



Exploring the Role of Community-Based Partnership for Enhancing Academic Achievement : Empowering Students Through Quality Teaching

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Abstract: This research aims to investigate the impact of community-based partnerships on teacher teaching quality and student academic achievement. This study used a quantitative approach with structural equation analysis. The target population was 5 Catholic Junior High Schools (SMP) and Senior High Schools (SMA) in the city of Sibolga Gunungsitoli, Nias, North Sumatra, with details of 28 teachers for Saverius High School, 27 teachers for Fransiskus High School, 27 Kesuma Indah High School teachers, 27 teachers for Bunga Middle School, Mawar 28 teachers, Kesuma Indah Middle School 21 teachers, and Francis Middle School 20 (teachers), bringing a total sample of 189. Confirmatory factor analysis (CFA) and hypothesis testing used the structural equation model through AMOS version 26.00. The results showed that Community-based partnerships in education could significantly positively impact teacher teaching quality and student academic achievement. Through collaboration between schools, communities, and teachers, this approach allowed for improvements in the quality of teaching that directly impact student academic achievement. These findings also support the theory of motivation, which asserts that community-based partnerships can increase student motivation through quality teaching and support from community members.

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Introduction

Schools in Indonesia and the world are developing innovative models to respond to and anticipate societal changes and are competing to improve education quality through community participation (Ahmad, 2013). Community participation in education is crucial to creating an effective and efficient student learning environment. When involved in education, the community can help strengthen support and motivation to learn, develop social skills, and provide student resources (Ahmad, 2013).

Schools in Indonesia have formed parent-teacher committees and associations but have yet to be able to improve student learning outcomes, even though these institutions were initiated by the Indonesian government (Widia Ningsih & Dafit, 2021). Community partnerships in education refer to collaborations between schools and other community organizations such as non-profits, local businesses, and government agencies. These partnerships can have many dimensions, variations, and implications, including focusing on academic support, mentoring, career development, community involvement, and family involvement. In addition, partnerships can involve teachers, students, parents, community members, religious communities (Gerejani), and other external organizations. Partnerships and various models, such as schools or communities, can also be of short or long duration. Partnerships can also differ in the intensity of engagement, ranging from occasional



collaborations or activities to regular and ongoing interactions between partners (Ahmad, 2013).

Community partnerships in education can enhance learning opportunities for students by providing access to resources, experience, and expertise that may not be available in schools. Partnerships can also increase the involvement of students, families, and community members by providing opportunities to engage and participate in school-related activities. Research (Ellis, 2019) shows that community partnerships in education can improve student academic achievement, attendance, and graduation rates. In addition, partnerships can increase the sustainability of school programs and initiatives by providing additional access to resources and expertise. Partnerships can also enhance the relationship between schools and communities by facilitating mutual understanding and cooperation (Armstrong, 2015).

Various studies and education experts state that community partnerships in education positively impact teacher teaching quality because involving parents and communities in the learning environment creates strong collaboration and additional resources for teachers, improving teaching quality and student learning outcomes. It is as explained by (Epstein, J. L, 2010), that effective education cannot occur only in the classroom; partnership support with the community is the key to improving the quality of teacher teaching. Family and community involvement in education significantly impacts student achievement, and teachers who work closely with parents and communities can create a better learning environment (Henderson & Mapp, 2002). When parents are involved in the class, teachers feel supported and have additional resources to improve their teaching. It directly affects the quality of teacher teaching (Davies & Guppy, 2015).

On the other hand, there are studies on community participation that explain why some programs are successful and some are not, such as studies (Oakley, 1991) which reveal that community participation improves health services; on the other hand, a study of Village Education Committees in India shows that community participation does not improve school quality (Bano, 2022). Similarly, school committees in Indonesia have no bargaining power (Bramantyo & Okezone, 2020), meaning that community participation has little impact on learning. Statements that differ from the results of this study create research gaps so that research on community collaboration to increase engagement and the quality of education is feasible.

This community-based partnership views education as a shared responsibility, not just that of the government or schools. Involving all components of society, it is expected to create an atmosphere conducive to sustainably improving education quality. It can provide more significant benefits for educational development. Jatmika (2018) stated that the community-based partnership model is a collaborative process that involves citizens, community groups, organizations, and governments in solving socioeconomic problems in a particular area or community. Meanwhile (Campbell & Matias, 2017) says the community-based partnership model is an approach that involves citizens, community groups, government, and non-governmental organizations in developing programs designed to improve the quality of life.

One of the relevant studies in this context was conducted by Penuel et al. (2019). They explored the impact of community-based partnerships in a high school in the United States. The study results show that community-based partnerships have a positive relationship with student's academic achievement, including increases in test scores and graduation rates. Stevens et al. (2021) also researched community-based partnerships and student achievement in an elementary school. They found that close partnerships between schools, teachers, students, parents, and the surrounding community significantly affect students' academic



achievement. In this study, community-based partnerships increased student motivation and participation in school activities and reduced absenteeism and inappropriate behavior.

Another relevant study was conducted by Hill et al. (2020), who examined the relationship between community-based partnerships and student achievement in elementary schools in Canada. Their research results showed that community-based partnerships positively influence students' academic achievement, including improved standardized test scores and greater academic progress over time. This research also emphasized the importance of strong collaboration between schools and communities in creating an inclusive and supportive educational environment. In research conducted by Mapp and Kuttner (2022) in the United States, they highlighted the vital role of parents in community-based partnerships and the impact this has on students' academic achievement. This research showed that parental involvement in educational activities, such as attending school meetings, helping children with homework, and supporting learning at home, significantly impacts student academic achievement. This research aims to investigate the positive impact of community-based partnerships on teacher teaching quality and student academic achievement in the region, especially Catholic high schools, and junior high schools in the city of Sibolga Gunungsitoli, Nias, North Sumatra, which are Catholic educational institutions that help shape future human resources that are useful for family, society, nation, and the Church.

Research Method

This study used a quantitative approach with multivariate statistical tools involving structural equation analysis (SEM) to examine the relationship between variables and validate the conceptual model (Kline, 2015). The Amos statistical tool was a software that was used extensively in SEM analysis. With Amos, researchers construct and test hypotheses and produce in-depth analysis results (Byrne, 2016). This approach aims to obtain the predictive value of the effect of exogenous variables on endogenous variables and the role of employee-mindfulness mediating variables, as well as to explain the theoretical relationship between independent and dependent variables. The data collection method was carried out by asking a series of questions to respondents to obtain relevant information related to the research topic. *Surveys* are a method used in quantitative research to collect data in the form of responses or structured answers from respondents with closed questions (providing predetermined answer options using a Likert scale and open-ended questions (asking respondents to provide free responses).

The target population was 5 Catholic Junior High Schools (SMP) and Senior High Schools (SMA) in the city of Sibolga Gunungsitoli, Nias, North Sumatra, with details of 28 teachers for Saverius High School, 27 teachers for Fransiskus High School, 27 Kesuma Indah High School teachers, 27 teachers for Bunga Middle School, Mawar 28 teachers, Kesuma Indah Middle School 21 teachers, and Francis Middle School 20 (teachers), bringing a total sample of 189. Confirmatory factor analysis (CFA) testing and hypothesis testing used the structural equation model through AMOS version 26.00.

Results and Discussion

The research was conducted via a questionnaire in February 2023 online. Questionnaire items were measured on a Likert scale with 5 degrees of intensity (1=disagreement, 5=agreement). The respondent identity questionnaire asks for information about the respondent's profile, such as gender, age, and level of education. In the description

of the identity of the respondents, most of them were male (59.50%) with undergraduate education (69.80%), and most were between 41 to 50 years old.

Tabel 1. Respondent Identity

Gender		Academic Title		Usia	
Category	n%	Category	n%	Category	n%
Male	59,50%	Bachelor	69,80%	< 30 Tahun	19,30%
Female	40,50%	Masters	30,20%	31 – 40 Tahun	27,20%
				41 – 50 Tahun	33,70%
				>50 Tahun	19,80%

Exploratory Factor Analysis

Before carrying out the Exploratory Factor Analysis (EFA) analysis, test the Kaiser-Meyer-Olkin (KMO) to measure the adequacy of sampling through Bartlett's Test of Sphericity to investigate the factor reliability of the data. The resulting KMO with a high value of 0.822 implies the suitability of the data for EFA, and the test statistic is significant, as indicated by Bartlett's Test of Sphericity ($p < 0.001$).

Tabel 2. Kaiser-Meyer-Olkin sample adequacy test (KMO)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.822
Bartlett's Test of Sphericity	Approx. Chi-Square	242.356
	df	67
	Sig	.000

Measurement Statistics of Construct Scales

Measurement Statistics of Construct Scales refers to the statistics used to evaluate the quality of the measurement scales used in measuring research variables. Some of the measurement statistics used to evaluate construct scales are reliability, which measures the degree to which the scale is consistent and reliable. Reliability statistics often used include Cronbach's alpha and are declared reliable if the coefficient is above 0.8. Validity testing measures the extent to which the measurement scale accurately measures the intended construct and is declared valid if the coefficient is above 0.5. The loading factor describes the relationship between the item and the construct; if the loading factor is above 0.5, it indicates that the items effectively measure the desired construct. The average value must be in the middle of the measurement scale or close to the middle point. A higher standard deviation indicates greater variation in respondents' responses to the items on the scale. It indicates variations in the respondents' perceptions or attitudes towards the construct being measured. The analysis results, as shown in Table 3, show that the data has been declared reliable and valid.

Table 3. Measurement Statistics of Construct Scales

Construct	dimensions and indicators	Mean	SD	Loading Factors	Reliability	Validity
Community-based partnership	Parent Participation	5.61	.918	,759	0,914	0,681
	Community engagement	5.67	.891	,701		
	Communication corporation	5.66	.874	,773		
	Family support	5.63	.904	,714		
	Inculcation of value ethics	5.55	.911	,723		
Quality Teaching	Knowledge and skill	5.45	.882	,703	0,865	0,662
	Effective learning planning	5.48	.775	,727		
	Use of various teaching	5.49	.834	,731		

Construct	dimensions and indicators	Mean	SD	Loading Factors	Reliability	Validity
	methods					
	Learning monitoring and evaluation	5.37	.933	,733		
	Individualizes support attention	5.39	.859	,815		
	Continuing profesional development	5.34	.910	,704		
Academic achievement	Value Engagement	5.35	.900	,734	0,889	0,618
	Learning Progress	5.41	.854	,701		
	Active participation	5.20	.824	,701		
	Success in creative tasks	5.13	.900	,724		
	Life skills	5.37	.874	,766		

Structural model assessment

Figure 3. The model results show that the data fits well. Significant chi-square $\chi^2 = 119.156$, $df = 101$, $p = .105$. CMIN/df is 1.180, well below the maximum limit of 2.0, GFI = .924 and AGFI = .897, CFI = .986; TLI = .985; also above .95, and RMSEA = .031 is suitable because it is below .05. In the analysis of structural equations with AMOS as shown in Figure 1, it can be concluded that the model is declared feasible because it is in accordance with empirical data.

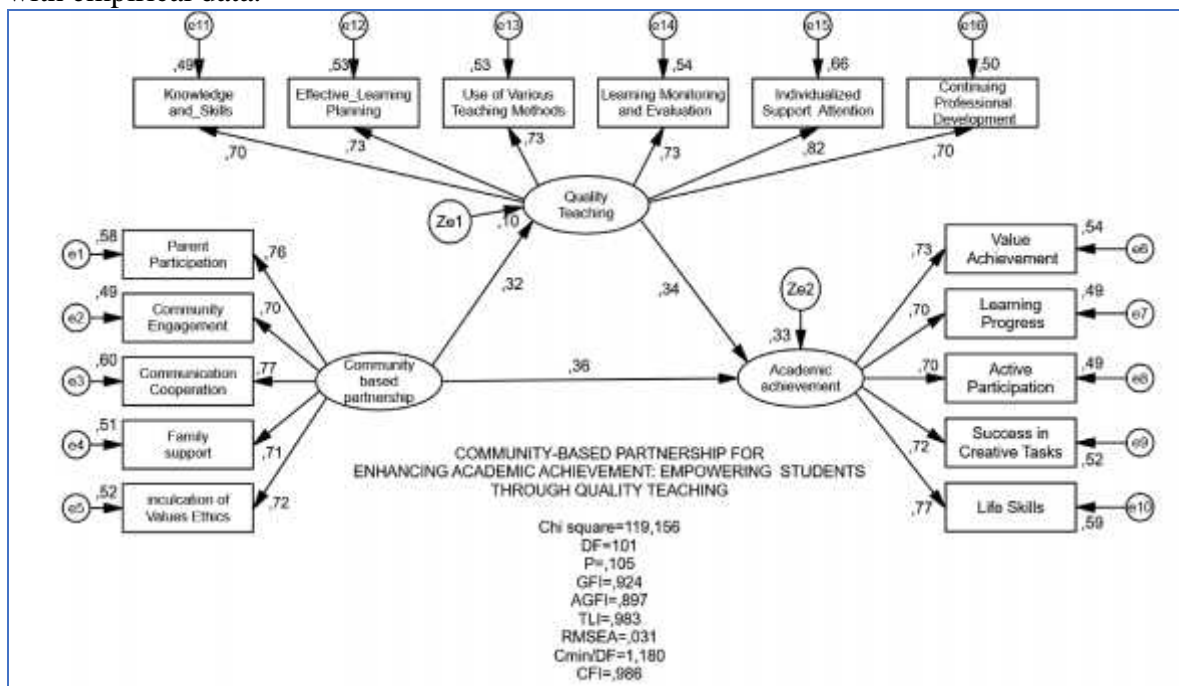


Figure 1. Structural Equation Model

Discussion

In this study, three hypotheses are proposed: 1). There is a significant influence of community-based partnerships on academic achievement. 2). There is a significant influence of community-based partnerships on teaching quality. 3). There is a significant effect of quality teaching on academic achievement. Testing the three hypotheses is shown in Table 4. In testing the hypothesis, two important measurements were used, namely the p-value and the CR (Critical Ratio) value. The P-value measured the strength of the evidence possessed by

the data against the null hypothesis. If the p-value was less than the specified significance level (0.05), the null hypothesis could be rejected, and the results were considered statistically significant. However, if the p-value was greater than the significance level, the null hypothesis could not be rejected, and the results were not considered statistically significant. The CR value indicated how strong the relationship was between the two variables in the model by comparing the relationship's strength with the measurement's variability. If the CR value was greater than 1.96, then the relationship between these variables was considered significant. The relationship was considered insignificant if the CR value was less than the critical threshold.

Table 4. Standardized Regression Weights

	Path	Std Estimate	S.E.	C.R.	P
Quality Teaching	<--- Community based partnership	,319	,089	3,639	***
Academic achievement	<--- Community based partnership	,358	,074	4,059	***
Academic achievement	<--- Quality Teaching	,344	,072	3,984	***

The study's results, as shown in Table 4, explain the first hypothesis that community-based partnerships have a positive and significant effect on quality teaching, which is proven. It was shown by the regression coefficient value of 0.319, and the significant value of *** was smaller than the cut of the value of 0.01. This study found that the role of community-based partnerships was tested to be significant for quality teaching as a consequent variable. The findings of this study provide empirical solid evidence regarding the positive benefits of community-based partnerships on quality teaching. Research support by Smith, J., Johnson, A., & Brown, L. (2022) found that the role of community-based partnerships significantly affects teaching quality as a measured variable. The findings of this study provide empirical solid evidence regarding the positive benefits of community-based partnerships for quality teaching.

Furthermore, in the second hypothesis, community-based partnership positively and significantly affects academic achievement. It is shown by the value of the regression coefficient of 0.358, and the significant value of *** is smaller than the cut of the value of 0.01. This study found that the role of community-based partnerships proved to have a significant effect on academic achievement as a consequent variable. The findings of this study provide strong empirical evidence regarding the positive benefits of community-based partnerships on academic achievement in the long term. These findings support a meta-analysis study (Johnson, S, et al., 2018) analyzing the effect of community-based partnerships on student academic achievement. This study presents significant findings and provides an understanding of the positive influence of community-based partnerships on academic achievement. Anderson, K., Thompson, D., White, S. (2020) presents a case study regarding the partnership between parents and the community in increasing student academic achievement in a particular school district. The results of this study highlight the importance of collaboration between families, schools, and communities in achieving academic success.

The results for the third hypothesis in the form of teaching quality had a positive and significant effect on academic achievement. It was shown by the value of the regression coefficient of 0.344, and the significant value of *** was smaller than the cut of the value of 0.01. effective quality teaching had a positive and significant influence on student academic achievement. Teachers who apply good teaching methods, have adequate knowledge and skills, provide individual support and attention to students, and use a variety of learning strategies can help improve student academic achievement.



Empirical findings from interviews with several school principals and teachers explain several important things related to the activities or programs carried out and the results achieved in the implementation of community-based partnerships:

- At the heart of the community collaboration model is a focus on extending the reach of academics during time outside of school. Tutoring, homework help, and other outside support (reading groups and fluency programs) can increase teaching time and involvement in the academic curriculum.
- Parental/family involvement goes beyond just involving parents in helping their children attend school; it can generate more support, trust, and positive relationships with families that indirectly impact academic learning.
- These community partnerships can provide additional funds, resources, or school personnel. For example, schools could identify links with schools to provide internships that increase social service access and support. Coordination with community organizations in the private sector can also create a single point of contact for families and youth, simplifying the process of receiving services and support. In this collaboration, the school and various community parties synergize to create an environment that supports the teaching and learning process and helps improve the quality of life for the community around the school.
- Level of parental participation in school activities, such as parent-teacher meetings, school committees, or study groups, such as parental attendance at parent-teacher meetings, number of parents involved in volunteer activities at school, and parental participation in school projects.
- The level of community involvement in education, such as volunteering at school, providing resources or support, and participating in education improvement activities in the community, such as the number of volunteers from the community who assist in school activities, support from local organizations in the form of funds or facilities, community participation in mentor or tutor programs.
- Effectiveness of communication between educational institutions, parents, teachers and the community, as well as cooperation in planning and implementing educational programs, such as the quality of communication between schools and parents via letters, e-mail or face-to-face meetings, parental participation in decision-making at school, and collaboration between schools and community institutions in educational programs.
- The level of support provided by the family towards the child's education, such as helping with homework, providing encouragement, and creating a positive learning environment at home.
- Efforts to develop values and ethics in education, such as instilling moral values, mutual respect, and social responsibility, such as moral and character education programs in schools, efforts to teach values such as honesty and empathy, and awareness students about social and environmental responsibility.

The application of the community-based partnership model in education has advantages and challenges as stated by (Diab & Flack, 2013):

Benefit:

- Increasing the participation and involvement of the community (parents, alumni, Catholic faithful) in the educational process.
- Improving the relevance and quality of education by involving the community in the educational process, this model can help improve the relevance and quality of education by taking into account the needs and expectations of the community.
- Optimizing local resources by involving the community and local resources.



- Improving the understanding and relationship between the community and the school by involving the community in the educational process.

Challenge:

- There are challenges in integrating different interests and goals between the community and educational institutions.
- It takes a lot of time and effort to build strong partnerships between communities and educational institutions.
- Requires strong support and commitment from all related parties, including the community, educational institutions, and the government.
- Requires good coordination between various related parties, including the community, educational institutions, and the government.

Conclusion

The results of this study showed that community-based partnerships in education had a significant positive impact on teacher teaching quality and student academic achievement. Through collaboration between schools, communities and teachers, this approach allowed for improvements in the quality of teaching that had a direct impact on student academic achievement. This approach led to significant improvements in teaching quality, which directly impacted students' academic achievement. The results showed that Community-based partnerships in education had a significant positive impact on teacher teaching quality and student academic achievement. Through collaboration between schools, communities and teachers, this approach allows for improvements in the quality of teaching that have a direct impact on student academic achievement.

Recommendation

Recommendations based on the results of this study: It is recommended that this research contain something newer, namely the active involvement of the community in the educational process, which can increase student learning motivation, present learning experiences that are relevant to everyday life, and create an inclusive learning environment.

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