

Literature Study: School and Community Partnership Model to Improve the Quality of Educational Environment

Heni Afrianti¹, Elsa Viona¹, Efriyadi²

¹Universitas Bengkulu, Bengkulu, Indonesia, ²SD Negeri 48 Lebong, Bengkulu, Indonesia

Email Corresponding author e-mail: heni.afrianti1@admin.sma.belajar.id

Article History: Received on 18 August 2024, Revised on 19 October 2024,
Published on 13 November 2024

Abstract: The purpose of this study is to describe the school and community partnership model to improve the quality of the educational environment. This study is a literature study of data collection methods in the form of journals and scientific articles related to research studies. The analysis used in this study includes a review of the latest research findings and screening of relevant research materials. This study reveals that school and community partnership models, such as the Caring School Project (Rudolph, 2009) and the School Community Council Model (Diehl et al., 2005), the Ohio Community Collaborative Model (OCCMSI) (Anderson-Butcher et al., 2008) and the National Partnership School Network (NNPS) Model (Sanders et al., 2005) show that school-community partnerships are not only limited to academic teaching but also include the social and economic well-being of students. Effective collaboration between schools and communities can create broader support for students, increase family involvement, and resolve local challenges that affect the quality of education. Educational success depends not only on the school's internal efforts but also on how they work together with the community. Good collaboration between schools, families, and community organizations can create a more supportive educational environment conducive to student success.

Keywords: Community, Educational Environment Quality, School Partnership

A. Introduction

Quality education is not only determined by the teaching and learning process in the classroom but also by a conducive educational environment. This environment includes both physical aspects such as facilities and infrastructure, as well as non-physical aspects such as social interaction and support from various stakeholders. In an effort to create a quality educational environment, the role of schools cannot stand alone. Strong synergy and partnerships are needed between schools and communities, be it parents, community leaders, local organizations, or local governments.

School-community partnerships are defined by Willems dan Gonzales-DeHass, (2012) as significant relationships with community members, organizations, and businesses committed to working together in an effort to improve the intellectual, social, and emotional well-being of students. School-community partnerships can have a positive impact on student achievement and post-school outcomes, as well as a positive impact on the community as a whole. A respectful alliance among educators, families, and community groups that values relationship building, discussion, and power sharing as part of a democratic and socially just school is defined by Auerbach (2010). To build successful school-community partnerships, it is essential to build genuine, trusting relationships.

Community engagement in schools is a critical component of student achievement (Anderson et al., 2010; Bryk & Schneider, 2002; Coleman, 1988; McAlister, 2013; Sanders, 2006). Research shows that schools that develop strong community partnerships have (a) higher percentages of students achieving at grade level (Sheldon, 2003), (b) increased parent volunteerism (Anderson et al., 2010), (c) support for school reform efforts (McAllister, 1995), (d) increased student test scores (Blank et al., 2012; Sheldon, 2007a), (e) increased student attendance (Sheldon, 2003, 2007b; Sheldon & Epstein, 2004), and (f) connections for students to learning opportunities outside of school (Blank et al., 2003).

Theoretically, this partnership concept is in accordance with the community-based education approach, where education is not only the responsibility of formal institutions but also all elements of society (Meyer et al., 2005). However, in practice, there are still many schools that are not optimal in establishing relationships with the community. Some of the challenges faced include lack of communication, differences in goals, and minimal active involvement from the community itself (Maunah, 2019).

School-community partnerships vary across states, Anderson-Butcher et al. (2008) reported that the Ohio Community Collaborative Model for School Improvement (OCCMSI) emphasizes strategic partnerships that go beyond the traditional academic focus to address factors outside the school that impact learning. Implementation of OCCMSI resulted in improvements in student perceptions of school climate and academic motivation over three years. Valli et al. (2018) found a different partnership model with varying leadership approaches, with implications for how school and community leaders engage and collaborate. They also reported that effective leadership practices are critical to navigating the complexities of these partnerships, ensuring that they meet the diverse needs of students and families. Sanders et al. (2005) highlighted the importance of building educator capacity to engage families and communities, which is critical to sustaining high-quality partnership programs.

This study focuses on how partnerships between schools and communities can be improved to improve the quality of the educational environment. In addition, this research through literature studies will explore the school and community partnership model in various countries. Thus, the results of this study are expected to provide contributions and an overview of the relationship between schools and communities in order to create a better educational environment.

B. Methods

This study uses literature study as a method. The purpose of this study is to review and analyze literature relevant to the field being studied. Compared to collecting new data, this study analyzes existing data in the form of articles, journals, books, and other library sources. Literature review, also called meta-analysis, is a research design that requires searching, selecting, and evaluating literature relevant to the research topic. Research can be conducted systematically by using clear standards for selecting literature to be analyzed.

Researchers can access literature from various sources and in various time periods, so the location and time of this research are not limited. This research utilizes literature that is relevant to the selected topic. Inclusion and exclusion criteria can be used to select the most relevant and high-quality literature for research. The data used in this study comes from previous literature collected from various sources, including books, research reports, scientific journals, and other sources.

This study collects data through searching and selecting relevant literature. Researchers can search for literature that is relevant to their research topic by utilizing academic databases such as PubMed or Google Scholar. Once researchers find relevant literature, they then make a selection based on previously established criteria. To conduct data analysis in this study, the selected literature must be read and evaluated thoroughly. Researchers will find important results from each study, compare and integrate findings from other studies, and then create a synthesis or summary of the results. Depending on the purpose of the study and the type of literature available, the analysis can be done narratively, thematically, or through meta-analysis.

C. Results and Discussion

Literature review of 20 articles published from 1994–2021. Table 1 shows the literature that was successfully found. Studies related to the school-community partnership model highlight the important role of collaboration between schools, families, and communities in improving the quality of the educational environment. This partnership model not only emphasizes academic achievement but also

addresses various non-academic barriers such as social, economic, and student well-being challenges, with the main goal of promoting educational success holistically.

The OCCMSI model (Anderson-Butcher et al., 2008) emphasizes that strategic partnerships between schools, families, and community agencies can address non-academic barriers. With organized collaborative support, more positive and healthy educational environments can be created, which in turn supports student success. Valli et al. (2018) identified four types of school-community partnerships that involve cross-sector collaboration. Through the integration of health and social services, these partnerships not only support student learning but also improve the overall quality of the educational environment. The implications are seen in educational leadership that must be more inclusive and collaborative.

The National Network of Partnership Schools (NNPS) model (Sanders et al., 2005) promotes the concept of research-based collaboration, where partnerships between schools and communities are tailored to the specific needs of schools to improve student outcomes. This suggests that an evidence-based framework can be the basis for more effective collaborative practices. Cannata et al. (2017) stated that improvement communities consisting of partnerships between government, schools, and communities encourage collaboration and shared responsibility. By combining resources and efforts, stakeholders can create an environment conducive to students' academic and social growth.

Martin et al. (1999) showed that collaborative partnerships between schools, parents, and community organizations are very influential in improving the quality of education. By involving diverse skills and perspectives, and utilizing local resources, these partnerships can provide solutions that are relevant to community needs. Houser (2016) also highlighted that the school-community model plays a critical role in integrating community resources to address barriers to learning. Collaborative programming that focuses on student and community needs can increase student engagement and create a more supportive educational climate.

Ice et al. (2015) focused on the involvement of youth and community members in school-community partnerships. Active collaboration between students and the community allows for a more inclusive school climate, which ultimately strengthens the educational environment. Meanwhile, Lawson et al. (2016) emphasize the importance of cross-sector collaboration between social workers, educators, and parents in improving students' social ecology, especially in low-income schools. This suggests that a comprehensive approach involving all stakeholders can improve the learning environment.

Băneş et al. (2015) describe a partnership in rural Romania that successfully addressed local challenges by leveraging existing resources. This reduced dropout

rates and improved the quality of education, demonstrating that community-based approaches are particularly relevant for low-resource settings. DePetris and Eames (2017) introduce the Collaborative Community Education model that focuses on structured partnerships and ongoing communication. With a shared vision between the school and the community, more holistic educational goals can be achieved.

Other models in this study, such as the Caring Schools Project (Rudolph, 2009) and the School Community Council Model (Diehl et al., 2005), also demonstrate that school-community partnerships extend beyond academic instruction to include students' social and economic well-being. Effective collaboration between schools and communities can create broader support for students, increase family engagement, and address local challenges that impact educational quality. These studies suggest that educational success depends not only on schools' internal efforts but also on how they work with their communities. Good collaboration between schools, families, and community organizations can create a more supportive educational environment conducive to student success.

Table 1. Literature Study

No.	Author (Year)	Title	School-Community Partnerships
1.	(Anderson-Butcher et al., 2008)	Community Collaboration to Improve Schools: Introducing a New Model from Ohio	The OCCMSI model emphasizes strategic partnerships between schools, families, and community agencies to address non-academic barriers, improve the educational environment and promote student success through collaborative support systems.
2.	(Valli et al., 2018)	School-community partnership models: implications for leadership	Four types of school-community partnerships and their implications for leadership. School-community partnerships enhance the educational environment by integrating health and social services, fostering collaboration, and engaging families and communities, ultimately improving student learning.
3.	(Cannata et al., 2017)	Partnering for Improvement: Communities and Their Role in Scale Up	Improvement communities, such as partnerships between government, schools and communities, improve the educational environment by encouraging collaboration and shared responsibility among stakeholders.
4.	(Sanders et al., 2005)	Improving Schools' Partnership Programs in the National Network of Partnership Schools	The National Network of Partnership Schools (NNPS) model fosters collaboration, improves student outcomes, and implements research-based practices tailored to specific school improvement goals.
5.	(Martin et al., 1999)	Developing collaborative partnerships: Limits and possibilities for	Collaborative partnerships between schools, parents, and community organizations improve the quality of education by integrating diverse skills, encouraging parent involvement, and

No.	Author (Year)	Title	School-Community Partnerships
6.	(Houser, 2016)	schools, parents and community education Community- and School-Sponsored Program Participation and Academic Achievement in a Full-Service Community School	addressing local needs through shared resources and support initiatives. The community school model improves the quality of education by integrating school and community resources, encouraging student engagement, and addressing barriers to learning through collaborative programming and support services.
7.	(Ice et al., 2015)	Recognizing Community Voice and a Youth-Led School-Community Partnership in the School Climate Improvement Process	Community Scale and School Partnership Process – Youth-led communities engage community members and students collaboratively to improve school climate and foster supportive educational environments through active participation and feedback.
8.	(Lawson et al., 2016)	A University-Assisted, Place-Based Model for Enhancing Students' Peer, Family, and Community Ecologies	This model emphasizes collaborative efforts among social workers, educators, and parents to enhance students' peer, family, and community ecologies, thereby improving the educational environment in low-income schools.
9.	(Băneş et al., 2015)	School-Community Partnership - an effective tool, useful for environmental community development of Romanian countryside	School-community partnerships in rural Romania for community development, improving the quality of education by leveraging local resources, encouraging collaboration among stakeholders, and addressing community needs, ultimately benefiting students and reducing dropout rates.
10.	(DePetris & Eames, 2017)	A Collaborative Community Education Model: Developing Effective School-Community Partnerships	The Collaborative Community Education Model offers a framework for improving the educational environment through structured partnerships, emphasizing shared vision, trust, and ongoing communication among stakeholders to achieve common goals.
11.	(Rudolph, 2009)	Schools and communities: Building effective partnership	The Caring Schools Project emphasizes mobilizing diverse partnerships within school communities to improve child well-being and increase access to quality education amidst socio-economic challenges.
12.	(McCabe et al., 2021)	An Evidence-Based Framework for Implementation of a School-Community Partnership	An evidence-based framework for implementing school-community partnerships. Collaborative efforts between schools and community organizations improve care coordination, ultimately improving the health and educational environment for school-age children through effective school-community partnerships.
13.	(Nathan, 2015)	The art of the school-community partnership	Successful school-community partnerships improve the quality of education by aligning goals, providing guidance, and integrating real-world experiences, as demonstrated by the

No.	Author (Year)	Title	School-Community Partnerships
14.	(Ndahayo & Gaikwad, 2004)	Creating Educational Partnership Between School, Family, and Community	Fenway collaboration. Epstein's partnership model serves as a practical framework for enhancing collaboration between schools and communities, ultimately improving the educational environment and increasing student achievement.
15.	(Schrenzel, 1994)	The school-community partnership: Helping at-risk youth	The Tri-District Youth Project exemplifies a school-community partnership model, improving educational quality by integrating social services, reducing dysfunction, and providing targeted supports for at-risk youth and families.
16.	(Stănică, 2019)	The School and the Community Towards the Prevention and Reduction of School Dropout	Successful school-community partnership models improve the quality of education by encouraging communication, coordination, and collaboration, addressing the causes of dropout, and tailoring solutions to the specific needs and resources of the community.
17.	(Petrović & Marković, 2014)	Partnership between the school and the environment-teaching outside the classroom	Integrated outdoor teaching fosters active partnerships between schools and communities, enhancing the quality of education by contextualizing learning, utilizing authentic environments, and promoting collaboration among stakeholders.
18.	(Essuman, 2019)	Improving education delivery through community – school partnership	Emphasizing the reciprocal relationship in community-school partnerships, highlighting that shared expectations and active participation from both parties are essential to improving the quality of education.
19.	(Diehl et al., 2005)	The school community council: Creating an environment for student success	The School Community Council model encourages collaboration between community organizations and schools, improving the quality of education through coordinated services, family engagement, and addressing the holistic needs of students.
20.	(Pigza, 2016)	Community Partnerships: Powerful Possibilities for Students and Communities	The Power Fever model emphasizes transformative partnerships, aligning educational goals with community impact, encouraging collaboration, and addressing power dynamics to effectively improve the educational environment.

D. Conclusion

School-community partnership models, such as the Caring Schools Project (Rudolph, 2009) and the School Community Council Model (Diehl et al., 2005), the OCCMSI Model (Anderson-Butcher et al., 2008), and the NNPS Model (Sanders et al., 2005) demonstrate that school-community partnerships extend beyond academic instruction to encompass students' social and economic well-being. Effective collaboration between schools and communities can create broader support for

students, increase family engagement, and address local challenges that impact educational quality. Educational success depends not only on the internal efforts of schools but also on how they work together with the community. Good collaboration between schools, families, and community organizations can create a more supportive educational environment conducive to student success.

E. Acknowledgements

Thank you to all who have helped in compiling this literature study. Hopefully the results of this study will be useful for the process of developing education.

Reference

- Anderson-Butcher, D., Lawson, H. A., Bean, J., Flaspohler, P., Boone, B., & Kwiatkowski, A. (2008). Community Collaboration to Improve Schools: Introducing a New Model from Ohio. *Children & Schools*, 30(3), 161–172. <https://doi.org/10.1093/cs/30.3.161>
- Anderson, J., Houser, J., & Howland, A. (2010). The Full Purpose Partnership model for promoting academic and socio-emotional success in school. *School Community Journal*, 20(1), 31–53.
- Auerbach, S. (2010). Beyond coffee with the principal: Toward leadership for authentic school– family partnerships. *Journal of School Leadership*, 20(6), 728–757.
- Băneş, A., Orboi, M. D., Popescu, C., & Iancu, T. (2015). School-Community Partnership - an effective tool, useful for environmental community development of Romanian countryside. *International Journal of Learning and Teaching*, 7(2), 56–62. <https://doi.org/10.18844/ijlt.v7i2.169>
- Blank, M., Jacobson, R., & Melaville, A. (2012). *Achieving results through community school partnerships: How district and community leaders are building effective, sustainable relationships*. Center for American Progress.
- Blank, M., Melaville, A., & Shah, B. (2003). *Making a difference: Research and practice in community schools*. Coalition for Community Schools.
- Bryk, A. ., & Schneider, B. . (2002). *Trust in schools: A core resource for improvement*. Russell Sage Foundation.
- Cannata, M., Cohen-Vogel, L., & Sorum, M. (2017). Partnering for Improvement: Improvement Communities and Their Role in Scale Up. *Peabody Journal of Education*, 92(5), 569–588. <https://doi.org/10.1080/0161956X.2017.1368633>
- Coleman, J. . (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94(1), 95–120.
- DePetris, T., & Eames, C. (2017). A Collaborative Community Education Model: Developing Effective School-Community Partnerships. *Australian Journal of Environmental Education*, 33(3), 171–188. <https://doi.org/10.1017/aee.2017.26>

- Diehl, D., Gray, C., & O'Connor, G. (2005). The school community council: Creating an environment for student success. *New Directions for Youth Development*, 2005(107), 65-72. <https://doi.org/10.1002/yd.130>
- Essuman, A. (2019). Improving education delivery through community - school partnership. *International Journal of Educational Management*, 20(1), 1-10. <https://doi.org/10.1108/IJEM-06-2018-0175>
- Houser, J. H. W. (2016). Community- and School-Sponsored Program Participation and Academic Achievement in a Full-Service Community School. *Education and Urban Society*, 48(4), 324-345. <https://doi.org/10.1177/0013124514533792>
- Ice, M., Thapa, A., & Cohen, J. (2015). Recognizing Community Voice and a Youth-Led School-Community Partnership in the School Climate Improvement Process. *School Community Journal*2, 25(9-28).
- Lawson, M., Alameda-Lawson, T., & Richards, K. (2016). A University-Assisted, Place-Based Model for Enhancing Students' Peer, Family, and Community Ecologies. *Education Sciences*, 6(2), 16-25. <https://doi.org/10.3390/educsci6020016>
- Martin, J., Tett, L., & Kay, H. (1999). Developing collaborative partnerships: Limits and possibilities for schools, parents and community education. *International Studies in Sociology of Education*, 9(1), 59-75. <https://doi.org/10.1080/09620219900200035>
- Maunah, B. (2019). The Contribution of Family and Community Education in Realizing the Goals of School Education. *American Journal of Education and Learning*, 4(2), 292-301. <https://doi.org/10.20448/804.4.2.292.301>
- McAlister, S. (2013). Why community engagement matters in school turnaround. *Voices in Urban Education*, 3(6), 35-41.
- McAllister, D. J. (1995). Affect- and cognition-based trust as foundations for interpersonal cooperation in organizations. *Academy of Management Journal*, 38(1), 24-59. <https://doi.org/10.2307/256727>
- McCabe, E. M., Kaskoun, J. R., Murphy, E. L., Polkinghorn, M., & Elkind, J. A. (2021). An Evidence-Based Framework for Implementation of a School-Community Partnership. *NASN School Nurse*, 36(3), 164-169. <https://doi.org/10.1177/1942602X20964765>
- Meyer, D., Armstrong-Coben, A., & Batista, M. (2005). How a Community-Based Organization and an Academic Health Center Are Creating an Effective Partnership for Training and Service. *Academic Medicine*, 80(4), 327-333. <https://doi.org/10.1097/00001888-200504000-00004>
- Nathan, L. (2015). The art of the school-community partnership. *Phi Delta Kappan*, 96(8), 57-62. <https://doi.org/10.1177/0031721715583965>
- Ndahayo, C., & Gaikwad, P. (2004). Creating Educational Partnership Between School, Family, and Community. *International Forum Journal*, 7(1), 59-70.
- Petrović, Z. S., & Marković, M. (2014). Partnership between the school and the environment-teaching outside the classroom. *Series: Philosophy, Sociology, Psychology and History*, 13(2), 53-64.

- Pigza, J. M. (2016). Community Partnerships: POWERful Possibilities for Students and Communities. *New Directions for Student Leadership*, 2016(150), 49–59. <https://doi.org/10.1002/yd.20170>
- Rudolph, N. (2009). Schools and communities: Building effective partnership. *South African Child Gauge*, 25(2), 1–10.
- Sanders, M. G. (2006). *Building school–community partnerships: Collaboration for student success*. Corwin Press.
- Sanders, Sheldon, S., & Epstein, J. (2005). Improving Schools' Partnership Programs in the National Network of Partnership Schools. *Spring*, 5(1), 24–47.
- Schrenzel, J. (1994). The school-community partnership: Helping at-risk youth. *Smith College Studies in Social Work*, 64(2), 181–191. <https://doi.org/10.1080/00377319409517408>
- Sheldon, S. B. (2003). Linking school–family–community partnerships in urban elementary schools to student achievement on state tests. *Urban Review*, 35(2), 149–165. <https://doi.org/10.1023/A:1023713829693>
- Sheldon, S. B. (2007a). Improving Student Attendance With School, Family, and Community Partnerships. *The Journal of Educational Research*, 100(5), 267–275. <https://doi.org/10.3200/JOER.100.5.267-275>
- Sheldon, S. B. (2007b). Improving Student Attendance With School, Family, and Community Partnerships. *The Journal of Educational Research*, 100(5), 267–275. <https://doi.org/10.3200/JOER.100.5.267-275>
- Sheldon, S. B., & Epstein, J. L. (2004). Getting students to school: Using family and community involvement to reduce chronic absenteeism. *School Community Journal*, 4(2), 39–56.
- Stănică, N. (2019). The School and the Community Towards the Prevention and Reduction of School Dropout. *International Conference Knowledge-Based Organization*, 25(2), 355–360. <https://doi.org/10.2478/kbo-2019-0106>
- Valli, L., Stefanski, A., & Jacobson, R. (2018). School-community partnership models: implications for leadership. *International Journal of Leadership in Education*, 21(1), 31–49. <https://doi.org/10.1080/13603124.2015.1124925>
- Willems, P., & Gonzales-DeHass, A. (2012). School–community partnerships: Using authentic context to academically motivate students. *School Community Journal*, 22(2), 9–30.