



School and Community Relations Management at SMAN 1 Parakan and SMAN 1 Temanggung: POAC Analysis

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ABSTRACT

This study aimed to: (1) describe the management of school–community relationships at SMAN 1 Parakan and SMAN 1 Temanggung; (2) identify supporting factors in the management of school–community relationships; and (3) identify inhibiting factors affecting the implementation of such relationships in both schools. This study employed a qualitative method with a case study approach. The research was conducted from June to September 2025. The subjects included principals, vice principals for public relations, teachers, school committees, parents or guardians, and community members from SMAN 1 Parakan and SMAN 1 Temanggung. Data were collected through observation, interviews, and documentation. Data analysis used the Miles and Huberman model consisting of data collection, data reduction, data display, and conclusion drawing. The findings showed that the management of school–community relationships in both schools was implemented through the POAC management functions: planning, organizing, actuating, and controlling. SMAN 1 Parakan demonstrated more optimal relationship management with the community, where community members were actively involved from planning to evaluation stages, creating a cultural-based relationship pattern. In contrast, SMAN 1 Temanggung showed limited direct community involvement but maintained strong collaboration with alumni, resulting in an educative relationship pattern. Supporting factors identified included stakeholder involvement, well-planned programs, school openness to suggestions and feedback, and alumni participation. Meanwhile, inhibiting factors included passive participation of some parents or guardians, differences in available time among stakeholders, limited program funding, and complaints from some community members regarding activities conducted outside operational hours.

Keywords: relationship management of school, community, POAC.

INTRODUCTION

Education is the main foundation in the development of human resources and social welfare [1]. The success of the educational process is not only based on the internal components of the school but also on external support, especially from the community, which cannot be separated, and vice versa [2]. The educational environment exists and occurs in the educational process because the object group or educational climate develops itself [3], [4]. Involvement between the community and the school (school and parents) can realize the goal of implementing good education [5]. In this context, a synergistic relationship between schools and the community is a fundamental need in improving the quality and relevance of education.

Every school, from elementary school to university level, is usually located within a rural or urban community. [6] argues that the community naturally plays a role in the life and continuity of the school or institution. This is because the school is located on land that belongs to the community and its citizens. This implies that there is an absolute need for

coexistence between the school and the surrounding community [7]. The formation of a strong relationship between the school and the surrounding environment is very important for this reason [8]. The relationship between the school and the community is an inseparable part of life [9]. Therefore, because the school is an important part of the community, its management must involve people within the school and other individuals outside the school.

The Indonesian government, through its School-Based Management (SBM) policy, explicitly encourages community involvement in the planning, implementation, and evaluation of educational programs through Regulation of the Minister of Education and Culture Number 30 of 2017. Community involvement is not only administrative but also serves as an active partner in supporting and overseeing the implementation of various educational programs [10], [11]. School-based management has a significant influence on improving the quality of education in schools [4]. In Indonesia, school-community relations

have long been considered a promising way to support students, families, and the environment [12].

School-community relations is a term used to describe the nature of the relationship between schools and the community [6]. School-community relations have a primary focus on improving teaching and learning. School-community relations are dynamic interactions and have many aspects that significantly influence educational achievement and community development [13]. Community relations with schools are a shared need to improve the quality and communication between schools and their communities [9].

School-community relations are a series of planned activities and media that schools use to learn about the community, inform the community, interpret the goals, programs, problems, and needs of the school, and involve the community in planning and evaluating school policies and progress [14]. School-community relations can be described as the level of understanding and goodwill achieved between the school and the community [15]. Therefore, school-community relations are a mutual understanding that binds the school and the community, materials, and other resources together and creates a school environment that is conducive to the effective and efficient achievement of educational goals.

School-community relations can occur between schools and parent-teacher associations, former student associations, school committees, school supervisory boards, and school owner associations [16]. Collaborative relationships are established with various stakeholders in the community and with parents seen as important partners in the relationship between schools and the community [17]. This relationship will help them to better understand the challenges faced by schools and can provide assistance that can increase the effectiveness and efficiency of the education system. The community, through a healthy and harmonious working relationship with school stakeholders and the entire school community, will understand the strengths and weaknesses of the school and find ways to improve areas where the school is lacking in order to achieve educational goals [18].

Effective school-community relations can be seen from the community's participation in school programs because the government, schools, and the community have the same duties and responsibilities in providing quality education [19]. This can be seen in the management of school-community relations. Management involves planning, controlling, organizing, staffing, and leading, coordinating, and instructing available resources to achieve predetermined goals.

School and community relations management (PR) is an important aspect that functions to build communication between schools and the community [20]. School and community relations management is a series of activities that aims to build harmonious connections between official institutions and the community by establishing continuous and mutually supportive cooperation to achieve the same goals and

needs. The principle of public relations is abbreviated as "Team Work" namely, togetherness, empathy, assistance, maturity, willingness, organization, respect, and kindness [21]. Without school-community relations management, educational goals cannot run smoothly [22].

This study used the Temanggung Regency area, which consists of several high schools, including SMAN 1 Temanggung, SMAN 2 Temanggung, SMAN 3 Temanggung, SMAN 1 Parakan, SMAN 1 Candirototo, and SMAN 1 Pringsurat. Of the six schools, the selected schools were SMAN 1 Temanggung and SMAN 1 Parakan. The selection of these two schools was based on their strategic, easily accessible locations, thereby supporting efficient use of research time and costs. This can make it easier for researchers to collect data continuously and intensively. In addition, both schools have good reputations in academic and non-academic aspects. Based on these conditions, it gives rise to the assumption that the schools have a good relationship with the surrounding community. This condition is also supported by the schools' geographical and social locations within a diverse community environment. The progress of these two schools is inseparable from the extent to which the management of school and community relations is carried out effectively and sustainably.

Based on initial observations and informal data, the dynamics of school-community relationships often face various challenges. For example, community involvement in education management is suboptimal. School committees, for example, are still positioned as mere administrative complements, without significant involvement in strategic school decision-making. Furthermore, there is low parental participation in school activities, minimal collaboration with partners, and suboptimal management of local potential-based partnership programs. Amidst the demands of the Independent Curriculum and the implementation of School Mover programs, collaborative management of school-community relationships is key to the success of transformative education.

Another issue of concern is the weak two-way communication between the school and the community. Information related to school programs, policies, or evaluations is not conveyed well to parents and the surrounding community. This results in the community not having enough space or motivation to participate actively. This was also stated by [23] communication obstacles between the school and the community include unclear communication objectives, a lack of transparent and professional communication channels, a lack of skills that support communication, and a lack of supportive follow-up and continuous structured supervision. This collective lack of involvement in the educational process can be detrimental to academic achievement and the overall learning experience of students [13].

In the context of 21st-century education and the current implementation of the Independent Curriculum, community involvement is a pillar of strengthening the

profile of Pancasila students. School-community relations should be more open, democratic, and synergistic. Therefore, the challenge in building a well-managed school-community relationship is not merely a technical one, but also relates to school leadership, organizational culture, and the capacity of the community itself.

The concept of school and community relations has been discussed, including at the level of special schools [24], elementary schools [25], junior high schools/Islamic junior high schools [26], vocational schools [27], [28]. In addition, regarding school and community relations for administrative effectiveness, school and community relations for improving school image [29], school and community relations for improving school quality [30], [31], [32].

However, unlike most previous research, which only describes community participation descriptively, this research will offer a managerial perspective on how schools systematically design, implement, and evaluate relationships with the community. Furthermore, this research will focus on the strategies used by schools, the forms of community involvement, the communication established, and the various factors that support and hinder the implementation of this management.

RESEARCH METHODS

This research uses a qualitative approach with a case study design. A qualitative approach was chosen because the research focuses on an in-depth understanding of the processes, strategies, and dynamics of school-community relationship management in a natural context. The case study design was used to obtain a comprehensive overview of school-community relationship management practices in two

public high schools. This approach allows researchers to explore communication patterns, social interactions, and the involvement of various parties in the implementation of the school-community partnership program.

The study was conducted at SMA Negeri 1 Parakan and SMA Negeri 1 Temanggung from June to September 2025. Participants were selected using a purposive sampling technique because informants were considered to have knowledge, experience, and direct involvement in managing school-community relations. Key informants in this study included the principal, vice principal for public relations, teachers, school committee members, parents of students, and community leaders. In addition, supporting data were obtained from official school documents, such as the School Work Plan (RKS), meeting minutes, annual activity reports, government policies in the field of education, and relevant scientific literature.

Data collection techniques included in-depth interviews, observation, and documentation. Semi-structured interviews were used to gather information regarding the planning, organization, implementation, and evaluation of school-community relations programs. Observations were conducted to observe forms of community participation, communication patterns between schools and parents, collaborative activities, and supporting facilities for partnership activities. Documentation was used as supplementary data through the collection of archives, activity photos, school reports, and other administrative documents. In this study, the researcher acted as the primary instrument, supported by interview guidelines, observation sheets, and documentation guidelines.

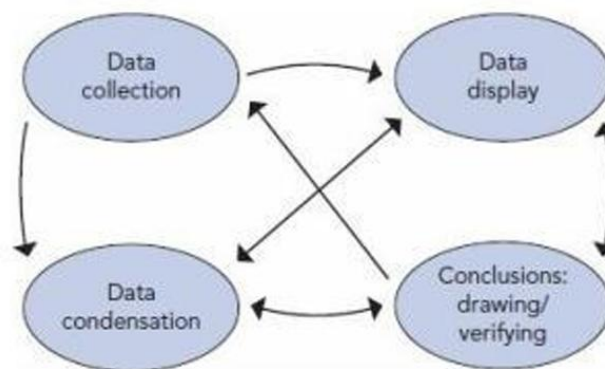


Figure 1. Data Analysis Stage

Data validity was maintained through source triangulation, comparing information obtained from various informants, time periods, and data collection techniques. Data analysis employed the interactive model of Miles, Huberman, and Saldaña, which includes data condensation, data presentation, and drawing and verifying conclusions. The analysis process was carried out continuously throughout the research until data saturation was reached.

RESULT AND DISCUSSION

The research results were obtained through observation and interviews. The first description is the

result of the interviews conducted and is broken down based on the components of the POAC analysis, including.

School and Community Relations Management Planning

Planning is the initial stage that determines the direction of the implementation of school-community relations programs. In both schools studied, the planning process was carried out as an effort to build collaboration with external parties to support the achievement of educational goals. However, the results of the study indicate differences in planning patterns

between SMAN 1 Parakan and SMAN 1 Temanggung, particularly in terms of external stakeholder involvement.

At SMAN 1 Parakan, school-community relations planning is based on the school's vision. Based on interviews with the principal, collaborative planning is carried out by identifying existing school programs or needs, as well as new programs to be developed. One form of ongoing collaboration is the joint health check-up program with the Community Health Center (Puskesmas), which was marked by the signing of a memorandum of understanding (MoU). In developing this new program, the school involves various parties, such as public relations, teachers, education staff, the school committee, and parents. The involvement of these various elements demonstrates that planning at SMAN 1 Parakan is participatory and collaborative.

Interviews with the school committee revealed that the committee is actively involved in the development of the school's work program, including the School Work Plan and Budget (RKAS) and the Annual Work Plan (RKT). The committee not only provides approval but also provides input, suggestions, and support for the collaborative programs designed by the school. A statement from the school's public relations department corroborates this finding, stating that the committee plays a strategic role in providing direction and support for program implementation. In addition to the committee, the community is also given space to express aspirations and ideas related to school development. Although parent participation is not yet fully active, they continue to support the school's programs. Community involvement in program planning at SMAN 1 Parakan is also evident through financial support, both in the form of sponsorship and fundraising. However, the school still sets limits on community involvement to prevent disrupting the program's mechanisms and direction. This finding aligns with research by [30], [32] which emphasizes that community involvement in the planning stage can enhance a sense of ownership and legitimacy for school programs.

Unlike SMAN 1 Parakan, the planning process at SMAN 1 Temanggung is more internal. Based on interviews with the principal, program planning is carried out by the school management team without direct involvement of external parties in the initial stages. Once the program design is developed, the school then discusses it with relevant parties, such as the school committee. This finding suggests that the role of external parties is more consultative than participatory.

The school committee at SMAN 1 Temanggung stated that its involvement was limited to the evaluation and review of program designs, such as budget compliance, activity objectives, and relevance to the school's vision and mission. The committee was not directly involved in decision-making or program development. Community leaders similarly stated that the community was not involved in the planning process for school collaborations. In this context, community

leaders primarily serve as information liaisons with alumni, who then provide support for school programs.

However, interviews with parents indicated parental involvement in certain activities, particularly programs requiring funding outside the school budget. In these situations, parents also play a role as organizers of activities to ensure the program's implementation. These findings suggest that parental involvement at SMAN 1 Temanggung is situational and dependent on the needs of the school's programs. This situation reinforces the view of [8] that formalistic school-community relationships tend to result in low participation.

Organizing School and Community Relations Management

Organization is a crucial step in managing school-community relations, aiming to define the division of roles, responsibilities, and coordination mechanisms between parties involved in school collaboration programs. Based on the research results, SMAN 1 Parakan and SMAN 1 Temanggung exhibit different organizational patterns in managing relations with the community and external parties. These differences are evident in the level of community involvement, coordination mechanisms, and task distribution in implementing school programs.

At SMAN 1 Parakan, the process of organizing school-community relations is centered on the field of public relations (PR). Public relations plays a strategic role in managing communication, cooperation, and relations with external parties. Based on interviews with the school's public relations officer, the PR organizational structure consists of four core members divided into several working groups according to their respective duties and responsibilities. This division of tasks includes information gathering, activity documentation, and school promotion through social media and the school's official website. To support effective coordination, the PR team develops a specific schedule or agenda tailored to the time availability of each member.

These findings indicate that organization at SMAN 1 Parakan is carried out systematically through a clear division of tasks and a structured coordination mechanism. Adjustments to the coordination schedule are also supported by statements from community leaders who stated that the school regularly holds meetings to discuss planned programs. Furthermore, parents reported that the school frequently sends invitations to parents to participate in discussions regarding planned collaborative programs and school activities.

The involvement of various parties in organizing the program was also reinforced by the results of interviews with teachers who stated that each teacher has a specific role and responsibility in implementing the school collaboration program. Furthermore, the public relations officer explained that the school collaboration involves various community elements, such as the neighborhood association head, hamlet head, village head, and school alumni. The extensive

community involvement indicates that SMAN 1 Parakan applies a participatory and collaborative organizational pattern in building relationships with the community. This finding supports Robbins' theory [33] which emphasizes the importance of clear structures and division of responsibilities in building cross-actor collaboration.

Meanwhile, organization at SMAN 1 Temanggung is carried out with a more coordinated approach and is oriented towards the needs of the school's programs. Based on interviews with the school's public relations officer, the involvement of external parties in the organization is tailored to the type of program or activity to be implemented. In this process, the school involves the school committee as a working partner to support collaboration between the school and relevant parties. The school committee explained that the form of cooperation undertaken includes involving parents in fundraising and supporting student achievement development.

The principal of SMAN 1 Temanggung explained that the relationship between the school and external parties is built on the principle of partnership, ensuring that all parties have an equal position in the coordination process. In addition to coordinating with external parties, the school also divides tasks among teachers, particularly those directly involved in implementing school programs. Based on interviews with teachers, the division of tasks focuses more on implementing internal school activities, while external parties act as resource persons or practitioners in certain activities. In this context, parents generally attend as guests at school-organized activities.

Program organization at SMAN 1 Temanggung is also carried out by considering schedule adjustments between the parties involved. This is because each party has different busy schedules and time constraints, so coordination is carried out based on the majority's available time. Furthermore, school alumni also play a crucial role in supporting the implementation of school programs. Community leaders who are also alumni stated that alumni actively provide support for various school activities as a form of contribution to the school's progress. These findings indicate that community involvement in organizing at SMAN 1 Temanggung is dominated by alumni rather than the general public. This aligns with the opinions of [34] that organizing in educational institutions aims to create effective coordination and collaboration between individuals and groups involved in implementing school programs.

Implementation (Actuating) of School and Community Relations Management

Implementation is a management stage that refers to systematic efforts to mobilize, motivate, and coordinate all parties involved so that programs or activities can run according to planned objectives. In the context of school-community relations, program implementation reflects the extent to which schools can build communication, collaboration, and active participation with various external parties. Based on the results of the study, SMAN 1 Parakan and SMAN 1

Temanggung showed different patterns of implementation of school-community relations, especially in terms of community involvement in supporting school activities.

At SMAN 1 Parakan, the implementation of school programs involves the community in various activities, such as the school's anniversary and the commemoration of the Republic of Indonesia's Independence Day (HUT RI). Community involvement in these various activities demonstrates a harmonious relationship between the school and the surrounding environment. In program implementation, good communication between the school and the community is a crucial factor in supporting the success of activities. Based on interviews with the principal, the school provides various communication channels for the community to convey aspirations, suggestions, and input, such as through a suggestion box, WhatsApp, social media, teachers, and official school contacts.

The provision of various communication channels demonstrates that SMAN 1 Parakan implements an open and transparent relationship with the community. The school then selects and follows up on suggestions received from the community, considering their suitability to program objectives and school needs. Furthermore, these suggestions are used as reflection material to optimize subsequent program implementation. These findings demonstrate that the community is not only involved as participants in activities but also as contributors to the development of school programs.

From a community perspective, the implementation of the school program at SMAN 1 Parakan is considered to be running well and providing benefits to the surrounding environment. This is evident in the collaboration between the school and the community in providing sanitation facilities that can be used jointly by residents. These findings indicate that the relationship between the school and the community at SMAN 1 Parakan is not only administrative but also has a real social impact on the community. This finding aligns with [35] who emphasized that a cultural approach can strengthen the contextual relationship between schools and the community.

Unlike SMAN 1 Parakan, program implementation at SMAN 1 Temanggung is dominated by alumni involvement rather than the general public. Interviews with teachers revealed that the community is generally involved as a supporter of activities, for example, by assisting with security during school activities. This involvement is necessary because the school is located near a main road, necessitating adequate security arrangements to ensure activities run smoothly.

The principal and teachers of SMAN 1 Temanggung explained that the school maintains an intensive relationship with alumni, both in terms of communication and support for school programs. Alumni play an active role in supporting activities, including funding school programs. Throughout this process, the school committee helps bridge

communication between the school and alumni, ensuring that information about school programs can be conveyed quickly and effectively.

In addition to alumni, the community is also involved in several school activities, such as environmental cleanup programs, commemorations of the Prophet's birthday, and other social activities. However, community involvement remains limited and is more of a supporter role than an active partner in program implementation. Parents are also allowed to express their opinions and comments on school activities as a form of evaluation and input for the school to improve the quality of its programs.

Based on the interview results, it can be concluded that program implementation at SMAN 1 Temanggung is supported by various parties, such as the school committee, parents, alumni, and the community. However, the largest contribution to program implementation is dominated by alumni, while community involvement is still relatively minimal. This condition indicates that the relationship between the school and the community at SMAN 1 Temanggung is not yet optimal in supporting the participatory implementation of school programs.

The research also shows that SMAN 1 Parakan has a stronger relationship with the community in implementing school programs compared to SMAN 1 Temanggung. SMAN 1 Parakan actively involves the community from the planning stage to the implementation of activities, thus creating a more participatory and collaborative relationship. In contrast, SMAN 1 Temanggung focuses more on cooperative relationships with alumni in supporting the implementation of school programs, while the involvement of the general public is still limited to supporting school activities.

Supervision (Controlling) of School and Community Relations Management

Supervision is a management function that aims to ensure that program implementation runs according to predetermined objectives. Supervision is carried out through a process of monitoring, controlling, and evaluating the performance of all parties involved in the school program. In the context of school-community relations, supervision is important to minimize obstacles, increase the effectiveness of program implementation, and serve as a basis for the process of evaluation and improvement of the program in the future. Based on the results of the study, SMAN 1 Parakan and SMAN 1 Temanggung have different supervision patterns, especially in aspects of community involvement and problem-solving strategies during the program.

At SMAN 1 Parakan, school program supervision is carried out by those directly responsible for program implementation. The principal explained that every program implemented is always accompanied by a backup plan as a form of mitigation in case of obstacles or failures in program implementation. This strategy is implemented as an anticipatory measure to ensure activities continue to run according to planned

objectives. The principal stated that the school always prepares alternative plans and follow-up mitigation measures if a program does not go according to the initial plan.

These findings indicate that supervision at SMAN 1 Parakan serves not only as a monitoring process but also as a preventive strategy to address potential obstacles during program implementation. Program supervision at SMAN 1 Parakan is also used as a means of identifying problems and providing reflection for future program improvements. Parents reported that the supervision process encourages active parental involvement in school activities, thus creating a harmonious relationship between the school and parents. In addition to parental involvement, the community also participates in supporting the supervision of school programs. This community involvement results in a good cooperative relationship between the school and the surrounding community.

From the school committee's perspective, the program monitoring and evaluation process also actively involves the community. In some evaluation activities, the school also involves community leaders such as neighborhood heads (RT) and hamlet heads. Community involvement in the evaluation process demonstrates that SMAN 1 Parakan implements participatory and open oversight. Thus, oversight is not solely carried out by internal school personnel but also involves the community as partners in measuring the success of school program implementation.

Unlike SMAN 1 Parakan, program supervision at SMAN 1 Temanggung is carried out through a coordinative approach, involving certain parties appointed to carry out activities. The principal explained that program supervision is carried out synergistically with other parties through effective communication so that any obstacles that arise can be immediately followed up with appropriate solutions. In its implementation, several obstacles frequently encountered include harmonizing relationships between the parties involved, the internal school climate, coordination with other departments, and student conditioning during activities.

These various obstacles were then communicated and addressed through a coordination process between members involved in the program. The school emphasized the importance of each appointed member's responsibility to ensure the program's implementation runs smoothly according to their respective duties. However, public involvement in the oversight process at SMAN 1 Temanggung remains relatively limited. Oversight is primarily conducted by internal school personnel, teachers, and alumni involved in the program's implementation. This indicates that the relationships formed during program implementation are more educational than participatory.

Despite having different monitoring patterns, both schools utilize the monitoring process as a means of identifying problems, which are then used as evaluation material for future program improvements. Problems discovered during program implementation

are followed up through an evaluation process so that the schools can improve the program's effectiveness in subsequent activities. These findings indicate that the controlling function in both schools has been implemented, but it has not been carried out systematically and based on measurable evaluation indicators. This condition supports the view of [36] that the controlling function is often the weakest aspect in educational management practices.

In addition to discussing the implementation of management functions, this study also identified supporting factors in the management of school-community relations. These supporting factors include the involvement of the school committee, community members, parents, alumni, and partner institutions; thorough program planning; the school's openness to criticism and suggestions; and active alumni support in implementing school programs. SMA N 1 Parakan demonstrated a more optimal relationship with the community because the school provides various communication tools, such as a suggestion box, social media, and direct communication with teachers. This facilitates the community's ability to express their aspirations and strengthens the collaborative relationship between the school and the community.

Meanwhile, a key supporting factor at SMAN 1 Temanggung lies in its strong relationship with alumni. Many school programs are spearheaded and supported by alumni in planning, funding, and implementation. Although community involvement remains limited, the community continues to support school programs and demonstrates mutual understanding with the school.

On the other hand, this study also found several inhibiting factors in managing school-community relations. These obstacles include passive parental participation in school activities, differences in free time between parties, which makes scheduling activities difficult, limited program funding, and community

members feeling disturbed by school activities outside of operating hours. Furthermore, ineffective communication also hinders the delivery of community aspirations to the school. These findings align with research by [23], [31] which states that limited communication and ineffective communication channels can hinder school-community relations.

In addition to interviews, this research was also strengthened through field observations conducted in stages on July 24, 2025, at SMAN 1 Parakan and August 5, 2025, at SMAN 1 Temanggung. The observations at SMAN 1 Parakan showed active community participation in various school activities. The surrounding community was involved in school programs, such as serving as resource persons at activities commemorating major holidays. Furthermore, the level of participation of students' parents in attending school meetings and invitations was also quite good, indicating a harmonious relationship between the school and the community.

In terms of interaction between teachers and parents, intensive communication was found through digital media, particularly WhatsApp groups, which are used as a means of discussing students' academic progress and also as a means of conveying information about school activities. This finding indicates that the school has utilized communication technology to strengthen relationships with parents. Meanwhile, in terms of collaborative activities, SMAN 1 Parakan actively carries out various activities with the community, such as coordination meetings, community service, clean water provision, distribution of zakat fitrah (alms), and local culture-based programs through the Adi Pangestuti program. These various activities demonstrate a strong collaborative relationship between the school and the community in supporting the implementation of school programs while preserving the values of local Javanese cultural wisdom.



Figure 2. Community Service Program at Parakan 1 State Senior High School

In implementing several school programs, Parakan 1 State Senior High School is known to have facilities that can support successful program implementation, such as meeting rooms, bulletin boards, committee rooms, and other facilities. For large

events, the school often uses a hall, known to accommodate large numbers of guests. The school also uses social media as a means of disseminating information to the public, especially those affiliated with the school.



Figure 3. Hall use during joint activities with the Civil Registration Agency

SMAN 1 Parakan maintains various forms of activity documentation, such as photos, banners, and publications via the school's social media channels. The availability of this documentation demonstrates that the school's programs and activities have been well-implemented and systematically organized. In addition

to serving as a form of publication and information for the public, this documentation can also be used as evaluation material and reference material for improving and developing school programs for future activities.



Figure 4. Social Media Publications

Observations at SMA N 1 Temanggung indicate that community participation in school activities is still relatively low and is dominated by parents or guardians. Parents are quite actively involved, particularly in attending meetings, receiving school invitations, and participating in activity committees from the planning to reporting stages. Interaction between teachers and parents is also well-established through direct communication and digital media such as WhatsApp groups and the school call center. Furthermore, the school carries out various collaborative activities with

the community and external institutions, such as the Communication and Information Office, the National Commission for Child Protection, the National Narcotics Agency (BNN), the Indonesian Red Cross (PMI), the Police, the Sector Police, the Military District Command (Koramil), and other institutions. SMAN 1 Temanggung is also supported by adequate infrastructure, such as a hall, meeting rooms, school information media, and activity documentation in the form of photos, banners, and social media publications that are used for evaluating school programs.



Figure 5. Joint activities with Bank Mandiri

Based on observations at both schools, it can be concluded that SMAN 1 Parakan has a stronger relationship with the community than SMAN 1 Temanggung. This is evident in the high level of community involvement in various school programs,

including serving as resource persons in activities commemorating major holidays. Conversely, SMAN 1 Temanggung's relationship focuses more on alumni than on the surrounding community. Although community involvement is still minimal, alumni make a

significant contribution to supporting school activities, both in program implementation and active participation in various school activities.

CONCLUSION

ased on the research conducted, three main sections can be summarized. First, the management of school-community relations was analyzed using the management function approach (POAC). The analysis found that SMAN 1 Parakan and SMAN 1 Temanggung implemented the POAC elements (planning, organizing, actuating, and controlling). During the planning stage, SMAN 1 Parakan involved both internal and community stakeholders in school program planning; while SMAN 1 Temanggung only involved internal stakeholders or received planning from alumni. However, both schools were very open to community-submitted plans related to school programs.

During the organizing stage, SMAN 1 Parakan had a dedicated team responsible for implementing the planned programs, which naturally involved community involvement. At SMAN 1 Temanggung, the organizing process was carried out by internal stakeholders or alumni who planned the programs. During the mobilization stage, both SMAN 1 Parakan and SMAN 1 Temanggung's public relations officers engaged various stakeholders, particularly the community, to participate in program implementation. In the control and evaluation phase, SMAN 1 Parakan has a dedicated team responsible for program implementation, while SMAN 1 Temanggung employs internal stakeholders, alumni, and community members to oversee program implementation. These involved parties then provide input on the program's implementation and serve as references for future improvements.

The difference in the implementation of POAC lies in the parties involved. For example, SMAN 1 Parakan involved the community from the initial planning stage through to monitoring, thus establishing cultural relationship management. SMAN 1 Temanggung did not involve the community in the planning process but did involve the community at other stages, albeit less effectively. High levels of involvement at SMAN 1 Temanggung stem from alumni who contribute to the success of school programs and activities, fostering an education-based relationship management approach. The analysis revealed that the relationship management between SMAN 1 Parakan and the community is more optimal than that between SMAN 1 Temanggung and the community.

Several factors that support the management of school-community relations include 1) the involvement of stakeholders such as the school committee, the community, parents/guardians of students, and various institutions related to school programs; 2) thorough program design; 3) the school's openness to suggestions and input; and 4) the involvement of alumni in ensuring the success of school programs. There are also inhibiting factors that affect the management of school-community relations, including 1) the persistence of parents/guardians who passively participate in school

activities; 2) differing amounts of free time, which impacts scheduling; 3) the school's lack of funds to organize a program or activity; and 4) feelings of disruption from the community due to program implementation outside of school hours.

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