

PUBLIC RELATIONS MANAGEMENT IN ENHANCING PARENTAL AND COMMUNITY PARTICIPATION: A CASE STUDY AT STATE JUNIOR HIGH SCHOOL

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Abstract

This study analyzes public relations management in enhancing parental and community participation at State Junior High School 3 of Jambi City. The research employs a qualitative case study approach, collecting data through interviews, observations, and document analysis involving the principal, teachers, parents, the school committee, and community leaders. The findings indicate that public relations management is implemented systematically through three stages: planning, implementation, and evaluation. The planning stage includes coordination meetings and structured programs such as the annual meeting, social-religious activities, and the CARITI Program, supported by digital communication. Parental involvement, however, remains largely consultative. Program implementation effectively disseminates information and increases parental attendance, but active collaboration is still limited. Evaluation is conducted periodically using attendance and communication effectiveness indicators, yet parental participation in reflective and decision-making processes remains minimal. Overall, public relations management supports parental participation but remains consultative. Strengthening dialogue, participatory planning, and structured evaluation is necessary to foster a collaborative and sustainable partnership among the school, parents, and community leaders.

Keywords: *Public Relations Management; Parental Participation; Community Involvement.*

Abstrak

Penelitian ini menganalisis manajemen hubungan masyarakat dalam meningkatkan partisipasi orang tua dan masyarakat di Sekolah Menengah Pertama Negeri 3 Kota Jambi. Penelitian menggunakan pendekatan studi kasus kualitatif dengan



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pengumpulan data melalui wawancara, observasi, dan analisis dokumen yang melibatkan kepala sekolah, guru, orang tua, komite sekolah, dan tokoh masyarakat. Hasil penelitian menunjukkan bahwa manajemen hubungan masyarakat dilaksanakan secara sistematis melalui tiga tahap: perencanaan, pelaksanaan, dan evaluasi. Tahap perencanaan mencakup rapat koordinasi dan program terstruktur seperti rapat tahunan, kegiatan sosial-keagamaan, dan Program CARITI, didukung oleh komunikasi digital. Keterlibatan orang tua sebagian besar masih bersifat konsultatif. Pelaksanaan program efektif dalam penyampaian informasi dan meningkatkan kehadiran orang tua, tetapi kolaborasi aktif masih terbatas. Evaluasi dilakukan secara berkala dengan indikator kehadiran dan efektivitas komunikasi, namun partisipasi orang tua dalam refleksi dan pengambilan keputusan masih minim. Secara keseluruhan, manajemen humas mendukung partisipasi orang tua tetapi masih bersifat konsultatif. Penguatan dialog, perencanaan partisipatif, dan evaluasi terstruktur diperlukan untuk menciptakan kemitraan kolaboratif dan berkelanjutan antara sekolah, orang tua, dan tokoh masyarakat

Kata Kunci: *Manajemen Hubungan Masyarakat; Partisipasi Orang Tua; Keterlibatan Masyarakat.*

INTRODUCTION

Management is a systematic process encompassing planning, organizing, implementing, and controlling to achieve organizational goals effectively and efficiently through the optimal utilization of resources (Islami & Mulolli, 2024) (Karim et al., 2025) In the context of education, management ensures that institutional programs are designed, implemented, and evaluated systematically to achieve educational objectives (Nasution & Zen, 2022). Given the strategic role of education in shaping future generations and responding to social transformation, educational institutions are required to adopt professional and accountable management practices (Elmalak-Watad & Schechter, 2025).

One crucial dimension of educational management is public relations (PR) management. Public relations is no longer limited to information dissemination but has evolved into a strategic function that facilitates communication, builds trust, and strengthens institutional legitimacy (Zaini, 2024) (Jafar et al., 2023) Effective PR management involves an integrated cycle of planning, implementation, and evaluation, which must be aligned with the school's socio-cultural context (Kurniasari et al., 2024; Nurita et al., 2023; Verčič, 2025). In this regard, PR plays a significant role in maintaining sustainable relationships between schools and their stakeholders, particularly parents and the community.

The relationship between schools and the community serves several strategic functions, including obtaining policy feedback, fostering public accountability, and

securing tangible support for the institution's sustainability (Basri, 2024). As a managerial instrument, public relations is responsible for cultivating positive relationships with external stakeholders to support organizational effectiveness (Ejiofo et al., 2023). The principal holds a central role in fostering harmonious and collaborative communication between the school and the community (Werang et al., 2023). In its implementation, public relations programs encompass both internal and external dimensions, which must operate in an integrated and synergistic manner within the framework of educational governance (Kurniasari et al., 2024; Verčič, 2025).

Community participation constitutes a crucial indicator in enhancing educational quality. Such participation encompasses involvement in decision-making processes, program implementation, and the evaluation of educational policies (Gerrard et al., 2024). Normatively, participation represents both a right and a shared responsibility (Purqon, 2022). Its forms may include formal participation through school committees and consultative forums, as well as informal participation manifested in voluntary community support (Hamidun & Mahmudah, 2021). Transparency in resource management and clear communication have been shown to enhance public trust in schools (Meriç & Öz, 2025).

From the perspective of educational ecology, the family and the school constitute two primary environments that mutually influence students' development (Syukri et al., 2026). Parental participation extends beyond mere administrative presence; it entails mental and emotional engagement that significantly influences children's learning motivation and academic dispositions (Bond et al., 2025; Shebani et al., 2025). Public trust constitutes a determining factor in the advancement of educational institutions (Suharyati et al., 2025). Therefore, schools need to establish sustained and high-quality communication with parents. However, fostering consistent participation is not a simple endeavor and largely depends on the effectiveness of the school's public relations management.

An effective public relations management strategy encompasses systematic planning, participatory implementation, continuous evaluation, transparency in information disclosure, and the strategic utilization of digital communication technologies (Prabandari et al., 2021). Local social and cultural contexts also influence the dynamics of school–community relations, particularly at the lower secondary school level (Widya Wanti, M., & Darmawan, 2024). Nevertheless, various studies indicate that the implementation of public relations continues to encounter obstacles, such as internal miscommunication, the marginal strategic positioning of

public relations within the organizational structure, and participation that tends to be merely symbolic (Muharramah et al., 2023) (Hadi, Latif, Nur, & Firdausi, 2024).

Parental and community participation is widely recognized as a key factor in improving educational quality. Recent studies highlight that meaningful participation includes involvement not only in school activities but also in decision-making processes and program evaluation (Bond et al., 2025; Gerrard et al., 2024; Shebani et al., 2025). Furthermore, transparency and effective communication have been shown to enhance public trust and engagement with educational institutions (Meriç & Öz, 2025). From an ecological perspective, collaboration between schools and families significantly influences students' academic and social development (Fu et al., 2024; Lv et al., 2025; Martinez-Yarza et al., 2024; Zhang et al., 2024).

Despite its importance, previous research on school public relations and participation tends to focus on specific aspects, such as communication strategies (Ariyanti & Prasetyo, 2021), partnership practices (Aini et al., 2024), or program implementation (Hadi, Latif, Nur, Nuzula, et al., 2024). While these studies provide valuable insights, they often examine public relations activities in a fragmented manner, without integrating them into a comprehensive managerial framework. Moreover, many studies emphasize outcomes of participation without thoroughly analyzing how managerial processes—particularly planning, implementation, and evaluation—systematically shape such participation.

This indicates a clear research gap: there is still limited empirical research that comprehensively examines public relations management as an integrated managerial cycle and its direct relationship with enhancing parental and community participation, especially in the context of public junior high schools. In addition, although recent studies have emphasized the importance of participatory communication, empirical evidence regarding how schools operationalize participatory mechanisms within PR management processes remains insufficient.

Preliminary observations at State Junior High School 3 of Jambi City reveal that parental and community participation has not been fully optimized. Participation in school committee meetings and development programs remains limited, and communication between the school and parents tends to be predominantly one-way, primarily through formal notifications. This condition reflects a discrepancy between the theoretical expectations of participatory engagement and its practical implementation in the school context.

The novelty of this research lies in its integrated managerial perspective, which positions public relations management as a continuous and systematic cycle of planning, implementation, and evaluation, rather than as isolated activities. In addition, this study conceptualizes parental and community participation as an

outcome of structured strategic communication governance, providing a more comprehensive understanding of how managerial processes influence participation. By focusing on a public junior high school context, this research also contributes context-specific insights that are still limited in existing literature.

Based on these considerations, this study aims to analyze the planning, implementation, and evaluation of public relations management in enhancing parental and community participation. Accordingly, this study is expected to contribute theoretically by strengthening the conceptual framework of educational public relations management based on core managerial functions. Practically, it offers a structured reference for school leaders to design and implement participatory public relations strategies that foster sustainable collaboration between schools, parents, and the community.

RESEARCH METHODS

This study employs a qualitative approach with a case study design. The qualitative approach is used to gain an in-depth understanding of phenomena within their natural context, while the case study method is selected because the research focuses on exploring a bounded system within a specific context (Creswell, 2015). This study aims to analyze the processes of planning, implementation, and evaluation of public relations management in enhancing parental and community participation at State Junior High School 3 of Jambi City. Through a case study, the researcher can gain a comprehensive understanding of communication dynamics, partnership patterns, and the influence of local social and cultural contexts on the school's public relations management practices.

The research subjects were selected using purposive sampling, meaning that informants were chosen based on their relevance and direct involvement in school public relations and parental participation activities. A total of 10 informants participated in this study, consisting of the principal, the vice principal in charge of public relations, three teachers, two members of the school committee, and three parents. The number of informants was determined based on the principle of data saturation, where data collection was continued until no new information or themes emerged. This number was considered sufficient to represent key stakeholder perspectives within the school environment, particularly those directly involved in communication and participation processes between the school and parents. Informants were selected based on several criteria, including their direct involvement in school public relations activities, their knowledge and experience related to school-parent relationships, their strategic roles within the institution or

parent representation, their ability to provide relevant and in-depth information, and their willingness to participate in the study.

Data were collected through in-depth interviews, observations, and document analysis. Semi-structured interviews were conducted with all informants to explore their experiences, perceptions, and roles in public relations management and parental participation. Observations were carried out during school activities such as parent meetings, school programs, and communication practices to capture the actual implementation of public relations strategies. In addition, document analysis was conducted on relevant materials, including annual work programs, meeting minutes, activity reports, and communication records, to support and validate the data obtained from interviews and observations.

Data analysis was conducted using the interactive model of Miles and Huberman, which involves data reduction, data display, and conclusion drawing and verification. The analysis process was carried out continuously from the data collection stage until the completion of the study, allowing for iterative interpretation and refinement of findings.

To ensure the credibility and trustworthiness of the data, this study applied triangulation and member checking. Source triangulation was conducted by comparing information obtained from different categories of informants, including the principal, teachers, parents, and school committee members. Technique triangulation was carried out by cross-checking data from interviews with observation results and document analysis. Time triangulation was implemented by collecting data at different times to ensure consistency and stability of the information. In addition, member checking was conducted by returning interview results and preliminary findings to selected informants to confirm their accuracy and alignment with actual conditions in the field.

RESULTS AND DISCUSSION

Results

Public Relations Management: Its Implementation in Enhancing Parental and Community Participation at State Junior High School 3 of Jambi City

This section presents the research findings on public relations management in enhancing parental and community participation at State Junior High School 3 of Jambi City. Data were collected through in-depth interviews, observations, and document analysis, focusing on the planning, implementation, and evaluation processes of public relations programs. The analysis was conducted to identify how managerial functions are carried out and the extent to which their practices impact

parental and community involvement in activities at State Junior High School 3 of Jambi City.

Overall, the findings indicate that public relations management has been implemented in a structured manner through coordination among school leaders, teachers, the school committee, and parents. However, the pattern of participation that emerges across all stages remains predominantly consultative and attendance-based, rather than collaborative. This suggests that while communication mechanisms are functioning, they have not yet fully transformed into participatory engagement practices.

Planning Stage

To provide a structured and in-depth analysis, the research findings are systematically presented according to informant categories, reflecting their specific roles and engagement in the public relations management processes.

The interview conducted with the principal indicated that:

“The planning of public relations programs at this school is carried out at the beginning of the academic year through coordination meetings with the school management team and the school committee. During these meetings, we discuss programs aimed at strengthening the relationship between the school and the community, such as the annual meeting, social and religious activities, and the CARITI Program (Caring, Active, Religious, Integrity, Responsibility, and Innovative). This planning is conducted systematically to ensure that each activity has clear objectives and supports the enhancement of parental participation at State Junior High School 3 of Jambi City.” (Interview conducted on December 23, 2025.).

The Public Relations division further added that:

“The planning stage focuses on developing effective communication strategies. During this stage, we determine the communication channels to be used, such as face-to-face meetings and WhatsApp groups, to ensure that information is conveyed promptly and uniformly. Planning also involves mapping out activities that engage the surrounding community, including social and religious events.” (Interview conducted on December 24, 2025).

One of the teachers also noted that:

“The planning carried out by the principal is fairly structured; however, not all parents are directly involved in the program formulation process. This indicates that planning is still predominantly driven by the school’s internal stakeholders.”
(Interview conducted on December 24, 2025).

The researcher also interviewed a parent, who stated that:

“Regarding information from the school, we only receive updates after programs have been planned by the school. Our involvement in the planning stage is still limited to committee meetings or specific invitations. As parents, we hope for a more open space to share ideas or express needs before programs are finalized by the school.”
(Interview conducted on December 26, 2025).

From an analytical perspective, these findings indicate that the school has established a formalized and structured planning mechanism, reflecting a strong administrative capacity in organizing public relations activities. The use of multiple communication channels also suggests an awareness of the importance of information accessibility and dissemination.

However, data from teachers and parents reveal a different dimension. A teacher noted that parents are not directly involved in program formulation, while a parent confirmed that information is generally received after decisions have been made. This indicates that planning practices remain internally driven, with limited inclusion of external stakeholders in the early stages of decision-making.

This pattern implies that the planning stage operates within a top-down communication model, where the school acts as the primary decision-maker and parents function mainly as recipients of information. As a result, parental participation at this stage is largely representative and consultative, rather than genuinely participatory. The absence of early-stage dialogue limits opportunities for parents to influence program direction, which may reduce their sense of ownership and engagement.

Implementation Stage

The implementation stage reflects the extent to which the designed communication strategies and programs effectively promote parental and community participation.

The interview conducted with the principal revealed that:

“The implementation of public relations programs is carried out through various pre-planned activities, such as the annual meeting with parents, social and religious events, and the execution of the CARITI Program. In practice, the school consistently strives to involve parents and the community in every activity to foster harmonious and mutually supportive relationships. Efforts are also made to maintain effective communication to ensure continuous growth in parental participation.” (Interview conducted on December 23, 2025).

The Public Relations division further added that:

“During the implementation stage, we ensure that activity information is communicated clearly through WhatsApp groups and official announcements on the school website. As the Public Relations team, we serve as a liaison between the school and parents, while also ensuring that each activity proceeds according to plan.” (Interview conducted on December 24, 2025).

One of the teachers also conveyed that:

“In my view, the implementation of public relations programs has been quite helpful in establishing two-way communication between the school and parents. Parents have gained a better understanding of school activities and are more easily reachable when important information arises. However, in some activities, active participation is still dominated by a limited number of parents and is not yet comprehensive.” (Interview conducted on December 24, 2025).

The researcher also interviewed a parent, who stated that:

“We usually receive information through WhatsApp, official letters from the school, and updates on the school website. When activities are held, we make an effort to attend, especially annual meetings or events involving our children. However, due to work commitments, not all parents can actively participate in every activity.” (Interview conducted on December 26, 2025).

Analytically, this indicates that the school has successfully established an effective communication infrastructure, combining traditional and digital channels to reach parents. This hybrid communication approach enhances accessibility and allows for broader dissemination of information.

However, the depth of participation remains limited. While parents attend activities and respond to school invitations, their involvement is largely confined to passive or responsive roles. A teacher noted that active participation is still dominated by a small group of parents, and a parent highlighted constraints such as work commitments that limit broader engagement.

This suggests that although communication has become more interactive in form, it has not yet translated into substantive participation. Participation remains at the level of presence rather than contribution, indicating a gap between communication effectiveness and participatory engagement. In other words, the implementation stage demonstrates a shift from one-way communication to limited two-way interaction, but not yet to collaborative practice.

Evaluation Stage

The evaluation stage is conducted to determine the extent to which the planned and implemented public relations programs have achieved their objectives, particularly in enhancing parental and community participation. This evaluation also serves as a reflective tool for the school to identify strengths and challenges in the execution of public relations programs.

The researcher's interview with the principal revealed that:

"Public relations program evaluations are usually conducted at the end of the semester or academic year through internal meetings with the management team and the school committee. During the evaluation, we assess parental attendance at activities, responses to school invitations, and the effectiveness of the communication carried out. Any challenges encountered are discussed to improve future programs." (Interview conducted on December 23, 2025).

The Vice Principal in charge of Public Relations added that:

"During evaluations, we review the communication channels used, such as WhatsApp groups and the school website, to determine whether information has been effectively conveyed. We also monitor parental participation in each activity. If participation is suboptimal, we typically adjust the information delivery methods or the timing of activities to better suit parents' circumstances." (Interview conducted on December 24, 2025).

One of the teachers stated that:

"Evaluations are indeed conducted, but they tend to be internal. Feedback from parents is usually obtained indirectly through conversations or during meetings. In my view, it would be better if

there were a dedicated forum to collect parents' aspirations in a more open and structured manner.” (Interview conducted on December 24, 2025).

Additionally, the school committee noted that:

“Our role in the evaluation process is primarily to provide input on program effectiveness and community engagement. We review reports and offer recommendations based on our perspective as representatives of the parent community. Greater formal inclusion of committee members in evaluations could enhance the responsiveness of programs to parents' and community needs.” (Interview conducted on December 24, 2025).

Meanwhile, one parent expressed that:

“We are rarely directly involved in program evaluations. Typically, we only provide opinions if there is an opportunity during meetings or through private messages to teachers. We hope for a more open mechanism that allows parents to officially give feedback on the programs that have been implemented.” (Interview conducted on December 26, 2025)

From an analytical standpoint, this reflects the presence of a structured evaluation mechanism focused on measurable indicators, particularly those related to participation and communication effectiveness. This demonstrates the school's effort to monitor program performance within a managerial framework.

However, the evaluation process remains predominantly internal and administrative. Teachers and parents indicated that feedback from parents is not systematically collected, but rather obtained informally through conversations or limited interactions. Parents themselves reported minimal direct involvement in evaluation activities.

This indicates that evaluation practices have not yet incorporated a participatory feedback system, which is essential for capturing diverse stakeholder perspectives. As a result, evaluation functions more as a control mechanism than as a dialogic process. The lack of structured parental involvement limits the ability of the school to fully understand community needs and expectations. Consequently, parental participation at the evaluation stage remains responsive and unstructured, reinforcing the pattern observed in the planning and implementation stages.

Overall Interpretation of Findings

Across the three stages of planning, implementation, and evaluation, public relations management at State Junior High School 3 of Jambi City demonstrates a consistent pattern: it is systematically organized but not yet fully participatory. The school has successfully established communication channels and managerial procedures; however, these have primarily facilitated information exchange rather than collaborative engagement.

The findings suggest that parental participation remains at the consultative level, characterized by attendance, limited feedback, and indirect involvement. This indicates that public relations management functions effectively in terms of communication and coordination but requires further development to achieve collaborative and dialogic participation.

In this regard, the gap between structured management processes and participatory outcomes highlights the need for more inclusive strategies, particularly those that enable parents to be actively involved in decision-making, program design, and evaluation. Strengthening these aspects would allow public relations management to move beyond administrative effectiveness toward transformative stakeholder engagement.

Table 1. Summary of Public Relations Management in Enhancing Parental Participation

Stage	Key Activities	Forms of Parental Participation	Level of Participation	Main Findings	Implications
Planning	Coordination meetings, annual program design, CARITI program planning, communication strategy selection (meetings & WhatsApp)	Participation through school committee, limited consultation	Consultative	Planning is structured and systematic, but dominated by internal stakeholders; parents are not involved in early decision-making	Limited sense of ownership among parents; planning remains top-down
Implementation	Annual meetings, social and religious activities, CARITI program	Attendance at activities, response to invitations, limited active engagement	Attendance-based / Passive	Communication is effective and increases parental presence,	Participation is more symbolic than collaborative; engagement depends on

	execution, communication via WhatsApp, letters, and website			but active participation is limited and uneven	availability of parents
Evaluation	Internal evaluation meetings, review of attendance, communication effectiveness, and program outcomes	Informal feedback, limited involvement in evaluation processes	Responsive / Indirect	Evaluation is periodic and structured, but mostly internal; no formal mechanism for collecting parental input	Lack of participatory evaluation reduces responsiveness to parental needs
Overall	Integrated PR management (planning-implementation-evaluation cycle)	Participation across stages is consistent but limited	Consultative (not collaborative)	PR management is systematic but not yet participatory; communication does not fully translate into engagement	Need for dialogic, inclusive, and participatory strategies to enhance collaboration

Discussion

Public Relations Management and the Nature of Participation

The findings summarized in Table 1 indicate that public relations management has been implemented through a structured managerial cycle. However, the dominant pattern of parental participation remains at a consultative level rather than a collaborative one. This suggests that the presence of formal management structures does not automatically lead to meaningful stakeholder engagement.

From a theoretical perspective, this condition reflects the distinction between administrative effectiveness and participatory effectiveness. While the school has successfully established organizational procedures and communication channels, these mechanisms primarily facilitate information dissemination rather than shared decision-making. This aligns with the argument that participation requires not only access to information but also opportunities for influence and dialogue.

Planning Stage: Administrative Strength vs Participatory Limitation

The planning stage represents the initial and critical step in public relations management, as it establishes the direction, objectives, and communication strategies to be employed in strengthening the relationship between the school and the community (Andersson, 2024). At State Junior High School 3 of Jambi City, the public relations planning stage has been conducted in a structured manner through internal coordination meetings among the principal, the school management team, and the school committee at the beginning of the academic year. The planned programs include the annual meeting, social and religious activities, and the CARITI Program (Caring, Active, Religious, Integrity, Responsibility, and Innovative). In addition, communication strategies are carefully considered, with the selection of channels such as face-to-face meetings and WhatsApp groups to ensure information is conveyed promptly and evenly to parents.

This planning pattern indicates that State Junior High School 3 of Jambi City undertakes a deliberate effort to formulate objectives and activities that align with the school's internal needs as well as its orientation toward community relations. These findings are consistent with previous research (Suri, 2025), states that planning in school public relations management should be conducted systematically and explains that well-designed communication strategies can serve as an effective tool to strengthen the relationship between schools and families.

Structurally conducted planning not only facilitates information dissemination but also enhances parental support for school activities. However, parental involvement in the planning stage remains limited. Parents reported that they typically receive information only after programs have been formulated by the school, and their participation in setting program objectives is largely representative or consultative through committee forums, rather than fully participatory in strategic decision-making. This indicates that public relations planning at the school is still largely driven by internal stakeholders, leaving limited opportunities for parents to provide input at the initial stages. These findings are consistent with previous research (Bond et al., 2025; Fu et al., 2024; Gershwin & Kyzar, 2026; Morris et al., 2024; Syukri et al., 2026), When parents are merely recipients of information without being engaged in strategic dialogue, the school and family relationship tends to be top-down and fails to fully harness the potential of parental support.

Although the school has selected communication channels such as WhatsApp groups and face-to-face meetings, these strategies primarily function as information delivery tools rather than as platforms for dialogue that allow parents to provide active feedback from the program planning stage. According to (Wardah &

Anggreani, 2025), Demonstrate that dialogic communication from the program-planning stage can significantly enhance parental participation and positively influence their involvement in school activities.

Providing an open space for parental participation can influence the overall quality of school–community relations. According to (Kurniati et al., 2025), inclusive planning that allows parents to express their aspirations and needs from the outset can strengthen a sense of ownership over school programs and foster a collaborative climate, which positively impacts the successful implementation of activities. The planning stage of public relations management at State Junior High School 3 of Jambi City has been carried out effectively from both administrative and strategic perspectives; however, it needs to be further developed toward more participatory parental involvement. Although communication strategies and planning structures are already in place, a more open and dialogic implementation would strengthen school–community relationships in a deeper and more sustainable manner.

Implementation Stage: Effective Communication without Deep Engagement

The implementation stage is a strategic phase in the public relations (PR) management process, as it serves as a tangible indicator of the success of previously formulated program plans. At this stage, the effectiveness of communication strategies and partnership patterns is tested through the execution of real activities involving parents and the community. Public relations programs at State Junior High School 3 of Jambi City have been implemented through various structured activities, such as the annual parent meeting, social and religious events, and the CARITI Program, supported by both face-to-face communication and digital media.

Conceptually, the effective implementation of educational public relations refers to the two-way symmetrical model, which emphasizes the importance of dialogue, transparency, and mutually beneficial relationships between an organization and its publics (Moise & Chmiel, 2026; Setoutah et al., 2024). The research findings indicate that State Junior High School 3 of Jambi City has implemented a relatively dialogic communication pattern through face-to-face meetings and the use of digital media such as WhatsApp and the school website. This strategy demonstrates an adaptation to advancements in communication technology while simultaneously expanding parents' access to information.

Parental involvement is a crucial dimension in enhancing school quality. According to (Holmes et al., 2025), School and family partnerships are effective when communication is consistent, clear, and open. Based on the research findings, communication at State Junior High School 3 of Jambi City has been conducted

regularly; however, parental involvement in decision-making processes has not yet reached its full potential.

The model of parental involvement developed by Kathleen V. Hoover-Dempsey and Sandler, as cited in (Yotyodying & Wild, 2019) emphasizes that parental participation is influenced by their perception of school invitations for involvement and their belief that their engagement has a significant impact on their child's education. In this study, the school has extended invitations for participation through various formal and informal activities. However, active participation remains largely dominated by a specific group of parents, while others face constraints due to work and time limitations.

Digital-based communication can enhance the effectiveness of information delivery, but it does not automatically improve the quality of substantive participation. Participation tends to remain at the attendance level, such as attending meetings or school activities, and has not yet fully evolved into collaborative involvement in the planning, implementation, or evaluation of programs.

From an educational management perspective, this condition indicates that the implementation of public relations at State Junior High School 3 of Jambi City has met the informative and communicative aspects but still requires strengthening in participatory and collaborative dimensions. Program implementation aligns with the planning and is supported by multimodal communication strategies. However, to achieve a higher level of partnership in accordance with school-based management principles, strategies are needed to empower parents through participatory dialogue forums, involvement in the school committee, and systematic feedback mechanisms. Thus, the implementation stage of public relations management at State Junior High School 3 of Jambi City can be considered effective in terms of communication and information dissemination, but has not yet fully reached deliberative and collaborative participation.

Evaluation Stage: Managerial Control vs Participatory Reflection

The evaluation stage is a crucial component of the public relations management process, serving as a mechanism for control, reflection, and continuous improvement of implemented programs. From a strategic management perspective, evaluation not only assesses program outcomes but also measures the effectiveness of communication, the level of public participation, and the relevance of the strategies employed. Thus, evaluation serves as an instrument to ensure the sustainability and enhancement of the quality of school community relationships (Zaini, 2024).

The evaluation of public relations programs is conducted periodically at the end of each semester or academic year through internal meetings with the management team and the school committee. Evaluation indicators include parental attendance at school activities, responses to invitations, and the effectiveness of communication channels such as WhatsApp and the school website. This practice demonstrates that the school has implemented an evaluation approach based on participation indicators and communication effectiveness.

According to (Siegel et al., 2025), evaluation serves to assess whether a program has achieved its intended objectives and provides an empirical basis for subsequent decision-making. State Junior High School 3 of Jambi City has conducted evaluations as part of the managerial cycle, although their implementation remains predominantly internal.

Parental participation should ideally be inclusive and dialogic. This is emphasized by (Anazia et al., 2025), who highlight that parental involvement is important not only during the implementation stage but also in reflection and decision-making processes. Evaluation that directly engages parents can enhance their sense of ownership over school programs and strengthen the accountability of the educational institution. However, parental involvement in the evaluation stage remains limited. Feedback from parents is generally obtained informally through conversations or general meetings, without structured mechanisms such as satisfaction surveys, suggestion forums, or participatory evaluations. This condition indicates that evaluations are still conducted at an administrative level and have not fully adopted a participatory approach.

From the perspective of participatory educational governance, the evaluation process should ideally integrate a two-way symmetrical communication approach (Moise & Chmiel, 2026; Setoutah et al., 2024). In this approach, evaluation not only measures outputs, such as attendance rates, but also outcomes, including the quality of relationships, levels of trust, and parental satisfaction with school policies. Thus, evaluation functions as a dialogic process that brings together the perspectives of the school and the community on an equal footing.

Overall, the evaluation stage of public relations management at State Junior High School 3 of Jambi City has been conducted systematically and periodically, with a focus on quantitative indicators such as attendance and communication effectiveness. However, parental involvement remains responsive and unstructured within a participatory evaluation framework. This pattern indicates that public relations management at the school is still at the consultative participation level and has not yet reached a collaborative stage in joint reflection and decision-making.

CONCLUSION

Based on the findings and discussion, it can be concluded that public relations management at State Junior High School 3 of Jambi City has been implemented systematically through the stages of planning, implementation, and evaluation. The planning stage is structured and supported by communication strategies; however, parental involvement remains limited to a consultative level. The implementation stage demonstrates effectiveness in disseminating information and increasing parental attendance through both face-to-face and digital communication. Nevertheless, participation is largely attendance-based and has not yet developed into active collaboration. The evaluation stage is conducted periodically using measurable indicators, but it remains predominantly internal and does not structurally involve parents in reflective and decision-making processes. Overall, public relations management has functioned effectively in terms of organization and communication, yet parental participation has not reached a collaborative level. Strengthening dialogic engagement and participatory mechanisms is therefore essential to foster a more sustainable and meaningful partnership between schools and parents.

Despite these contributions, this study has several limitations. First, the research is limited to a single case study in one public junior high school, which may restrict the generalizability of the findings to other educational contexts. Second, the study focuses primarily on school and parental perspectives, without incorporating broader external stakeholders that may influence school–community relations. Third, the qualitative design emphasizes depth of understanding but does not provide quantitative measurement of the extent or impact of participation. These limitations suggest that the findings should be interpreted within the specific context of the study.

Future research is recommended to expand the scope of investigation by involving multiple schools with diverse characteristics to enable comparative analysis and enhance generalizability. Further studies may also integrate mixed-method approaches to combine in-depth qualitative insights with quantitative data on participation levels and outcomes. In addition, future research could explore the role of digital communication platforms in fostering participatory engagement, as well as examine strategies for transforming consultative participation into collaborative partnerships in educational settings. Such studies would contribute to a more comprehensive understanding of how public relations management can effectively support sustainable school–community collaboration.

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