



The Role of Public Relations in Enhancing Parental Involvement: Its Implications for Student Character Development

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Abstract

This study aims to determine the role of school public relations in enhancing parental involvement and its implications for student character development at SMA Negeri 1 Tanah Jambo Aye. The study employed a qualitative method with a descriptive survey approach. Data were collected through online semi-structured interviews with four teachers responsible for public relations activities and communication with parents. The informants were selected using purposive sampling, while the data were analyzed using the interactive model of Miles and Huberman and validated through source triangulation. The findings indicate that school public relations establish effective communication through WhatsApp groups, parent meetings, circular letters, and the school's social media platforms. These strategies increase parental participation in school activities, strengthen communication with teachers, and support students' learning at home. Collaboration between the school and parents has a positive impact on student character development, particularly in fostering the values of discipline, responsibility, honesty, and cooperation in a sustainable manner.

Kata kunci:

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Abstrak

Penelitian ini bertujuan untuk mengetahui peran kehumasan sekolah dalam meningkatkan keterlibatan orang tua serta implikasinya terhadap pembentukan karakter siswa di SMA Negeri 1 Tanah Jambo Aye. Penelitian menggunakan metode kualitatif dengan pendekatan survei deskriptif. Data diperoleh melalui wawancara semi-terstruktur secara daring terhadap empat guru yang bertanggung jawab dalam kegiatan kehumasan dan komunikasi dengan orang tua. Informan dipilih menggunakan teknik purposive sampling, sedangkan data dianalisis menggunakan model interaktif Miles dan Huberman serta diuji melalui triangulasi sumber. Hasil penelitian menunjukkan bahwa kehumasan sekolah membangun komunikasi efektif melalui grup WhatsApp, rapat wali murid, surat edaran, dan media sosial sekolah. Strategi tersebut meningkatkan partisipasi orang tua dalam kegiatan sekolah, komunikasi dengan guru, serta pendampingan belajar siswa di rumah. Kolaborasi antara sekolah dan orang tua memberikan dampak positif terhadap pembentukan karakter siswa, terutama dalam menanamkan nilai disiplin, tanggung jawab, kejujuran, dan kerja sama secara berkelanjutan.

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INTRODUCTION

Character development is a process that involves various educational environments, particularly schools and families (A. Sa'dullah, 2023). In this context, parents play a crucial role because the family is the first environment in which students learn moral values and appropriate behavior. Therefore, collaboration between schools and parents is essential to support students' character development.

However, parental involvement at the secondary education level tends to decline compared to the primary education level (Hidayati & Pritasari, 2025). In most cases, parental involvement remains limited to administrative matters and does not extend to supporting students' character development. This condition indicates that collaboration between schools and parents has not yet been fully optimized. Limited parental involvement often results in inconsistencies between character education provided at home and that implemented at school (Rosmayani et al., 2025).

Numerous studies have examined school public relations, but most have focused on its role as a medium for information dissemination, institutional image building, and school promotion (Aziz et al., 2023). Meanwhile, research on parental involvement has primarily discussed its influence on academic achievement and character education at the elementary school level (Handayani & Hasrul, 2021). Although these studies highlight the importance of school communication and parental involvement in supporting the educational process, research examining the relationship between school public relations communication strategies, parental involvement, and student character development at the senior high school level remains limited.

Therefore, a research gap still exists regarding how school public relations can serve as a communication bridge that encourages parental involvement in students' character development. This study offers a different perspective by examining the role of school public relations as a communication intermediary that integrates parental involvement and student character development within a single analytical framework at the senior high school level.

This study is grounded in the Two-Way Communication Theory proposed by (James E. Grunig and Todd Hunt 1984), which emphasizes the importance of communication in building relationships between schools and parents. In addition, it adopts (Epstein, 2011) Theory of Parental Involvement, which explains that parental participation in education includes communication, involvement in school activities, and support for learning at home. Furthermore, (Bronfenbrenner, 1979) Ecological Systems Theory asserts that children's development is influenced by interactions between family and school environments. These three theoretical perspectives provide the conceptual foundation for understanding the relationship among school public relations, parental involvement, and student character development.

This study aims to analyze the role of school public relations in enhancing parental involvement and its implications for student character development at SMA Negeri 1 Tanah Jambo Aye. It is expected to provide a more comprehensive understanding of the relationship among school public relations, parental involvement, and student character development.

Furthermore, this study is expected to complement previous research and contribute to the development of educational public relations management.

METHODS

This study employed a qualitative method with a descriptive survey approach to obtain an in-depth understanding of the role of school public relations in enhancing parental involvement and its implications for student character development at SMA Negeri 1 Tanah Jambo Aye. This approach was selected because it enables researchers to explore the experiences, perspectives, and communication practices implemented by the school in collaborating with parents, allowing the phenomenon to be understood within its actual context. The research site was chosen because the school has implemented various communication strategies through its public relations activities to strengthen collaboration with parents. The participants consisted of four teachers who were directly involved in school public relations activities and communication with parents. They were selected using purposive sampling based on their experience, knowledge, and active involvement in implementing school public relations programs. All participants were responsible for maintaining communication with parents and supporting school programs, enabling them to provide information relevant to the objectives of this study.

Data were collected through online semi-structured interviews. This technique was selected because it provided flexibility for the researchers to explore information in greater depth while maintaining consistency with the prepared interview guidelines. The interviews focused on the role of school public relations in delivering information to parents, the communication strategies implemented by the school, forms of parental involvement in school activities, and the influence of collaboration between the school and families on student character development. The study also examined the school's efforts to encourage parental participation and its impact on student character development, particularly in fostering discipline, responsibility, honesty, and cooperation.

The data were analyzed using the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing and verification (Zhang & Wu, 2025). The analysis was conducted continuously throughout the data collection process. Interview transcripts were first organized and categorized according to the research themes. The researchers then identified patterns, relationships, and meanings from the findings before drawing conclusions that were verified against the entire dataset. To ensure the trustworthiness of the findings, source triangulation was applied by comparing information obtained from each participant and clarifying any inconsistencies that emerged. This procedure enhanced the credibility and consistency of the findings and ensured that the results accurately reflected the actual conditions of the phenomenon under investigation.

RESULTS

The Role of Public Relations Communication

The results of the study indicate that SMA Negeri 1 Tanah Jambo Aye uses various communication channels to build relationships with parents. These include WhatsApp groups,

circulars, parent-teacher meetings, and school social media. Of these channels, WhatsApp is the most frequently used communication tool because it is considered practical, fast, and easily accessible by most parents.

Based on an interview with informant AA, the use of WhatsApp groups was chosen as the primary communication channel because it allows for rapid information dissemination and provides parents with the opportunity to provide direct feedback.

"We use WhatsApp groups as our primary communication channel because almost all parents can access them, even those who work. From there, we can explain school activities in detail, and parents can respond directly." (AA)

In addition to utilizing digital media, the school also uses face-to-face communication through parent-teacher meetings. During these meetings, the school strives to convey information using simple language so that it is easily understood by all parents, regardless of their educational background.

"We realize that not all parents have a higher education background, so during meetings we use easy-to-understand language so that our message is well-received by all parents." (FR)

The school also continues to use circulars as a medium for conveying official information regarding school activities and policies. The use of various communication media demonstrates the school's efforts to adapt its communication patterns to the diverse needs of parents.

Table 1
School Public Relations Program and Aspects of Increasing Parental Involvement

No	Public Relations Program	Improvement Aspects	Information
1	Parents WhatsApp Group	School program socialization & communication	Made officially per class, managed by the homeroom teacher, containing the students parents
2	Parents Meeting	Emotional connection & participation	Held to discuss school programs
3	Social Media Publications	Transparency & school image	Documentation of student activities is published regularly
4	Circular letter	Official information	Used for the delivery of formal school information

The findings indicate that the communication strategies implemented by the school have been effective in building relationships with students' parents. Through various communication media, the school is able not only to disseminate information but also to create opportunities for interaction with parents. These findings suggest that school public relations serve not only as a channel for information dissemination but also as a means of strengthening the relationship between the school and parents. The use of multiple communication platforms enables the

school to adapt its communication methods to the diverse needs and characteristics of parents. WhatsApp groups function as the primary communication medium, allowing parents to receive information promptly and respond directly, while parent meetings and circular letters complement the communication process by providing more detailed explanations of school programs and policies. The combination of these communication channels demonstrates that the school's public relations office employs integrated communication strategies, making the dissemination of information more effective.

These findings are consistent with the Two-Way Communication Theory proposed by James E. Grunig and Todd Hunt (1984), which emphasizes that effective communication is built through reciprocal interactions between an organization and its stakeholders. In this study, school public relations not only disseminate information to parents but also create opportunities for dialogue, enabling parents to ask questions, provide feedback, and respond to various school programs. This communication pattern demonstrates that the relationship between the school and parents is no longer one-way but has evolved into a collaborative partnership based on open and mutually supportive communication.

The findings are also consistent with the studies of (Rizal, 2019) and (Basit, 2019), which emphasize the important role of school public relations in fostering relationships with the community through effective communication. However, this study demonstrates that the role of school public relations extends beyond information dissemination and institutional image building. It also serves as a communication bridge that enhances parental involvement in the educational process. Therefore, the effectiveness of communication established by school public relations is a key factor in strengthening school-parent partnerships, which ultimately contribute to student character development.

Forms of Parental Involvement

Research results show that parents are involved in various activities that support students' educational processes. This involvement is evident through attendance at school meetings, participation in school programs, home learning support, and regular communication with teachers.

"Parental involvement is evident in their participation in school activities, attendance at meetings, participation in school programs, and also supporting their children's learning at home." (FA)

In addition to participating in school activities, parents also pay attention to students' academic and behavioral development. Home support is one form of support that contributes to students' educational success.

According to informant AA, families play a significant role in shaping students' character because character education is first acquired within the family environment.

"Parents' role is significant, arguably dominant, accounting for around 70–80% of a child's initial character formation. Because the foundation of character education begins at home." (AA)

The findings indicate that parental involvement extends beyond attendance at school activities to include supervision, guidance, and support for students' character development within the family environment. These findings demonstrate that parental involvement

encompasses various forms of complementary support, both at school and at home. Parents' participation in school activities strengthens communication with the school, while their supervision and guidance at home help ensure that the values taught at school are consistently applied in students' daily lives. Therefore, parental involvement is not merely administrative or ceremonial but represents an active contribution to supporting students' academic development and character formation.

These findings are consistent with Joyce L. Epstein's Theory of Parental Involvement (2011), which explains that parental participation in education includes communication with schools, involvement in school activities, support for learning at home, and continuous collaboration between families and schools. In this study, these forms of involvement were reflected through regular communication with teachers, participation in various school activities, and ongoing guidance in students' learning and behavioral development within the family environment. This demonstrates that parental involvement extends beyond promoting academic achievement and also contributes to fostering students' attitudes, responsibility, and positive habits.

The findings of this study also support the research conducted by (Sitompul et al., 2025), which concluded that parental involvement has a positive influence on student development. However, this study provides a more specific contribution by demonstrating that parental involvement at the senior high school level not only supports the learning process but also plays a significant role in student character development. Through effective communication with the school and consistent guidance provided at home, parents become strategic partners in creating an educational environment that continuously supports students' character development.

Implications for Student Character Development

Based on the interviews, collaboration between schools and parents influences student character development. Regular communication helps schools and parents provide aligned guidance, making it easier for students to understand the values taught.

"Collaboration is carried out through regular communication and cooperation in student development. When parents are actively involved, changes in student behavior are seen, leading to more discipline and responsibility." (BL)

Informant FR also explained that good communication between schools and parents influences student discipline and responsibility in carrying out learning activities at school.

"Communication between schools and parents significantly influences student discipline and responsibility. Good, open, and ongoing communication helps establish a common understanding in fostering student attitudes and behavior." (FR)

The research results show that students who receive attention and mentoring from their parents tend to demonstrate more disciplined, responsible behavior, and comply with school rules.

Table 2. ***Implementation of School and Parent Collaboration Program***

No	Collaboration Program	Substance	Target	Character Values
1	Parent Teacher Meeting	Delivery of information, discussion of student development	Parent	Responsibility, cooperation, caring
2	Religious Activities	Recitation, group prayer, commemoration of religious holidays (Maulid)	Students, Parents	Discipline, good manners
3	Class WhatsApp Group	Announcements of activities, assignment information, coordination between teachers and parents	Students, Parents	Responsibility, discipline, communication
4.	Community Service / Mutual Cooperation	Social activities, community service, donations	Students, Parents	Social care, cooperation, mutual assistance

The findings indicate that student character development is influenced not only by school programs but also by the quality of collaboration established between the school and parents. Regular communication enables both parties to develop a shared understanding of the character values that should be instilled in students. This alignment in guidance helps students receive consistent direction in both the school and family environments. As a result, students are less likely to receive conflicting messages regarding expected behaviors, allowing the character development process to be more effective.

These findings are consistent with Urie Bronfenbrenner's Ecological Systems Theory (1979), which explains that children's development is shaped by interactions among the various environments surrounding them, particularly the family and the school. This study demonstrates that when these two environments communicate and collaborate in guiding students, the character development process becomes more effective. Conversely, when communication between the school and parents is limited, character education is likely to become less consistent because students may receive different guidance from each environment.

The findings also reinforce the study by (Yuliani & Hidayatulloh, 2022), which identified parental involvement as an important factor in supporting the success of character education. However, this study provides a more comprehensive perspective by showing that successful character development is determined not only by the level of parental involvement but also by the effectiveness of communication established through the school's public relations function.

Open and continuous communication serves as the foundation for harmonious collaboration, enabling parents to become active partners in supporting students' character development.

The findings further indicate that values such as discipline, responsibility, cooperation, social responsibility, and courtesy are more effectively developed when schools and parents share a common commitment to guiding students. Therefore, the success of character education depends not only on the implementation of school programs but also on sustained communication and collaboration between schools and families in supporting students' overall development.

Collaborative Model for Student Character Building

Research results show that student character building at SMA Negeri 1 Tanah Jambo Aye is achieved through collaboration between the school and parents. The school's public relations department acts as a liaison, facilitating communication between the two parties, thus fostering cooperation in student development.

"Public relations is very important because it serves as a link between the school and parents. Public relations helps communicate school programs, builds collaboration with parents, and encourages more active parental involvement." (FA)

Collaboration between teachers and parents is fostered through ongoing communication regarding student development and the alignment of character building strategies at home and at school.

"Collaboration between teachers and parents in shaping student character is achieved through ongoing communication. Teachers and parents align their approaches to student development." (FR)

The findings reveal a strong relationship between the effectiveness of school public relations, parental involvement, and student character development. The more effective the communication established between the school and parents, the greater the level of parental involvement in students' education, thereby enabling student character development to be more effectively supported.

These findings suggest that successful character development is determined not solely by the roles of the school or the family independently but by the collaboration established through continuous communication. In this study, school public relations function as a communication bridge that ensures information, expectations, and character education goals are mutually understood by both the school and parents. Through intensive communication, both parties are able to align their approaches to character education, enabling students to receive consistent guidance and positive role models in both the school and family environments.

These findings are consistent with the Two-Way Symmetrical Communication Theory proposed by James E. Grunig and Todd Hunt (1984), which emphasizes the importance of reciprocal communication in building mutually beneficial relationships between organizations and their publics. In the context of this study, communication carried out by school public relations is intended not only to disseminate information but also to establish dialogue with parents, thereby fostering trust, participation, and sustainable collaboration. The findings also support Urie Bronfenbrenner's Ecological Systems Theory (1979), which explains that children's character development is influenced by interactions among multiple environments, particularly

the family and the school. The stronger the relationship between these two environments, the greater the opportunity for fostering positive character traits in students.

The results of this study also extend the findings of (Mazaya Faudya Nur Aufa et al., 2024) and (Rahman et al., 2024), who argued that school public relations play an important role in building communication and relationships with the community. This study demonstrates that the role of school public relations extends beyond information dissemination and institutional image building. It also functions as a mediator that encourages parental involvement in the educational process. Consequently, school public relations become an essential component in strengthening partnerships between schools and families with the shared goal of promoting student character development.

Overall, the findings indicate a close relationship between the effectiveness of school public relations communication, parental involvement, and student character development. Open, continuous, and responsive communication enhances parental participation in various educational activities. Such involvement creates consistency between character education provided at school and at home, enabling values such as discipline, responsibility, cooperation, honesty, and social responsibility to develop more effectively. These findings underscore the strategic role of school public relations in fostering sustainable collaboration between schools and parents as a key factor in the success of character education.

DISCUSSION

The Role of School Public Relations in Increasing Parental Involvement

The research findings indicate that public relations at SMA Negeri 1 Tanah Jambo Aye plays a crucial role in increasing parental engagement through various communication strategies, both in person and through digital media. The use of WhatsApp groups, parent-teacher meetings, circulars, and school social media platforms are tools used to build relationships between the school and parents. Through these channels, information about school programs, student progress, and educational activities can be conveyed more effectively, giving parents the opportunity to participate in their children's educational process.

This finding can be explained by the theory of symmetrical two-way communication proposed by Grunig and Hunt. This theory emphasizes that effective communication serves not only to convey information but also to create space for dialogue and feedback between the organization and its publics (Wardah & Anggraeni, 2025). In the context of this research, the school not only conveys information to parents but also provides opportunities for them to provide feedback, input, and suggestions on various programs implemented. This situation indicates that the communication established by the school has moved towards a participatory communication pattern.

The existence of WhatsApp groups is one form of implementation of this two-way communication. Through this medium, parents can interact directly with the homeroom teacher and the school. Besides expediting information delivery, digital media also helps schools reach parents who have limited time due to work or other commitments. This way, communication is no longer limited to formal meetings but can occur on an ongoing basis. The results of this study align with those of (Marpaung et al., 2023), who stated that school public relations management plays a role in building harmonious relationships between schools and parents. However, this

study found that public relations functions not only in maintaining good relationships but also as a means to increase parental involvement in students' character education. In other words, communication fostered by school public relations has a broader impact than simply conveying information.

Furthermore, the results also indicate that the use of simple and easy-to-understand language during parent-teacher meetings is a crucial factor in successful communication. This strategy enables all parents, regardless of educational level, to understand the school's messages (Fradito & Rosa, 2022) This demonstrates that communication effectiveness is determined not only by the media used but also by the school's ability to tailor messages to the characteristics of its audience. Based on these findings, it is clear that school public relations serves as a bridge connecting schools with parents. The success of public relations in establishing open and ongoing communication can increase parental participation in various school activities. Thus, the role of public relations is a crucial factor in creating effective educational partnerships between schools and families.

The scholarly contribution of this research lies in expanding the study of educational public relations management by demonstrating that school public relations is no longer understood merely as a function of information dissemination or institutional image-building. The study reveals that public relations plays a strategic role as a communication mechanism capable of strengthening parental engagement through sustained, two-way communication. These findings broaden the understanding of the school public relations function – particularly at the high school level, an area that has received relatively limited attention in previous research.

Parental Involvement in Student Character Formation

The research results show that parental involvement is not only evident through attendance at meetings or school activities, but also through learning assistance, behavioral supervision, and character development within the family environment. These findings demonstrate that character education takes place not only in schools but is also influenced by the active involvement of families in students' daily lives. These findings align with the theory of parental involvement proposed by Joyce L. Epstein. According to Epstein, parental involvement encompasses several forms of participation, including communication with the school, parenting, learning at home, volunteering, decision-making, and collaboration with the community (Freddy et al., 2021). This study found that the most dominant forms of involvement were communication with the school, learning assistance at home, and participation in school activities. These three forms of involvement demonstrate a close relationship between family and school in supporting student development.

The importance of the family's role in character formation can also be explained through Thomas Lickona's theory of character education. According to Lickona, the family is the first environment to introduce moral values to children before these values are reinforced by school. The research results indicate that parents have a significant influence in instilling the values of discipline, responsibility, and honesty in students. Schools serve to reinforce these values through various character education programs implemented within the school environment. Alignment between home and school development is a crucial factor in the success of character

education. When parents and teachers share the same goals and development patterns, students receive consistent messages about the values that should be applied in their daily lives. Conversely, if there are differences in development patterns between home and school, the internalization of character values can be hindered.

The results of this study support the research of (Aziz et al., 2023), which states that collaboration between families and schools can improve student character development. However, this study found that parental involvement can increase significantly when supported by an effective public relations communication system. Therefore, parental involvement does not occur automatically but needs to be facilitated through good communication between schools and families. Based on the research findings, parental involvement contributes to student character formation because parents serve as primary role models in children's lives. Through habituation, supervision, and setting a good example, parents help reinforce the values taught by the school. Therefore, character education will be more effective when implemented collaboratively by schools and families.

The scholarly contribution of this research lies in the finding that parental involvement is influenced not only by parental awareness and commitment but also by the effectiveness of communication established through school public relations. Thus, this study offers a new perspective, highlighting school communication management as a crucial factor in strengthening family involvement in students' character education.

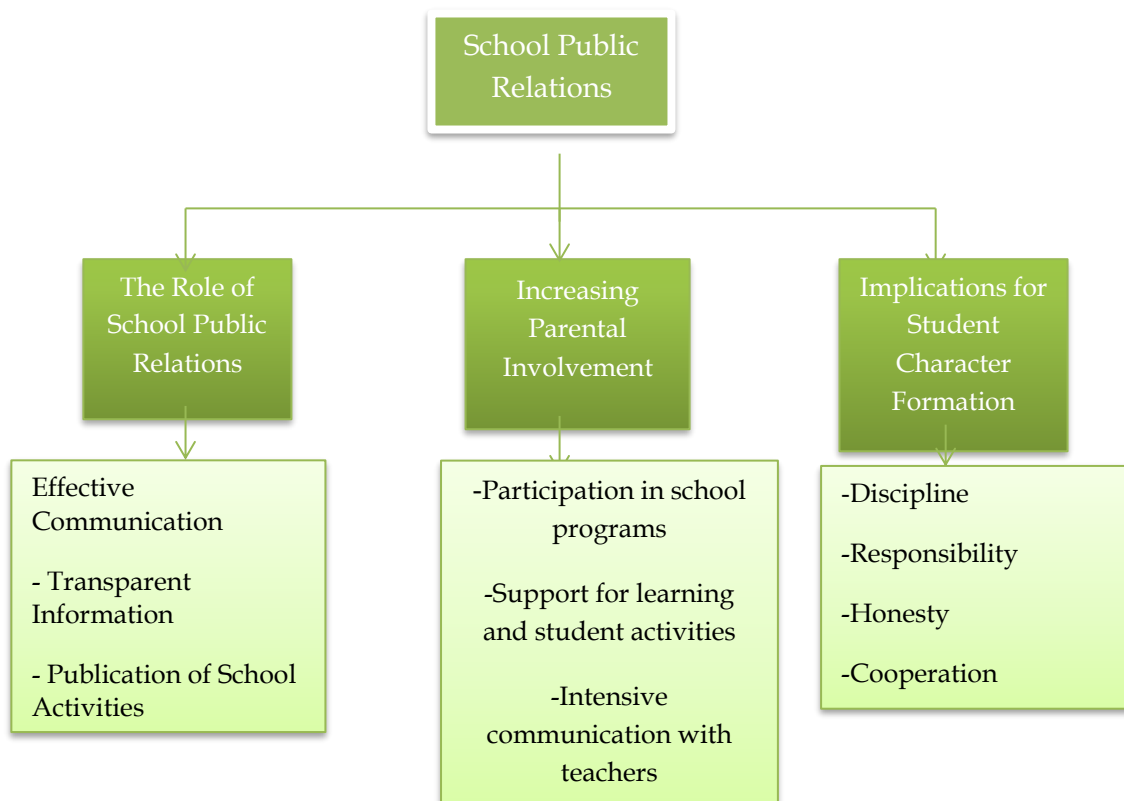
Collaboration between Schools and Families in Building Student Character

The research results show that student character development occurs through collaboration between schools and families, facilitated by intensive communication. Teachers and parents exchange information regarding student development, enabling them to provide more targeted guidance. This collaboration is evident through parent-teacher meetings, communication via WhatsApp, religious activities, and social activities involving students and parents. These findings can be explained using Bronfenbrenner's developmental ecology theory. This theory explains that individual development is influenced by the interactions of various social environments. In this study, family and school are two primary environments that have a significant influence on student character development. A harmonious relationship between these two environments will create conditions that support optimal student character development (Mucinskas et al., 2025).

According to Bronfenbrenner, individual development will be better if there is a strong and consistent relationship between the environments that influence a person's life. The research findings indicate that regular communication between teachers and parents helps create harmony in student development. This harmony allows students to receive reinforcement of the same values both at home and at school. This collaboration also has an impact on improving students' discipline, responsibility, and compliance with school rules. Students who receive attention and guidance from their parents tend to be better able to control their behavior and have a higher awareness of their responsibilities as students. This indicates that family involvement has a significant influence on the success of character education. The findings of this study support research by (Yunita, 2023) and (Kefi et al., 2023), which found that good communication between schools and parents can improve the quality of student development.

However, this study demonstrates that such communication serves not only as a means of conveying information but also as a coordination mechanism in building student character collaboratively.

The primary scholarly contribution of this study is the development of a conceptual model linking school public relations, parental involvement, and student character formation within a unified framework of relationships. The model demonstrates that effective public relations communication serves as a mechanism to strengthen collaboration between schools and families, thereby supporting successful character education. These findings enrich the study of educational public relations management, which has traditionally focused more on institutional communication functions and school image-building than on contributions to educational outcomes.



The novelty of this study lies in the development of a conceptual model explaining the relationship between school public relations, parental involvement, and student character development at the senior high school level. Previous studies have generally examined school public relations as a means of information dissemination, school promotion, and institutional image building, while parental involvement has primarily been associated with academic achievement and character education at the elementary school level. This study demonstrates that school public relations plays a broader strategic role as a communication mediator that enhances parental participation through continuous two-way communication. The findings indicate that effective school public relations strengthens partnerships between schools and families, increases parental involvement, and ultimately supports student character development. This relational model contributes to the advancement of educational public relations management by providing a clearer explanation of the mechanisms through which

school public relations facilitates collaboration between schools and families in supporting character education at the senior high school level.

This study further emphasizes that student character development is not solely the responsibility of teachers or schools but requires close collaboration between schools and parents. In this context, school public relations serves as a communication bridge that fosters synergy between both parties, enabling student character development to be carried out more effectively and sustainably. Nevertheless, this study has several limitations. The research participants consisted only of teachers responsible for public relations and communication with parents. Therefore, future research is recommended to include parents and students as participants and to involve a larger number of schools in order to obtain a more comprehensive understanding of the effectiveness of school public relations in enhancing parental involvement and supporting student character development.

CONCLUSION

School public relations plays a significant role in enhancing parental involvement at SMA Negeri 1 Tanah Jambo Aye. This is reflected in the use of various communication media, including WhatsApp groups, parent-teacher meetings, official circular letters, and the publication of school activities. Through regular communication, the relationship between the school and parents becomes stronger, enabling parents to participate more actively in their children's education. Parental involvement is demonstrated through their attendance at school activities, communication with teachers, and assistance with students' learning at home. The findings also indicate that collaboration between the school and parents contributes to students' character development, particularly in fostering discipline, responsibility, and honesty. Students who receive support and guidance from both the school and their families tend to demonstrate more positive behavior. Therefore, communication and collaboration between schools and parents should be continuously maintained to support more effective character development among students.

From a practical perspective, the findings of this study may serve as a reference for schools in strengthening the role of public relations in establishing sustainable communication and partnerships with parents. This study is limited by the fact that it was conducted in only one school with a limited number of participants; therefore, its findings cannot be generalized to all schools. Future research is recommended to involve a larger number of schools and participants and to employ different research approaches or methods in order to obtain a broader understanding of the role of school public relations in enhancing parental involvement and supporting students' character development.

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