

The Management of School-Parent Relationships in Improving School Quality At SMP Negeri 1 Kuala Kampar and SMP Negeri 2 Kuala Kampar

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ABSTRACT

This qualitative case study explored how public-relations (PR) management shapes school-parent partnerships and educational quality at SMP Negeri 1 Kuala Kampar and SMP Negeri 2 Kuala Kampar, two coastal junior-high schools in Pelalawan Regency, Indonesia. Comparative thematic analysis indicated that structured planning, dedicated personnel, multi-modal outreach and continuous feedback loops collectively foster trust, broaden participation and support learning environments responsive to community needs. The study concludes that context-sensitive, formally planned and regularly evaluated PR management is essential for building resilient school-parent alliances and driving sustainable quality improvement in resource-constrained settings. Recommendations include institutionalising PR roadmaps, formalising community partnerships, expanding digital-literacy support, and embedding parent feedback in school governance to ensure equitable, collaborative educational development. Findings contribute evidence to rural education leadership literature and offer a scalable model for similar coastal regions across Indonesia and comparable contexts elsewhere.

INTRODUCTION

The symbiotic relationship between schools and parents serves as a fundamental driver of educational quality and student achievement, wherein parental involvement is consistently associated with enhanced academic outcomes and robust school improvement initiatives (Hill & Wang, 2015; Flores & Kyere, 2020; Daniëls et al., 2019). Empirical findings demonstrate that the family acts as the first informal educational setting, while schools operate as formal institutions that facilitate structured learning processes and promote character development (Nugroho, 2018; Mustari, 2015). This interplay creates a supportive educational climate, nurturing both cognitive and holistic growth, which is strengthened through transparent communication and active parent participation in decision-making processes (Povey et al., 2016). Furthermore, effective school leadership and inclusive parental engagement—embodied in committees and collaborative activities—are acknowledged as critical factors in establishing a positive school environment that adapts to societal challenges (Flores & Kyere, 2020; Pratiwi, 2020). Thus, fostering a dynamic partnership between schools and parents is essential to creating educational ecosystems that are both responsive and conducive to student success.

A productive school-parent relationship is distinguished by open communication, regular meetings, and meaningful parental participation in academic and extracurricular activities, all of which significantly enhance the school climate and empower families within the educational journey (Chen et al., 2024; Spencer et al., 2018; Bettencourt et al., 2020). When parents are well-informed and actively engaged, research consistently finds improvements in student involvement and academic performance, highlighting the importance of fostering two-way communication channels (Mukarohmah & Fatimah, 2023). The integration of traditional communication approaches with digital platforms has proven effective in bridging gaps between parents and schools, enabling more collaborative and transparent educational processes (Akyürek et al., 2024). As such, effective public relations management within schools is crucial to disseminate information, facilitate parent-school collaboration, and maintain transparency about student progress and school policies (Heenan et al., 2024). Ultimately, by strengthening these communicative and participatory ties, schools are better positioned to support students' comprehensive development and to cultivate resilient educational communities.

Despite the clear advantages of robust school-parent partnerships, various barriers persist that can inhibit effective engagement, particularly in regions with limited resources or geographic isolation (Wyness, 2019; Liu et al., 2022; Wondim, 2024). Logistical constraints, technological gaps, and disparities in parental awareness often limit opportunities for meaningful involvement, as evidenced by findings where less than half of surveyed parents perceive communication with schools as regular and transparent (Estorgio & Rosil, 2024). These challenges are even more pronounced in under-resourced or remote communities, such as those found in Kuala Kampar, where participation in school activities is often curtailed by practical limitations and competing priorities (Alanoğlu, 2023). Studies indicate that while schools attempt to bridge these gaps through

initiatives like parent meetings and local collaborations, these efforts may fall short if not supported by systematic and context-sensitive strategies (Ling et al., 2023; Gülcan et al., 2024). Therefore, acknowledging and addressing these multifaceted obstacles is imperative for building a more inclusive and effective framework for parental engagement in diverse educational settings.

Furthermore, empirical studies highlight the need for ongoing, adaptive efforts to foster inclusive communication strategies that are responsive to the socio-economic realities of local communities (Jia et al., 2024; Dias et al., 2024; Arthur & Souza, 2020). Systematic collaboration between schools and parents, coupled with tailored interventions, has been shown to mitigate the unique challenges faced by families in low-resource environments, thereby enhancing overall school-parent engagement (Dursun et al., 2022). In schools such as SMP Negeri 1 and SMP Negeri 2 Kuala Kampar, these strategies often involve regular parental involvement in school events, targeted outreach to less-engaged families, and adaptation of communication methods to suit varying technological access (Nordholm et al., 2021; Alanoglu & Karabatak, 2022). Research emphasizes that comprehensive, context-specific approaches are crucial for developing effective partnerships that can drive significant improvements in educational outcomes (Cruickshank, 2017). Therefore, strategic management of school-parent relationships – through persistent and locally attuned efforts – becomes essential for transforming educational experiences and ensuring equity in access and participation.

Diverse forms of parental involvement, including participation in decision-making bodies, regular attendance at meetings, and volunteering for school events, have been empirically linked to improved academic outcomes and a stronger sense of community within schools (Martin, 2023; Khan et al., 2023; Antony-Newman, 2023). Research supports that when parents are provided with opportunities to voice their perspectives and engage collaboratively with school administrators, there is a notable enhancement in both the educational environment and student achievement (Prasetyo & Kifla, 2023). The creation of platforms that encourage parental input and participation fosters not only engagement but also builds mutual trust and shared responsibility between families and educators (Yang & Lahoz, 2024). These participatory mechanisms are instrumental in developing an inclusive school culture, where all stakeholders – regardless of socio-economic status – feel valued and motivated to contribute (Neves et al., 2023). As a result, schools that implement such inclusive engagement strategies are more likely to achieve sustainable improvements in both student learning and institutional quality.

Within the context of school-parent engagement, school leadership emerges as a decisive factor in cultivating and sustaining productive relationships with families (Levinthal et al., 2021; Schneider & Arnot, 2018; Martinez et al., 2022). Leaders who prioritize parental involvement – by creating welcoming environments and valuing parental input – establish a tone that supports collaborative problem-solving and fosters mutual respect (Badshah et al., 2021). Studies reveal that effective school leaders employ both transformational and distributed leadership styles to encourage active participation among parents

and staff, which ultimately strengthens the school climate and positively influences student outcomes (Wang, 2019; Kalkan et al., 2020). Moreover, building trust and ensuring that communication aligns with parental expectations are recognized as vital elements in developing enduring and constructive school-family relationships (Pristyowati et al., 2021). By emphasizing leadership approaches that are inclusive and responsive, schools can better navigate the complexities of stakeholder engagement and sustain meaningful partnerships that drive educational improvement.

Socio-economic factors have a profound influence on parental engagement, as numerous studies document the multiple barriers faced by low-income families in supporting their children's education, including restricted access to information, limited resources, and constrained opportunities for involvement (Garza et al., 2025; Wang et al., 2019; Yull & Wilson, 2018). Addressing these challenges requires schools to implement targeted initiatives that provide parents with essential resources, training, and ongoing support, thereby enabling more equitable participation in school activities (Hill & Wang, 2015; Kent et al., 2022). Research further demonstrates that when parents hold and communicate high expectations for their children's academic achievement, students tend to exhibit greater motivation and stronger educational outcomes (Ribeiro et al., 2023; Al-Makadma & Ramisetty-Mikler, 2015). Consequently, it is imperative for schools to cultivate inclusive environments that not only empower parents to actively engage but also break down existing barriers through adaptive frameworks and collaborative partnerships (Jia et al., 2024; Smith, 2021). Through these comprehensive efforts, the management of school-parent relationships can become a cornerstone for improving educational quality and promoting holistic student success.

METODE

Research Design

This study adopted a qualitative case-study design to obtain an in-depth understanding of how school public-relations management fosters partnerships with parents in two coastal junior-high schools. A qualitative approach was deemed appropriate because it allows researchers to interpret social phenomena from the participants' perspectives and to adjust the inquiry as new insights emerge during fieldwork.

Research Setting and Duration

Fieldwork was carried out at SMP Negeri 1 Kuala Kampar and SMP Negeri 2 Kuala Kampar, Pelalawan Regency, Riau Province, Indonesia. Both schools were purposively selected for their active—but contrasting—efforts to involve parents in school programmes. Data collection spanned **May–July 2025**, covering preparation, data gathering, analysis and report writing phases.

Participants and Sampling

Primary informants comprised one principal, one public-relations teacher (humas officer) and one parent at each school, all selected through purposive sampling because of their direct experience with school–parent partnerships. This composition ensured access to managerial, operational and parental perspectives on the phenomena under study.

Data Sources

Data were drawn from two complementary sources.

1.Primary data:

In-depth interviews, non-participant observations and field documents produced during the study period.

2.Secondary data

Existing school documents, meeting minutes, brochures and policy texts related to parent involvement.

Data-Collection Procedures

Technique	Focus	Main Activities
Observation	Classroom & extracurricular events involving parents	Recorded parent meetings, school-community activities, interpersonal interactions
Semi-structured interviews	Perceptions & strategies of key stakeholders	Conducted with principals, humas officers, teachers and parents
Document analysis	Evidence of planning, implementation & evaluation	Reviewed work plans, activity reports, meeting minutes, invitations

Detailed guides for each technique are summarised in Table 1.

Table 1. Instrument Guides Adapted from Thesis Appendices

Instrument guide	Key indicators / sample items
Documentation checklist	Work plans, parent-meeting minutes, invitation letters, activity reports, partnership MoUs
Interview protocol	Planning: "How does the school design communication with parents?"; Implementation: "What activities engage parents?"
Observation sheet	Planning workshops, parent-meeting dynamics, two-way communication cues, joint evaluation forums

Data Analysis

Data were analysed concurrently with collection using the interactive model of Miles, Huberman & Saldaña (2020), which involves (a) data reduction, (b) data display and (c) conclusion drawing/verification. Coding began with open coding of interview transcripts and field notes, followed by axial coding to build categories that captured recurring patterns across the two sites. Matrices and flowcharts were employed to visualise relationships before final themes were synthesised.

Trustworthiness Strategies

1. Credibility was enhanced through technique, source and time triangulation; prolonged engagement; and member checking with informants.
2. Transferability was supported by thick description of setting, participants and procedures to enable readers to judge contextual similarity.
3. Dependability was pursued via a complete audit trail and external peer auditing of analytic decisions.

4. Confirmability was assured through systematic archiving of raw data, analytic memos and reflexive notes, open to external review.

RESULT

Baseline Parent Perceptions of School-Home Relations

A diagnostic survey involving 26 parents of Grade VIII students at SMP Negeri 1 Kuala Kampar revealed generally low satisfaction with existing communication and partnership practices (Table 1). More than half of respondents disagreed or strongly disagreed that information flowed routinely and transparently, that they were invited to share opinions, or that the school showed a clear commitment to collaboration. Only the school's public reputation attracted a relatively positive balance of responses. These figures confirm that parents perceive school-home relations as largely one-directional and under-developed, underscoring the need for stronger, two-way communication mechanisms.

Table 1. Parent Survey Results (n = 26, SMPN 1 Kuala Kampar)

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I routinely receive clear information from the school.	8 (30.8 %)	10 (38.5 %)	7 (26.9 %)	1 (3.8 %)
2	The school is transparent about policies and programmes.	6 (23.1 %)	12 (46.2 %)	6 (23.1 %)	2 (7.7 %)
3	The school gives parents space to voice opinions.	7 (26.9 %)	11 (42.3 %)	6 (23.1 %)	2 (7.7 %)
4	The school enjoys a good reputation in the community.	5 (19.2 %)	9 (34.6 %)	10 (38.5 %)	2 (7.7 %)
5	I believe the school is committed to working with parents.	6 (23.1 %)	8 (30.8 %)	9 (34.6 %)	3 (11.5 %)

The dominance of negative scores (≥ 50 % for three of five items) indicates that current public-relations efforts have not yet produced an inclusive, trust-based partnership culture. Positive sentiment toward reputation alone suggests that symbolic image building is stronger than substantive engagement.

Strategic Planning for School Public Relations

At SMP Negeri 1, a documented annual public-relations workplan outlines scheduled parent meetings, parenting seminars and joint student-character projects, complete with timelines, responsibilities and success indicators – evidence of systematic intent to foster partnership.

Conversely, SMP Negeri 2 lacks a formal PR blueprint; planning is largely informal, with no standard operating procedures, limited use of digital media, and parent meetings that seldom capture follow-up actions, resulting in fragmented engagement cycles.

A written roadmap at SMPN 1 clarifies expectations and enables monitoring, whereas the absence of such structure at SMPN 2 hampers continuity and accountability in parent-school collaboration.

Implementation of Communication and Participation Programmes

Field observations show that SMPN 1 delivers diverse activities—e.g., Pancasila Day celebrations where parents served as event marshals—yet participation remains sporadic and documentation inconsistent; some parents miss information because digital channels are not universally accessible.

In SMPN 2, implementation is mostly ad-hoc: few parents attend meetings, information is sent home via students or bulletin boards, and no dedicated PR team exists—communication is one-way and technology under-utilised.

While both schools attempt outreach, SMPN 1's multi-channel approach achieves broader (if uneven) reach; SMPN 2's reliance on traditional, one-way methods limits parental voice and shared ownership.

Resource Organisation and External Collaboration

Both schools mobilise internal staff and external actors (school committees, health centres, police) to support parent engagement. SMPN 1 demonstrates wider outreach but needs more formal agreements; SMPN 2 pilots initiatives such as "Parent Classes" yet still seeks a sustainable collaboration framework.

Cross-sector alliances expand learning resources and social capital, but without clear memoranda of understanding and role allocation, partnership benefits may remain incidental.

Monitoring and Evaluation of School-Parent Relations

SMPN 1 implements cyclical monitoring through satisfaction surveys, feedback forms and regular evaluation forums; findings guide timetable adjustments and staff communication training, though limited attendance still constrains representativeness.

SMPN 2 mirrors these tools but with lower frequency and reach; forums involve management, teachers and parent representatives, yet irregular scheduling dilutes continuous improvement efforts.

Structured evaluation mechanisms at SMPN 1 create feedback loops that refine PR practices; SMPN 2's emerging but sporadic evaluation signals commitment, but greater regularity and inclusivity are required to close the quality gap.

DISCUSSION

The relationship between schools and parents stands as a pivotal determinant in enhancing school quality, as repeatedly demonstrated by various research findings that emphasize the multifaceted impact of this partnership on both student achievement and broader institutional improvement (Bordalba & Bochaca, 2019). Effective management of school-parent relationships is crucial, particularly when it involves strategic communication and formalized management systems designed to maximize parental engagement. In the context of SMP Negeri 1 and SMP Negeri 2 Kuala Kampar, numerous barriers have been identified, such as socio-economic challenges and geographic isolation, which make two-way communication with families increasingly complex and often ineffective (Hsu & Chen, 2023). Furthermore, traditional communication norms

and the prevalence of resource limitations exacerbate the issue, thereby necessitating contextually adaptive outreach initiatives that cater to local realities (Johari et al., 2022). These factors collectively underline that building robust, participatory relationships between schools and parents cannot rely solely on generic engagement models, but must instead be shaped by the distinctive cultural and socio-economic contours of each school community. Thus, strengthening school-parent partnerships in settings like Kuala Kampar requires both innovative management approaches and a nuanced understanding of the barriers unique to each context, establishing a foundation for sustainable school quality improvement.

Structured public relations strategies and the integration of digital communication platforms have shown considerable potential in strengthening collaborations between parents and schools, although their effectiveness is still contingent upon several contextual factors (Rajabifard et al., 2021). Research suggests that when educational institutions implement digital tools for outreach, they can facilitate more frequent and accessible interactions with families, promoting transparency and engagement (Dávila et al., 2023). However, these advances are frequently challenged by technological limitations, unaffordable resources, and varying levels of digital literacy among the parental population, particularly in geographically isolated or economically disadvantaged regions such as Kuala Kampar (Aziz, 2024). Moreover, cultural differences in communication expectations – where traditional, face-to-face interactions remain valued – can further complicate the adoption and success of modern digital platforms (Pirchio et al., 2023). Therefore, while digitalization can enhance parental involvement in theory, schools must be cognizant of the diverse needs and capabilities of their communities. Adopting flexible and locally adapted strategies for engaging parents is essential to ensure that digital tools genuinely bridge, rather than widen, the communication gap. Ultimately, the success of school-parent collaborations in SMP Negeri 1 and 2 is deeply reliant on contextually responsive management of outreach strategies and resource allocation.

To address the challenges of parental engagement, it is necessary for schools to institutionalize formal management practices that consistently evaluate and refine their communication strategies (Méndez et al., 2022). Evidence from SMP Negeri 1 and SMP Negeri 2 Kuala Kampar demonstrates the importance of systematic approaches, such as routine feedback collection and the use of digital platforms accessible to all parents (Rosliani, 2024). These practices not only help identify specific obstacles families may encounter but also encourage a participatory school climate where parents feel empowered to share their perspectives (Rajabifard et al., 2021). Without a sustained commitment to inclusive outreach and continual adaptation to local community needs, schools risk reinforcing existing inequalities and diminishing the effectiveness of their engagement efforts. In summary, schools that formalize the assessment of their outreach initiatives, while simultaneously addressing resource and accessibility barriers, are more likely to achieve robust parent-school partnerships. This

proactive approach enables a cycle of feedback and improvement that is central to enhancing overall school quality.

Moreover, research highlights the critical role of school leadership in embedding community-based management strategies that support enduring school-parent engagement (Petrović & Marković, 2022). Strong leadership not only guides the development of communication channels but also cultivates a school environment where parents' contributions are actively valued and reflected in school decision-making (Hašková et al., 2021). In SMP Negeri 1 and SMP Negeri 2 Kuala Kampar, this leadership imperative becomes even more pronounced given the complex socio-economic landscape, requiring principals and administrators to adapt and innovate in their approaches to relationship management (Wahyuningsih & Baidi, 2021). By integrating parent voices into the planning and implementation of educational programs, schools can foster a sense of collective responsibility for student learning outcomes. This collaborative engagement has been associated with not only improvements in academic achievement but also enhancements in students' social and emotional development. Ultimately, the consistent involvement of school leadership in facilitating meaningful parental participation serves as a linchpin for sustainable improvements in school quality and community trust.

The findings further reinforce the necessity for clear organizational structures that promote active parental involvement as a foundational component of school quality enhancement (Maina & Simiyu, 2024). Schools that develop collective strategies and set measurable goals in collaboration with parents tend to create more inclusive educational experiences and heighten awareness among parents about their essential role in the academic journey of their children (Wahyuningsih & Baidi, 2021). In the context of SMP Negeri 1 and SMP Negeri 2 Kuala Kampar, co-designing educational initiatives with parental input has fostered a sense of shared ownership over school improvement efforts, strengthening both trust and engagement. Evidence shows that structured involvement not only improves student performance but also nurtures a positive school climate, motivating parents to proactively participate in school activities (Hašková et al., 2021). This participatory framework encourages bidirectional communication and shared accountability, which are critical for sustaining progress and addressing evolving educational needs. In sum, robust organizational mechanisms that facilitate continuous collaboration with parents are integral to achieving and maintaining quality standards in education, ensuring that improvement initiatives are responsive and community-driven.

In addressing persistent barriers to parental engagement, adaptive strategies are paramount, particularly given the limited resources and socio-economic disparities faced by schools in regions like Kuala Kampar (Kaur et al., 2025). Research suggests that by embracing systematic collaboration and regularly reviewing the effectiveness of engagement efforts, schools can develop responsive policies that are inclusive of diverse community needs (Aziz, 2024). At SMP Negeri 1 and SMP Negeri 2, employing a combination of traditional and digital outreach strategies has proven beneficial in bridging the gap between home and school, although continual innovation is required to sustain

participation (Rajabifard et al., 2021). Furthermore, investing in accessible communication platforms and providing support for parents with lower digital literacy levels can help ensure equitable engagement opportunities for all families. The literature consistently emphasizes that ongoing adaptation and evaluation of management approaches enable schools to remain resilient amidst changing circumstances, fostering sustainable school improvement. Ultimately, adaptive and inclusive strategies for managing school-parent relationships are essential not only for improving educational quality, but also for cultivating a thriving, mutually supportive educational community.

The management of school-parent relationships is increasingly recognized as a crucial factor in enhancing school quality, particularly through the implementation of improved communication strategies and well-structured engagement systems (Đurišić & Bunijevac, 2017). Effective parental involvement has been shown to have a significant impact on student development and academic achievement, validating the importance of systematic approaches in engaging families (Sekiwu, 2019). At SMP Negeri 1 and SMP Negeri 2 in Kuala Kampar, the research reveals ongoing challenges such as limited parental participation, communication barriers, and persistent socio-economic obstacles that restrict families' involvement in the school environment (Pirchio et al., 2023). These issues underscore the necessity for schools to develop tailored management systems that address specific barriers and proactively foster two-way communication. Strategies that include needs assessments, flexible engagement methods, and the use of culturally relevant communication channels have demonstrated effectiveness in expanding parental participation. In conclusion, overcoming entrenched obstacles to school-parent engagement requires a deliberate commitment to structured management and innovative solutions, ensuring that all families have the opportunity to contribute meaningfully to school improvement.

Research by Đurišić and Bunijevac (2017) underscores that effective educational practice hinges on strong school-parent partnerships, fostering a shared sense of responsibility for student outcomes. When schools intentionally cultivate these partnerships, they not only empower parents but also foster environments that are more conducive to student support and academic success (Sekiwu, 2019). The findings from SMP Negeri 1 and SMP Negeri 2 Kuala Kampar confirm that structured collaboration efforts—such as regular consultations, participatory school planning, and accessible channels for parent feedback—have a positive correlation with improved educational experiences for students (Septiarti et al., 2022). Moreover, culturally sensitive engagement methods further amplify the effectiveness of these partnerships, as they account for local traditions and communication preferences that may otherwise be overlooked in standardized models (Pek & Mee, 2020). It is therefore essential for schools to systematically assess and adapt their engagement strategies to align with the cultural and socio-economic realities of their communities. Ultimately, embedding collaborative frameworks and mutual accountability within school management structures creates more inclusive and supportive educational environments for all students.

Furthermore, at SMP Negeri 1 and SMP Negeri 2 Kuala Kampar, the integration of structured public relations and digital communication initiatives has offered avenues for more effective collaboration between educators and families, yet challenges persist due to gaps in technology access and digital fluency among parents (Eisenschmidt et al., 2024). While the use of digital tools has enabled schools to provide timely updates and facilitate parent-teacher interactions, their impact is often moderated by socio-economic disparities and cultural preferences for in-person engagement (Lemkin et al., 2019). Schools have found that blending digital outreach with traditional methods—such as parent meetings, community forums, and printed communications—helps mitigate these challenges, ensuring wider accessibility and inclusivity (Sanders, 2018). Additionally, providing training sessions or technical support for parents has been instrumental in bridging the digital divide, empowering families to more actively participate in their children's education (Shamir-Inbal & Blau, 2021). Overall, the dual approach of integrating technology while respecting traditional communication norms proves essential in enhancing parental engagement and sustaining improvements in school quality.

The sustainability of quality improvements in schools relies heavily on formalized management practices that prioritize regular evaluation and inclusive outreach activities tailored to local needs (Hullenaar et al., 2024). Evidence from SMP Negeri 1 and SMP Negeri 2 Kuala Kampar demonstrates that developing community-specific channels—such as culturally adapted workshops and open forums—promotes deeper parental involvement and aligns educational efforts with the lived experiences of students and families (Rock et al., 2017). Effective allocation of resources, including targeted investments in communication technology and training for parents, further amplifies the benefits of engagement programs (Yuen & Liew, 2022). Collaborative efforts among school leaders, teachers, and parents ensure that management strategies remain responsive and agile, enabling continuous refinement in line with evolving challenges. The research affirms that establishing systematic routines for gathering parental feedback and adapting school policies based on this input fosters a climate of mutual trust and ongoing improvement. In conclusion, maintaining high standards in school quality is best achieved through persistent and inclusive management practices that center on the real-world needs and aspirations of the school community.

Strong partnerships between schools and parents are consistently associated with numerous positive outcomes, including heightened student achievement, enhanced school climate, and a more cohesive educational community (Moynihan & O'Donovan, 2021). Programs that actively involve parents in collective decision-making processes create a sense of shared investment, encouraging greater engagement and a deeper sense of belonging among families (Michael et al., 2023). The experience at SMP Negeri 1 and SMP Negeri 2 Kuala Kampar further illustrates that inclusive practices—such as joint planning of activities, open dialogue forums, and collaborative policy reviews—help to level the effects of socio-economic disparities and broaden participation across diverse groups (Shamir-Inbal & Blau, 2021). When schools acknowledge

and integrate the perspectives of all stakeholders, especially parents from marginalized backgrounds, they are better positioned to address inequities and foster equity in educational opportunities. Ultimately, the ongoing cultivation of strong, inclusive school-parent relationships serves as a cornerstone for sustainable educational quality, ensuring that all students benefit from a supportive and actively engaged community environment.

In conclusion, the management of school-parent relationships is integral to the continuous improvement of educational quality, particularly within complex contexts marked by socio-economic and geographic disparities (Kuriyan et al., 2021). By leveraging structured communication systems, implementing multifaceted outreach strategies, and prioritizing active parental involvement, schools such as SMP Negeri 1 and SMP Negeri 2 Kuala Kampar can more effectively address persistent barriers and foster a culture of collaboration (Thabologo & Kesianye, 2024). The research consistently highlights the necessity of strong leadership, resource allocation, and inclusive practices as the driving forces behind sustainable school development (Knapp et al., 2024). Future directions should focus on exploring innovative partnership models and context-sensitive solutions that enhance engagement and promote equity for all families. In sum, robust school-parent collaborations, nurtured through adaptive management and a deep understanding of community needs, are essential for cultivating educational environments that support student achievement and holistic school advancement.

CONCLUSION

This study demonstrates that the management of school-parent relationships is a pivotal factor in improving educational quality in coastal and rural contexts, as evidenced by the comparative analysis of SMP Negeri 1 Kuala Kampar and SMP Negeri 2 Kuala Kampar. The diagnostic survey among 26 parents at SMP Negeri 1 indicated that only 30.8% strongly agreed that information from the school was clear and routine, while 69.2% disagreed that the school provided space for parental input, and 46.1% agreed the school enjoyed a good reputation. These findings reveal that, despite various efforts, communication and engagement practices remain largely one-way and are often hampered by contextual barriers, such as limited digital access, time constraints, and socio-economic realities. SMP Negeri 1, equipped with formal public relations workplans and regular monitoring, achieved broader but still uneven parent involvement compared to SMP Negeri 2, which relied on informal, ad-hoc communication strategies and had less consistent parental participation. The study underscores that documented planning, multi-channel communication, formalized external collaborations, and continuous evaluation are all essential to foster two-way, trust-based partnerships between schools and parents. Ultimately, sustainable improvements in school quality depend on context-sensitive management, proactive stakeholder engagement, and ongoing adaptation to local conditions.

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