

# School Partnership Management with The Students' Parents During the Online Distance Learning Period

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## ABSTRACT

This research aims to explain the stages of planning, implementation, monitoring, and evaluation of the school partnership program with parents during distance learning. This research used qualitative and descriptive approaches. The subjects are the school principal, five subject teachers, one deputy principal, two representatives of students' parents, one head of administration, and two school committee members. The data are collected using participatory observation, in-depth interviews, documentation studies, and Focus Group Discussion (FGD). The data are analyzed through three steps, namely data reduction, data presentation, and drawing conclusions or verification. The findings indicate that during the planning stage, the partnership team has prepared some actions such as (1) first-day school activities; (2) parental activities; (3) inspirational activities; (4) parents' involvement in self-development activities, and (5) social activities. At the implementation stage, the school partnership team, along with the students' parents, carries out some activities which involve the parents' association and school committee members based on the action plan that has been set previously. The monitoring process shows that the partnership program involves the parents' associations, the school committee members, and the teachers. The evaluation step shows that the action plan has been implemented effectively despite some issues.

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Miller, et al., (2005) in Widyastono (2012), holistic education is education that develops all students' potential in harmony, including intellectual, emotional, physical, social, aesthetic, and spiritual potential. Holistic education is mandated in *Undang Undang RI No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional* aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. To achieve this goal, in the implementation of the educational process in the education unit, apart from the teaching field which is operationally contained in the teaching and learning process activities in intra-curricular and co-curricular activities, as well as extracurricular activities and self-development by participating in competitions to achieve academic and non-academic achievements.

To ensure the achievement of learning achievements in knowledge, attitude, and skill competencies, the government sets a minimum standard of graduate competence in Permendikbud No 20 Tahun 2016 Tentang Standar Kompetensi Lulusan the domain of knowledge, attitudes, and skills which are manifested in intra-curricular and co-curricular activities. The three domains of competence need to be developed through the hobbies and interests of students through extracurricular activities to have experiences outside of effective learning hours (Daryanto, 2013).

However, the facts at school show that while carrying out distance learning (PJJ) from home during the Covid-19 pandemic, teachers have difficulty implementing holistic learning, especially in the achievement of attitude and skill competencies, and the achievement of knowledge competence is not optimal. Likewise, extracurricular activities and competitions in the academic and non-academic fields do not run optimally because some activities cannot be carried out remotely so that it has an impact on decreasing student and school achievement. The decline in student academic achievement based on graduate competency standards occurs both nationally, provincially, district/city, and schools. Data on the achievement of graduate competency standards before the Covid-19 pandemic compared with the achievements during the Covid-19 pandemic is shown in the following table.

**Table 1. Achievement of Graduate Competency Standards in 2019 and 2020**

No	Regional Achievements	2019	2020
1	District/City Achievements Semarang	6.56	6.09
2	Provincial Achievements Central Java	6.54	5.86
3	National Achievement	6.52	5.83

**Source: Ditjen Early Childhood Education Programs Basic Education 2019 and 2020**

The decline of graduate competence in the attitude dimension because teacher-student interactions are limited to virtual interactions is found in the research Mahrani, et al (2020) and Abidin, et al (2020). In skill competence, it is found that teachers had difficulty implementing learning models with collaborative and cooperative learning systems so that students can not improve their skills in working together, discussing groups, practicing collaborative tasks, and communicating skills (Adi et al., 2021). In addition, the teacher is also constrained by merely a cognitive assessment (Sari et al., 2021).

During the Covid-19 pandemic, parents play a very important role in supporting children during distance learning from home. Desforges, 2003 in Rihatno, Taufik, et al, (2017), states that parent participation has a positive impact on children's development at school, both in academic and non-academic fields. Research findings by Mora & Escardibul (2018), Suizzo, et al. (2014) and Misty So-Sum Wai-Cook (2020), Roshonah, A.F (2020), Cahyati, N (2020), Lyn Tett & Gale Macleod (2020) shows that the role of parents is needed for collaborative collaboration with teachers in carrying out learning, the success of children's learning depends on the interest and involvement of parents in helping their children with school-related tasks; respond to their child's academic achievement; communicate with their child about school-related issues; provide a conducive learning environment; guiding children through the learning process; and transmit their educational philosophies, hopes, and values to their children.

Parents as one of the school's partners are a very strategic factor in supporting the implementation of distance learning from home. School programs that encourage and involve parents usually work better and have better program quality than school programs that do not involve parents (Olsen and Fuller, 2003 in Rihatno, Taufik, et al, (2017). As Ki Hajar Dewantara explained that education takes place in three environments (Three Education Centers), namely: family, school, and community (Sugiarta et al., 2019). The family is the first and foremost place of education for children, both father and mother serve as guides, as teachers, educators, and mentors (Thontowi & Dardiri, 2019).

To create this synergy, the initiative must start from the school as the policyholder in managing the partnership program with parents. With the establishment of this synergy, the program applied to students is expected to be understood by every parent, which in turn can encourage the achievement of the program to the expected goals through the management of the school's partnership with parents at the planning, implementation, monitoring and evaluation stages. Family partnership management by the Ministry of Education and Culture (2016) includes the following stages (1) Planning, including: analyzing the needs for the formation of a parent association, and preparing an action program; (2) Implementation includes class teacher meetings with parents, parent class, involvement of parents/guardians as motivators/inspirers for students, inspiration classes, and year-end performances; (3) Monitoring and evaluation stage, to ensure activities run according to the planned and expected goals. The success of managing, leading, and building a school partnership culture both internally and externally with families and communities is largely determined by the role of the principal (Kuntoro, 2010).

A preliminary study at elementary School Santo Antonius Semarang shows that the partnership program with parents of students has been implemented since 1986 until now. Schools feel the importance of the role and involvement of parents in supporting the implementation of learning activities to achieve graduate competencies, both academic and non-academic achievements. However, since the Covid-19 pandemic hit the world and schools have to carry out distance learning from home, schools have problems implementing partnership programs with parents because they could not physically meet. On the other hand, with the implementation of distance learning from home, the role and involvement of parents are very much needed.

After looking at the findings of previous researchers, limited research related to the influence and importance of parental involvement in distance learning from home, but few researchers focus on the management of school partnerships with parents on online distance learning activities from home both academic and non-academic activities. Therefore, this study intends to describe the management of school partnerships with parents in distance learning from home. The purpose of this study is to describe the planning, implementation, monitoring, and evaluation of the school-parent partnership program.

## METHOD

This type of research was case study research with a qualitative method using a descriptive approach. Qualitative research was completely based on natural backgrounds, positions humans as research tools, doing inductive data analysis, and paying more attention to the process than the results of the research agreed upon by the researcher and research subjects (Bogdan and Taylor in Moleong, 2021). The place of this research is Elementary school Santo Antonius 02 Semarang with the research subject was a principal, 5 subject teachers, 1 deputy principal, 2 representatives of parents of students, 1 head of administration, and 2 school committees. Data collection techniques used participatory observation, in-depth interviews, and

documentation studies. The validity of the data used source triangulation and technical triangulation. Data analysis was carried out through three activities, namely data reduction, data presentation, and drawing conclusions or verification (Miles and Huberman, 1992 in Sugiyono, 2015).

## RESULT AND DISCUSSION

### Planning Stage

The school partnership program with parents at Elementary school Santo Antonius 02 Semarang is one of the programs from the Public Relations sector. For the implementation of the school's partnership program with parents of the student, a class-wide parent association is formed from grade 1 to grade 6 consisting of parents and homeroom teachers. The parents' association collaborates with the school committee in designing and implementing the school partnership program with parents. This collaboration is more effective and has many benefits, because the school committee provides not only physical support but also energy and thought support, and is always a bridge to solve problems between schools and parents. The action plan for the school partnership program with parents is shown in the following table.

**Table 2. School Partnership Program with Parents in the Period of Distance Learning from Home**

No	Activity	Time	Person Responsible	Place	Goal
<b>A Activities for the first day of school</b>					
1	Mass at the beginning of the school year, remarks from the principal, and socialization of the vision and mission	2nd week of July 2020 and 2021	Spiritual Field	Virtual zoom media	Spiritual strengthening Distance learning
2	Class teacher meeting with parents:				
	Socialization of family partnership program in distance learning from home	2nd week of July 2020 and 2021	Home room teacher	Virtual zoom media	Validation of the school and parent partnership program
	Formation of class associations	2nd week of July 2020 and 2021	Home room teacher	Virtual zoom media	The formation of a parent association
3	Introduction to the school environment	2nd week of July 2020 and 2021	Home room teacher	Virtual zoom media and Class room	Parents and students get to know enviroment
<b>B Parent class activities</b>					
1	Involvement of parents as facilitators, motivators, companions, and mentors in distance learning from home				
	a. Facilitator, activities:				
	Procurement of learning books	June-July 2020-2021	The school committee and parent association	School	Fulfillment of learning books and distance learning facilities (mobile phones, laptops, internet/wifi quota for students).
	Provision of infrastructure for distance learning at home	June-July 2020-2021	The school committee and parent association	School	
	b. Motivators, activities:				
	Assist in the preparation of learning programs using LMS as a medium for distance learning	Beginning of 2020-2021 school year	Parent and class teacher	School and online	Use of LMS in Distance Learning (Zoom, Google classroom, quizzes, etc.)
	Motivate their children in distance learning	Beginning of 2020-2021 school year	Parent	Home	Students are more enthusiastic and disciplined Distance Learning
	Regular parent-teacher meetings to discuss the development of distance learning	2nd and 4th week of every month	Parent and class teacher	School and WAG	There are solutions to overcome obstacles in motivating distance learning children at home
	c. Facilitator and Guide for Distance Learning at home, activities:				
	Distance Learning Assistance is integrated with the Distance Learning schedule	Academic Year 2020-2021	Parents class teacher	Home	Students are increasingly able and disciplined to study at home

	Regular meeting of teachers with parents	Every weekend	Parents Association	Zoom		There are solutions to overcome obstacles in mentoring and guiding Distance Learning at home..
2	Parenting Seminar: "Achievement and motivation training"	31-July-2021	Parents Association	Zoom		Increasing achievement motivation for children and parents.
3	Recollection	First semester	Spiritual field	Zoom		Spiritual Strengthening Distance Learning
<b>C</b>	<b>Inspirational Class Activities</b>					
1	Inspiration of students' parents	Beginning of even semester	Parent Class Association	Zoom		Increasing the quality of parents achievement motivation
2	School alumni inspiration	Beginning of even semester	Class Association	Zoom		Increasing the quality of student achievement motivation
<b>D</b>	<b>Involvement of parents in students' self-development activities</b>					
1	Academic competition activities and non-academic	July – November 2021	Competition Supervisor	Virtual video	send	Produce competition winners
2	Year-end performance	Every end of the school year	Extracurricular Teacher	Virtual		Develop talent, interest in the arts
<b>E</b>	<b>Social activities</b>					
		Routine and Incidental	Parents association	Community environment		Increase social awareness and togetherness of school residents with parents and the community

The school partnership program with parents at the planning stage shows that educational activities and distance learning from home are planned to develop the full potential of students in a harmonious (integrated and balanced), including intellectual, emotional, physical, social, aesthetic, and spiritual as the opinion of Miller, et al., (2005) in Widyastono, Herry (2012) about holistic education. This is following what is to be achieved in the national education goals as stated in Law no. 20 of 2003 concerning the National Education System. The involvement of parents and school committees in developing partnership programs is supported by the opinion of Olsen and Fuller, 2003 in Rihatno, Taufik, et al (2017), that school programs that encourage and involve parents usually work better and have better program quality than school programs that do not involve parents. The stages of school partnership management with parents according to the technical instructions of the Kementrian Pendidikan dan Kebudayaan RI (2017) both at the planning, implementation, monitoring, and evaluation stages.

### Implementation Stage

#### *First Day of School Activities*

The first day of school activities at Elementary School Santo Antonius 02 Semarang is carried out in the second week of July at the beginning of the new school year. The activities involve parents, including (1) Mass at the beginning of the school year, remarks and socialization of the vision and mission by the principal, (2) Meetings with class teachers and parents.

Mass is a worship activity at the beginning of the school year to provide a spiritual foundation and spirit that is carried out before the implementation of live streaming learning (zoom meeting) attended by all students, parents, school committees, principals, teachers, and education staff. This Mass is an expression of gratitude because of elementary school of Santo Antonius 02 Semarang has been given the opportunity and facilities for the educational process and requests for God's assistance during the students undergoing education in the current school year. Sr. M. Soviani Katharina Kewa, OSF, S.Pd as the Principal in her speech invites at the beginning of this new school year so that all residents and parents of elementary school Santo Antonius 02 Semarang students have new hopes that will revive and move every process that will come. The process ahead may not be smooth, there are many obstacles and barriers, but new hope will guide our steps to reach the big goal to be achieved. On this occasion also the principal conveys the vision and mission of the school and introduced teachers and employees to new students and parents.

A virtual meeting between class teachers and parents in their respective classes (zoom meeting) is held to convey: school programs, school rules, family education programs, accommodate parents' suggestions, take agreements on implementation/ distance learning activities, and form parent associations. The activity begins with filling in parental biodata online, conveying the phone number of the school, principal, and class teachers. And create a WhatsApp group to facilitate communication between parents and the school/teacher.

The activity ended by conveying the expectations of the school/teacher to parents in supporting the implementation of distance learning from home, namely: guiding children to worship at home, always monitoring, accompanying, and guiding children in studying at home, ensuring that their children have done their assignments. school on time, always communicate with the teacher if there are obstacles in implementing distance learning, conditioning a comfortable, calm, and supportive learning place, always motivating their children to carry out distance learning, fulfilling children's facilities and infrastructure so

that distance learning is carried out smoothly and well (Handphone/laptop, internet/wifi quota), and a commitment to being involved in supporting distance learning from home.

The formation of a parent association at the classroom level is intended so that all parents/guardians of students can be actively involved in various partnership activities with the aim of (1) Accommodating and distributing the aspirations and initiatives of parents in producing operational policies and educational programs; (2) Increasing the responsibility and participation of parents in the provision of education; (3) Creating a transparent, accountable, and democratic atmosphere and conditions in the implementation and service of quality education; (4) Building, growing, and increasing parental participation, care, and responsibility.

The parents' association in the classroom at elementary school Santo Antonius Semarang is successfully formed in 12 classes. The duties and responsibilities of the class association management include (1) Responsible for: being responsible for all class community activities, supervising and controlling the stages of implementing the parent association program, and reporting the responsibility for parent association activities to the school principal; (2) Chairperson: coordinates and organizes, prepares action plans, and carries out the stages of implementing the partnership program, evaluates the process and results of activities, facilitates the process of implementing activity programs, carries out control and follow-up of activities, and makes reports on the final progress of the implementation of activities through the involvement of parents; (3) Secretary: records, archives and documents the activities of the parents' association, makes notes, together with the chairman prepares a report on the progress of the partnership program action plan; (4) Treasurer: collects, manages, and makes accountability for activities related to finance; (5) Members: together with the chairman formulate an action plan and implement the parent association program through parental involvement, document all activities, and assist the chairman in facilitating the parent association activity process.

The Introduction to the School Environment (MPLS) period is held at the elementary school of Santo Antonius 02 Semarang not only for students but also for parents. This activity is carried out online using zoom meetings and videos about school profiles, facilities and infrastructure, learning facilities, and forms of educational services in schools. This activity is intended so that parents understand their children's activities and learning environment and ensure that their children learn in the right environment with supporting facilities. The introduction of distance learning activities from home related to the use of LMS and online learning media needs to be introduced not only to students but also to parents so that they can facilitate, monitor, accompany and guide their children's learning at home.

#### ***Parent Class Activities***

Parent class activities during the COVID-19 pandemic include three activities, namely (1) Involving parents as facilitators, motivators, companions, and mentors for their children in distance learning from home, (2) Parenting Seminars, and (3) Recollections. Involvement of parents as facilitators in implementing distance learning from home, including fulfilling online learning facilities such as handphone and internet quotas is provided in distance learning. Most of the students of elementary school Santo Antonius 02 Semarang already have a personal handphone, but some students whose parents can't afford it usually use their parents' handphones. In addition, students also need infrastructure for distance learning, including adequate study rooms and desks. Most of the parents of elementary school Santo Antonius 02 Semarang students have fulfilled the distance learning infrastructure such as study desks and study rooms/private bedrooms, but there are some poor parents with relatively narrow houses who have not been able to provide private room facilities. These children usually study in the family room or the dining room or use their parents/sister's room to study.

The involvement of parents as motivators includes: always reminding their children's study schedule, waking them from sleep so they are not late for learning, preparing meals and learning facilities, creating a comfortable and happy situation in the family, creating a quiet learning environment. But not all parents can act as motivators for various reasons; the most common reason is that both parents are busy working so they don't have time to pay attention to their children's learning.

Involvement of parents as learning companions, for example: paying attention and always reminding the learning schedule, reminding and accompanying their children when doing school assignments. Mentoring is carried out at home when parents come home from work and parents who are still working can provide assistance using their handphones, because parents' handphones are connected to the teacher's handphone/homeroom teacher either personally or through the WAG of the parent association. The involvement of parents as mentors is mostly not carried out properly and the results are not optimal because the complaints of most parents of students in implementing distance learning from home are not being able to replace the role of the teacher at home to guide their children's learning. Not all parents have the knowledge and competence to help their children learn in all subject areas. Before the COVID-19 pandemic, parents who can have learning difficulties for their children can be handed over to tutoring teachers, but during the COVID-19 pandemic, this cannot be done so parents were forced to provide tutoring for their children.

### ***Parenting Seminar***

Elementary School of Santo Antonius 02 Semarang collaborates with the Faculty of Psychology, Sugiyopranata Catholic University (UNIKA) Semarang to organize a parenting seminar. The seminar is held virtually (zoom meeting) involving students and all parents. The seminar with the theme "Achievement and motivation training" aims to increase students' learning motivation so that they can continue to get the achievement even in distance learning and provide tips to parents on how to accompany children's learning during distance learning so that children and parents feel comfortable. Although the activity is carried out virtually with the media zoom meeting, the parents seemed very enthusiastic, almost all parents attended the event from beginning to end. From the results of the school evaluation, parents feel the benefits of the seminar to foster achievement motivation skills as a provision in motivating, nurturing, guiding, and assisting children in distance learning from home.

### ***Recollection***

Recollection is one of the activities to practice spiritual life and foster a sense of wanting to change for the better. The purpose of the recollection is to build a Christian spirit and at the same time become an opportunity for self-evaluation in the life of the Catholic faith. One of the other important benefits is to build the quality of the relationship of the participants to get to know each other and build intimacy. The target of the recollection is for all residents of Elementary School Santo Antonius 02. The form of parental involvement in recollection activities is to facilitate, accompany sons and daughters to participate in recollection activities and help set an example for their children in their daily spiritual life at home. During distance learning, recollection is carried out online.

### ***Inspirational Class***

Inspirational activities are activities carried out by inviting parents and alumni of the elementary school of Santo Antonius 02 Semarang as resource persons to provide their inspiring experiences. For parent resource persons, the focus is on sharing experiences as motivators, companions, facilitators, and mentors in distance learning so that they become the inspiration and enthusiasm for parents in making distance learning successful from home. Meanwhile, the alumni resource focuses on sharing experiences related to their learning and career success to show the quality of the alumni of elementary school Santo Antonius 02 Semarang to be an inspiration for parents and younger siblings. During the distance learning period, inspirational class activities are carried out online at the beginning of each semester.

## **Involvement of parents in student self-development activities**

### ***Competition activities***

During the distance learning period, Elementary School Antonius 02 Semarang continue to participate in various academic and non-academic competitions, including student achievement competitions, Catholic religious education competitions, *geguritan* competitions, little doctor competitions, standby scout competitions, and fundraisers. During the two academic years since the Covid-19 pandemic, the competition is held online, where students who take part in the competition will record a video of the competition activity under the guidance of the teacher and send the recording to the competition committee. During the Covid-19 pandemic, the role and involvement of parents in competition activities is very important because most competitions are carried out from home so that parents need assistance and involvement. The involvement of parents in the competition is: facilitating their children, both the facilities and infrastructure for competitions related to IT (Information Technology) and other needs, namely the mental and psychological readiness of their children in the competition.

During the COVID-19 pandemic, the Elementary school of Santo Antonius 02 win several championships, including 1st Place in the Sesorah and Geguritan Contest at the Ayodya Cluster Level, 1st Place in FLS2N at the District Level, 1st Place in the Little Doctor Competition at City Level, and 1st Place in Religion Subject at Semarang City.

### ***Class Performance Activities***

During the Distance Learning period, class performances are held simultaneously at the 6th Grade Graduation Release event and online open house, in this stage students show their talents, especially in the arts of singing, dancing, and playing music. The involvement of parents in this activity is very important, namely facilitating their sons and daughters, both facilities and infrastructure for art performances related to IT (Information Technology) and other needs by training children to be better prepared when appearing in virtual class performances.

### ***Social Activities***

Social activities carried out by the parents' association in collaboration with the school committee are carried out routinely and incidentally. Parents and teachers routinely carry out social services in the form of community service cleaning the community around the school once a month, distributing groceries to communities around the school in need at Easter and Christmas. Meanwhile, incidental activities are carried out when a parent or family member of SD Santo Antonius 02 Semarang is sick and died.

The implementation phase of the school partnership program with parents at the elementary school of Santo Antonius 02 Semarang has succeeded in involving parents and the school committee so that school partnership activities with parents can run well in academic and non-academic activities. Following the opinion of Ki Hajar Dewantara, that education takes place in three environments (Three Education Centers), namely: family, school, and community (Sugiarta et al., 2019). The family is the first and foremost place of education for children, both father and mother serve as guides, as teachers, as educators, and mentors (Thontowi & Dardiri, 2019). This is supported by the results of research by Mora & Escardíbul (2018), Suizzo, et al., (2014) and Misty So-Sum Wai-Cook (2020), Roshonah, et al (2020), Cahyati & Kusumah (2020), Lyn Tett & Gale Macleod (2020) show that the role of parents is needed for collaborative collaboration with teachers in implementing learning, the success of children's learning depends on the interest and involvement of parents in helping their children with school-related tasks; respond to their child's academic achievement; communicate with their child about school-related issues; provide a conducive learning environment; guiding children through the learning process; transmit their educational philosophies, hopes, and values to their children.

### Monitoring and Evaluation Stage

Monitoring and Evaluation is a stage carried out by the manager of the school partnership program with parents at the elementary school of Santo Antonius 02 Semarang to ensure that the process and results of the school and parent partnership program activities can go according to plan and lead to the expected results. Monitoring of the school partnership program with parents is carried out by the school, the manager of the parent association, and the school committee from the beginning of program creation, implementation, reporting, and evaluation. During the distance learning period from home, monitoring is carried out online through online meetings by using zoom media and group Whatsapp. Monitoring of the distance learning implementation process is carried out by the principal through academic supervision activities, attending classes, and traveling online using WhatsApp groups, zoom meetings, or entering LMS Google Classroom and face-to-face meetings.

Evaluation of school partnership activities with parents at the elementary school of Santo Antonius Semarang is carried out to see the achievements, obstacles, and supporting factors in their implementation. The time for the evaluation is at the end of each activity completed to find out whether the implementation is following the plan and the extent to which the program is successful as well as the constraints that exist to make solutions to these obstacles. Incidentally adjusting to the situations and conditions that require immediate evaluation to determine better steps to resolve urgent problems. At the end of each semester to determine the implementation and success of the activity program. The results of the evaluation on each item of the school's partnership program with parents are shown in the following table.

**Table 3. Results of Evaluation of the Implementation of the School Partnership Program with Parents at SD Santo Antonius 02 Semarang**

No	Activity Plan	Evaluation Result
A.	Activities for the first day of school	Held on the first day of school followed by all students and parents
1	Mass at the beginning of the school year, remarks, and socialization of the vision and mission by the principal.	Approval and commitment to implementing the partnership program
2	Class teacher meeting with parents	Parents association for each class is formed
	a. Socialization of the family partnership program in distance learning from home	Conducted simultaneously with online MPLS activities with zoom and video media.
3	b. Formation of class association	
	Introduction to the school environment	

<b>B</b>	Parent class activities	
<b>1</b>	Involvement of parents as facilitators, motivators, companions, and mentors in distance learning from home	Conducted throughout the 2020/2021 academic year and the 2021/2022 odd semester
a.	Facilitator:	
	<ul style="list-style-type: none"> <li>• Procurement of learning books</li> <li>• Provision of distance learning infrastructure at home</li> </ul>	<ul style="list-style-type: none"> <li>• In the early days of the covid-19 pandemic, parents are overwhelmed in providing distance learning tools and facilities, motivating, accompanying, and guiding children's distance learning at home, teachers are also not ready to do online distance learning so that what students receive is only in the form of assignments, lack of material explanation, discipline, and less student responsibility.</li> </ul>
a.	Motivator:	
	<ul style="list-style-type: none"> <li>• Assist in the preparation of learning programs using LMS as a medium for distance learning</li> <li>• Motivate their children in distance learning</li> <li>• Regular parent-teacher meetings to discuss the development of distance learning</li> <li>• Distance learning mentors and guide at home, activities:</li> <li>• distance learning assistance is integrated with the distance learning schedule</li> </ul>	<ul style="list-style-type: none"> <li>• In the second pandemic, teachers are more skilled at using LMS in online learning, children have begun to be disciplined, diligent, and enthusiastic even though there are many tasks, according to parents, learning is more successful about 80%, but parents are unable to replace the role of teachers at home to guide learning his son.</li> </ul>
<b>2</b>	Regular meeting of teachers with parents	Held on July 31, 2021, online with resource persons from the Faculty of Psychology, Sugiyopranoto Catholic University (UNIKA) Semarang It is held online at the beginning of every odd and even semester
<b>3</b>	Parenting Seminar: "Achievement and motivation training".	
	Recollection	
<b>C</b>	Inspirational Class Activities	
<b>1</b>	Inspiration of students' parents	Only carried out at the beginning of the Even Semester of the 2020/2021 Academic Year online with resource persons, parents of students sharing experiences accompanying students during the distance learning.
<b>2</b>	School alumni inspiration	
<b>D</b>	Involvement of parents in students' self-development activities:	
<b>1</b>	Academic and non-academic competitions	The competition is conducted online, elementary school of Santo Antonius 02 win several championships, including 1st place in the Ayodya Cluster Sesorah and Geguritan Contest, 1st place in FLS2N at the District Level, 1st place in the City Level Little Doctor Contest, 1st Place in Mapag at City Level. Held simultaneously at the 6th-grade graduation ceremony and online open house, in this stage students show their talents, especially in the arts of singing, dancing, and playing music.
<b>2</b>	End of year stage	
<b>E</b>	Social Activity	Implemented, carried out by the class community in collaboration with the school committee on a regular and incidental basis. <ul style="list-style-type: none"> <li>• Routinely every Christmas and Easter distribute necessities and clean the environment with school residents twice a month.</li> <li>• Incidentally collected funds from parents to help underprivileged students to provide IT (Information Technology) tools for distance learning by online (HP), visits for parents and school residents who are sick and died.</li> </ul>

The obstacles which are faced during implementing the partnership program with parents on distance learning from home are (1) not all parents/students have adequate infrastructure for distance learning, the tools and facilities owned by each parent/student are different; (2) not all parents can accompany their children to the maximum extent possible due to limited time and knowledge; (3) not all parents can be involved in implementing the school partnership program with parents due to limited time and energy due to work; (4) the presence of parents in the meeting is not as expected, for example on time and the number of attendance; (5) limited signal and quota if there is a virtual meeting; (6) due to social restrictions, the implementation of student tasks has not been carried out properly, so that some inputs from students' parents have not received a solution; (7) persami activities, retreats, sports for competitions, jamborees have not been carried out, because if they are carried out online the results are not optimal.

The monitoring and evaluation phase shows that the success of the school partnership program with parents is largely determined by the involvement of parents through the parent association and school committee. Especially during the Covid-19 pandemic, parents play a very important role in supporting children to carry out education and learning activities remotely from home. As Desforjes, 2003 in (Taufik Rihatno, Yufiarti, 2017), states that parental participation has a positive impact on



children's development in school, both in academic and non-academic fields. This success is also supported by the leadership of the principal of the elementary school of Santo Antonius 02 Semarang because the success in managing, leading, and building a school partnership culture both internally and externally with families and communities is largely determined by the role of the principal (Kuntoro, 2010).

### CONCLUSION

At the planning stage, the partnership program team prepares an action plan, including (a) activities on the first day of school consist of Mass at the beginning of the school year followed by a welcoming speech at the beginning of the year and socialization of the vision and mission by the principal, class teacher meetings with parents and introduction to the school environment; (b) parent class activities, including the role of parents as facilitators, motivators, mentors and companions for distance learning from home activities, parenting seminars and recollections; (c) inspirational class activities; (d) involvement of parents in self-development activities, and (e) social activities.

At the implementation stage, the manager of the partnership program together with the parents' association carries out activities that involve parents according to the program/action plan that has been decided and becomes a joint commitment. At the monitoring and evaluation stage, it is carried out to ensure that the process and results of activities involving families in activities carried out by the school can go according to plan and lead to the expected results. Monitoring is carried out to see, record, and observe the implementation of the parent-school partnership program. Evaluation of school partnership activities with parents at the elementary school of Santo Antonius 02 Semarang was carried out to see the achievements, constraints, and factors that support its implementation. The results of the evaluation show that each item of the school's partnership program with parents has been implemented well even though there are still obstacles.

Based on the results of the research that has been done, suggestions are addressed to (1) principals: it is necessary to form a parent association at the education unit level so that the parent association at the class level has the same perception in carrying out the school partnership program with parents, increasing the collaboration with parents and committees schools in managing school partnership programs with parents; (2) the parents' association, adding innovative partnership programs, following up on the results of the evaluation of the partnership program, and increasing collaboration with school committees; For teachers: increasing the active involvement of teachers in implementing school partnership programs with parents in each class to achieve the more optimal student learning outcomes.

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