

THE TRANSFORMATION OF THE ROLE OF PARENTS AND THE COMMUNITY AS STRATEGIC PARTNERS IN ACCELERATING THE QUALITY OF EDUCATION BASED ON LOCAL WISDOM AT SMAN 10 PANGKEP

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Abstract

This study aims to analyze the transformation of the role of parents and the community as strategic partners in accelerating the quality of education based on local wisdom at SMAN 10 Pangkep. The research uses a qualitative approach with a case study design. Data was collected through in-depth interviews, observations, and documentation involving principals, teachers, parents, community leaders, and students. Data analysis is carried out interactively through the stages of data reduction, data presentation, and conclusion drawn. The results of the study show that there is a shift in the role of parents and society from passive involvement to active and collaborative participation in supporting the educational process. Parents are involved in learning assistance, character strengthening, and participation in school programs based on local wisdom. The community plays a role as a source of contextual learning through the involvement of traditional and religious leaders in educational activities. Strategic partnerships built through participatory approaches, open communication, and the integration of local cultural values have been proven to contribute to improving the quality of education. Although still faced with obstacles such as limited parental time and unstructured partnership systems, strong local social and cultural capital is the main supporting factor in maintaining the sustainability of collaboration. This study concludes that the transformation of the role of parents and society based on local wisdom is an important foundation in the development of contextual, inclusive, and sustainable education.

Keywords: role of parents, community, strategic partnerships, local wisdom, quality of education.

Abstrak

Penelitian ini bertujuan untuk menganalisis transformasi peran orang tua dan masyarakat sebagai mitra strategis dalam akselerasi mutu pendidikan berbasis kearifan lokal di SMAN 10 Pangkep. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi yang melibatkan kepala sekolah, guru, orang tua, tokoh masyarakat, dan peserta didik. Analisis data dilakukan secara interaktif melalui tahap reduksi data, penyajian data, dan penarikan simpulan. Hasil penelitian menunjukkan bahwa terjadi pergeseran peran orang tua dan masyarakat dari keterlibatan pasif menuju partisipasi aktif dan kolaboratif dalam mendukung proses pendidikan. Orang tua terlibat dalam pendampingan belajar, penguatan karakter, serta partisipasi dalam program sekolah

berbasis kearifan lokal. Masyarakat berperan sebagai sumber belajar kontekstual melalui keterlibatan tokoh adat dan tokoh agama dalam kegiatan pendidikan. Kemitraan strategis yang dibangun melalui pendekatan partisipatif, komunikasi terbuka, dan integrasi nilai budaya lokal terbukti berkontribusi terhadap peningkatan mutu pendidikan. Meskipun masih dihadapkan pada hambatan seperti keterbatasan waktu orang tua dan belum terstrukturnya sistem kemitraan, kuatnya modal sosial dan budaya lokal menjadi faktor pendukung utama dalam menjaga keberlanjutan kolaborasi. Penelitian ini menyimpulkan bahwa transformasi peran orang tua dan masyarakat berbasis kearifan lokal merupakan fondasi penting dalam pengembangan pendidikan yang kontekstual, inklusif, dan berkelanjutan.

Kata kunci: peran orang tua, masyarakat, kemitraan strategis, kearifan lokal, mutu pendidikan.

INTRODUCTION

Education is a cornerstone of developing high-quality human resources with strong character. The quality of education serves as a key indicator in determining individual competitiveness and a nation's progress amid the increasingly complex dynamics of globalization. Therefore, improving the quality of education is not only the responsibility of the government and schools but also requires the active involvement of various stakeholders, including families and the community. In Indonesia, efforts to improve the quality of education have been undertaken through various policies and strategic programs. However, disparities in educational quality across regions remain an issue that has not yet been fully resolved. Regions with specific geographic and social characteristics, such as island and rural areas, face different challenges compared to urban areas. Pangkep Regency is one such region that is still striving to improve the quality of education, particularly at the secondary level, including at SMAN 10 Pangkep.

One of the main issues affecting the quality of education in this region is the low level of parental and community involvement in the educational process. Parental and community participation is often limited to administrative and ceremonial aspects, failing to address strategic roles in supporting the learning process and character development of students. This situation is influenced by various factors, such as work commitments, economic constraints, and a lack of understanding regarding the importance of the roles of family and the community in education (Ningsih, 2023).

In fact, various studies show that parental and community involvement makes a significant contribution to students' motivation to learn, discipline, and academic achievement. Moral, social, and cultural support from the school's surrounding environment can create a conducive learning atmosphere and encourage the optimal development of students' potential. When such involvement is not well established, the educational process tends to be fragmented and lacking in context.

Theoretically, Talcott Parsons' structural functionalism perspective views education as a social institution that serves to transmit the values, norms, and skills necessary to maintain social order (Parsons, 1959). Within this framework, families and the community play a vital role as integral parts of a social system that is interrelated with the school. The

absence of parental and community involvement in education can disrupt education's function as a means of character development and social integration.

One approach considered relevant for strengthening the synergy between schools, families, and the community is education based on local wisdom. Local wisdom encompasses cultural values, social norms, and way-of-life practices that have grown and evolved within the local community. Integrating local wisdom into learning can enrich students' educational experiences, strengthen their cultural identity, and instill character values aligned with their social context (Hidayah, 2021). Education based on local wisdom also opens up broader opportunities for parents and the community to participate in the educational process. By leveraging local potential, the community is no longer viewed as an external party but rather as a strategic partner of the school in supporting student learning and character development. This approach makes education more contextual, relevant, and meaningful for students' lives.

In the context of SMAN 10 Pangkep, the social and cultural potential of the surrounding community is actually immense for supporting the development of education based on local wisdom. However, the involvement of parents and the community remains sporadic and has not yet been systematically managed. The school requires a strategy capable of transforming the roles of parents and the community from merely passive supporters into strategic partners who play active and sustainable roles. This transformation demands planned efforts through strengthened communication, role clarification, and the establishment of collaborative partnership forums.

Through these strategies, schools can build an inclusive and participatory educational ecosystem, thereby improving educational quality more rapidly and sustainably. Based on this discussion, this study is titled "Transformation of the Roles of Parents and the Community as Strategic Partners in Accelerating the Quality of Local Wisdom-Based Education at SMAN 10 Pangkep." This study aims to analyze the level and forms of parent and community involvement, identify barriers to building educational partnerships, and formulate effective role transformation strategies based on local wisdom. The results of this study are expected to provide theoretical and practical contributions to the development of contextual and sustainable educational partnership models in Indonesia.

METHOD

This study employs a descriptive qualitative approach using a case study design. This approach was chosen to gain an in-depth understanding of the transformation of the roles of parents and the community as strategic partners of the school in improving the quality of education based on local wisdom. The case study allows the researcher to comprehensively explore the dynamics, practices, and sociocultural context developing at SMAN 10 Pangkep. The research was conducted at SMAN 10 Pangkep, Pangkep Regency, South Sulawesi. The selection of the research location was based on the consideration that the school possesses strong sociocultural characteristics and the

potential for community involvement relevant to the development of education based on local wisdom. Additionally, the school is currently striving to improve the quality of education by strengthening partnerships with parents and the community. The research subjects consisted of the principal, teachers, parents, community leaders, and students. Informants were selected using purposive sampling, taking into account their direct involvement and knowledge regarding the implementation of the local wisdom-based education program. Informants were chosen to represent various perspectives so that the data obtained would be comprehensive and in-depth.

Data collection techniques in this study included in-depth interviews, participatory observation, and document analysis. In-depth interviews were conducted to explore the informants' views, experiences, and perceptions regarding the roles and involvement of parents and the community in education. Participatory observation was used to directly observe the forms of interaction and participation of parents and the community in school activities. Documentation analysis was conducted on school documents, such as work programs, meeting minutes, and activity reports related to school-community partnerships. Research instruments included interview guidelines, observation sheets, and a documentation checklist. The interview guidelines were designed to be semi-structured so that researchers could explore information in depth while remaining focused on the research objectives. Observation sheets were used to record activities, forms of participation, and interactions between the school, parents, and the community within the context of education based on local wisdom.

Data analysis was conducted using the Miles and Huberman interactive analysis model, which includes the stages of data reduction, data presentation, and drawing conclusions. Data obtained from various sources were analyzed repeatedly and simultaneously to identify patterns, themes, and relationships between variables relevant to the research focus. The analysis process was conducted continuously from data collection through the writing of the research findings. Data validity was ensured through source triangulation, methodological triangulation, and temporal triangulation. Source triangulation was performed by comparing data from school principals, teachers, parents, and the community. Methodological triangulation was performed by comparing results from interviews, observations, and documentation. In addition, the researcher also conducted member checks to ensure the accuracy of the data and its consistency with the informants' experiences. By applying this research method, it is hoped that a comprehensive picture will be obtained regarding the transformation of the roles of parents and the community as strategic partners in accelerating the quality of education based on local wisdom at SMAN 10 Pangkep.

RESULTS AND DISCUSSION

This section presents the research findings obtained through in-depth interviews with the principal, teachers, parents, and community leaders; participatory observation; and a review of documents at SMAN 10 Pangkep. The presentation of the research results

focuses on three main research questions, featuring empirical data and interview excerpts to support the field findings.

1. The Transformation of the Roles of Parents and the Community in Supporting Educational Quality at SMAN 10 Pangkep

The research findings indicate that the transformation of the roles of parents and the community at SMAN 10 Pangkep has undergone a significant shift from passive involvement toward more active and collaborative roles. Parents are no longer limited to administrative roles, such as attending meetings or fulfilling financial obligations, but have begun to be directly involved in supporting the educational process and the character development of students. This transformation in parental roles is evident through their involvement in supporting students' learning at home, reinforcing character values rooted in local culture, and actively participating in school activities. Parents also support school programs that integrate local wisdom, such as religious activities, community service, and cultural events that reflect the values of mutual cooperation and solidarity within the Pangkep community.

Meanwhile, the community serves as a source of contextual learning for students. Community leaders, traditional leaders, and religious leaders are involved in school activities as guest speakers, activity coordinators, or mentors for programs based on local wisdom. This role expands the community's function from merely being a social environment to becoming an educational partner that directly contributes to improving the quality of education. Additional data indicates that approximately 75% of parents are actively involved in at least one school activity each semester, whether academic or non-academic. This involvement is reflected in increased parental attendance at school events, such as parent-teacher meetings, character-building programs, and activities rooted in local culture. These findings suggest a growing awareness among parents of their strategic role in supporting educational quality.

Furthermore, interview and observation results indicate that the local community has begun to function as a learning partner, particularly in the context of character and cultural education. Activities involving traditional and religious leaders provide students with more contextual learning experiences. This data demonstrates that the transformation in the roles of parents and the community is not merely symbolic but has made a tangible contribution to strengthening the quality of education at SMAN 10 Pangkep.

2. Partnership Strategies Between Schools, Parents, and the Community to Accelerate Education Quality Based on Local Wisdom

The research findings reveal that partnership strategies at SMAN 10 Pangkep are built through a participatory approach rooted in local culture. The school serves as the primary coordinator, bridging communication and cooperation between parents and the community. This strategy is implemented through the establishment of partnership forums, such as the school committee, regular parent-teacher meetings, and collaborative activities rooted in local wisdom.

The partnership is further strengthened by integrating local values into the curriculum and school activities. Local wisdom serves as the foundation for character development, fostering values such as a sense of community, social responsibility, and respect for traditional norms. This strategy fosters an emotional connection between parents and the community and the school, thereby encouraging more sustained participation. In addition, the school implements a strategy of open and ongoing communication by utilizing face-to-face meetings and informal communication channels. This strategy facilitates the exchange of ideas, joint program evaluation, and collective problem-solving.

Thus, the partnership is not merely symbolic but serves as a tangible mechanism for accelerating educational quality. Research data indicates that approximately 80% of respondents reported an increase in the frequency of communication between the school and parents over the past two years. Regular meetings and partnership forums serve as the primary channels for communicating school programs and gathering feedback from parents and the community. This strengthens the synergy between the school and the social environment in supporting the acceleration of educational quality. Furthermore, school records indicate that locally-based programs implemented collaboratively have led to increased student and community participation. These activities not only strengthen students' cultural identity but also enhance social support for the school. This data suggests that partnership strategies rooted in local culture are effective in accelerating improvements in educational quality at SMAN 10 Pangkep.

3. Supporting and Hindering Factors in Building Strategic Partnerships Based on Local Wisdom

The research findings show that the main supporting factors in building strategic partnerships are inclusive school leadership, shared values between the school and the community, and a strong local culture that upholds togetherness and mutual cooperation. Support from community leaders and the school committee is also a key factor in ensuring the sustainability of the partnership. However, this study also identified several inhibiting factors. Parents' limited time due to work demands is a major obstacle to active participation. Additionally, varying levels of understanding regarding the importance of involvement in education, as well as the absence of a formally structured partnership system, hinder the optimization of the roles of parents and the community.

Other barriers include limited resources and the failure to fully and systematically incorporate local wisdom into the school curriculum. Nevertheless, most informants stated that these obstacles could be overcome through strengthened communication, capacity building for parents and the community, and the formulation of school policies that are more adaptable to the local context. Empirical data show that approximately 65% of parents face time constraints that prevent them from fully participating in all school activities. This situation leads to inconsistent participation, particularly in non-academic activities. Nevertheless, parents continue to provide moral and social support for school programs.

On the other hand, the research findings also indicate significant opportunities to overcome these barriers by strengthening a more structured partnership system. The development of well-planned programs based on local wisdom, along with a clear division of roles among schools, parents, and the community, is considered capable of enhancing the effectiveness of these partnerships. Thus, supporting factors can be optimized to mitigate various barriers in efforts to accelerate educational quality.

DISCUSSION

The discussion of these research findings indicates that the transformation of the roles of parents and the community at SMAN 10 Pangkep represents the education system's adaptation to demands for quality and social relevance. The research data reveal a significant shift from parents' administrative involvement toward more active roles in academic mentoring, character development, and support for school programs based on local wisdom. This finding aligns with Parsons' (1959) theory of structural functionalism, which asserts that education functions optimally when all social elements—including families and the community—play their roles synergistically in transmitting values, norms, and skills to students.

Parental involvement in reinforcing character values rooted in local culture demonstrates that education takes place not only within the formal school setting but also within the family and community. Empirical data show that the majority of parents are actively involved in school activities and at-home learning support, which leads to increased student motivation and discipline. This finding reinforces the results of previous research stating that parental support has a positive correlation with improved educational quality and students' character development (Ningsih, 2023). Thus, the role of parents is a strategic element in building a sustainable educational ecosystem.

In addition to the role of parents, the community surrounding SMAN 10 Pangkep has also undergone a transformation in function, shifting from merely a social environment to an educational partner. The involvement of traditional leaders, religious leaders, and community leaders as resource persons and facilitators for activities rooted in local wisdom provides students with contextual learning experiences. This finding aligns with Hidayah's (2021) perspective, which states that integrating local wisdom into education enriches the learning process while strengthening students' cultural identity. Learning rooted in local social and cultural realities has proven to be more meaningful and relevant to students.

The partnership strategies implemented by the school through communication forums and collaborative activities based on local culture have proven effective in fostering a sense of belonging among parents and the community toward the school. Research data indicate an increase in the intensity of communication and parental participation in school programs, which has led to an improvement in educational quality. These findings support the results of a study by Setiawan and Dewi (2021), which emphasize that school

partnerships with parents and the community are key factors in enhancing the quality of learning and educational management.

Nevertheless, this study also identified several challenges, such as parents' time constraints and the lack of a formal, structured partnership system. These obstacles align with previous research findings indicating that socioeconomic factors and parents' educational literacy levels often hinder active participation in education (Ningsih, 2023). However, the strong culture of mutual cooperation and shared values between the school and the community at SMAN 10 Pangkep serve as social capital capable of minimizing these obstacles.

Overall, the results of this study confirm that education based on local wisdom, supported by strategic partnerships between schools, parents, and the community, makes a tangible contribution to improving the quality of education. These findings reinforce previous theories and research that position social collaboration as the foundation of quality and sustainable education. Thus, the transformation of the roles of parents and the community is not merely a supporting strategy but a fundamental necessity in the development of education that is contextual, inclusive, and rooted in local culture.

CONCLUSION

Based on the research findings and discussion, it can be concluded that the transformation of the roles of parents and the community at SMAN 10 Pangkep demonstrates a significant shift from passive involvement toward active and collaborative participation in supporting educational quality. Parents no longer limit their roles to fulfilling administrative obligations but are directly involved in academic mentoring, character building, and supporting school programs based on local wisdom. This transformation reinforces the function of education as a social process involving various elements outside the school.

Strategic partnerships between schools, parents, and the community—built through a participatory approach rooted in local wisdom—have proven to contribute to the acceleration of educational quality. The integration of local cultural values into learning and school activities enhances a sense of ownership and shared responsibility for educational success. Partnerships supported by open communication and mutual trust make schools more inclusive, relevant, and responsive to the sociocultural needs of the community. Although various obstacles remain—such as parents' time constraints and the lack of a formal partnership framework—this study indicates that strong social capital and local culture can serve as balancing factors in building sustainable collaboration. Thus, the transformation of the roles of parents and the community based on local wisdom is not merely a supporting strategy but an essential foundation for improving the quality of education that is contextual, sustainable, and oriented toward the character development of students.

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