circumstances in which they can benefit the community in necessary surroundings. Moreover, school administrators must win the community's support in the school's administration and encourage community participation in some of their decision-making processes. It is the duty of every of the school's principals to maintain positive relationships with the school's parents, other community members, officials, and any other visitors to the school. They should also promote school-community relationships by having the school take part in activities and projects that are organized community, and the community should also take part in certain aspects of the life of the school.

CONCLUSION

Along with the existence of school and community, interaction influences each other. The interaction impacts meeting the education practices of the mutuality of respect and benefits. So, the mutual relationship between school and community is a critical factor for the success of learning activities in the 21st century because a lack of community participation and commitment will have negative impacts, such as students' negative behavior, learning achievement, and learning motivation. Therefore, it is need well managed by the school management to create quality interactions and collaboration to achieve 21st-century learning goals. To create harmonious relationships and intensive collaboration, schools can run simple community programs such as an open house, service community, sports competition, and other meaningful activities to support the school and student learning involving parents' role or community.

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