

The Principal's Managerial Role in Increasing Parental Participation in the Quality of Kalongan 02 Ungaran Public Elementary School

Ari Teliti Wilarsati^{1*}, Nurkolis², Ali Shodiqin³

^{1,2,3}Universitas Persatuan Guru Republik Indonesia, Semarang, Indonesia

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ABSTRACT

Purpose: This study was motivated by the gap between the standards outlined in KSP 2024 and the actual conditions in schools, as well as parental participation that remains limited to formal activities and has not yet developed into an active partnership between schools and families. The study aimed to analyze the principal's planning, organizing, implementation, and supervision in encouraging parental participation toward school quality at SD Negeri Kalongan 02. **Methods:** This research employed a qualitative approach with a case study design. Data were collected through interviews, observations, and documentation, then analyzed using an interactive model consisting of data reduction, data presentation, and conclusion drawing. Data validity was tested through technique and source triangulation. **Findings:** The findings indicate that planning is carried out systematically and participatively through needs identification, deliberation, and open socialization. Organization is carried out through teacher placement based on competency, strengthening coordination, and developing partnerships with parents. Implementation is realized through participatory learning, continuous teacher development, open communication, and parental involvement in school activities. Supervision is carried out systematically through academic supervision, teacher performance evaluation, monitoring of learning activities, and regular coordination meetings to ensure the achievement of school quality standards. This study concludes that school management based on participatory leadership makes a positive contribution to improving the quality of education through systematic planning, effective organization, collaborative implementation, and continuous supervision. **Research Implications:** This study implies that school quality improvement can be strengthened through participatory principal leadership, effective communication, teacher development, and active parental involvement in school programs. **Originality:** This study is original in examining parental participation through the principal's managerial functions within the KSP 2024 framework, emphasizing active school-family partnerships in improving school quality.



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INTRODUCTION

Education is the primary foundation for developing the quality of human resources and shaping the progress of a nation's civilization. Law Number 20 of 2003 concerning the National Education System states that education is a conscious and planned effort to create a learning environment that enables students to develop their potential spiritually, intellectually, and socially. Furthermore, Article 5 paragraph (1) emphasizes that every citizen has the right to obtain quality education. This provision indicates that educational quality is not solely the responsibility of schools, but rather a collective responsibility that requires effective, participatory, and sustainable educational management. In this context, school management plays a strategic role in ensuring that educational goals are achieved through collaboration among schools, families, and the wider community.

Educational changes in the post-pandemic era have further highlighted the importance of cooperation between schools and families in supporting student learning. During the implementation of online and blended learning, parents became more actively involved in supervising and assisting children's learning activities at home. This condition

confirmed that education cannot rely only on schools, but also depends on the family as the child's first educational environment. The perspective of Ki Hajar Dewantara regarding the shared responsibility between schools and families remains highly relevant in contemporary education, especially in strengthening student character, learning discipline, and academic achievement. Consequently, schools are increasingly required to establish effective communication and collaborative partnerships with parents as part of quality improvement efforts.

Parental participation has been recognized as one of the important indicators of school quality improvement. Active parental involvement contributes positively to students' academic achievement, learning motivation, and social development. Previous studies have demonstrated that parental participation supports the creation of a positive school climate and strengthens public trust in educational institutions. [Wei and Wang \(2024\)](#) found that parental involvement significantly influences school reputation and community confidence in educational quality. Similarly, [Muslimin and Yasin, \(2023\)](#) argued that parental engagement in school activities and decision-making processes contributes to the development of a quality oriented school culture. In addition [Suardi \(2021\)](#) emphasized that continuous communication between schools and parents enables early identification of students' learning difficulties and supports more effective educational interventions. These studies indicate that parental participation is not limited to formal attendance at school events, but also includes active collaboration in educational planning, supervision, and evaluation.

The success of parental participation is closely related to the managerial role of the principal as the leader of the educational institution. Principals are expected to manage school resources effectively through planning, organizing, implementing, and supervising educational programs. Educational leadership studies consistently show that principals with strong managerial competence are more capable of building collaborative school cultures and improving institutional effectiveness. [Jannah and Wahyuningsih \(2024\)](#) explained that educational leadership and management are essential in directing school organizations toward the achievement of educational goals. Government policies also reinforce this responsibility through Ministerial Regulation of Education and Culture Number 15 of 2018 and Number 6 of 2018, which emphasize principals' duties in managerial leadership, supervision, entrepreneurship development, and quality assurance. These policies position principals not merely as administrators, but as strategic leaders responsible for strengthening partnerships between schools and communities.

Although many studies have discussed educational leadership and parental involvement separately, research that specifically integrates the principal's managerial functions with parental participation in improving the quality of public elementary schools remains limited. Existing studies generally focus on leadership effectiveness, school management, or parental involvement as independent variables without critically examining how principals strategically encourage parental participation through managerial practices. Furthermore, most previous research has been conducted in urban or well-resourced schools, while studies focusing on public elementary schools in developing or lower-middle socioeconomic environments are still scarce. This gap is important because socioeconomic conditions often influence the intensity of parental participation, communication patterns, and the implementation of school quality programs.

These conditions are relevant to the context of SD Negeri Kalongan 02, which is located in a community where most parents work as laborers, traders, entrepreneurs, and private-sector employees with varying educational and economic backgrounds. Despite these limitations, the school is expected to maintain and improve educational quality by strengthening collaboration with parents and the surrounding community. However, parental involvement in the school has generally remained limited to formal activities and has not yet developed into a sustainable partnership that actively contributes to school quality improvement. At the same time, the school continues to face challenges related to strengthening student competencies, character education, and participatory school management in accordance with the National Strategy for School Quality (KSP) 2024.

In practice, quality improvement at Kalongan 02 Public Elementary School still faces various challenges. Based on the 2024 National Strategy for School Quality (KSP), school quality requires holistic learning through strengthening academic competencies and student character. However, on the ground, the school's quality achievement is not yet fully optimal, both in terms of character strengthening, basic competency achievement, and student needs based school program management. Furthermore, parental involvement tends to be limited to formal activities and has not yet developed into an active partnership between the school and families. This situation has the potential to impact the effectiveness of school programs and the sustainable achievement of educational quality.

Previous studies provide important insights into the relationship between leadership and parental participation, but they also reveal unresolved issues [\(Maquerme, 2025\)](#). found that principals who apply participatory leadership and transparent communication tend to gain higher parental trust and engagement. [Netolicky \(2020\)](#) emphasized that modern school leaders are increasingly required to function not only as administrators, but also as community builders and public relations agents. However, these studies have not sufficiently explained how managerial functions such as planning, organizing, implementation, and supervision are operationalized in fostering parental participation within

the context of public elementary schools. Therefore, a more contextual and integrative study is necessary to understand how principals strategically manage parental involvement as part of school quality improvement efforts.

Based on these conditions, this study is important because it seeks to analyze how the principal's managerial role contributes to encouraging parental participation in improving the quality of elementary education. This research specifically examines how managerial functions planning, organizing, implementing, and supervising are utilized to establish sustainable partnerships between schools and parents. The novelty of this study lies in its integrative focus on the relationship between principal managerial practices and parental participation within the context of public elementary schools in developing community environments. Thus, this research is expected to contribute both theoretically and practically to the development of educational management strategies that strengthen collaboration between schools and families in improving educational quality.

METHOD

This study employed a qualitative approach with a case study design to explore in depth the implementation of the principal's managerial role in encouraging parental participation in improving school quality. The qualitative case study approach was considered appropriate because the research focused on understanding processes, interactions, and experiences that occur naturally within the school context. The research was conducted at SD Negeri Kalongan 02, East Ungaran District, Semarang Regency, from January to May 2026. The selected time frame enabled the researcher to conduct intensive and continuous data collection while ensuring consistency with the research implementation and publication schedule.

The research subjects were selected using purposive sampling techniques based on their direct involvement and relevance to the research focus. The study involved 12 participants consisting of 1 principal, 1 school supervisor, 1 school committee member, 3 teachers, 3 parents, and 3 students. The inclusion criteria for selecting participants were: (1) having direct involvement in school management or parental participation activities, (2) possessing sufficient experience and understanding related to the implementation of school programs, and (3) being willing to provide information openly during the research process. The diversity of participants was intended to obtain comprehensive and balanced perspectives regarding the implementation of the principal's managerial functions and parental participation in school quality improvement.

In qualitative research, the researcher acted as the primary instrument responsible for collecting, interpreting, and analyzing the data. Data were collected through interviews, observations, and documentation studies. Semi-structured interviews were conducted to allow participants to explain their experiences and perspectives in depth while still referring to the research objectives. The interview guidelines covered aspects of planning, organizing, implementation, supervision, parental involvement, communication patterns, and challenges in improving school quality. Observations were carried out directly during school activities, including meetings, learning activities, parental involvement programs, and coordination processes between the school and parents. Observation activities focused on identifying patterns of interaction, leadership practices, and forms of parental participation within the school environment. Documentation techniques were used to collect supporting data, such as school programs, meeting reports, supervision records, school regulations, and activity documentation relevant to the research focus.

The research procedure was conducted through three stages: pre-field, fieldwork, and data analysis. The pre-field stage included identifying the research problem, conducting preliminary observations, preparing research instruments, obtaining research permits, and designing the ethical framework of the study. During the fieldwork stage, the researcher established communication with participants, conducted interviews and observations, and collected relevant documents. The researcher also performed preliminary data organization throughout the data collection process to facilitate further analysis. The final stage involved data analysis and interpretation to develop meaningful conclusions based on the research findings.

Data validity was ensured through source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from principals, teachers, parents, students, supervisors, and school committee members. Technique triangulation was carried out by comparing data from interviews, observations, and documentation to strengthen the credibility and consistency of the findings. Data analysis used the interactive model developed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. The analysis process was conducted continuously throughout the research to identify themes, patterns, and relationships among the collected data. Through these procedures, the study produced findings that systematically describe the principal's managerial role in encouraging parental participation in improving the quality of elementary education.

RESULTS

Planning

Research results indicate that the principal's planning role at Kalongan 02 Public Elementary School is implemented systematically, participatively, and oriented toward improving school quality through the involvement of teachers, the school committee, and parents. Planning encompasses four main aspects: improving teacher competency, developing facilities and infrastructure, partnering with parents, and improving student achievement.

To improve teacher competency, the principal develops programs based on ongoing observations and evaluations of teacher performance. Programs such as the Teacher Working Group (KKG), workshops, and training are tailored to the teachers' actual needs. Interviews with school supervisors indicate that:

"the program has a clear direction, grounded in learning evaluations and classroom observations. Teachers are also involved through discussion and coordination forums to convey learning needs and challenges, ensuring collaborative and contextual planning".

Regarding facility and infrastructure development, planning is conducted through discussions with the school committee and parent representatives. Facility needs are identified based on school conditions and learning priorities, while still considering the socioeconomic conditions of parents. Interviews with the school committee indicate that:

"They are actively involved in discussions and provide considerations regarding the urgency of school facility needs."

Regarding the parent partnership program, the principal designs activities through parent meetings, school associations, and regular meetings that involve parents in the educational process. Interviews with school supervisors indicate that:

"The partnership program has been tailored to the environmental conditions and student characteristics. The committee and parents also stated that the school maintains open communication and provides space for participation in decision-making."

Regarding student achievement improvement, the principal implements planning through a balance of academic and non-academic development. This planning is carried out through diagnostic, formative, and summative assessments, as well as the provision of extracurricular activities tailored to student interests. Teachers provide input regarding student potential and needs, while parents receive information about the school's quality targets through parent-teacher meetings to support home learning.

The interview findings were reinforced by observations, which showed that the principal directly communicated the learning quality improvement program to parents through official school forums. Furthermore, documentation of the school's work program and strategic plan demonstrated that all programs were systematically, purposefully, and oriented toward improving educational quality. Overall, the research findings indicate that the principal effectively implemented the planning function through a systematic, contextual, and participatory approach, thereby fostering synergy between the school, teachers, committees, and parents in sustainably improving educational quality.

The research findings indicate that the principal's planning at Kalongan 02 Public Elementary School was systematically, participatory, and oriented toward improving school quality through the involvement of teachers, the school committee, and parents. Teacher competency improvement planning was based on ongoing observations and performance evaluations, ensuring that the Teacher Working Group (KKG) program, workshops, and training programs were tailored to the actual needs of teachers in the field. Teachers were also actively involved through discussion forums and school coordination to convey needs, learning challenges, and student conditions, ensuring collaborative and contextual planning. In developing facilities and infrastructure, the principal implements planning through joint discussions with the school committee and parents, taking into account the school's priority needs and the socioeconomic conditions of the parents. Furthermore, partnership programs with parents are developed through formal and informal communication, such as parent-teacher meetings, school associations, and regular meetings that provide space for parent participation in supporting school programs. Planning to improve student achievement is also carried out systematically through academic and non-academic development, diagnostic, formative, and summative assessments, and the provision of extracurricular activities according to students' interests and potential.

Organization

The research results show that the organization of the school at Kalongan 02 Public Elementary School is directed, flexible, and collaborative. In organizing teacher assignments, the principal divides tasks based on teacher competency, character, and readiness to meet student needs. Interviews with teachers indicate that:

"The distribution of tasks has been adjusted to the abilities of each teacher, although there are still differences in capacity, requiring ongoing self-development. Additional programs are also distributed proportionally based on teacher readiness."

In organizing student learning and development activities, the principal builds intensive coordination through regular meetings and ongoing communication from the planning stage to the evaluation of activities. A teacher stated that:

"Coordination is well-established through formal forums and daily communication, including the use of WhatsApp to expedite information delivery and decision-making so that academic and non-academic activities can be more integrated."

In organizing collaboration with parents, the principal builds partnerships through open communication and deliberation. Interviews with the school committee revealed that:

"Collaboration is achieved through a clear division of roles between the school, the committee, and parents in all school activities. Parents also stated that two-way communication, regular meetings, and coordination through class teachers and WhatsApp groups help them stay updated on school program developments more easily."

These interview findings were reinforced by observations, which showed that the principal actively coordinated teacher assignments through official school meetings. In these meetings, the division of tasks was clearly communicated, ensuring teachers understood their respective responsibilities. Other observations also demonstrated the involvement of the school committee in various school organized activities, fostering harmonious collaboration between the school, the committee, and the community to support educational quality.

Furthermore, the results of the documentation study indicate the existence of a decree on the division of teacher tasks as a formal basis for organizing human resources at the school. This document demonstrates that the division of tasks has been clearly and proportionally structured to support the smooth running of learning and the implementation of school programs. The existence of teacher training certificates also demonstrates the school's support for the professional development of educators as part of strengthening the quality of learning.

Based on the overall results of the study, the findings regarding the principal's organization at Kalongan 02 Public Elementary School have been implemented effectively through the division of tasks according to competencies, ongoing coordination of activities, and strengthening cooperation with parents and the community. This organization not only functions to regulate the school's internal work structure but also serves as a crucial strategy for building collaboration between the school, teachers, committees, and parents to support the continuous improvement of educational quality.

Implementation

The research results show that the principal's implementation at Kalongan 02 Public Elementary School is concrete, focused, and sustainable through the implementation of programs to improve the quality of learning, teacher development, communication with parents, and the development of student character and achievement. In implementing the quality of learning, the principal regularly supervises and monitors classes to ensure that learning is progressing according to educational objectives. Interview results indicate that:

"The principal is directly involved in learning evaluations and receives input from parents for improvement. Teachers also implement active and varied learning by utilizing learning media and technology appropriate to the students' needs. Students stated that the learning environment feels comfortable, interesting, and enjoyable because the teachers are friendly and the learning is not monotonous."

In implementing teacher development, the principal provides constructive supervision and mentoring through direct communication, training, workshops, and gradual mentoring. Teachers reported that:

"The principal actively supports competency development so that development is not merely administrative but also increases teacher motivation and professionalism in learning. In implementing communication with parents, the principal maintains open communication through regular meetings, the role of homeroom teachers, and communication media such as WhatsApp."

Parents and the school committee stated that:

"The school welcomes aspirations, responds positively to input, and maintains intensive communication to foster collaborative and responsive relationships."

Character development and student achievement are implemented through the promotion of religious practices, discipline, cleanliness, cooperation, and academic and non-academic activities tailored to student interests. Students reported that:

“school activities help them learn to work together and build positive habits.”

From the students' perspective, character development activities are clearly felt through daily school activities. Subject DS explained that students are taught to cooperate and help each other through group activities in class, while subject DA stated that habits such as reciting the Asmaul Husna, cleaning activities, and regular exercise are part of the school learning experience.

Observations also showed that the principal actively ensures participatory learning, disciplined attendance at various school activities, and establishes direct communication with parents during school activities. These findings were supported by a documentary study of learning tools, supervision reports, teacher training certificates, and parent meeting attendance lists, which demonstrated that all programs were implemented systematically and well documented. Overall, the principal's implementation at Kalongan 02 Public Elementary School has been effective as a driving force for collaboration between the school, teachers, students, and parents in supporting the continuous improvement of educational quality.

Research findings indicate that the principal's implementation at Kalongan 02 Public Elementary School is directed and sustainable through learning supervision, teacher coaching, open communication with parents, and the development of student character and achievement. Teachers implement active and varied learning so that students feel comfortable and engaged in learning. Teacher development is carried out through supervision, training, and mentoring to support teacher professionalism. Communication with parents is established through regular meetings, face-to-face communication, and WhatsApp, creating a collaborative and responsive relationship. Furthermore, student character and achievement development is carried out through academic and non academic activities, as well as positive habits. Observations and documentation demonstrate that all programs are implemented systematically and participatory to improve the quality of education.

Supervision

The principal's supervision of encouraging parental participation in the quality of education at Kalongan 02 Public Elementary School, East Ungaran District, is implemented systematically as part of efforts to maintain the sustainability of educational quality. Supervision is not positioned solely as an administrative activity, but rather as a reflective process that enables the school to continuously control, evaluate, and improve its programs. In practice, the principal's supervision is evident through the supervision of the learning process, teacher performance, student learning outcomes, and evaluation of school programs and parent satisfaction levels, all conducted in an integrated and ongoing manner.

The research results show that the principal's supervision at Kalongan 02 Public Elementary School is implemented systematically, collaboratively, and sustainably as an effort to maintain educational quality and increase parental participation. In supervising the learning process, the principal conducts regular classroom supervision and observations and involves other teachers to ensure more objective supervision. Interviews with teachers indicate that:

“Supervision is not only administrative, but also includes personal coaching and mentoring as needed by teachers. The school supervisor also emphasized that supervision encompasses academic and managerial aspects and is always followed up as an effort to improve the quality of learning.”

In supervising teacher performance, the principal conducts evaluations and provides constructive feedback to help teachers improve the quality of learning. Teachers conveyed that supervision is understood as a professional development process that supports the continuous improvement of pedagogical competence and classroom management. Supervision of student learning outcomes is conducted through formative and summative evaluations, which are communicated transparently to parents through grade reports, evaluation books, and report cards. Interviews with teachers indicate that:

“Monitoring of learning outcomes is carried out comprehensively, taking into account both academic aspects and student behavioral development.”

Parents also stated that:

“Student progress reports help them support their children's learning at home and increase trust in the school.”

Observations and documentation revealed classroom supervision, regular evaluation meetings, supervision instruments, student progress reports, and follow-up documentation, demonstrating that supervision was structured and supported continuous improvement in educational quality. In evaluating school programs and parent satisfaction,

the principal provided space for participation through meetings and discussion forums to provide input regarding school programs. The school supervisor and committee stated that the evaluations were conducted systematically and used as a basis for program improvements.

Observations showed that the principal actively conducted classroom visits to directly monitor the learning process. During these activities, the principal gained a clear picture of classroom learning implementation and provided guidance to teachers for improvement. Furthermore, observations revealed regular school evaluation meetings, which served as a forum for collective reflection to discuss program achievements and challenges. These observational findings were reinforced by documentation studies, including supervision instruments, student progress reports, program evaluation documents, and follow up notes, demonstrating that supervision at Kalongan 02 Public Elementary School was well-structured and well documented. Overall, the principal's supervision served not only as a control tool but also as a means of reflection and continuous improvement, building trust and increasing parental participation in supporting the quality of elementary schools.

Research findings indicate that the principal's implementation at Kalongan 02 Public Elementary School is effective, participatory, and sustainable in encouraging parental participation in the quality of education. The principal regularly supervises and monitors learning, mentors teachers through mentoring, training, and constructive communication, and builds open communication with parents through meetings, homeroom teachers, and WhatsApp. Teachers implement active and varied learning so that students feel comfortable and engaged in the learning process. Parents and the school committee also stated that the school provides space for participation and openly accepts input in supporting school programs. In addition, character development and student achievement are carried out through academic, non academic activities, and positive habits, supported by observations and documentation that all programs are carried out systematically, collaboratively, and well documented to improve the quality of education.

DISCUSSION

Planning

The principal's planning to encourage parental participation in school quality at Kalongan 02 Public Elementary School demonstrates that the managerial function is not merely an administrative activity but has evolved into a leadership strategy capable of building sustainable educational collaboration. Research findings show that the principal designs programs based on the school's real needs by identifying the conditions of teachers, students, learning resources, and relationships with parents. This pattern confirms that the quality of educational planning is significantly influenced by the principal's ability to understand the organizational context before determining policy direction. This argument reinforces the view of [Terry and Rue \(2021\)](#) who position planning as a fundamental function in management because it determines the effectiveness of organizational program implementation in subsequent stages.

Regarding the indicator of teacher competency improvement planning, research results show that the principal develops development programs based on direct observations and evaluations of teacher performance. This practice demonstrates a needs based planning approach that uses empirical data as the basis for decision making. The principal's decision to first map teacher needs before determining development programs demonstrates that planning is conducted rationally and contextually, rather than simply fulfilling the school's administrative agenda. This reinforces [Terry and Rue \(2021\)](#) argument that effective planning must stem from an analysis of the real situation to ensure effective organizational goals are achieved.

These findings also provide new empirical evidence for [Syarif \(2023\)](#) proposition regarding the importance of teacher competency development planning based on performance evaluation. This research demonstrates that identifying teacher needs not only impacts the quality of learning but also influences parental trust in the school. This logic is crucial because teacher competency is the primary facet of educational quality, directly perceived by parents through their children's learning experiences. When principals are able to plan teacher professional development appropriately, the quality of learning becomes more focused, encouraging parents to provide more active support for school programs.

Another interesting aspect is the planning of school facilities and infrastructure, which is conducted through a joint deliberation forum with the committee and parents. This mechanism demonstrates that the principal does not employ a purely top down leadership style, but rather applies a participatory approach in prioritizing school needs. This practice aligns with [Bush \(2023\)](#) theory of participatory management, which asserts that stakeholder involvement in the decision-making process can increase program legitimacy and strengthen a sense of ownership within the educational organization.

Parental involvement in facility and infrastructure planning also demonstrates that participation is not built solely through formal instruction, but through creating a dialogue space that allows stakeholders to feel valued. This finding reinforces the research of [Due et al \(2026\)](#) which states that school parent partnerships can develop stronger when the

community is given opportunities to participate in the educational process. In contrast to the research by [Sijabat and Saputra \(2025\)](#) which found a dominance of top down leadership in school management, the research at Kalongan 02 Public Elementary School actually demonstrated more democratic and inclusive leadership. This difference indicates that the principal's leadership character has a significant influence on the level of parental involvement in supporting educational quality.

Furthermore, regarding the planning indicator for partnership programs with parents, this study found that the principal established a pattern of communication that took place both formally and informally through structured and ongoing forums. This finding reinforces the theory of [Goodall dan Montgomery \(2014\)](#) which explains that parental involvement cannot be built instantly, but rather through a process of engagement that develops gradually through intensive and meaningful communication. The relationships built at Kalongan 02 Public Elementary School demonstrate that communication is not merely a means of conveying information, but also an instrument for building trust between the school and families.

[Widiantari \(2025\)](#) research has indeed emphasized the importance of parenting program planning in strengthening school family collaboration. However, the findings of this study demonstrate a broader dimension, as the principal not only designed partnership activities as ceremonial events but also integrated ongoing communication strategies into the school's overall management process. This explains why parent participation at Kalongan 02 Public Elementary School has developed into active involvement, rather than simply physical attendance at school activities. Parents feel part of the educational process because the relationships built are dialogic and oriented toward cooperation.

Planning for improving student achievement also demonstrates a fairly progressive leadership orientation, as the principal integrates academic and non academic aspects into the school program. This approach demonstrates that educational quality is understood holistically, not limited to academic achievement alone. Strengthening character, developing interests and talents, and developing social skills are placed as essential components of the educational process. These findings reinforce the view of [Adekamisti et al \(2025\)](#) who assert that school quality is determined by the balance between character strengthening, competency development, and student academic achievement.

Furthermore, the integration of academic and non academic dimensions demonstrates the principal's ability to translate 21st-century educational needs into the school planning process. Parents no longer judge schools solely on student achievement, but also on their ability to shape character and develop children's holistic potential. Therefore, parental involvement in supporting school programs is strengthened because they see the relevance of school-designed programs to their children's future developmental needs.

The interrelationships between these indicators demonstrate that the success of the principal's planning at Kalongan 02 Public Elementary School does not depend on a single program, but rather on the principal's ability to integrate various managerial dimensions into the school's quality improvement strategy. Teacher competency planning, facility development, partnerships with parents, and student achievement improvement are interconnected as a unified system that supports collective school community participation. This reinforces [Bush \(2023\)](#) argument that effective educational leadership is characterized by the principal's ability to build collaboration among stakeholders to achieve the organization's educational goals.

Overall, the findings of this study indicate that the principal's planning at Kalongan 02 Public Elementary School has developed into a strategic instrument that not only directs school programs but also fosters a participatory culture within the educational environment. Planning based on real needs, implemented in a participatory manner, and supported by ongoing communication has been shown to strengthen parental engagement as educational partners. The essence of this finding lies in the principal's ability to transform the planning process from a merely technocratic activity into a socially collaborative space that brings together the interests of the school and families in an effort to continuously improve educational quality.

Organization

The discussion of the principal's organization in encouraging parental participation in school quality at Kalongan 02 Public Elementary School shows that the function of organizing is not merely interpreted as the division of administrative tasks, but rather as a managerial strategy to build more synergistic connections between school elements. The principal's organization appears to be directed at creating a work system capable of integrating teachers, students, and parents into the common goal of improving educational quality. This perspective reinforces [Bush \(2023\)](#) argument that modern educational leadership requires the principal's ability to build an adaptive and collaborative work structure. This means that organizational effectiveness is no longer measured solely by bureaucratic order, but by the extent to which the structure fosters participation from all educational stakeholders.

The aspect of organizing teacher assignments shows that the principal places teachers based on their competencies, experience, and individual characteristics. This practice demonstrates a staffing approach based on the school's actual needs, so that task distribution is not random or merely to fulfill administrative requirements. This

reinforces [Terry and Rue \(2021\)](#) view that organizational effectiveness is largely determined by the appropriate placement of human resources according to their capacities and responsibilities. The findings of this study also provide new empirical evidence for [Bendriyanti et al \(2025\)](#) proposition regarding the importance of professional school human resource placement services in improving the quality of learning. The managerial logic behind these findings lies in the principal's ability to objectively assess teacher potential and then connect it to classroom learning needs. When teachers are placed according to their competencies, work processes become more optimal, the work environment is more conducive, and the quality of educational services is more easily developed. This situation ultimately builds parental trust in the school, as they perceive professional and focused resource management.

The strength of the organization at Kalongan 02 Public Elementary School is also evident in the integrated coordination of learning and student development activities. Working relationships between teachers do not stop at formal assignments but develop into collaboration, enabling the exchange of ideas, joint problem-solving, and strengthening of learning programs. This situation reinforces [Vidyarthi \(2024\)](#) view that collaborative teaching is a crucial prerequisite for creating effective learning. This finding also expands

[Bush \(2023\)](#), concept of organizing, as the coordination established by the principal not only maintains organizational stability but also fosters a collective work culture within the school environment. Unlike several studies that found weak coordination between teachers due to individualistic work patterns, the results of this study demonstrate more adaptive and fluid organizational practices. This success is inseparable from the principal's ability to foster open internal communication, so that teachers feel part of a collaborative work system, not merely technical implementers of school programs.

This situation then directly impacts the quality of educational services experienced by students and parents. Good coordination between teachers allows for more consistent implementation of learning programs, while student development can be more targeted according to individual needs. Critically, it can be understood that parental participation is more easily fostered when schools demonstrate solid internal governance. Parents are more likely to trust and be willing to get involved when they see the school's commitment to managing the educational process professionally. In other words, effective internal organization is a crucial foundation for building external family involvement.

Another prominent dimension is the organization of school parent collaboration through communication forums, school committees, and various forms of involvement in educational activities. This practice demonstrates that the principal positions parents not as passive external parties, but rather as strategic partners in the process of improving school quality. This reinforces [Goodall and Montgomery \(2014\)](#) argument regarding the shift from parental involvement to parental engagement, where the relationship between school and family is built through active, equal, and ongoing interaction. Research by [Liberty \(2023\)](#) also confirms that well-organized school-family partnerships can foster optimal student development. However, the findings at Kalongan 02 Public Elementary School provide a more contextual dimension, as the partnership is built through a trust-based communication approach. The principal not only provides a space for formal participation but also creates a relational atmosphere that makes parents feel valued and heard. This factor contributes to the growth of parental involvement, not simply as an administrative obligation, but also as a sense of ownership of the school.

When examined from an educational management perspective, the organizational structure at Kalongan 02 Public Elementary School demonstrates a transformation in organizational function from a structural to a collaborative one. Organization is no longer limited to role allocation and workflow, but has evolved into a social mechanism for building connections among educational stakeholders. This finding reinforces [Ananda and Salito \(2025\)](#) view that modern educational organizations require flexibility and adaptability to the dynamic needs of schools and communities. The key difference between this study and previous studies lies in the principal's success in integrating internal school management with strengthening external relationships with parents. This integration makes organization not only a tool for controlling work systems but also a strategic instrument for building broader educational participation.

Based on the overall discussion, it can be understood that the principal's organization at Kalongan 02 Public Elementary School successfully mobilized parental participation because it was built through a combination of appropriate human resource placement, collaborative work coordination, and strengthening school-family partnerships based on communication and trust. Such organization not only creates internal school effectiveness but also creates a sense of parental engagement in their children's educational process. The main essence of this finding shows that school quality is not only supported by a neat organizational structure, but also by the principal's ability to build synergy between parties in a sustainable manner so that the school develops as a participatory and mutually supportive educational community

Implementation

The discussion of the principal's implementation of efforts to encourage parental participation in school quality at Kalongan 02 Public Elementary School shows that the implementation function is not merely understood as the stage of implementing a program, but rather as the process of mobilizing all school resources to work synergistically to achieve educational goals. The principal's implementation is evident through the implementation of active learning, ongoing teacher coaching, open communication with parents, and integrated development of student character and achievement. This integration demonstrates that the principal acts not merely as a program administrator but also as a learning leader capable of creating a collaborative school culture. This perspective reinforces the view of [Terry and Rue \(2021\)](#) that the implementation function is closely related to the leader's ability to direct, mobilize, and motivate organizational members so that the institution's goals can be effectively achieved. The context of this research indicates that the successful implementation of the principal's managerial skills is a crucial factor in building parental trust in the quality of educational services at the school.

Research findings on the implementation aspect of the learning quality improvement program indicate that the principal encourages teachers to implement participatory, active, and innovative learning. This situation provides new empirical evidence for [Fullan \(2020\)](#) proposition regarding the importance of a culture of change in schools, where improving educational quality cannot be achieved through conventional, one way learning patterns. Learning that fosters active student involvement has been shown to create more meaningful learning experiences, thereby increasing parental trust in school quality. This aligns with research by [Andina and Khasanah \(2025\)](#) which confirms that learning quality is closely linked to increased parental participation in supporting educational programs. The logic behind these findings lies in the emergence of positive parental perceptions when schools demonstrate tangible and measurable quality of learning services. The better the learning process is perceived by students, the stronger the parents' confidence in supporting school activities.

The implementation of teacher development demonstrates that the principal not only uses supervision as a control instrument but also as a means for continuous teacher professional development. This coaching, conducted through mentoring, evaluation, and feedback, demonstrates a focus on improving teacher capacity, rather than merely administrative assessment. This reinforces [Hammond et al \(2021\)](#) argument that effective teacher professional development must be continuous and integrated with daily teaching practices. Research by [Wiyono et al \(2025\)](#) also supports these findings by demonstrating that systematic academic supervision can significantly improve teacher performance. Unlike several studies that found teacher development to be sporadic and formalistic, the practice at Kalongan 02 Public Elementary School demonstrates a more reflective and supportive approach. This situation demonstrates that the quality of the principal's managerial implementation is significantly influenced by their ability to build professional relationships that encourage continuous teacher development.

Communication with parents is a crucial dimension demonstrating the principal's success in building more participatory partnerships. This communication extends beyond the delivery of administrative information to develop into a dialogue space that allows parents to express their aspirations, criticisms, and input on school programs. These findings align with [Goodall and Montgomery \(2024\)](#), concept of parental engagement, which places parental involvement at the level of an active and ongoing relationship between schools and families. [Epstein \(2021\)](#) adds that intensive communication is a key foundation for building effective educational partnerships. This research provides empirical support that open communication can foster a sense of belonging among parents toward the school. When parents feel valued and involved in the educational process, their participation is no longer passive but develops into concrete support for improving school quality.

The implementation of character development and student achievement activities demonstrates that the principal applies a holistic educational approach through the integration of academic and non academic programs. This approach demonstrates that school quality is measured not only by students' cognitive achievements but also by the school's success in developing character, discipline, and social skills. This reinforces [Fullan \(2020\)](#) view that educational transformation must address both the academic dimension and the formation of positive values and culture within the school environment. Research by [Puspitasari et al \(2021\)](#) also confirms that synergy between schools and families in character-building programs has a significant impact on student development. Interestingly, this study shows that the success of character programs also influences parents' trust in the school. Parents tend to be more actively involved when they perceive the school's focus not only on academic achievement but also on developing the child's holistic personality.

Upon closer examination, the principal's success at Kalongan 02 Public Elementary School lies in his ability to integrate all implementation components into a mutually supportive system. Quality learning is reinforced through consistent teacher guidance, supported by open communication with parents, and targeted student character development. The interconnectedness of these aspects demonstrates that the implementation function in educational management cannot be carried out in isolation. This finding provides a new perspective: effective implementation

depends not only on the success of the program but also on the principal's ability to build collaboration and trust among stakeholders. Therefore, the principal's implementation role in this study can be understood as a strategic process for creating a participatory, collaborative school culture oriented toward continuously improving the quality of education.

Supervision

The discussion on the principal's supervision in encouraging parental participation in school quality at Kalongan 02 Public Elementary School indicates that the supervisory function has evolved beyond mere administrative control. Supervision is implemented as a process of coaching, reflection, and strengthening the relationship between the school and parents in maintaining educational quality. This pattern is evident through ongoing learning supervision, teacher performance evaluations accompanied by follow-up, transparency of student learning outcomes, and parental involvement in school program evaluations. These findings reinforce [Hallinger \(2021\)](#) argument that effective school leadership is determined by the principal's ability to integrate the supervisory function with continuous quality improvement efforts. This logic explains that open and constructive supervision can build trust among stakeholders, particularly parents, so that their participation develops more actively and sustainably.

The supervision aspect of the learning process shows that the principal systematically implements academic supervision through classroom observations, routine monitoring, and follow up coaching for teachers. This practice provides new empirical evidence for [Glickman et al \(2022\)](#) proposition regarding developmental supervision, namely supervision oriented towards teacher professional development, rather than simply formal evaluation. Continuous supervision allows the principal to obtain a clear picture of the quality of classroom learning while providing relevant guidance to teachers' needs. This reinforces [Hallinger \(2021\)](#) view that instructional leadership has a direct impact on improving the quality of the teaching and learning process. Unlike supervision practices that tend to be inspectional and place teachers as the object of assessment, supervision at Kalongan 02 Public Elementary School demonstrates a more collaborative and supportive approach. This is crucial because maintaining the quality of learning will shape positive parental perceptions of the school, thus fostering stronger support and engagement.

Teacher performance monitoring also demonstrates the integration of evaluation and ongoing professional development. Principals not only conduct assessments through supervision but also provide feedback, coaching, and guidance on improvements that teachers can use to enhance the quality of learning. This aligns with the performance management theory proposed by [Amstrong \(2021\)](#), which states that effective evaluation must be followed by corrective action and capacity building to produce tangible performance improvements. This research finding also reinforces the argument of [Glickman et al \(2022\)](#) that developmental supervision fosters a culture of reflection among teachers. This situation demonstrates that humanistic, coaching based supervision can enhance teacher professionalism more sustainably than a rigid control approach. The impact is felt not only in improving the quality of learning but also in growing parental confidence that the school is seriously committed to maintaining the quality of their children's education.

Monitoring of student learning outcomes demonstrates that the principal implements a transparent evaluation system through the provision of progress reports and open communication with parents. This transparency is a crucial factor in building public trust in the school. This reinforces [Fitrianti \(2025\)](#) research also confirms that transparency of academic information to families increases parental involvement in supporting children's learning at home. Interestingly, the findings of this study demonstrate that transparency not only fosters parental understanding of student academic achievement but also fosters a sense of shared responsibility between schools and families. Monitoring of learning outcomes is no longer understood solely as an evaluative activity but rather as a social communication instrument that strengthens educational partnerships.

Evaluation of school programs involving parents through discussion forums and feedback demonstrates that the monitoring function has shifted toward a participatory approach. This practice aligns with the concept of participatory evaluation proposed, which emphasizes the importance of stakeholder involvement in the evaluation process to produce more relevant and sustainable programs. In contrast to traditional top-down evaluation patterns, the approach at Kalongan 02 Public Elementary School provides space for parents to participate in the decision-making process and improve school programs. This demonstrates that effective supervision not only measures program success but also fosters a sense of ownership within the school. Overall, the findings of this study confirm that the principal's supervision at Kalongan 02 Public Elementary School is implemented systematically, transparently, and participatorily through instructional supervision, teacher performance evaluation, transparency of student learning outcomes, and collaborative based program evaluation. The integration of all these aspects is a key strength in building parental trust and active involvement, enabling supervision to function not only as a control tool but also as a strategy for continuously strengthening educational quality.

CONCLUSION

Based on the research findings at SD Negeri Kalongan 02, the principal's managerial role in encouraging parental participation in improving school quality has been implemented effectively through the integrated functions of planning, organizing, implementing, and supervising. In the planning function, the principal systematically identifies school needs, involves teachers and parents in deliberative decision-making, and develops participatory school programs oriented toward sustainable quality improvement. This approach strengthens parents' roles not merely as supporters of school activities, but as strategic partners in educational development.

In the organizing function, the principal promotes parental participation through appropriate allocation of human resources, strengthening coordination among school stakeholders, and developing collaborative partnerships between schools and families. These organizational practices create stronger synergy between teachers, parents, and the school community, which contributes to the effectiveness of school programs and the improvement of educational quality. In the implementation function, the principal encourages parental participation through the development of participatory learning processes, continuous teacher professional development, transparent communication, and integrated programs for strengthening student character and achievement. These practices increase parental trust in the school and encourage more active parental involvement in supporting students' academic and non-academic development. In the supervision function, the principal applies systematic, transparent, and participatory supervision through academic supervision, teacher performance evaluation, monitoring of student learning outcomes, and evaluation of school programs. This supervision process not only supports continuous school improvement, but also strengthens accountability and public trust, thereby increasing parental engagement in educational quality development.

The findings of this study contribute theoretically to the development of educational management studies by demonstrating that parental participation can be strengthened through the integration of managerial leadership functions within the school context. Unlike previous studies that generally examined principal leadership and parental involvement separately, this study highlights how managerial functions planning, organizing, implementing, and supervising can be operationalized simultaneously to build sustainable school-family partnerships in public elementary schools.

Practically, this study provides implications for school principals, education policymakers, and educational institutions. Principals are encouraged to develop participatory management practices and transparent communication systems that actively involve parents in school decision-making and quality improvement programs. Education authorities may also use these findings as a reference for designing leadership training programs that emphasize collaborative school management and community engagement. Furthermore, future research is recommended to explore parental participation and principal managerial roles in broader educational contexts, such as schools with different socioeconomic backgrounds or at different levels of education, in order to enrich the development of educational management theory and practice.

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AUTHOR CONTRIBUTION STATEMENT

ATW was responsible for the study design, data collection and analysis, and manuscript writing. N contributed to the development of the research instruments, data analysis, and manuscript revision. AS was involved in the development of the research concept, oversight of the overall research process, and final revision of the manuscript.

AI DISCLOSURE STATEMENT

The authors declare that this research was conceived, researched, written, and edited without the aid of artificial intelligence (AI) techniques.

***Ari Teliti Wilarsati (Corresponding Author)**

Universitas PGRI Semarang,

Jl. Sidodadi Timur No.24, Karangtempel, Kec. Semarang Timur, Kota Semarang, Jawa Tengah 50232, Indonesia

Email: aritelitiwilarsati@gmail.com

Nurkolis

Universitas PGRI Semarang,

Jl. Sidodadi Timur No.24, Karangtempel, Kec. Semarang Timur, Kota Semarang, Jawa Tengah 50232, Indonesia

Email: nurkolis@upgris.ac.id

Ali Shodiqin

Universitas PGRI Semarang,

Jl. Sidodadi Timur No.24, Karangtempel, Kec. Semarang Timur, Kota Semarang, Jawa Tengah 50232, Indonesia

Email: alishodiqin@upgris.ac.id
