



Development of External Partnerships to Build Sustainable Quality of Education

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ABSTRACT

Based on an analysis of facts from the majority of educational institutions (schools) with limited conditions that are beyond the limits of the management's capabilities, the quality of education is still a consequence for the management to strive for and achieve. Therefore, the strategy of developing external school partnerships is a strategic effort to be carried out in order to continuously improve the quality of education, even though the results achieved are achieved in stages. The development of external school partnerships to build sustainable quality education is an extra effort made by the school through a mutualistic partnership strategy, by adhering to partnership principles, focusing on gradual quality benefits, carried out pragmatically and logically, involving all elements as a quality commitment, and carried out rationally

INTRODUCTION

The rapid advancement of science, technology, and social life across nations has created an urgent need for high-quality human resources in line with the demands of modern development. In the era of globalization, the productivity of such human resources is inseparable from the provision of sustainable, high-quality education. Consequently, many countries have adopted strategies based on a knowledge-based economy (KBE), which relies heavily on the availability of competent and skilled individuals. In this context, education becomes an essential foundation for fostering a knowledge economy – commonly referred to as education for the knowledge economy (EKE).

From economic, social, cultural, and political perspectives, education plays a crucial role in developing individuals into responsible citizens who are aware of their rights and obligations within society, the nation, and the state. It must therefore cultivate individuals with vision and idealism, capable of contributing to the collective strength of the nation. Such vision and idealism should be grounded in the national ideology shared by all elements of society. In the long term, education will inevitably give rise to an educated community that forms a critical mass, serving as a key foundation in the establishment and advancement of civil society.

Education serves as a fundamental instrument for building a strong social foundation that supports the creation of a democratic society. Such a society depends on the presence of an educated middle class, which constitutes the primary pillar of civil society and plays a vital role in sustaining democratic development. In Indonesia, however, the advancement of national education continues to face significant challenges, particularly in enhancing performance. These challenges include: (a) ensuring equitable distribution and expanding access; (b) improving quality, relevance, and competitiveness; (c) strengthening governance, accountability, and public trust; and (d) increasing financial support. Addressing these issues requires comprehensive reform, which has been initiated through policies of educational decentralization and autonomy as part of broader governmental political reforms.

This perspective reinforces the notion that all activities and initiatives undertaken by various stakeholders within the educational environment ultimately converge on the learning process, even when not all parties are directly involved in it. Essentially, every effort within the school is directed toward serving its primary stakeholders – students – through effective learning. Leadership, school climate, available resources, and other supporting elements are optimized to ensure that learning takes place smoothly, attains high quality, and fulfills educational objectives as well as stakeholder expectations. Consequently, the quality of learning becomes a key indicator of school quality, although it should be acknowledged that this relationship cannot be applied universally across all contexts.

However, in reality, especially in developing countries such as the education system in Indonesia, the low or weak or inadequate quality of education is believed to be the main cause, including: limited or insufficient availability of educational infrastructure and facilities, lack of professionalism of

teaching staff and staff. education, education funding which is considered expensive, the community's economy is low, management systems and curricula are always changing, low quality of learning, lack of community participation and many other things.

Problems such as those above, which are considered to be factors causing the low quality of education, especially in developing countries like Indonesia, are considered by the author to be reasons that are philosophically unfounded or less fundamental. Reasons as causal factors, as above, are views that are only based on facts visible on the surface, not based on the root cause of the problem. If examined philosophically, the root of the problem above, essentially the underlying causal factor is the weak availability of educational financial budgets in all sectors. For example: the community economy, school budgets, including government education budget allocations, are still considered low. For example, problems include:

1. The problem of lack of educational infrastructure, the solution must be to immediately spend on building infrastructure and facilities. The constraint is limited budget availability.
2. The problem of weak teacher professionalism and low quality of the learning process. The solution requires coaching, education and teacher training. Constraints require an education and training budget as well as supporting facilities.
3. The problem of weak community participation, the solution is that the community must be encouraged to participate and participate. The problem is that some people are at a lower middle economic level.
4. Problems with learning facilities, books and other support. The solution is that the government participates in allocating the state budget foreducation, the problem is that the state budget is still low.

Apart from the four examples of problems above, there may be many more problems and obstacles in improving the quality of education. But in essence the whole thing boils down to the availability of the education budget. The form of effort to overcome the problems as described above, in essence requires several efforts, including:

1. Managers and top leaders at every educational institution must have high levels of entrepreneurship, be intelligent, creative and innovative in overcoming the problem of weak availability of education budgets;
2. All elements related to the organizing team (government) and management of educational institutions (Principals), in the form of building collaborative partnerships with all elements of educational stakeholders without having to impose burdens on the community;
3. The government changed its direction of attention to the provision of education by increasing education budget subsidies.

One of the efforts to overcome the problems as described above, there is one possible strategy that can be carried out by educational institutions, namely the development of collaborative partnerships with external parties in schools in an effort to improve the quality of education in a sustainable manner. The output

from the external partnership cooperation system or with industry parties outside educational institutions can be financial or non-financial.

The problems that arise can be identified as follows: (1) The strategy used is still considered less integrative, so leaders should have a formula so that the strategy implemented can be realized in accordance with the expected goals, (2) The partnership realized in the field has not been maximally mutually beneficial between parties, by placing both parties in an equal position., (3) Participatory planning has not been effective in its implementation because it only involves parties with an interest in development, (4) Community participation is still lacking in terms of social interaction with the school, where in the decision-making process or There is no involvement in the implementation of the program so that there is no relatively guaranteed continuity of the program. Because there is no community involvement, it cannot foster collective confidence as something that can encourage the hopes that we believe in so that the program's success is truly achieved (self-fulfilling prophecy).

The problems above have triggered the author to reveal a study about: how a system for developing partnership collaboration strategies with external parties in the school can be carried out, so that it has a positive impact on the school's efforts to build continuous quality improvement in accordance with developments in science and technology, in accordance with the demands of students and the cultural demands of community life that occur.

LITERATURE REVIEW

School quality must be preceded by the effectiveness of all school programs as an organization that it runs in an organized and integrated system. As an organization, the school takes input from the environment (input), changes or processes it (process), and produces results (output). What is meant here is a situation where the goal becomes the measure for the results obtained. From this, education is more appropriately directed as a process in changing input into different outputs. Different here does not mean producing something completely different, but making existing inputs have abstract added value after going through the process, but still in similar circumstances. Therefore, conceptually, a reasonable and realistic quality of education is to build a sustainable quality of education in a harmonious and synergistic manner (Sallis, 2005).

This indicates that education is fundamentally centered on learning. Consequently, discussions on school quality cannot be separated from the learning activities within the institution, as these activities reflect the true measure of quality. In this sense, the quality of a school is closely tied to the quality of its teaching and learning processes, where meaningful interactions occur between teachers and students (Piggozzi, 2007). In line with Hoy and Miskel's perspective, an effective learning process requires schools to establish structures that continuously support teaching and learning. Therefore, schools must design effective systems to achieve the ultimate goal: quality education. Educational quality itself encompasses various dimensions, including student readiness, teacher competence, availability of facilities and infrastructure,

pedagogical approaches, relevance of education to societal needs, and the overall environment and climate of the school.

The concept of continuous improvement originated in the automotive industry of the 1950s, most notably in the Japanese principle of *Kaizen*, which literally means “change for the better.” A defining feature of *Kaizen* is that improvements are gradual, incremental, and sustained over time. It emphasizes small but consistent steps of progress that are repetitive and ongoing rather than short-term in nature. As a philosophy, *Kaizen* – or what is commonly referred to as the Continuous Improvement Process (CIP) – is not intended to deliver immediate success, but to foster long-term advancement through persistent application. For organizations, including educational institutions, success in implementing CIP depends on the consistent adoption of these principles and a commitment to continuous refinement. Achieving sustainable improvement requires collective involvement, where all members of the institution work collaboratively and remain committed to making incremental changes within their respective roles and responsibilities, aligned with an appropriate framework and authority.

METHODOLOGY

This study employed a qualitative analysis approach with a research design structured into several stages: (1) orientation, (2) exploration, (3) concept validation, and (4) reliability analysis. The central focus of the research was the development of external partnership collaborations aimed at enhancing the quality of sustainable education. The study targeted the implementation of management systems in primary and secondary education by examining the practices of teachers, school principals, and other related stakeholders. The qualitative approach was deemed most appropriate for this investigation, as it allowed for an in-depth exploration of the research problem. Accordingly, the study proceeded through the established qualitative procedures, beginning with problem identification and culminating in the formulation of a model for strengthening external partnerships to support continuous improvements in educational quality.

RESULT

Quality of Continuing Education

The Continuous Improvement Process (CIP) aims to motivate employees to actively participate in identifying and implementing improvements within their areas, making continuous enhancement an integral part of their work. Over time, these incremental optimizations lead to higher quality in products, processes, and services, while streamlining workflows, reducing costs, improving service, and minimizing waste. If individual implementation is not feasible, top management must provide clear explanations. A successful CIP requires a supportive organizational culture and active engagement from the management team, ensuring that all stakeholders benefit from continuous learning. This cycle of small, iterative steps is encapsulated in the PDCA (Plan–

Do-Check-Act) model, a systematic, four-step approach for identifying and resolving problems and a key instrument for ongoing improvement.

In addition, continuous quality improvement can be supported by implementing the SDCA (Standardize-Do-Check-Act) method, which consists of four steps: establishing quality standards, executing the standards, evaluating the results, and following up. In the subsequent step, problems are first narrowed down and concretely described based on actual circumstances, followed by analysis to set appropriate goals and determine the steps necessary to achieve them. The SDCA cycle is then carried out through the Do phase, the Check phase, and the Act phase, providing a systematic approach to maintaining and enhancing quality continuously.

a. Do Phase

The Do phase focuses on the implementation of planned actions that were identified during the analysis. At this stage, the steps necessary to achieve the established goals are carried out in practice. The emphasis is on executing processes systematically and according to the standards or objectives previously determined, ensuring that the planned improvements are applied effectively.

b. Check Phase

The Check phase involves evaluating and monitoring the outcomes of the actions implemented during the Do phase. This stage is critical for identifying whether the results align with the intended goals and standards. Any deviations, problems, or inefficiencies discovered during this phase provide valuable insights for refining the process and improving performance.

c. Action Phase

The Action phase is dedicated to corrective measures and process refinement based on the findings from the Check phase. Adjustments are made to address any discrepancies, optimize workflows, and ensure that the goals are fully achieved. By completing this phase, the cycle of improvement is reinforced, and the organization or team can continue to enhance processes in a structured and continuous manner..

In conclusion, the Do, Check, and Action phases form a continuous cycle that ensures planned improvements are effectively implemented, evaluated, and refined. Together with thorough analysis, this structured process enables organizations to achieve their goals systematically and maintain continuous quality improvement.

Partnership Between Educational Institutions and External Parties

Of the several problems that exist in national education issues that can be studied in a concept of thought or at least become a reference in overcoming various anomalies in the field of education, these include: strengthening governance, accountability and public image. as discussed below Strengthening educational governance does not only depend on the government's ability but also depends greatly on the will of all levels of society as stakeholders in the National Education System, therefore the management of education as a system is closely related to human and human processes and dynamics. We must look

at the environment and educational ideals comprehensively as a national education system, namely the interdependence of educational stakeholder components.

Education stakeholders are essentially all elements involved in the education system. Educational stakeholders are basically divided into two groups, namely internal stakeholders, namely all elements involved in the school environment such as: principals, teachers, school committees, and education staff and external stakeholders, namely all elements outside the school environment such as: parents of participants, students, alumni, community leaders, religious leaders, economic leaders, industrial institutions and others. Even though in reality in the world of education in Indonesia it tends to be interpreted more in external groups.

The concept of stakeholders encompasses individuals or groups that have a vested interest in, or are affected by, the activities of an organization. According to the Merriam-Webster Dictionary, the term "stakeholder" can refer to someone who is fully trusted or to those who are involved in or impacted by a particular action. In the context of education, Hatry (year) defines stakeholders as a component of the school community, where the absence of any element can disrupt the educational process. Expanding on this, the quality management perspective describes stakeholders as groups or individuals, both internal and external to the organization, who influence and are influenced by the achievement of the organization's mission, goals, and strategies. These typically include shareholders, employees, customers, regulatory bodies, and governmental institutions. In the educational domain, stakeholders can thus be defined as individuals or entities that hold an interest in, and provide support for, educational institutions. In essence, educational stakeholders are those who have a direct or indirect role or concern in the implementation and success of educational activities within schools.

An essential aspect that organizational managers must understand from the outset is identifying the stakeholders of the organization. In the context of schools, this requires managers to have a thorough understanding of the types and quality of services and outputs provided by the institution. Founders and successive leaders must have a clear vision of the organization's purpose, as this directly shapes the expectations and engagement of stakeholders. The nature and quality of educational services and outputs influence stakeholder perceptions and involvement, and any changes in these services or outputs can consequently affect the composition and engagement of the school's stakeholders.

If you look at the various divisions of stakeholders in educational institutions, you will be able to identify primary, secondary and tertiary stakeholders. The main stakeholders of the school are students, however, students come to school because of funding from the students' parents, so these two components are the components that the school must pay the most attention to. Identifying potential stakeholders can be done by asking various questions, for example, what economic level are the parents? What sect do Muslim parents belong to? Where do Muslim parents live? What skills do Muslim parents want

their children to have after graduating? Etc. These questions will then at least provide answers to the questions of potential stakeholders from this madrasah? To answer this question, of course the right method must be used. For example, with the survey method.

Education stakeholders can be defined as people who are holders and at the same time provide support for education or educational institutions. Education stakeholders are divided into 3 main categories, namely:

- a. Schools, including teachers, principals, students and school administrators. As we know, in schools there are various parties including the principal, educators and students. The principal is responsible for the development of student achievement, the atmosphere of the teacher's work environment, and the overall character of the school. The school principal also plays another important role, namely liaising between teachers, parents and other stakeholders. Students in the era of globalization are increasingly becoming more diverse with the presence of technology as their informal learning places (internet, social media, etc.). Teachers as the main key element of education are increasingly required to adapt and be responsible for the things students experience.
- b. The government, represented by supervisors, owners, education offices, mayors, and even the minister of national education. The government, as a policy maker, must also synergize with other stakeholders. The role of policy makers is to serve as a mediator between other educational actors, both at the regional and central levels. It is hoped that every policy they decide can be accepted and implemented well by other education stakeholders and support performance among stakeholders.
- c. Community, while the people who have an interest in education are parents of students, educational observers and experts, non-governmental organizations, companies or bodies that need educated personnel, bookstores, school construction contractors, book publishers, educational equipment providers, and others.

In contrast to school and government stakeholders who are directly involved in the education system, society is outside the circle of the education system but is indirectly related to the education actors within it. This difference is important to note that society, the external stakeholder in education, does not have a greater capacity than schools and the government in producing educational change. The community in question consists of various kinds, including parents of students, non-governmental organizations (NGOs), bookstores, or companies that need educated personnel, and are connected or care about the provision of education.

Even though education stakeholders do not have the main capacity in organizing education, in this case education managers must be able to take advantage of the conditions of external stakeholders to be empowered and stimulate their caring values. The empowerment effort is through a partnership strategy. Where the concept of partnership in question is a relationship or cooperation as partners between two or more parties within a certain period of time to achieve common goals.

Partnership has several principles as follows:

- a. Need each other.
The basic principle of partnership is mutual need. Because, partnership is a series of processes that start with getting to know the potential partner, knowing the position of strengths and weaknesses of the business. Therefore, partnering parties must need each other.
- b. Strengthen each other.
Partnerships also strengthen each other because this step is expected to add value to each partnering party. Examples of values that can strengthen partnering parties, for example, partnerships can expand market share, improve management capabilities, increase satisfaction, and develop the technology used.
- c. Win-win solution.
The principle that also exists in partnerships is mutual benefit, because the aim of partnering is to increase profits and these benefits must be felt by each party involved. Partnership is a reciprocal relationship, not like the position of worker and employer or superior and subordinate so it must be mutually beneficial. So the concept of partnership is a collaboration, so what is the purpose of partnership? The aim of the partnership is to improve business sustainability, resource quality and business scale. Not to forget, the partnership also aims to grow and improve the capabilities of independent business groups.

In implementing partnership programs between institutions, the following principles should be adhered to:

- a. Does not conflict with applicable laws and regulations;
- b. Open participation: All parties have the same opportunity to express opinions, decide matters concerning their fate and are responsible for all decisions that have been mutually agreed upon;
- c. Trust: mutual trust and can be trusted to foster cooperation. Here transparency becomes a demand and is non-negotiable;
- d. Acceptance (Acceptable): accepting each other as they are in equality. Each has its own function;
- e. Communication (Communication): each party must be willing and able to communicate themselves and their work plans so that they can be coordinated and synergized;
- f. Partnerships do not demean each other, but work together to improve school quality;
- g. Based on agreement.

Partnerships between institutions can be implemented in formal (official), informal (unofficial), formal and informal, and formal bilateral or multi-lateral forms. Each form of partnership can be explained as follows:

- a. Formal Partnership

Formal partnership is a form of cooperation that is based on an agreement or agreement that is binding and stated in a joint text document. Examples of formal partnerships carried out with other parties abroad between

educational and training institutions, for example cooperation between institutions (bilateral) such as Indonesia-Australia, Indonesia-Japan, collaboration with SEAMOLEC, and others.

b. Informal Partnership

Informal partnerships are partnerships that are based on non-binding agreements and are not stated in cooperation documents, but rather are a form of cooperation, togetherness and mutual respect and respect for the existence of each other's institutions. For example, inviting each other to seminars, workshops and mutual visits between partnering institutions. The implementation of informal partnerships can change or be stopped at any time due to changes in leadership or changes in policy from the parties involved in the partnership.

c. Formal-Informal Partnership

Partnerships with the community can be classified into informal or formal partnerships, community involvement in the provision of education in schools, the community has the right to demand good and quality education. But at the same time, the community is also obliged to play an active role in the implementation of education by contributing funds, energy, thoughts, energy and other forms for the implementation of quality education. In current developments, the support and role of the community in supporting quality education in schools is still diverse, generally the support is still physical, but there are also community groups who have helped the learning process. On the other hand, there are still schools that are less capable and willing to approach the community to help with educational programs in the physical and learning fields. Beyond parents, the broader community should be empowered to support schools effectively. According to the Decree of the Minister of National Education of Indonesia Number 044/U/2002, the independent School Committee facilitates community involvement to improve educational quality, equity, and efficiency. Its objectives include channeling community initiatives in school policies and programs, enhancing community responsibility in education, and promoting transparency, accountability, and democratic practices. These goals can only be achieved through a strong, collaborative relationship between the school and the community.

d. Bilateral or multilateral formal partnerships

In accordance with demands for regional autonomy, formal bilateral or multi-lateral partnerships in terms of financial assistance (aid that must be returned), need to consider aspects of central and regional authority in accordance with applicable laws and regulations. In order to implement partnerships between institutions, both within and outside the country, programs are needed that are prepared to achieve effective and sustainable partnerships. The scope of partnerships between institutions includes cooperation in the fields of software programs (non-physical) and hardware programs (physical), or one or the other. Other forms of partnership are financial forms such as grants, soft loans and loans.



Figure 2. School Partnerships with Externals

Benefits that can be obtained from school partnership programs with external parties include:

- a. Get the latest information.
Schools need the latest information about developments in science and technology to anticipate changes that occur as a result of these developments. In addition, partnerships between institutions will be able to provide information to schools about the needs for the types and number of skilled workers needed at that time and predictions for the future;
- b. Obtain assistance with equipment, experts, volunteers.
Through partnerships between institutions, schools can find out the needs of equipment, learning materials and experts. In this way they can participate in the learning implementation process.
- c. Get the opportunity to share experiences
If inter-institutional partnerships are carried out between schools and training centers, educators and education personnel can share experiences in various matters such as school management, curriculum development, community empowerment, competency training, improving human resources, efficient use of equipment.
- d. Implement joint projects
Within the framework of inter-institutional partnerships, partnering parties can carry out joint projects, for example in training, developing demonstration prototypes, developing student talents. This partnership benefits both parties.
- e. Get a scholarship.
Through partnerships between institutions, scholarships can be initiated to provide scholarships to school graduates who perform very well or graduates whose performance in the workplace is very good. The person concerned can use this scholarship to improve their competence or continue their education to a higher level.
- f. Increase creativity
It is hoped that this partnership will open up and encourage creativity to improve the quality and productivity of work for PTK.

Next is related to the partnership network. Partnership networks that can be implemented by schools can involve other institutional groups, namely: 1) institutions within the Ministry of Education and Culture itself, 2) other ministries and other government institutions, 3) regional governments and other agencies, 4) educational and training institutions, 5) organizations profession, 6) foreign institutions, 7) DU/DI, MSMEs, 8) and society.

Development of External Partnerships as a Continuous Quality Improvement Effort

The Public-Private-Community Partnership (PPCP) is a collaborative model based on the Best Sourcing framework. Through this approach, the government can engage both private and community sectors in the delivery of specific public services, enhancing efficiency and effectiveness (value for money) while creating mutually beneficial outcomes for the government, private sector, and the community.

The development of external partnerships in efforts to continuously improve quality can be controlled by achieving process and outcome quality targets, as follows:

- a. There is a significant increase in the quality of graduates gradually every year;
- b. There are increasing changes in evidence from the results of human resource performance evaluations (both educators and education staff);
- c. There are continuous changes, both in the quantity and quality of the results of external school partnerships;
- d. There is development of results/outputs of partnership collaboration between the school and external partnerships;

The forms of partnership cooperation between the school and the school's external partnerships, which can be explored include:

- a. Formal partnership cooperation
Formal partnership cooperation is meant to be a partnership through a formal agreement and mutual agreement as evidenced by a legal agreement on stamp duty;
- b. Informal partnership cooperation
Informal partnership cooperation is cooperation carried out in a family manner, does not seek profit for one side or both parties, is social or grant in nature, and is non-binding.

Apart from the main principles described above, there are principles of value-based partnerships, partnerships between schools, families and communities designed to form an educational ecosystem that can encourage the growth of character and a culture of achievement for all school members. To realize these hopes, the partnership is implemented by referring to the following principles:

- a. Equal Rights, Equality and Mutual Respect.
Partnerships between schools, families and communities can be established dynamically and harmoniously if all elements involved have equal rights, equality and mutual respect in accordance with their roles and functions. This principle will encourage the active and voluntary role of all parties to be

involved starting from planning, implementing and evaluating partnership programs.

- b. **Spirit of Mutual Cooperation and Togetherness.**
Partnerships are built on the spirit of mutual cooperation and togetherness. This principle will occur if all parties feel that there are the same needs and interests related to the education of children or students. This principle will foster the desire of all parties to collaborate and synergize to create an educational ecosystem that can provide students with a rich learning experience.
- c. **Complementing and Strengthening Each Other.**
The school may not be able to serve all the learning needs of its students with all the limited resources they have. For this reason, it is necessary to establish partnerships with parents and the community to create three educational centers that complement and strengthen each other according to their respective roles.
- d. **Sharpen each other, love each other, and nurture each other.**
The principles of mutual honing, mutual compassion and mutual care are expected to create a process of sharing experiences, knowledge, skills and values/norms with one another. And there is a process of mutual learning between the school, family and community based on a sense of love and affection in order to create a good educational ecosystem for students.

How Partnerships Work

Every company certainly has a different way of running its business. Likewise, the way a company establishes partnerships with other parties, this again depends on the type of partnership that is established. However, in general, there are ways of working in partnerships that can be applied by business actors in collaborating with other parties. Explained in the book *Marketing Management* by Erina Alimin, here's how partnerships work:

- a. **Selecting the Type of Partnership**
The thing that needs to be considered when establishing a partnership is choosing the appropriate type of partnership. Most importantly, when detikers want to know what type of partnership needs to be used, then you can package a completely new business organization or join the current one.
- b. **Partnership Agreement**
The next step is to determine the participation between both parties, namely at least two meetings in mind for the general partnership level. In general, the arrangements drawn up are in the form of a Memorandum of Understanding (MoU) or business contract. The purpose of the MoU is that both parties, both business owners and partners, must legally follow the commitments and privileges written in the contact. The letter also contains an explanation regarding the distribution of business profits.
- c. **Continuing Work Activities**
After both parties agree to collaborate, the business can be run by all members. Employees must carry out organizational commitments that have been expressed in aggregate understanding. Then, when the business you

run experiences a disaster, you have to know who the party is responsible for managing it.

d. Percentage of Benefits and Taxes

In the MoU there is an equal distribution of profits from the business being run. Regarding cost commitments, each division will be paid according to real alternatives. This is because each employee has a different salary value, there may also be employees who have organizations outside the association.

Several strategic findings in partnerships between educational institutions and external parties can be carried out through the following strategies:

- a. Partnership Contact. Business interactions are relatively passive & without any formal agreements (e.g. exchanging information);
- b. Partnership Contract. Business interactions are active, explicit relationships are outlined in the form of contractual agreements within a certain period of time
- c. Partnership Collaboration. Business interactions are active & there are various management treatments, including marketing, capital & production (eg. Joint operations in marketing, joint ventures in finance, production)
- d. Partnership Linkages. The business parties involved still have business freedom, but there is an agreement in carrying out the production process, training, quality control supervision & promotion.

The issue of education quality is systemic, with output quality closely linked to the quality of inputs and processes. This discussion focuses on the input, process, and output components. Educational input quality can be assessed by students' readiness to engage in learning. Externally, several input factors significantly affect education quality, including: (1) insufficient numbers and competencies of educators and staff, as well as their welfare; (2) inadequately available or underutilized infrastructure and learning facilities; (3) limited educational funding to support effective learning; and (4) learning processes that remain inefficient and ineffective.

DISCUSSION

Top management must make deliberate decisions that support the Continuous Improvement Process (CIP) and embed it within the organizational culture by providing continuous training, integrating the PDCA (Plan-Do-Check-Act) cycle into workflows, and allocating dedicated time for planning, implementation, evaluation, and follow-up. Originating from W. Edwards Deming and based on Walter Shewhart's ideas, the PDCA model serves as a systematic method for problem solving and continuous improvement at both individual and organizational levels. In the context of Indonesia's education system, stakeholders must recognize that meaningful change does not occur abruptly but rather through gradual optimization and steady enhancement of critical aspects within institutions. A distinctive feature of the CIP is that improvements are not only driven by managers but also initiated and implemented by employees themselves, making active participation and direct involvement of all stakeholders essential for its success.

There are partnership basics that detikers need to understand before planning to establish a partnership with another party, this is so that you can understand the meaning of the partnership and the collaboration process will run smoothly. Explained in the book Marketing Management by Erina Alimin, here are the basics of partnerships.

- a. Have requirements for minimum reporting;
- b. Have a strong legal agreement;
- c. There is a maximum number of members;
- d. It is easy to form a company business structure;
- e. Share with each other the management of business management;
- f. The partners are bound by the continuity of the partnership.

The aim and benefits of forming a partnership are to achieve better results, by providing mutual benefits between the partnering parties. Hafsah (2000:54-62) stated the benefits that can be obtained in a partnership, some of which are:

- a. Partnerships can increase organizational productivity;
- b. Partnerships can help organizations achieve goals more efficiently;
- c. Partnerships reduce the burden of risk borne by the organization by sharing it;
- d. Partnerships provide a major social impact.

Types of Partnership

According to Beryl Levinger and Jean Mulroy, quoted from the book Community Economic Development through Strengthening Cooperative and Corporate Business Partnerships by Tri Weda Raharjo, there are four types or types of partnerships, namely as follows:

- a. Potential Partnership Advertisements
In this type of partnership, the actors who work together care about each other. However, the two parties have not worked closely together, only a partnership relationship.
- b. Nascent Partnership
In this type of partnership, the actors in the partnership are partners, but the efficiency of the collaboration is less than optimal.
- c. Complementary Partnerships
Complementary partnership explains that partners gain benefits and increase influence through great attention to the scope of activities that are fixed and tend to be limited, for example program delivery and resource mobilization.
- d. Synergistic Partnership
Synergistic partnership, where this type of partnership provides partners with benefits and influence on systematic development issues through adding new scope of activities such as advocacy and research.

e. **Conjunction Partnership.**

Partnership through fusion and development, where organizations, groups or individuals who have weaknesses in carrying out business or achieving common goals merge & work together to improve each other's abilities.

Partnership Principles

In establishing a partnership, there are a number of principles that need to be understood in building cooperation by each party. Explained in the book *Community Economic Development through Strengthening MSME, Cooperative and Corporate Business Partnerships* by Tri Weda Raharjo, here are the three principles of partnership.

a. **Principle of Equality (Equity)**

In the principle of equality, every individual, organization and institution that has agreed to establish a partnership must feel equal or equal to others in achieving mutually agreed goals.

b. **Principle of Openness**

In the second principle, openness is very important because each party can know its shortcomings or weaknesses. Openness must be formed from the beginning of the partnership until the end of the collaboration, therefore mutual openness will create mutual concern and complementarity between each other.

c. **Principle of Mutual Benefit**

Finally, there is the principle of mutual benefit, in this principle individuals, organizations and institutions that have established partnerships are expected to benefit from the cooperation agreement established in accordance with the contribution of each party. Activities or work are expected to be more effective and efficient because they are carried out simultaneously.

One example of a business partnership in Indonesia is Pertamina, a company owned by a State-Owned Enterprise, which is holding a micro-small business funding program aimed at maximizing community small businesses in the form of partner development, mentoring, training and product publication. The aim of this partnership program is to improve the economy of the community around the company through its creativity, as well as building prosperity through equitable national development.

Partnerships within educational institutions are grounded in legal provisions, specifically Government Regulation on National Education Standards Number 19 of 2005, Articles 49(1) and 61(1), which stipulate that the management of primary and secondary education units implements school-based management characterized by independence, partnership, participation, transparency, and accountability. Partnership networks involve two or more parties interacting to achieve a common goal. They provide a framework for coordination, balance, and collaboration that aligns the interests of all stakeholders. Such networks serve as a strategic form of cooperation, enabling organizations to achieve their vision, mission, and objectives while ensuring long-term sustainability.

Bush and Bell (2005) argue that partnership networks involve establishing collaborative relationships with community groups, as well as industry and business stakeholders. Developing and managing these networks is a critical skill for institutional managers, which can be honed through practice (Klerk, 2010) and constitutes foundational knowledge for effective leadership (Moensted, 2006). Partnership networks not only influence the professional trajectory of leaders (Ishak, 2017) but also contribute to improvements in organizational quality. Hill (2002) emphasizes that such networks should align with the institution's vision and mission. According to Ilham (2020), partnership networks may take the form of coalitions, negotiations, or cooperative arrangements based on harmony, aiming to fulfill the needs of all parties while supporting organizational objectives. In essence, a partnership network represents a strategic form of collaboration through which an organization pursues its vision, mission, and goals, taking into account resource limitations and the challenges posed by evolving information technology, thereby ensuring fair competition and organizational sustainability.

CONCLUSION

1. Considering the various limited capabilities, circumstances and conditions that exist in each educational institution (school), which are basically also caused by limited capabilities or beyond the limits of the manager's capabilities, however, in essence, the quality of education must still be fought for. Therefore, the strategy to improve the quality of sustainable education is a strategic effort, namely an effort to improve the quality of education that is carried out gradually, systemically, and has high continuity and is sustainable.
2. Partnerships between educational institutions or schools with external parties. This is one of the school's efforts to cover the weaknesses, deficiencies and limitations of several internal elements of the school in order to improve the expected quality of education. External partnerships with schools are very appropriate in efforts to improve the quality of sustainable education. Where this partnership can be carried out formally or informally, through a mutualism partnership model, without burdening both parties. The products, types and forms of partnership results are adjusted to the analysis of partnership needs and the agreement of all parties. Some of the steps in the partnership effort in question include: (1) The school partnership process can be seen from the collaborative participation of all related elements, starting from the implementation strategy, the school tries to maintain communication with partners, always updates cooperation, has a large capital of trust, and the school always holds evaluation when the activity is completed. The form of partnership is Mutualism Partnership; (2) the benefits of school partnerships are increasing insight for teachers and students, as well as increasing school competence; (3) the supporting factors are technological advances, participation of the students' parents, the will of

- the students, the school has capital of trust, the facilities provided by the school, while the inhibiting factors are laziness, funding and time.
3. Development of external school partnerships with schools in order to improve the quality of sustainable education, including as follows:
 - a. Preparing programs for continuous quality improvement, in accordance with the needs, demands and vision, mission, goals and objectives of the school;
 - b. Analysis of needs for implementing partnership programs;
 - c. Mapping partnership activity plans with several external parties followed up with partnership communications;
 - d. Determining models, strategies, techniques, principles and objectives of external school partnerships as outlined in the sustainable quality partnership work program;
 - e. Building mutual agreements with several external partners, through formal MoU and enabling agreements and productivity;
 - f. Carry out partnership programs in accordance with appropriate and agreed program plans, with rational and logical principles, clear goals and activities, with a focus on mutually beneficial togetherness;
 - g. Joint monitoring and evaluation with external partners on all elements of partnership activities, and followed up with annual programs in a transparent, clear and logical manner. Through this development model, the final evaluation of the productivity of external partnerships is essentially a significant and sustainable increase in the quality of education.

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