



Journal of Hunan University (Natural Sciences)

Vol. 52 No. 7
July 2025

Available online at
<https://jounus.com>



ELSEVIER
Scopus



Clarivate
WEB OF SCIENCE

Open Access Article

 <https://doi.org/10.55463/issn.1674-2974.52.7.14>

A Model for Strengthening School Community Relationships to Enhance Educational Advancement

Masrukhin^{1*}, Mashudi Rofik², Amad Narto³, Muhammad Ramli Buhari⁴, Loso Judijanto⁵

^{1,4} Institut Agama Islam Negeri Kudus, Indonesia,

^{2,3} Politeknik Ilmu Pelayaran Semarang, Indonesia,

⁵ IPOSS Jakarta, Jakarta,

*Corresponding author: masrukhin@iainkudus.ac.id

Article History:

Received: June 26, 2025

Revised: July 29, 2025

Accepted: August 10, 2025

Published: August 30, 2025

Abstract

Competency-based social strengthening within school–community relationships is critical for advancing educational outcomes. Grounded in the premise that interactive communication and respectful, reciprocal engagement generate collective capacity, this study examines how strengthening school–community ties functions as a prerequisite for educational progress. We employed a qualitative, multi-site design encompassing 100 senior high schools in the former Pati Residency. Data were gathered through in-depth interviews, participant observations, and document analysis of school program activities. Analysis proceeded in two stages within-site and cross-site following an iterative cycle of data collection, reduction, display, and conclusion drawing/verification. Three main findings emerged. First, the capacity to maximize oral and written communication between schools and community stakeholders remains limited; available online and offline channels are not systematically leveraged for two-way, timely, and purpose-aligned exchanges.



Copyright: © 2025 by the authors. Licensee JHU

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0/>)

Second, social interaction skills among students, educators, school staff, principals, parents, and community members are relatively weak, constraining the mobilization of their collective potential for school improvement. Third, deficits in polite, culturally attuned interaction contribute to avoidable conflicts among students, teachers, and parents, some escalating to legal proceedings. Taken together, these results indicate that prevailing school–community relationships are predominantly formal and episodic rather than informal, continuous, and developmental. We argue that intentional, competency-based social strengthening centered on interactive communication, role clarity, and norms of respectful engagement should be institutionalized as a foundational condition for educational advancement.

Keywords: social competence; school–community relationships; educational advancement; interactive communication; respectful engagement.

加强学校-社区关系以促进教育进步的模型

基于社会能力的学校-社区关系加强作为教育进步的前提，是学校实施中至关重要的现象。基于互动的社会互动可以在实现预期的教育目标中产生集体力量。本研究旨在揭示学校-社区关系的加强如何成为教育进步的条件。该研究采用了质性研究方法，设计为多点研究，涉及前帕提专区的100所高中。通过深入访谈、观察和基于教育项目活动的文档研究收集了二手数据。数据分析分两个阶段进行：1) 个别点的数据分析，2) 跨点数据分析，涵盖四个同时进行的阶段：1) 数据收集，2) 数据缩减，3) 数据展示，4) 结论推导/验证。研究发现：1) 学校与社区之间的口头和书面沟通能力仍然较低，尚未优化在线和离线媒体作为有效和高效的沟通工具；2) 学生、教育工作者、学校工作人员、校长、家长和社区之间的社会互动技能较低，无法充分发挥其促进教育进步的潜力；3) 与周围社区的礼貌社会互动不足，表现在学生、教师、家长和社区之间卷入冲突，并升级为法律诉讼的若干案例中。这三项发现表明，当前学校与社区的关系更多是正式的，而非非正式的。学校与社区的关系加强应基于积极的社会互动（社会能力），作为实现教育进步的前提。

关键词：社会能力，学校-社区关系，教育进步，和谐互动。

1. Introduction

The existence of robust school community relationships functions as a strategic bridge between educational institutions and the broader public, shaping a school's reputation and enabling shared responsibility for student success [3, 4]. A central agenda of such partnerships is two-way dissemination of information so that stakeholders develop an accurate understanding of the school's goals, constraints, and performance [3]. When schools and communities achieve this mutual understanding, they can co-produce the conditions for sustainable educational improvement [4].

In Indonesia, however, school community relationships have not been fully optimized to realize the vision, mission, and objectives of the national education system. Constraints persist at macro (national), meso (regional), and micro (school) levels, including infrastructure gaps and managerial bottlenecks.

Facilities and infrastructure classrooms, laboratories, and essential equipment remain critical enablers of learning quality.

National statistics show that while the number of severely damaged classrooms decreased in 2021/2022 compared with 2020/2021, the share of classrooms in “good” condition also declined,

across all education levels, indicating persistent maintenance and renewal challenges [1, 2].

Figure 1 illustrates these conditions.

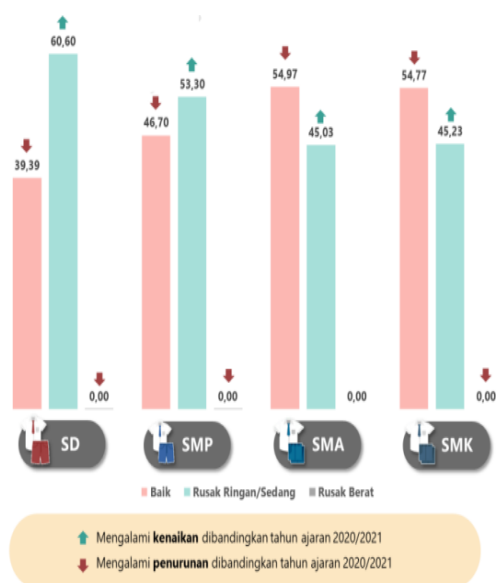


Figure 1. Percentage of Classrooms by Education Level and Condition, Academic Year 2021/2022.

Source: Ministry of Education, Culture, Research, and Technology/BPS [1]

The figure 1 imply that status and availability must be assessed not only by quantity but also by condition [1, 2]. Although the absolute number of severely damaged classrooms is small relative to the national stock, the quality distribution remains uneven, with senior and vocational high schools faring somewhat better on “good” condition shares than lower levels [1]. Such systemic issues can be mitigated if schools and communities establish interactive, trust-based relationships that mobilize resources and expertise for collaborative problem-solving [3, 4, 11–13]. As part of a larger social system, schools require harmonious ties with families, civil society, and local leaders to realize educational aims. Challenges related to facilities, teaching quality, curriculum relevance, teacher welfare, standards, work environments, human resources, integrity at the school level, and partnership quality can be addressed more effectively through continuous, structured communication among all parties both formally and informally [3, 5].

While prior studies have examined school community ties in relation to school quality and institutional development, they often under-specify

the social mechanisms through which such ties generate progress.

This study addresses that gap by foregrounding social competence the capacities that underpin effective social interaction as a lever for strengthening school–community relationships and, in turn, advancing education [6]. Accordingly, we ask: 1) How effective is oral and written communication between schools and the community? 2) How well do students, teachers, school staff, principals, parents/guardians, and community members interact socially? 3) To what extent do individuals engage politely and respectfully with the surrounding community?

This research seeks to examine the school–community relationship as a prerequisite for educational progress, focusing on the ability to maximize oral and written communication between schools and the community, the ability to foster social interactions between students, teachers, school staff, principals, parents/guardians, and the community, and the ability to engage politely with the surrounding community.

2. Methods

We used a qualitative, multi-site design to interpret the meanings actors attach to events and interactions in situ [8, 9]. A phenomenological orientation guided inquiry into lived experiences of school community engagement [10].

The study covered 100 high schools in the former Pati Residency, focusing on: 1) the capacity to maximize oral and written communication with the community; 2) social interaction among students, educators, staff, principals, parents/guardians, and community members; and 3) the ability to interact politely with the surrounding community.

Primary data consisted of verbal accounts and observed behaviors related to strengthening school community relationships for educational advancement; secondary data comprised documents (student affairs, staffing, facilities, organization, school achievements, management, regulations, school history) and contextual information on the local upper-secondary ecosystem.

Informants were selected purposively based on time in the field, intensity of engagement, willingness and ability to provide candid information, and independence from the research team [8, 9].

Data collection combined in-depth interviews, participant observation, and document analysis.

Interviews explored: (1) perspectives on strengthening school–community relationships; (2) factors enabling such strengthening; (3) perceived value for educational progress; and (4) concrete efforts undertaken by schools and partners.

Observation proceeded in three phases descriptive mapping of social situations, focused observation to develop categories (e.g., modes of partnership), and selective observation to refine categories and differentiate patterns [8, 9].

We ensured credibility, transferability, dependability, and confirmability following Lincoln & Guba’s criteria [7].

Given the multi-site design, analysis occurred at two levels: within-site and cross-site. Following Miles, Huberman, and Saldaña, we iterated among concurrent activities of data collection, reduction, display, and conclusion drawing/verification [8].

3. Result and Discussion

Across sampled high schools, communication between principals, staff, and community stakeholders is not yet systematic or dialogic. Direct (face-to-face, phone/video calls) and mediated channels (letters, email, messaging apps) are underutilized. As a respondent noted: “Direct communication is more effective than indirect communication... I feel more comfortable when I can meet face-to-face with school administrators” (Interview, Ahmad, 2022). Evidence from partnership literature underscores that structured, two-way communication is foundational to effective school–family–community engagement and to linking partnership activities with school improvement goals [3, 4].

Teacher–student communication remains largely transmission-oriented, with limited opportunities for discussion, questioning, or student voice, reducing interactivity and empathy.

Teacher–parent communication is episodic (e.g., parenting sessions, report card days), despite the documented benefits of continuous, collaborative monitoring of student learning and behavior [3, 5]. In rural schools, role expectations diverge: some parents defer responsibility entirely to the school, while teachers hesitate to enforce norms due to potential conflict, highlighting the need for explicit communication protocols and shared expectations [3, 5].

Communication among teachers, principals, and community partners tends to focus on procurement of facilities rather than co-planning for effective use and maintenance. Research shows that school improvement depends not only on resources but also on organizational supports and relational trust within and around schools [4, 11–13]. Similarly, limited coordination between teachers and administrative staff diverts teacher effort toward administrative tasks rather than instruction. Clarifying service roles and workflows can improve instructional focus and the learning environment [4].

Social interaction reciprocal contact plus communication is uneven and often unscheduled or ad hoc. An educational staff member stated: “My involvement... is very limited. I am responsible for security and cleanliness... I have never been trained on how to properly interact with students” (Interview, Arman, 2022). Strengthening social competence across stakeholder groups can activate latent capacities and foster collective efficacy [6]. Evidence from community collaboration models indicates that structured, relational work needs/resource assessments, shared planning, and regular touchpoints improves participation and school climate, particularly when partnerships extend beyond school walls to address out-of-school barriers to learning [11–13].

Polite engagement respecting social/religious customs, local traditions, democratic norms, aesthetics, social awareness, and human dignity remains inconsistent. Recent incidents escalating to legal disputes suggest gaps in ethical communication and conflict resolution. Teachers, as community role models, must embody and teach respectful interaction; leadership and staff should institutionalize professional norms and restorative approaches to prevent and address misconduct [3, 4]. International evidence shows that schools with strong professional communities and relational trust are better positioned to mobilize families and community partners for improvement [4, 11–13].

Overall, we find suboptimal (1) oral/written communication, (2) social interaction, and (3) polite engagement all three are prerequisites for effective school–community relationships. Weaknesses in these domains impede management, teaching/learning, and student development services. Targeted actions include: (a) co-developed communication compacts and lightweight digital tools to support ongoing two-way exchange [3, 5]; (b) scheduled social-

interaction routines (e.g., structured conferences, student-led forums, community walk-about) to align roles and expectations [11–13]; and (c) school-wide programs that cultivate ethical, culturally responsive engagement (e.g., parenting workshops, community service/disaster relief initiatives) [3, 11–13].

5. Conclusion

To strengthen school–community relationships as a foundation for educational advancement, schools must:

- 1) institutionalize two-way oral and written communication;
- 2) build stakeholders' social-interaction skills;
- 3) cultivate polite, culturally responsive engagement with local communities. Our qualitative, multi-site design provides context-rich insights grounded in a social-competence theoretical lens [6–10].

Limitations include a modest number of interviewees, limited observation intensity, single-time data collection, and a focus on selected facets of social competence.

Future research should integrate psychological constructs (emotional intelligence, empathy, motivation), adopt longitudinal/mixed-methods designs, and examine additional dimensions of social competence (conflict resolution, cultural awareness, teamwork) to inform scalable strategies for school–community collaboration and improved educational outcomes [3–5, 11–13].

References

- [1] BPS–Statistics Indonesia. *Statistics of Education 2022*. Jakarta: BPS, 2022. (Classroom condition indicators).
- [2] BPS–Statistics Indonesia. *Statistics of Education 2021*. Jakarta: BPS, 2021. (Comparative baseline).
- [3] Epstein, J. L. *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*. 3rd ed. Routledge, 2018. <https://doi.org/10.4324/9780429494673>.
- [4] Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. *Organizing Schools for Improvement: Lessons from Chicago*. University of Chicago Press, 2010.
- [5] Hoover-Dempsey, K. V., & Sandler, H. M. Model of Parental Involvement (see revision and empirical extensions): Walker, J. M. T., et al.

(2005). *The Elementary School Journal*, 106(2), 85–104. <https://doi.org/10.1086/499193>.

[6] Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94(Supplement), S95–S120. <https://doi.org/10.1086/228943>.

[7] Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. SAGE. (Trustworthiness criteria).

[8] Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. SAGE.

[9] Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative Research for Education: An Introduction to Theory and Methods* (5th ed.). Pearson.

[10] Moustakas, C. (1994). *Phenomenological Research Methods*. SAGE. <https://doi.org/10.4135/9781412995658>.

[11] Anderson-Butcher, D. (2010). Capacity-related innovations resulting from the implementation of a community collaboration model for school improvement. *Journal of Education for Students Placed at Risk*, 15(1–2), 1–19.

<https://doi.org/10.1080/10474412.2010.500512>.

[12] Anderson-Butcher, D. (2018). Ensuring healthy youth development through community collaboration. *Children & Schools*, 40(1), 7–10. <https://doi.org/10.1093/cs/cdx028>.

[13] Anderson-Butcher, D., et al. (2022). The Community Collaboration Model for School Improvement: A scoping review. *Education Sciences*, 12(12), 918. <https://doi.org/10.3390/educsci12120918>

参考文献

- [1] 印度尼西亚中央统计局 (BPS)。《2022年教育统计》。雅加达: BPS, 2022年。(课堂条件指标)。
- [2] 印度尼西亚中央统计局 (BPS)。《2021年教育统计》。雅加达: BPS, 2021年。(比较基线)。
- [3] Epstein, J. L. 《学校、家庭与社区伙伴关系: 培养教育者与改进学校》(第3版)。Routledge, 2018年。<https://doi.org/10.4324/9780429494673>。
- [4] Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. 《改进学校的组织

：来自芝加哥的经验》。芝加哥大学出版社，2010年。

[5] Hoover-Dempsey, K. V., & Sandler, H. M. 家长参与模型（见修订和实证扩展）：Walker, J. M. T., 等 (2005)。《小学期刊》，106(2)，85–104。 <https://doi.org/10.1086/499193>。

[6] Coleman, J. S. (1988)。社会资本在人力资本形成中的作用。《美国社会学杂志》，94(增刊)，S95–S120。 <https://doi.org/10.1086/228943>。

[7] Lincoln, Y. S., & Guba, E. G. (1985)。《自然主义探究》。SAGE出版社。（可信度标准）

[8] Miles, M. B., Huberman, A. M., & Saldaña, J. (2014)。《定性数据分析：方法论资料集》。SAGE出版社。

[9] Bogdan, R. C., & Biklen, S. K. (2007)。《教育定性研究：理论与方法导论》（第5版）。Pearson出版社。

[10] Moustakas, C. (1994)。《现象学研究方法》。SAGE出版社。
<https://doi.org/10.4135/9781412995658>。

[11] Anderson-Butcher, D. (2010)。通过实施学校改进的社区合作模式所产生的能力相关创新。《高风险学生教育杂志》，15(1–2)，1–19。
<https://doi.org/10.1080/10474412.2010.500512>。

[12] Anderson-Butcher, D. (2018)。通过社区合作确保健康的青少年发展。《儿童与学校》，40(1)，7–10。 <https://doi.org/10.1093/cs/cdx028>

[13] Anderson-Butcher, D., 等 (2022)。学校改进的社区合作模式：范围综述。《教育科学》，12(12)，918。

<https://doi.org/10.3390/educsci12120918>。

Word count (excluding references): 3,071 words.

Peer-review record

- **Fast-track status:** Not fast-tracked
- **First-round reviews received:** 3 reports
- **Revision cycles completed:** 3 rounds
- **Final version submitted:** August 10, 2025

Disclaimer / Publisher's Note

The views, opinions, and data expressed in this article are solely those of the authors and do not necessarily reflect those of the *Journal of Hunan University (Natural Sciences)* or its editors. The journal and its editorial staff accept no responsibility for any injury to persons or damage to property arising from the ideas, methods, instructions, or products discussed herein.