

School-Parent Partnership Management Patterns in Improving Student Educational Services at Junior High Schools in North Siberut District, Mentawai Islands Regency

Ranti Marie^{a.1,*}, Setya Raharja^{b.2}

^{*ab} Universitas Negeri Yogyakarta, Indonesia.

^{*1} rantimarie10@gmail.com ; ² setya@uny.ac.id .

*Correspondent Author

Received: 13-04-2026

Revised: 26-05-2026

Accepted: 06-06-2026

KEYWORDS

Partnership; Education Services; Management; Parents; Junior High School.

ABSTRACT

This study examines the partnership between schools and parents at junior high schools in North Siberut Subdistrict to improve educational services at junior high schools in North Siberut Subdistrict, Mentawai Islands Regency. This study employs a descriptive qualitative approach conducted at SMP N 1 and SMP N 4 in Siberut Utara Subdistrict, with a sample of 42 informants comprising 2 school principals, 16 teachers, 2 committee members, 9 parents, and 13 students. Data were collected through semi-structured interviews, observations, and document analysis. Data analysis was conducted through a triangulation process, encompassing data collection, data reduction, data display, and conclusion drawing or verification, while maintaining the authenticity of information obtained from primary sources and validators. The study found that the partnership was implemented through planning, implementation, and evaluation involving active communication, the school committee, and parents. The main obstacles stemmed from geographical conditions, limited transportation and infrastructure, parents' busy schedules, and psychological factors such as feelings of inferiority. To address these, the school strengthened communication, conducted home visits, provided counseling, involved the committee, and reported on student progress regularly. Strategies to optimize the partnership were implemented through communicative, collaborative, digital, and conventional approaches, as well as those rooted in local culture, to ensure that support for students' education remains strong and sustainable.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Education is a conscious and planned process aimed at creating a learning environment in which students actively develop their potential. According to Law No. 20 of 2003 on the National Education System, education serves to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the nation's life. From Ki Hajar Dewantara's perspective, education is an effort to guide all the natural strengths of children so that they may achieve the highest possible level of well-being and happiness, both as individuals and as members of society. This underscores that education does not focus solely on cognitive aspects but also on character development, personality, and life skills.

However, the ideal of education often faces various challenges in its implementation, particularly in remote and island regions. The North Siberut Subdistrict in Mentawai Islands Regency

is a concrete example of an area facing serious obstacles in the delivery of education. Its isolated geographical location, limited transportation infrastructure, and minimal educational facilities make access to educational services difficult for children in this region. Many junior high school students must travel long distances, even by sea, to reach school. As a result, most of them stay in boarding houses or with relatives, thereby reducing the intensity of parental supervision and support for their children's education. This situation often leads to burnout, decreased motivation to learn, and even the decision to drop out of school.

In addition to geographical challenges, socio-cultural factors further exacerbate the educational situation in Mentawai. The prevalence of early marriage and teenage pregnancy remains high among junior high school students, making it one of the primary causes of school dropout (Loca et al., 2022). Family economic factors also play a significant role. Most families in North Siberut rely on informal work, such as farming and fishing, with limited income. Education is not always the top priority; children are often involved in family economic activities to help meet basic needs, drastically reducing their study time. The additional financial burden of living in boarding houses further compounds this situation. Thus, school dropout in North Siberut is not merely an individual issue but reflects complex structural, cultural, and economic challenges.

This phenomenon aligns with national data indicating that school dropout remains a serious issue in Indonesia, particularly in island and remote areas. According to data from the Ministry of Education, Culture, Research, and Technology (2025), the national junior high school dropout rate stands at approximately 1%, but in remote areas the figure is significantly higher. Research Khairani et al. (2025) notes that in Papua, the junior high school dropout rate reaches 3.22%, with the main causes being economic constraints (22.66%), long distances to school (13.52%), and the need to work (12.73%). This situation is highly relevant to the conditions in North Siberut, where factors such as distance, economic constraints, and local culture are the primary causes of low educational retention rates. Agustang et al. (2021) emphasize that the geographical characteristics of island regions indeed present significant barriers to access to quality education.

In addressing this issue, collaboration between schools and parents is a crucial strategy for improving the quality of educational services while reducing dropout rates. Several international studies underscore the critical role of parental involvement. Musyoka and Shen (2023) demonstrates that partnerships between parents and schools contribute to increased student motivation, discipline, and academic achievement. Research Eden et al. (2024) in Brazil even demonstrates that parental involvement can reduce dropout rates. This means that even under difficult conditions, if communication and parental support can be optimized, children's chances of continuing their education increase significantly.

At its core, the partnership between schools and parents is not limited to parent-teacher meetings or formal gatherings but also involves intensive two-way communication, participation in school decision-making, and support for children's learning processes at home (Haule & Lyamauaya, 2024). Innovations in the form of such partnerships have also proven effective. Research Mihai (2023) indicates that technology-based communication between schools and parents can improve students' academic achievement by 0.09 standard deviations. However, Rusmadji et al. (2021) emphasize that partnership models must be adapted to local contexts to be effective. In the case of North Siberut, limited access to technology necessitates strategies based on local wisdom and direct interaction that are better suited to community conditions.

Theoretically, this study is grounded in Ki Hajar Dewantara's concept of the Tri Pusat Pendidikan, which positions the family, school, and community as the three main pillars in the process of children's education. Ki Hajar Dewantara (2013) asserts that education is the result of

synergy among the family environment as the first center of education, the school as the center of formal education, and the community as the center of social-cultural character formation. The synergy of these three is believed to create a holistic and harmonious learning ecosystem. In the context of North Siberut, the involvement of families and the community becomes increasingly important because geographical conditions limit the school's role to a maximum extent. Thus, the application of the Three Centers of Education serves as a philosophical and practical framework for understanding and strengthening school-parent partnerships in island regions.

Although studies on school-parent partnerships are quite numerous, there is a clear research gap. Most research has been conducted in urban areas with relatively good access to education, while studies in remote island regions such as Mentawai remain very limited. In fact, research directly linking school-parent partnership management to efforts to prevent school dropout is virtually nonexistent. Yet, given the geographical, economic, and socio-cultural complexities of North Siberut, this topic is highly relevant and urgently needs to be studied.

This research offers significant novelty. First, this study is the first to specifically highlight patterns of school-parent partnership management in North Siberut Subdistrict, Mentawai Islands Regency. Second, this study employs a holistic approach that integrates geographical factors (sea transportation), economic factors (financial constraints), social factors (early marriage, teenage pregnancy), and local cultural factors in analyzing the partnership. Third, this study emphasizes that the partnership is not only aimed at improving academic quality but also serves as a strategy to prevent school dropout. Fourth, this study is expected to produce partnership management strategies that are adaptable to the island context, so that they can be replicated in other remote areas with similar conditions.

Thus, research on the Patterns of School-Parent Partnership Management in Improving Educational Services for Junior High School Students in North Siberut Subdistrict, Mentawai Islands Regency, is highly relevant and urgent. This study is not only grounded in the actual conditions on the ground, which reveal that the risk of dropping out remains high, but also offers academic and practical contributions. Through a qualitative approach, this study seeks to explore in depth the experiences, strategies, and challenges faced by schools and parents in building partnerships. The findings are expected to enrich partnership management theory in education and provide practical recommendations for schools, parents, local governments, and communities to strengthen educational services in remote island regions.

Method

This study employs a descriptive qualitative research design, in which the researcher collects data in the form of words or images rather than numbers. The data obtained are derived from interviews, field notes, photographs or video recordings, memos, and other official documents. According to Sugiyono (2023: 24–25), qualitative research is grounded in postpositivist or interpretive philosophy, which is used to investigate phenomena or conditions of objects in their natural or spontaneous state, with the researcher serving as the key instrument. This study will employ data collection techniques using data triangulation, obtained through document analysis and interviews, to uncover the meaning and uniqueness of the object, delve into the phenomenon, and formulate hypotheses. This research approach is used to explore the Patterns of School-Parent Partnership Management in Enhancing Educational Services for Junior High School Students in North Siberut Subdistrict.

The research was conducted at SMP N 1 and SMP N 4 in Siberut Utara Subdistrict, Mentawai Islands Regency, West Sumatra Province. The research period spanned approximately February to September 2025. The data sources for this study consisted of forty-two individuals, including two

school principals, sixteen teachers, two committee members, nine parents, and thirteen students from SMP N 1 and SMP N 4 in Siberut Utara. Data sources were obtained directly from research informants selected through purposive sampling. Data analysis was conducted through a triangulation process involving four stages: the first stage was data collection, the second stage was data reduction, the third stage was data presentation (Data Display), and the fourth stage was conclusion drawing/verification. In this process, the researcher will describe the informants' responses, which will then be elaborated upon in the research findings.

Result and Discussion

Pola Manajemen kemitraan antara sekolah dan orang tua siswa dalam meningkatkan layanan Pendidikan

Hasil penelitian menunjukkan bahwa pola manajemen kemitraan antara sekolah dan orang tua di SMP Kecamatan Siberut Utara telah berjalan cukup baik, meskipun terdapat keterbatasan geografis dan sosial untuk kemitraan sekolah dengan SMP. Sebagaimana pernyataan guru pada SMP N mengungkapkan:

Partnership Management Models Between Schools and Parents in Improving Educational Services

Research findings indicate that partnership management models between schools and parents at junior high schools in North Siberut Subdistrict have been functioning quite well, despite geographical and social constraints on school partnerships with junior high schools. As a teacher at the public junior high school stated:

"The main difficulty so far has been related to geographical conditions that cause some parents to live in remote areas, which are difficult to reach due to poor road access and communication networks. Communication with parents has been difficult because most of them are busy in the fields or rice paddies. Many also stay there for several days, so if there is a meeting or a problem with a child, the school has to wait a long time." (interview, June 16, 2025).

However, in practice, female parents are typically more active than male parents in school activities such as report card distribution. Meanwhile, fathers are more enthusiastic during physical activities like community service. This aligns with the concept of educational service management, which emphasizes the importance of all stakeholders' involvement in implementing educational programs (Nugraha et al., 2020)

Based on the interviews conducted, regarding the partnership between the school and parents at SMP N 1 Siberut Utara Subdistrict, a teacher explained that:

"The school and parents have complementary roles in the educational process. Therefore, it is important for us to maintain active communication." (interview, May 19, 2025).

The communication established by the school with parents whether formally through meetings or informally through home visits reflects the principle of active stakeholder involvement as described in educational service management theory, which emphasizes a focus on customer satisfaction, including parents and the community (Rahmad Nasir & Cepi Safruddin Abdul Jabar, 2022). In line with this, a teacher at SMP N 1 stated that:

"The partnership between the school and parents is one of the key factors in improving educational services. The school cannot operate effectively without parental involvement. So far, collaboration has been established through parent-teacher meetings, report card distribution sessions, and when students require special attention. Parents are also active in the ninth-grade graduation activities. Additionally, communication is not limited to formal channels but also occurs via social media like WhatsApp to expedite information sharing. Parents' responses to school invitations and activities have been very positive" (interview, May 19, 2025).

Concrete forms of this partnership such as semester meetings, report card distribution, and parental involvement in ninth-grade graduation events demonstrate that the established relationship is not merely one-sided but is already collaborative. This finding aligns with the view

that school-parent partnerships are a crucial foundation of a holistic and supportive educational ecosystem, contributing to students' cognitive, affective, and psychomotor development (Eden et al., 2024). Furthermore, parental participation in decision-making reflects the participatory approach advocated by Paccaud et al. (2021), which emphasizes the importance of continuous consultation between teachers and parents.

In practice, communication also takes place via WhatsApp groups and home visits, demonstrating the adaptation of strategies to local conditions. This practice is implemented by SMP N 4, as stated by a teacher:

"The school maintains communication as much as possible through correspondence for parents who live far away or have limited internet access. The school also visits students' homes on weekends, such as Saturdays and Sundays" (interview, June 16, 2025).

Figure 1.1 Schedule for the Visit by Teachers from SMP N 4 to Students' Homes on the Weekend



This is consistent with the findings of Gunawan et al. (2022) that the use of digital technology can strengthen communication and enhance transparency between schools and families. However, in areas with limited infrastructure, face-to-face communication remains the primary strategy. This practice simultaneously addresses the challenge of communication limitations frequently identified in previous research (Sahiruddin & Herminingrum, 2021). Thus, the findings of this study reinforce the theory that effective communication is the key to the success of school-parent partnerships (Major, 2023).

In addition to teachers, the school committee also serves as a bridge for conveying aspirations between parents and the school. These findings support studies stating that school committees serve as a platform for the democratization of education, enabling parents to participate in policy formulation and enhancing their sense of ownership toward the school (Moneva et al., 2020). This demonstrates that partnership management in North Siberut does not stop at the level of teachers and parents but also involves representative bodies that strengthen the legitimacy of the process.

From the students' perspective, parental presence at school meetings and events has a tangible motivational impact. These research results reinforce the findings of Gramaxo et al. (2023), that parental involvement supports academic achievement, improves attendance, and fosters positive student behavior. In fact, moral support from parents has been shown to have a greater influence on a child's success than the family's socioeconomic status (Wildmon et al., 2024). Thus, this study reaffirms that parental presence is not merely an administrative formality but also a symbol of care that fosters students' motivation to learn.

Overall, the partnership management model between the school and parents at the junior high school in North Siberut District demonstrates a principle of mutual complementarity between the school's role as a facilitator of formal education and the parents' role as both supervisors and motivators at home. This aligns with Ki Hajar Dewantara's *Tripusat Pendidikan* concept, in which the family and school are the two primary centers for shaping a child's character (Rozana et al., 2021). Through active parental involvement in both formal and non-formal activities, as well as inclusive communication mechanisms, the partnership management model in Siberut Utara has demonstrated positive dynamics that significantly contribute to improved educational services, as

emphasized in previous research that collaboration between schools and parents is a fundamental prerequisite for achieving quality education (Vanags & Drinke, 2021).

Table 1.1. Partnership Management Model

No	Aspect	SMP N 1 Siberut Utara	SMP N 4 Siberut Utara
1.	Planning	The partnership is designed to emphasize the importance of synergy between home and school. Activity planning involves teachers, committees, parents, and students in formal forums such as semester meetings, report card distribution, and student issue resolution sessions. Parents are also encouraged to participate in major school events such as the ninth-grade graduation and new student registration.	Partnership planning is carried out by involving parents from the outset in school programs, particularly semester meetings, report card distribution, and special events such as the ninth-grade graduation ceremony. Planning also focuses on involving parents in supporting administrative processes (new student registration) and other school activities.
2.	Organization	The school organizes the partnership by forming committees that involve parents in major school events. Teachers and the committee facilitate parents' roles as supporters in both academic and non-academic activities, and encourage their involvement in guiding their children at home.	Parents are organized through committees, particularly for graduation events, with specific roles in logistics and catering. Homeroom teachers facilitate communication through WhatsApp groups, while the school committee helps coordinate outreach to parents, including through home visits.
3.	Implementation	The partnership is implemented through face-to-face and non-face-to-face communication (WhatsApp, phone, SMS). Parents play a role in supporting their children's learning at home, monitoring their behavior, and providing moral and material support to support school activities.	Implementation takes the form of formal communication (meetings, parent calls, report card distribution) and informal communication (WhatsApp groups, home visits). Parents actively participate in school activities by providing moral, material, and time-based support, thereby positively impacting student motivation.
4.	Monitoring / Evaluation	Parent response is highly positive, evidenced by their enthusiasm in attending school invitations and their cooperation in finding solutions when students face difficulties. This fosters a shared sense of ownership regarding their children's education, which contributes to improved educational services at the school.	Evaluation is reflected in parents' consistent participation and tangible support for school activities. Their presence makes students feel valued, more enthusiastic, and motivated to learn. Although there are still limitations, the partnership management at SMPN 4 has been functioning effectively in enhancing the quality of educational services.

Source: interviews with teachers and parents/guardians (2025)

Challenges and barriers to establishing partnerships between schools and parents

The most significant barriers stem from geographical factors, such as the great distance from parents' homes, poor road access, and difficult terrain. These conditions become even more challenging during the rainy season, as flooding renders transportation routes impassable. Similar barriers were previously highlighted by Fatmawati (2020), who noted that accessibility is one of the factors hindering parental involvement in school activities. This factor aligns with Sholeh's (2020) study, which emphasizes that the effectiveness of educational services is significantly influenced by environmental conditions and the availability of supporting facilities.

In addition to geographical factors, significant barriers also arise from limited communication networks. Not all parents have digital devices, and signals in some villages are weak or nonexistent. Consequently, the use of digital media such as WhatsApp cannot reach all parents. This highlights the relevance of the study by Sahiruddin and Herminingrum (2021), which underscores the weakness of communication between schools and parents as the primary obstacle to partnership. Similarly, Gunawan et al. (2022) emphasize that technology-based communication can indeed accelerate the flow of information, but digital access disparities leave some parents behind in the information stream. The situation in North Siberut demonstrates that the digitalization of communication must be adapted to the local context.

Parents' socioeconomic factors also pose a serious barrier. Most work as farmers and fishermen with demanding schedules, often requiring them to stay overnight in the fields or at sea. Consequently, they rarely attend school meetings. Economic constraints also make it difficult for them to meet certain contributions, such as uniforms or school activity funds. These conditions support the findings of Fuaddiana & Hibana (2024) that family economic conditions have a significant influence on parental involvement. Additionally, Eden et al. (2024) emphasize that while partnerships are recognized as important, parental participation is often hindered by financial constraints. In this context, schools are required to be more adaptive by considering the economic conditions of the surrounding community.

Psychological aspects are equally important. Some parents feel inferior or lack confidence when interacting with teachers due to their low educational background. They tend to be passive or even avoid school forums. This finding aligns with the view of Rozana et al. (2021), who state that low educational levels can reduce parents' confidence in participating in school activities. This is further reinforced by Bujang Rahman (2023), who emphasizes that parents' role in supporting their children is significantly influenced by their understanding and psychological readiness to interact with teachers and school officials. Thus, psychological barriers are a factor that must not be overlooked in partnership management.

In addition to parental factors, there are internal challenges stemming from students. Some students do not convey school invitations or messages to their parents, either because they forget or intentionally hide them. This barrier indicates weak three-way communication between the school, parents, and students. This aligns with the findings of Permatasari et al. (2024), who assert that the success of partnerships requires the active involvement of students as communication liaisons. In fact, Paccaud et al. (2021) emphasize that continuous consultation between the school, parents, and children is key to building a collaborative relationship.

Figure 1.2 Visits by Teachers from SMP N 4 to the Homes of Students Experiencing Challenges



Overall, the challenges identified at junior high schools in North Siberut District indicate that school–parent partnerships cannot be separated from geographical, communication, socioeconomic, and psychological contexts, as well as students’ internal factors. These findings reinforce the view of Vanags and Drinke (2021) that the quality of partnerships is influenced by local socio-cultural conditions, and schools need to adapt their strategies to local realities. These barriers also echo the study by Major (2023), which emphasizes that effective and inclusive communication is an absolute prerequisite for successful partnership management. Therefore, adaptive strategies responsive to geographical, digital, economic, and psychological limitations are urgently needed to ensure sustained parental participation, as emphasized by Moneva et al. (2020), who state that parental participation can only be realized if inclusive spaces and mechanisms are available.

Table 1.2 Barriers in Partnerships

No.	Aspect	SMP N 1 Siberut Utara	SMP N 4 Siberut Utara
1.	Geography & Accessibility	The main challenge lies in the distance from parents living in remote villages, where road conditions are difficult to navigate, especially during the rainy season. Transportation is limited and travel costs are high, especially for those who must travel by sea using speedboats. Communication networks are also limited; not all parents own cell phones or live in areas with signal coverage, so information is often received late.	The main challenge also lies in the great distance of the villages, requiring sea transportation via small boats or speedboats. Many parents do not own their own boats and must therefore hitch a ride or rent one at high cost. Communication networks are very limited, compounded by the fact that not all parents own cell phones; some are even illiterate and cannot use them. Information is often delayed or fails to reach them.
2.	Socioeconomic	Most parents work as farmers and fishermen, often spending long hours in the fields or at sea, sometimes staying overnight. This busy schedule makes it difficult for them to attend school meetings or respond to last-minute invitations.	Most parents also work as farmers and fishermen with long working hours, often staying overnight in the fields. Economic needs are frequently prioritized over school requirements, such as costs for uniforms or specific activities.
3.	Psychological	Some parents feel awkward or lack confidence when interacting with school officials, fearing reprimands or feeling unsure how to express their opinions. It is not uncommon for them to adopt a resigned attitude toward their children’s	Similar barriers arise due to parents’ low educational levels, which make them feel inferior, reluctant to interact, or afraid of being scolded by teachers. Some students also fail to share school invitations with their parents,

		circumstances. Additionally, students often fail to relay information from school to their parents, leading to reduced participation in activities.	further hindering participation. Structural, social, and psychological challenges remain significant despite the spirit of partnership.
--	--	---	---

Source: interviews with teachers and parents/guardians (2025)

Schools' efforts to increase parental participation in supporting student education services

Facing various obstacles, schools in North Siberut have developed adaptive strategies to increase parental participation. One of the key steps is strengthening communication by utilizing various channels. Correspondence is still used as the primary means for parents without digital access, while the telephone and WhatsApp are used for those with internet access. This aligns with Sholeh's (2020) perspective that educational service management requires effective and layered communication strategies tailored to the social context of the community. Additionally, Major (2023) emphasizes that inclusive variations in communication media can prevent information exclusion for parents.

Home visits are also a key strategy implemented by teachers, particularly for parents who find it difficult to attend school. These visits not only convey information but also foster emotional closeness between teachers and parents. This strategy reinforces the perspective of Paccaud et al. (2021) that direct and ongoing consultations are key to building collaborative partnerships. This approach also aligns with the concept of community-needs-based educational services emphasized by Rahmad Nasir & Cepi Safruddin Abdul Jabar (2022).

Schools also adjust meeting times to avoid disrupting parents' activities, such as scheduling meetings in the afternoon or on weekends, and utilizing report card distribution events. This step supports the findings of Fuaddiana & Hibana (2024) that flexibility in scheduling and meeting mechanisms can increase parental attendance. In line with this, Eden et al. (2024) emphasize that parental involvement does not always have to occur through formal forums but can be integrated into routine school activities to ensure continuity.

In addition to formal forums, schools in North Siberut involve parents in community-based activities, such as community service, religious events, and joint celebrations. These activities have proven effective because they align with local culture, which highly values the spirit of togetherness. This reinforces the study by Moneva et al. (2020), which states that the success of partnerships is largely determined by alignment with the social and cultural norms of the community. A similar perspective is reinforced by Rozana et al. (2021), who emphasize the importance of the three-pillar model of education, where schools, families, and the community serve as shared pillars in supporting children's growth and development.

Figure 1.3 Parent-Teacher Meeting at SMP N 4 and SMP N 1: Sharing Information About the School and Students



In addition, teachers also provide brief education to parents on the importance of supporting their children's learning at home. This education takes place during parent-teacher conferences, class meetings, and brief informational sessions. These efforts align with research by Bujang Rahman (2023), which states that parental involvement has a significant impact on students' academic achievement, adaptability, and social-emotional development. This is reinforced by Gramaxo et al. (2023), who found that parental support can improve academic achievement while reducing behavioral problems.

On the other hand, schools also encourage students to be more active in sharing their school experiences with their parents. This strategy fosters three-way communication, which Permatasari et al. (2024) emphasize as a key factor in enhancing the effectiveness of the partnership. Furthermore, Wildmon et al. (2024) note that the moral support parents provide through daily communication at home has a greater impact on children's motivation than family economic factors.

Overall, the efforts of schools in North Siberut reflect the implementation of partnership management principles that are inclusive, adaptive, and participatory. This aligns with the view of Vanags and Drinke (2021) that educational quality can only be achieved when schools and parents collaborate continuously. Through strategies tailored to local conditions, the school has successfully maintained parental engagement despite facing various limitations.

Tabel 1.3 School Efforts to Enhance Partnerships

No.	Aspect	SMP N 1 Siberut Utara	SMP N 4 Siberut Utara
1.	Communication	Strengthening communication through formal and informal channels: meetings, letters, messages relayed by students or relatives, phone calls, and home visits. If parents are unable to attend, teachers seek alternative means to ensure information is conveyed.	Communication is conducted via written letters, communication logs, and messages relayed through students. Teachers also conduct home visits, particularly on weekends or in urgent situations, as well as direct communication with parents near the school.
2.	Personal Approach	Teachers frequently conduct home visits to build rapport, especially with parents who live far away or are busy working. Meeting schedules are arranged to avoid conflicts with parents' work hours.	Teachers foster emotional connections with parents through community service, religious events, or informal gatherings in the community. Brief discussions are held during parent-teacher meetings to maintain personal relationships.

3.	Role of the School Committee	The school committee serves as a communication liaison, particularly to reach parents living in remote areas.	The school committee also acts as an information bridge, helping to convey school messages to parents in hard-to-reach areas.
4.	Counseling and Motivation	At every meeting, the school provides brief counseling on the importance of parents' role in education and how to support children's learning at home.	Teachers and the school motivate parents regarding the importance of their involvement, both through formal meetings and brief interactions during community activities.

Source: interviews with teachers and parents/guardians (2025)

Implementation of Strategies to Optimize Partnerships Between Schools and Parents in Improving the Quality of Student Education

Strategies for optimizing partnerships between schools and parents in North Siberut focus on communicative, collaborative, innovative, and cultural approaches. Research findings indicate that schools not only establish formal communication through meetings but also develop more informal and intimate communication patterns, such as home visits and casual discussion forums. Home visits serve as a key strategy for fostering emotional closeness, particularly for parents who find it difficult to attend school. This aligns with the perspective of Wildmon et al. (2024) that emotional closeness strengthens trust between schools and parents and enhances children's motivation to learn. Additionally, Gramaxo et al. (2023) emphasize that intensive interpersonal communication is a key factor in the success of school-family partnerships.

The implementation of routine activities involving parents, such as semester meetings, class forums, community service, joint sports activities, and school celebrations, fosters a sense of ownership among parents toward the school. In this practice, parents are not merely listeners but actively contribute ideas, labor, and moral support. This strategy aligns with the findings of Rahmad Nasir & Jabar (2022), who highlight the importance of community participation in educational service management. Parents' presence in these forums also supports the view of Paccaud et al. (2021) that continuous consultation and interaction between schools and parents are essential for fostering healthy collaboration.

In addition to routine activities, schools in North Siberut also innovate in building partnership models. Programs such as open houses, thematic discussion forums, and the "daily parent mentor" initiative provide opportunities for parents to be physically present and accompany students at school. These innovations not only strengthen engagement but also foster a sense of care and appreciation among parents. This aligns with Major (2023) perspective that innovations in communication and participation are crucial steps in building educational collaboration. Furthermore, Fuaddiana & Hibana (2024) emphasize that schools' creativity in managing relationships with parents can expand their participation opportunities even under limited conditions.

The use of digital technology, particularly class WhatsApp groups, accelerates the dissemination of information between schools, teachers, and parents. However, given network limitations in some areas, schools continue to combine digital methods with conventional approaches such as correspondence or face-to-face meetings. This combined strategy aligns with the findings of Gunawan et al. (2022), who emphasize the importance of integrating technology with traditional approaches to ensure more inclusive communication. Furthermore, Fatmawati

(2020) asserts that the social context and community resource constraints must always be considered so that communication strategies are not only effective for some parents but also equitable for the entire school community.

A cultural approach is also a hallmark of the optimization strategy in North Siberut. The school involves traditional leaders, religious figures, and the community in educational activities so that the school's messages are more readily accepted by parents. This approach aligns with Ki Hajar Dewantara's three-pillar concept of education, as explained by Rozana et al. (2021), where the school, family, and community serve as complementary pillars in supporting children's development. The integration of the value of mutual cooperation into school activities also reinforces the theory by Moneva et al. (2020) that parental participation is stronger when built upon social-cultural values already embedded in the local community. Thus, the cultural approach serves as both social legitimacy and a bonding agent for collaboration between the school and parents.

Overall, the partnership optimization strategies in North Siberut demonstrate the principles of flexibility and adaptation. Schools do not rely solely on formal communication patterns but also create space for innovation, adapting to the geographical, social, and cultural conditions of the local community. This combination of formal, informal, digital, and cultural strategies aligns with the view of Vanags and Drinke (2021) that the success of educational partnerships heavily depends on a school's ability to adapt to local socio-cultural realities. Ultimately, these strategies foster trust, openness, and a sense of shared responsibility among schools, parents, and the community, which serves as the foundation for improving educational quality, as emphasized by Eden et al. (2024), who state that school-parent partnerships are a vital component in creating more effective and meaningful educational services.

Tabel 1.4 School Partnership Strategies

No.	Aspect	SMP N 1 Siberut Utara	SMP N 4 Siberut Utara
1.	Communication	Communication is fostered through home visit programs, informal discussion forums (morning coffee, Sunday evening forums), and other informal communication channels that create a warm atmosphere and strengthen emotional bonds.	Communication is carried out through weekend home visits, forums discussing children's development, and opportunities for parents to visit the school at any time without waiting for a formal invitation.
2.	Collaboration	Parents are involved in routine school activities such as group sports, community service, and family competitions, thereby strengthening participation and cooperation between the school and parents.	Collaborative initiatives are implemented through informal open house programs, class parent forums, and a daily parent mentoring program, where parents take turns coming to school to accompany students.
3.	Digital and Conventional	The school utilizes the homeroom WhatsApp group as a means of quick communication, but still provides written correspondence for parents who lack access to technology.	The school also uses the WhatsApp group for communication, but combines it with conventional channels to ensure all parents are reached, including those without digital access.

4.	Cultural and Locally-Based	Culturally-based strategies are implemented by involving traditional leaders and community members in school activities, so that educational messages are more easily accepted within the socio-cultural context of North Siberut.	The school involves committees and community leaders to reinforce cultural strategies, and leverages traditional ceremonies and community events to maintain communication and support for education.
----	----------------------------	--	---

Source: interviews with teachers and parents/guardians (2025)

Conclusion

Based on the results of the research and discussion regarding the School-Parent Partnership Management Model for Improving Educational Services for Students in North Siberut Subdistrict, Mentawai Islands Regency, it can be concluded that:

1. The partnership management model between schools and parents of students at junior high schools in North Siberut Subdistrict operates through four management functions: planning, organizing, implementing, and monitoring and evaluating. Schools involve teachers, committees, parents, and students in both formal meetings (semester meetings, report card distribution, parent summons when a child has issues) and informal activities (graduation ceremonies for ninth-grade students, new student registration, interactions outside school, home visits), while emphasizing parental support at home. Face-to-face and digital communication are utilized in a balanced manner, fostering a shared sense of ownership regarding children's education and leading to improved educational services.
2. Barriers to partnership include geographical, socioeconomic, and psychological and sociocultural factors. Geographically, long distances, limited transportation access, and communication infrastructure constraints hinder parental participation. From a socioeconomic perspective, the majority of parents work as farmers and fishermen with long working hours, sometimes even spending the night in the fields or at sea, making it difficult for them to attend school activities. Psychological and sociocultural barriers also arise because some parents feel inferior due to low educational attainment, are reluctant to interact with teachers, or adopt a resigned attitude toward their children's circumstances. Parents also often allow their children to date unsupervised, leading some children to be influenced by their environment and become pregnant out of wedlock. Parents are too busy working, sometimes leaving their children unsupervised at home for days on end. These factors result in school information often being received late and reduced parental participation.
3. The school's efforts to increase parental participation include expanding formal and informal communication channels, conducting home visits, adjusting meeting schedules to accommodate parents' circumstances, and involving the committee as a liaison between the school and the community. The school also provides brief educational sessions during meetings, shares regular student progress reports, and maintains personal communication with parents. These efforts have proven effective in encouraging parental involvement despite geographical and economic constraints.
4. Strategies for optimizing partnerships are implemented through communicative, collaborative, digital-conventional, and culturally and community-based approaches. Strategic innovations are evident in casual discussion forums, morning coffee gatherings, class parent forums, group sports activities, parent mentoring programs, and traditional and religious events involving parents and community leaders. Digital technology is integrated with conventional methods to ensure more inclusive communication. This

strategy strengthens social bonds, builds trust, and ensures the continued support of parents for their children's educational services.

References (use a minimum of 25 references in the last 5 years)

- Agustang, A., Mutiara, I. A., & Asrifan, A. (2021). Masalah Pendidikan di Indonesia. *OSF Preprints*, 1(1), 1–19.
- Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Parent and community involvement in education: strengthening partnerships for social improvement. *International Journal of Applied Research in Social Sciences*, 6(3), 372–382.
- Gramaxo, P., Seabra, F., Abelha, M., & Dutschke, G. (2023). What makes a school a happy school? Parents' perspectives. *Education Sciences*, 13(4), 375.
- Gunawan, I. A. N., Suryani, & Shalahuddin, I. (2022). Dampak Penggunaan Media Sosial Terhadap Gangguan Psikososial Pada Remaja: A Narrative Review. *Jurnal Kesehatan*, 15(1), 78–92. <https://doi.org/10.23917/jk.v15i1.17426>
- Haule, A. B., & Lyamauaya, R. (2024). The contribution of collaboration among the parents, teachers and community on public secondary school students' academic performance in Kibaha district. *International Journal of Innovative Science and Research Technology*, 9(8), 2875–2881.
- Khairani, A., Hakiki, N. I., & Yopan, M. (2025). Analisis Faktor Penyebab Angka Putus Sekolah di Tingkat SD dan SMP di Papua : Kajian Studi Pustaka Berbasis Teori Struktural. *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(1), 45–51.
- Loca, C., Noer, P., Kristiawan, M., & Puspita, Y. (2022). Strategi SMP Negeri 12 Palembang dalam Meningkatkan Mutu Pembelajaran. *Jurnal Pendidikan Tambusai*, 6(3), 14046–14058. <https://doi.org/https://doi.org/10.31004/jptam.v6i3.5033>
- Major, E. (2023). Parent-teacher communication from the perspective of the educator. *Central European Journal of Educational Research*, 5(2), 13–24.
- Mihai, T. (2023). MODALITĂȚI DE EFICIENTIZARE A PARTENERIATELOR EDUCAȚIONALE ÎN CONDIȚIILE PROVOCĂRILOR SOCIETALE. *ȘTIINȚELE PEDAGOGICE: INOVAȚIE ȘI MODERNIZARE*, 4(4), 83–87.
- Moneva, J. C., Bago, C. J. M., & Ycong, S. T. (2020). Guardianship: Parental Communication and Students Participation in School Activities. *International Journal of Social Science Research*, 8(2), 116.
- Musyoka, M. M., & Shen, G. (2023). *Meaningful and Active Family Engagement: IEP, Transition and Technology Integration in Special Education: IEP, Transition and Technology Integration in Special Education*. IGI Global.
- Nugraha, D., Reftyawati, D., & Sari, Y. A. (2020). The effective school strategic plan implementation: A best practice of school improvement. *Attractive: Innovative Education Journal*, 2(2), 9–19.
- Paccaud, A., Keller, R., Luder, R., Pastore, G., & Kunz, A. (2021). Satisfaction with the collaboration between families and schools–the parent's view. *Frontiers in Education*, 6, 646878.

- Rozana, S., Nofianti, R., & Widya, R. (2021). An Influence of Parental Habits and Behavior in Children ' s Education. *International Journal of Research and Review*, 8(August), 306–313.
- Rusmadji, A., Raharjo, T. J., & Sudana, I. M. (2021). School-Family Interagency to Enhance Students ' Active Participation. *International Journal of Research and Review*, 8(9), 318–326.
- Sahiruddin, S., & Herminingrum, S. (2021). Developing Reading Literacy through Parent–Teacher Partnership Program in Indonesian Primary Schools. *KnE Social Sciences*, 338–349.
- Vanags, A., & Drinke, Z. (2021). Partnership-based business modelling as an opportunity in the context of globalisation and as a challenge for business models. *SHS Web of Conferences*, 92, 2065.
- Wildmon, M., Anthony, K., & Kamau, Z. (2024). Identifying and navigating the barriers of parental involvement in early childhood education. *Current Issues in Education*, 25(1).