

THE TRIPUSAT EDUCATION STRATEGY IN IMPROVING THE QUALITY OF ELEMENTARY SCHOOL EDUCATION IN NORTH ACEH REGENCY

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Abstract

This study aims to describe the role of the Tripusat of Education, analyze the strategies of principals, teachers, and school committees in its implementation, and identify the challenges faced in elementary schools in North Aceh Regency. The research employed a qualitative method with a case study approach. Data were collected through interviews, observations, and document analysis, and analyzed using Miles and Huberman's interactive model. The findings reveal that collaboration among schools, families, and communities contributes significantly to improving the quality of education. The strategies implemented include parenting programs, parent communication forums, cooperation in religious and community activities, mutual assistance, and strengthening the role of school committees. The main challenges include limited human resources, low family literacy, and minimal community participation. The study concludes that the Tripusat of Education plays an essential role in enhancing educational quality, although its implementation still faces both internal and external obstacles.

Keywords: Equality, Elementary School, Educational Strategy 3



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INTRODUCTION

Education is a key factor in building a progressive, just, and cultured society. As a lifelong process, education encompasses various aspects that contribute to individual development, including intellectual, emotional, and social aspects (Puranik & Koutsoftas, 2024). Formal education, which takes place in schools, plays a strategic role in shaping the character, competence, and intelligence of students, enabling them to face future challenges. Education is the primary foundation for developing competitive human resources. Ki Hajar Dewantara emphasized that education takes place not only in schools but also within families and communities (Junus dkk., 2024). This concept, known as the Tripusat Pendidikan (Three Centers of Education), emphasizes the importance of synergy between the three primary educational environments. Schools serve as the center of formal education, families as the primary educational environment, and communities as a forum for the formation of social and cultural values.

Education is the primary foundation for developing superior and competitive human resources, especially in the era of globalization, which demands critical thinking, creativity, and character. The quality of education is a crucial indicator in determining a nation's progress because it plays a strategic role in developing intelligent, adaptive, and competitive future generations (Sharma & Shah, 2025). Achieving a quality education system requires the active involvement of various stakeholders, not just schools as formal institutions but also families and communities as non-formal and informal educational environments (BPMP Aceh, 2023).

In the context of primary education, the implementation of the Three Centers of Education is crucial because it is at this stage that children build a foundation of knowledge, skills, and character (Marmoah dkk., 2024). However, the reality on the ground shows that the relationship between schools, families, and communities is often suboptimal. Many parents still delegate full responsibility for education to schools, while communities have not yet fully played an active role in creating a supportive educational environment.

However, the implementation of the Three Centers of Education in various regions in Indonesia, including North Aceh Regency, has not shown optimal results (Hardianto dkk., 2025). One of the main obstacles is the lack of synergy between schools, families, and the community. This lack of integration has resulted in low support for educational programs at the elementary school level.

Elementary school is a crucial level of education in building the foundation of students' knowledge, skills, and character. However, to achieve optimal educational success, schools cannot work alone. Collaboration between schools, families, and the community is essential for more meaningful and contextual learning (Milenković dkk., 2024). However, the perception of some people who still consider education as the sole responsibility of the school causes their involvement in the educational process to be very limited.

North Aceh Regency is one of the regions facing similar challenges. Despite various development efforts, the quality of education at the elementary school level still faces obstacles, both in terms of human resources, parental participation, and community support (Darif dkk., 2025). The synergy of the Education Tripusat in this region is not yet optimal, requiring further in-depth study to determine effective implementation strategies.

This study aims to describe the role of the Education Tripusat in improving the quality of elementary education in North Aceh Regency, analyze the strategies adopted by principals, teachers, and school committees, and identify the challenges faced (Maimun dkk., 2024). Therefore, this research is expected to contribute to the development of a more effective and relevant educational collaboration model tailored to local needs.

The successful implementation of the Education Tripusat strategy lies not only in its concept but also in actual practice (Viana dkk., 2025). The role of the principal as the leader of

the educational institution is crucial in fostering synergy between teachers, families, and the community. Principals must be able to create policies that accommodate family involvement in the teaching and learning process and build partnerships with the community to expand opportunities for quality education.

Furthermore, teachers, as the frontline in the learning process, are required to be more creative and innovative in developing learning methods relevant to students' needs (Brioa Saez dkk., 2025). In this regard, the involvement of parents as primary supporters at home is a crucial factor in strengthening the learning outcomes provided at school. Furthermore, the community, as the social environment in which students interact, also needs to play an active role in providing a supportive learning environment outside of school hours.

Based on research by Yusnidar et al. (2023), many elementary schools in North Aceh have not yet involved parents in learning planning and evaluation. This hinders the optimization of the Tripusat Education concept(Yang dkk., 2025). However, with strong collaboration, the educational process can produce students who are not only intelligent but also have character and are ready to face global challenges.

The Tripusat Education strategy, if implemented effectively, can be a solution to address these challenges. With an approach that synergistically involves all three elements, education will be more focused and high-quality, and capable of producing a future generation that is intelligent, creative, and possesses strong character (Zhao dkk., 2025). Synergy between the Tripusat Pendidikan contributes positively to strengthening student character, provided that all parties understand and carry out their roles in a balanced manner.

The North Aceh Regency Education Evaluation Report (Kemdikbudristek, 2024b) also shows that the implementation of the Independent Curriculum has not shown significant improvements in student learning outcomes, partly due to minimal external involvement (León-Reyes dkk., 2025). However, the family, as the primary educational environment, plays an essential role in shaping a child's character, attitudes, and motivation to learn. In reality, this responsibility is often shifted entirely to schools (Irmansyah dkk., 2025). The community, as a social environment, has great potential to strengthen contextual learning by providing a space for the interaction of values and norms. However, this role has not been optimally implemented due to the lack of communication forums and community activities integrated with education. Therefore, a systematic implementation strategy for the Education Tripusat is needed, including strengthening the capacity of school committees, actively involving parents, and establishing inclusive collaboration platforms. Research by Lestari et al. (2021) revealed that parental involvement in children's learning activities can create a more conducive and meaningful learning environment (Rasmitadila dkk., 2024). Considering the existing problems, challenges, and potential, it is crucial for every elementary school in North Aceh Regency to design a participatory strategy for implementing the Tripusat Pendidikan (Education Tripusat). This strategy must involve all elements, from the principal, teachers, committee members, parents, and community leaders.

RESEARCH METHOD

The following sections detail the methodology employed in this study, which focuses on qualitative data collection and analysis regarding educational management.

Research Design

This study employed a qualitative research approach with a descriptive design. The primary aim was to understand and investigate social phenomena, focusing on the subjective and contextual nature of reality through in-depth descriptive data collection (Leonforte dkk., 2025). This approach emphasizes gaining a deep understanding of complex variables that cannot be statistically measured and relies on direct interaction between the researcher and the

subjects. The research process was conducted inductively to generate a comprehensive understanding of the implementation of the Tripusat Pendidikan (Three Centers of Education) strategy for improving the quality of elementary school education.

Research Target/Subject

The subjects of this study included principals, teachers, school committee members, and parent representatives who play an active role in managing education in elementary schools in North Aceh Regency. Subjects were selected using a purposive sampling technique, which involves selecting individuals or groups deemed to possess relevant, in-depth, and significant information related to the Tripusat Pendidikan strategy (Sofiawati dkk., 2025). This targeted approach was crucial to ensure that the data obtained comprehensively supported the achievement of the research objectives.

Research Procedure

The research process involved several steps beginning with direct interaction and fieldwork to establish rapport with the subjects (Rasmitadila dkk., 2025). The researcher, serving as the primary instrument, conducted data generation through continuous interviews and observations. Validity and credibility were maintained throughout the procedure using strategies such as triangulation (cross-checking data sources), member checking (verifying data accuracy with participants), and continuous, direct researcher involvement in the field. This iterative process ensured the data accurately reflected the social reality as understood by the participants.

Instruments, and Data Collection Techniques

The primary instrument in this study was the researcher herself, who served as the data collector, processor, and analyzer (Agyapong dkk., 2024). To support data collection aligned with the research focus, the key data collection techniques used were in-depth interviews and direct field observations. The focus of these techniques was the implementation of the Tripusat Pendidikan strategy. Data credibility in this qualitative study relied heavily on the researcher's ability to authentically explore the meaning of the phenomena in depth, which was ensured through rigorous engagement with the research context and subjects.

Data Analysis Technique

The data analysis technique was adapted from the interactive model of Miles, Huberman, and Saldana (Wang & Yu, 2024). This technique describes data analysis as an interactive and ongoing process until data saturation is reached. The four concurrent activities involved in this process are: 1) Data Collection (the ongoing process of gathering information); 2) Data Condensation (selecting, focusing, simplifying, abstracting, and transforming the data); 3) Data Presentation (organizing and summarizing the condensed data, often in narrative form); and 4) Drawing Conclusions/Verification (interpreting the findings and confirming their validity against the collected evidence).

RESULTS AND DISCUSSION

This research was conducted at three public elementary schools in North Aceh Regency: SDN 3 Lhoksukon, SDN 10 Syamtalira Aron, and SDN 1 Syamtalira Bayu. These three schools were selected because each has unique characteristics that reflect the diverse implementation of the Tripusated Education strategy in an effort to improve the quality of education in the North Aceh region.

Based on interviews with principals, teachers, school committee members, and parents, it was discovered that all three schools have implemented the Tripusated Education principle through an approach that refers to the POAC managerial function. George R. Terry, in his book

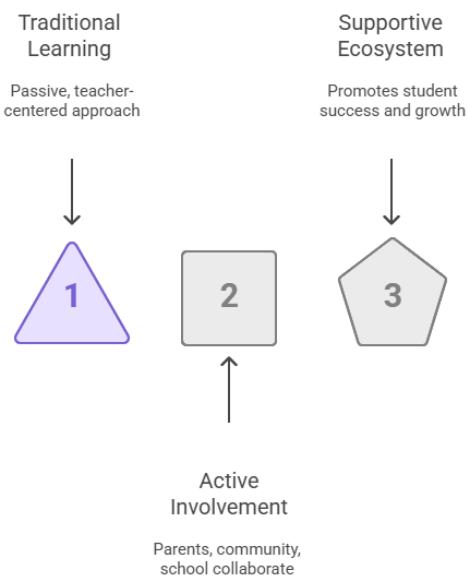
“Principles of Management,” explains that POAC, which stands for Planning, Organizing, Actuating, and Controlling, are four main management functions that are interrelated and essential to achieving organizational goals (Terry, G.R. 1972). In terms of planning, all schools have a vision and mission that emphasizes the development of students who are religious, have character, and are independent. SDN 3 Lhoksukon, located in an urban area, combines Islamic values with 21st-century competencies through programs such as “Parent as Role Model” and “Green School.” SDN 10 Syamtalira Aron has designed programs based on customs and religious values through activities such as “Local Wisdom Classes.” Meanwhile, SDN 1 Syamtalira Bayu prioritizes local wisdom as the basis for character development for students through programs such as “Child-Friendly Schools” and “Environmental Care Campaign.”

In terms of organization, all three schools have established organizational structures that support the implementation of the three educational centers. SDN 3 Lhoksukon implements coordination based on a jointly developed annual school work plan, involving collaborative units with external parties such as the sub-district office and the city library. SDN 10 Syamtalira Aron also demonstrates good coordination between teachers and community leaders, particularly in the implementation of religious and traditional activities. At SDN 1 Syamtalira Bayu, the division of tasks between teachers, committees, and parents is structured, with teachers focusing on learning, the committee on supervision and facilitation, and parents on character development. Communication across all schools utilizes various media, from regular meetings and official letters to class WhatsApp groups.

The implementation of the three educational centers in all three schools is active and participatory. SDN 1 Syamtalira Bayu runs programs such as “Village Reading Garden” and “Character Training,” which directly involve parents and the community in learning. Teachers at this school implement project-based learning, such as “My Family Profile,” which involves students and parents in the learning process at home. At SDN 3 Lhoksukon, parental involvement is carried out through “Inspirational Parent Classes” and social action activities such as the “Clean Friday Movement.” Teachers facilitate project learning such as “Learning at the Market” and “Healthy Family Campaign,” which integrate social values and skills. Meanwhile, at SDN 10 Syamtalira Aron, unique activities such as “Almsgiving Friday” and “Learning at the Meunasah” serve as effective tools for developing student character and strengthening relationships between the school, family, and community.

In terms of monitoring and evaluation (controlling), all schools conduct regular monitoring of the involvement of the three educational centers. At SDN 1 Syamtalira Bayu, evaluations were conducted through quarterly meetings and questionnaires distributed to parents, which were then followed up with teacher training and program revisions. SDN 3 Lhoksukon used digital evaluation forums and regular meetings to adapt learning strategies to student needs. SDN 10 Syamtalira Aron utilized monthly reflections and discussions with the school community to evaluate the program’s effectiveness (Clark dkk., 2025). All schools reported that the main challenges in implementing these strategies were limited time and understanding on the part of some parents, as well as the rapid influence of technology on student behavior. However, various approaches were implemented, such as strengthening parenting forums, increasing informal communication, and providing direct education to parents.

Tri-Center Education Implementation



Made with Napkin

Figure 1. Tri-Center Education Implementation

From the overall findings, it can be concluded that the three schools have demonstrated collaborative efforts in implementing the three-center education strategy (Sadiku & Bunjaku Isufi, 2024). Although each school has a different approach according to the environmental context and characteristics of its community, the basic principle of collaboration between schools, families, and the community remains the foundation for improving the quality of education and developing student character (Usman dkk., 2024). The active involvement of all these elements has been proven to create a participatory, responsive, and meaningful educational ecosystem for child development in elementary school.

Research findings indicate that the Three Centers of Education play a significant role in improving the quality of basic education in North Aceh Regency (Mayordomo-Pinilla dkk., 2024). Collaboration between schools, families, and the community is evident through various programs such as parenting, parent-parent communication forums, religious activities, and mutual cooperation (Manassero-Mas & Vázquez-Alonso, 2024). These findings reinforce Ki Hajar Dewantara's idea, which emphasizes the importance of synergy between the three centers of education in shaping the whole person.

The role of school principals is a key factor in driving this synergy (Syahrial dkk., 2024). The principals at SDN 3 Lhoksukon, SDN 10 Syamtalira Aron, and SDN 1 Syamtalira Aron actively facilitate communication between stakeholders, including through parent-parent forums and cross-sector collaboration (Hamroyev dkk., 2024). This aligns with research by Putri & Mulyani (2021), which emphasizes the importance of school leadership in strengthening the relationship between schools and families.

Teachers play a role in bridging parents' learning with students. Parenting programs and child development reporting serve as a means to involve families in the educational process. However, limited family literacy remains a barrier (Purgar & Bando, 2024). Many parents are not yet accustomed to effectively supporting their children's learning at home. This situation supports the findings of research by the Ministry of Education, Culture, Research, and Technology (2023), which found that low family literacy contributes to the low quality of education.

The school committee serves as a liaison between the school and the community (Septikasari dkk., 2024). The committee's involvement in socio-religious activities and mutual cooperation demonstrates community participation (Gellen dkk., 2025). However, there

remains low public awareness that education is a shared responsibility, not solely the responsibility of the school. This aligns with the findings of Saragih & Marzuki (2021), who stated that community support plays a strategic role in building a conducive learning environment.

Thus, this study confirms that although the implementation of the Education Tripusat in North Aceh has shown positive results, internal challenges remain, including limited teacher resources and low family literacy, as well as external challenges, such as minimal community participation (Albina dkk., 2025). Therefore, strategies to strengthen the role of families and communities, increase teacher capacity, and optimize the role of school committees are crucial solutions for the sustainability of the Education Tripusat program.

CONCLUSION

The Education Tripusat has been shown to significantly contribute to improving the quality of education in elementary schools in North Aceh Regency. Strategies implemented through collaboration between schools, families, and the community have been able to support the creation of a more meaningful educational ecosystem. However, challenges such as limited human resources, low family literacy, and minimal community participation remain major obstacles. This study recommends strengthening family education literacy, increasing the capacity of teachers and principals, and optimizing the role of school committees as mediators between schools and the community.

AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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