The Model of School and Community Relationship Management Based on Malay Culture at SD Negeri 105 Pekanbaru

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Article Info

ABSTRACT

In response to global educational dynamics, there is a growing need for innovative collaboration between schools and communities that is deeply rooted in local cultural values. This study aims to develop the Model of School and Community Relationship Management Based on Malay Culture (MHSM-BM Model) and to evaluate its effectiveness, along with the challenges encountered during its implementation at SD Negeri 105 Pekanbaru. Utilizing a Research and Development approach guided by the ADDIE model, data were collected through observation, interviews, and document analysis, and were analyzed using techniques of data reduction, presentation, and conclusion drawing. The development of the MHSM-BM model proceeded through five stages: analyzes, which examined existing relationships between schools and stakeholders; design, which integrated Epstein's framework with twelve principles of Tunjuk Ajar Melayu that reflect the social values of the Malay community; development, involving validation by two expert assessors; implementation, where the model was applied in the school context; and evaluation, which assessed its overall effectiveness. The findings indicate that the model achieved a high level of effectiveness, with student and parental engagement exceeding 90 percent, supported by six key frameworks: pembinaan budi pekerti (character development), dialog dua arah (two-way dialogue), kepedulian sosial (social care), pembelajaran berkelanjutan (sustainable learning), pengambilan keputusan bijaksana (wise decision-making), and kolaborasi berdaya (empowered collaboration). However, challenges remain, particularly in maintaining ongoing collaboration among educators, students, and parents. Overall, the MHSM-BM model presents significant potential for broader application as a means to establish harmonious collaboration between schools and stakeholders.

INTRODUCTION

In an era of extensive global transformation, adaptation and innovation are essential components in maintaining relevance and effectiveness across various sectors, including education. School-based management serves as an approach that grants schools greater autonomy to enhance educational quality through the implementation of key principles such as independence, collaboration, participation, transparency, and accountability (Amon & Bustami, 2021). As outlined in the Permendikbudristek RI No. 47 of 2023 , Article 22 Section (2), the school-based management is implemented through several key dimensions, including school autonomy in institutional governance and management; school partnerships, which involve collaboration with various sectors such as businesses, industries, workplaces, parents, learning communities, support organizations, and other stakeholders; active community participation, which entails public engagement and the strengthening of the roles and capacities of parents, learning communities, support organizations, and other stakeholders; school transparency in ensuring public access to educational information through various communication channels; and school accountability in demonstrating responsibility for the implementation of educational activities to relevant stakeholders. This indicates that expanding both internal and external partnerships is essential for schools to achieve success in school-based management (Jaelani & Masnun, 2019). Therefore, the implementation of school-based management, which prioritizes collaboration between schools and various stakeholders, is essential for fostering an educational environment that is more effective, adaptive, and responsive to the evolving needs and challenges of contemporary society.

In accordance with Article 54 Section (1) of the Sisdiknas Law No. 20 of 2003 of the Republic of Indonesia, public participation in education encompasses contributions from various stakeholders, including individuals, communities, family groups, professional associations, business entities, and civil society in the implementation and supervision of educational service quality. This aligns with one of the key components of school-based management, namely School and Community Relationship Management, which is responsible for managing collaborative relationships between schools and the community by strategically planning, implementing, and evaluating programs and initiatives that encompass outreach efforts, coordination with the school committee, and active community involvement in enhancing the quality of education (Haryani et al., 2021). It employs a comprehensive two-way communication process to facilitate interactions between the school and its internal community, including students, educators, and education personnel, as well as its external community, which consists of parents, the government, and the broader society, with the primary goal of fostering a deeper understanding of the school's role, purposes, and needs, thereby promoting stronger collaboration and sustained support for educational development (Shimawua & Ternenge, 2022). The strengthening of such partnerships requires sustained, systematic collaboration and the establishment of mutual understanding between schools and stakeholders, which are crucial for fostering an environment of continuous improvement and achieving the desired educational outcomes.

SD Negeri 105 Pekanbaru exemplifies this two-way communication approach through its proactive engagement with both internal and external stakeholders. The school fosters strong parental involvement through regular meetings and collaborative initiatives, while also utilizing digital platforms to ensure transparent and accessible information. Its recent partnership with the Lembaga Adat Melayu Riau reflects a strategic effort to integrate local cultural values into

educational activities, thereby strengthening mutual understanding and community support. These initiatives align with the principles of locally-based education as outlined in Riau Provincial Regulation No. 5 of 2018 , Article 54 Section (1), which emphasizes the importance of developing education rooted in regional cultural identity and local potential.

This study builds on the relevant studies on developing models based on local wisdom. Karomi (2019) analyzed school principals' managerial skills based on Sasak local wisdom, highlighting community participation. Erlisnawati et al. (2021) developed an ethnographic learning model based on Pacu Jalur, connecting academic concepts with local wisdom. Primayana & Sastrawan (2021) emphasized the importance of Tri Hita Karana-based management for sustainable school systems. Erlisnawati (2022) created a model for transforming local wisdom values in elementary education. Marhadi et al. (2022) developed a Batobo tradition-based project-based learning model for elementary schools. Pangalila & Winoto (2022) tested a tolerance education model based on local cultural values in North Sulawesi. Meliani et al. (2023) used Gorontalo's local wisdom in school-community communication via the matoduwolo board. Nasution et al. (2023) developed a social literacy model based on Rejang Lebong's local wisdom. Famella et al. (2024) created an inclusive learning management model based on Gurindam Dua Belas, and Pribadi et al. (2024) implemented school and community relationship management based on local wisdom during Maulid Nabi.

Accordingly, this study holds significant urgency in exploring and developing effective strategies for integrating Malay culture into school and community relationship management practices. In support of this, Epstein proposed a comprehensive framework consisting of six key components: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community, which serve to strengthen stakeholder relationships, enhance family involvement, and support students' academic achievement (Epstein et al., 2002; Epstein & Sheldon, 2023). Aligned with efforts to reinforce school-stakeholder connections, this study aims to develop the model of school and community relationship management that reflects local culture. As noted by Cohen (2009), such culture refers to regional or geographical cultural identities, which, in this context, relate to the Malay culture that defines the identity of Riau Province. Furthermore, according to Koentjaraningrat (1993), the cultural elements embedded within this model include social systems as frameworks for social interaction, as well as cultural manifestations that reflect behavioral patterns or relationship dynamics between schools and stakeholders.

This relational pattern centers on one of the key components of Malay culture, as described by Asril (2022): customary traditions; specifically referring to the twelve principles of *Tunjuk Ajar Melayu*. These principles embody core social values in Malay society, including obedience to parents; respect for leadership; unity and cooperation; the pursuit of knowledge; sincerity and self-sacrifice; gratitude and reciprocity; rights and ownership; deliberation and consensus; goodwill towards others; openness; forgiveness and generosity; and simplicity in life (Effendy, 2006; Hasbi & Arifin, 2020). Therefore, this study will develop the Model of School and Community Relationship Management Based on Malay Culture (*Model Manajemen Hubungan Sekolah dan Masyarakat Berbasis Budaya Melayu,* or abbreviated as the MHSM-BM Model) at SD Negeri 105 Pekanbaru, which integrates Epstein's framework and the twelve principles of *Tunjuk Ajar Melayu* that reflect the social values of the Malay community.

METHODS

This study employs a Research and Development approach, utilizing the ADDIE development model, which encompasses Analyze, Design, Development, Implementation, and Evaluation as its core stages (Muruganantham, 2015; E. Widyastuti & Susiana, 2019; Spatioti et al., 2022). In the Analyze stage, the study examines the relationship between schools and stakeholders. Based on the findings of this analysis, the design stage involves developing the Model of School and Community Relationship Management Based on Malay Culture (MHSM-BM Model) by integrating Epstein's framework and the twelve principles of *Tunjuk Ajar Melayu*, which encapsulate the social values of the Malay community. Subsequently, the development stage focuses on formulating the conceptual framework and operational mechanisms of the model, which are validated by two expert assessors to ensure systematic implementation.

The developed model is then tested during the implementation stage, with periodic monitoring to ensure fidelity of execution and to address emerging challenges. Finally, the Evaluation stage assesses the model's effectiveness in enhancing school-community relationships and provides recommendations for further refinement. Then, data collection methods employed in this study include observation, interviews, and documentation, analyzed using Miles et al. (2014) approach, which comprises data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

The Development of the Model of School and Community Relationship Management Based on Malay Culture at SD Negeri 105 Pekanbaru.

This study systematically outlines the development of the School and Community Relationship Management Model Based on Malay Culture (MHSM-BM Model) through the five primary stages of the ADDIE model: analyze, design, development, implementation, and evaluation. At the analyze stage, SD Negeri 105 Pekanbaru assessed the relationship between the school and its internal and external stakeholders using Epstein's framework. Within the Parenting framework, the school has facilitated parental involvement through communication forums and regular meetings; however, the low attendance rate among parents limits optimal access to information. In the Communicating framework, various communication channels have been implemented to engage parents; however, challenges persist in maintaining consistency and determining the appropriate timing to enhance participation. Regarding the Volunteering framework, parental and community involvement in volunteer activities has been relatively significant, although not all parents can participate directly. Under the Learning at Home framework, the school provides monitoring tools, such as a journal book, to support parental engagement in students' home learning; however, parental involvement remains suboptimal. In the Decision-Making framework, parents are engaged in decision-making processes through the School Committee, yet active participation remains limited and requires further encouragement. Lastly, within the Collaborating with the Community framework, SD Negeri 105 Pekanbaru has established partnerships with various community organizations and institutions; however, maintaining consistent communication remains a key challenge in sustaining these collaborations. Based on these analyzing, it can be concluded that the Communicating framework should be prioritized in managing school-community relations at SD Negeri 105

Pekanbaru. While collaboration with the stakeholders has been established, more effective communication strategies are essential to further strengthen these relationships.

At the design stage, the MHSM-BM Model was strategically developed by integrating the Epstein framework with the twelve principles of *Tunjuk Ajar Melayu* to enhance school and community relationship management at SD Negeri 105 Pekanbaru. This integration resulted in six key frameworks: *pembinaan budi pekerti* (character development), which aligns the parenting framework with the values of obedience to parents and simplicity in life, fostering students' ethical awareness, discipline, and social responsibility; *dialog dua arah* (two-way dialogue), which connects the communicating framework with the values of goodwill towards others and openness, to promote empathetic and transparent interactions between schools and families; *kepedulian sosial* (social care), which merges the volunteering framework with the values of unity and cooperation and sincerity and self-sacrifice, encouraging students to develop a strong sense of social solidarity and collective engagement; *pembelajaran berkelanjutan* (sustainable learning), which integrates the learning at home framework with the values of the pursuit of knowledge and forgiveness and generosity, supporting structured learning habits and positive character formation at home; *pengambilan keputusan bijaksana* (wise decision-making), which combines the decision-making framework with the values of respect for leadership and deliberation and consensus, to instill inclusive, respectful, and responsible decision-making processes; and *kolaborasi berdaya* (empowered collaboration), which integrates the collaborating with the community framework with the values of gratitude and reciprocity and rights and ownership, strengthening students' respect for others, sense of responsibility, and active engagement with the broader community.

The development stage of the MHSM-BM Model was validated by two expert assessors. The model effectively integrates Epstein's framework with *Tunjuk Ajar Melayu* and is systematically designed to be adaptive in fostering effective school and community collaboration. Based on these validations, the final stage of the model is considered ready for broader implementation.

The implementation of the MHSM-BM Model demonstrates a significant level of effectiveness in fostering harmonious collaboration between schools, students, and parents as internal and external stakeholders. Based on the results of the observations, all classes involved in this study achieved average scores categorized as effective, with the average scores for both students and parents reflecting optimal outcomes. These findings suggest that the implementation of the model has successfully enhanced student engagement within the framework of the MHSM-BM Model, which encompasses *pembinaan budi pekerti* (character development), *dialog dua arah* (two-way dialogue), *kepedulian sosial* (social care), *pembelajaran berkelanjutan* (sustainable learning), *pengambilan keputusan bijaksana* (wise decision-making), and *kolaborasi berdaya* (empowered collaboration). As presented in Table 1 below, the average scores for both students and parents reflect significant results, indicating high levels of effectiveness.

Table 1. Average Effectiveness of the Implementation of the MHSM-BM Model at SD Negeri 105 Pekanbaru

Observation Subject	Average Score (%)	Effectiveness Category
Students	90.25	Effective
Parents	90.00	Effective

The evaluation stage of the MHSM-BM Model at SD Negeri 105 Pekanbaru is conducted through interviews with the school principal, the vice principal of public relations, four class teachers, and five parents of students to obtain a comprehensive empirical perspective for assessing the effectiveness and identifying challenges in fostering harmonious relationships between the school, students, and parents, grounded in six key frameworks: *pembinaan budi pekerti* (character development), *dialog dua arah* (two-way dialogue), *kepedulian sosial* (social care), *pembelajaran berkelanjutan* (sustainable learning), *pengambilan keputusan bijaksana* (wise decision-making), and *kolaborasi berdaya* (empowered collaboration).

The Effectiveness of Implementing the Model of School and Community Relationship Management Based on Malay Culture at SD Negeri 105 Pekanbaru.

The evaluation of the effectiveness of the MHSM-BM Model implementation at SD Negeri 105 Pekanbaru highlights how each framework successfully fosters harmonious collaboration between the school, students, and parents. The *pembinaan budi pekerti* (character development) framework proves effective in building this collaboration through internal activities, such as habituating polite and respectful behavior in social interactions, implementing a policy of neat, simple, and polite dress, and adopting environmentally friendly habits like reducing plastic use and promoting recycling. External activities include using digital communication forums to reinforce these behaviors and promote a simple lifestyle at home and in the community.

The *dialog dua arah* (two-way dialogue) framework is effective in strengthening collaboration through internal activities such as fostering empathy and supporting students facing learning difficulties, offering appreciation for efforts and achievements, and implementing feedback systems to improve open communication. Externally, digital forums are used to monitor students' academic progress and encourage parents to offer recognition.

The *kepedulian sosial* (social care) framework promotes mutual assistance and awareness of school cleanliness through internal activities, including sharing school supplies with students in need, while external activities involve using digital platforms to report students' progress in developing household task assistance habits.

The *pembelajaran berkelanjutan* (sustainable learning) framework fosters harmonious collaboration by strengthening learning skills, such as reading, note-taking, and critical thinking, through internal activities, and guiding students to solve problems peacefully and constructively. Externally, parents are involved in helping with time management and providing reading materials, while digital forums facilitate coordination between the school and parents regarding academic progress.

The *pengambilan keputusan bijaksana* (wise decision-making) framework enhances collaboration through internal activities like guidance from school leaders and educators, as well as small group discussions to improve critical thinking skills. Externally, digital communication platforms are used to share school policies and information, with active parental involvement ensuring that students adhere to rules both at school and at home.

The *kolaborasi berdaya* (empowered collaboration) framework strengthens responsibility and appreciation for others through internal activities, such as routinely expressing gratitude in various situations and taking responsibility for personal belongings and school facilities. Externally, digital forums support these habits and raise awareness of the importance of respecting the rights and ownership of others.

The Challenges in Implementing the Model of School and Community Relationship Management Based on Malay Culture at SD Negeri 105 Pekanbaru.

The evaluation findings regarding the challenges of implementing the MHSM-BM Model at SD Negeri 105 Pekanbaru identify several obstacles in the application of each framework within the model. In the *pembinaan budi pekerti* (character development) framework, the challenge lies in the necessity for continuous support from both the school and family to internalize values of politeness, adherence to regulations, and environmental awareness. In the *dialog dua arah* (two-way dialogue) framework, challenges emerge due to differences in student characteristics and the limited time available for parents, which affect the effectiveness of feedback. The *kepedulian sosial* (social care) framework faces the challenge of ensuring that students consistently engage in practices such as mutual assistance, maintaining cleanliness, and sharing within the school environment, which requires ongoing reinforcement and monitoring.

In the *pembelajaran berkelanjutan* (sustainable learning) framework, the challenge is to instill a culture of independent learning and address the limitations of parental involvement in enhancing learning effectiveness. The *pengambilan keputusan bijaksana* (wise decision-making) framework involves the challenge of fostering the ability in students to make sound decisions and strengthen their critical thinking skills. Lastly, the *kolaborasi berdaya* (empowered collaboration) framework faces the challenge of cultivating the habit of expressing gratitude without the need for constant reminders and increasing students' awareness of maintaining school facilities independently. While digital communication forums have proven effective, there remains a need for more optimal communication strategies to ensure students fully understand the concepts of rights and ownership of others. Overall, the successful implementation of this model depends on close collaboration between the school, educators, and parents.

CONCLUSION

The MHSM-BM Model was developed through five key stages: analyzes, which focuses on examining the relationship between schools and stakeholders; design, which aims to create the model by integrating Epstein's framework and the 12 *Tunjuk Ajar Melayu* principles that reflect the social values of the Malay community; development, which involves validation by two expert assessors to ensure its feasibility; implementation, which entails applying the model in school and community relationship management practices; and evaluation, which assesses the model's effectiveness in enhancing stakeholder engagement. The evaluation findings indicate that the model effectively fosters harmonious collaboration, with stakeholder engagement levels exceeding 90%, supported by six key frameworks: *pembinaan budi pekerti* (character development), *dialog dua arah* (two-way dialogue), *kepedulian sosial* (social care), *pembelajaran berkelanjutan* (sustainable learning), *pengambilan keputusan bijaksana* (wise decision-making), and *kolaborasi berdaya* (empowered collaboration). However, certain challenges persist, particularly the need to strengthen coordination among stakeholders and cultivate a deeper awareness of the importance of collaboration. To further refine the model, future studies are recommended to explore its adaptation across diverse socio-cultural contexts, conduct longitudinal evaluations to assess its long-term impact, and integrate digital technologies to optimize its implementation. With sustained commitment and active participation from all stakeholders, the MHSM-BM Model has the potential to serve as an effective strategy for creating harmonious collaboration between schools and stakeholders.

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