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MANAGEMENT OF THE FAMILY AND COMMUNITY ENGAGEMENT PROGRAM IN THE IMPLEMENTATION OF EDUCATION AT SMA NEGERI 1 LEMBAH GUMANTI, SOLOK REGENCY

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ABSTRACT

Objective: This study aims to describe the management of the family and community engagement program at SMA Negeri 1 Lembah Gumanti, covering the stages of planning, implementation, and evaluation. Method: The study employs a descriptive qualitative approach. Data were collected through observation, interviews, and documentation, involving the principal, the vice-principal for curriculum affairs, and teachers as informants. Data analysis involved data reduction, data presentation, and conclusion drawing. Results: The findings indicate that the management of the family and community engagement program has proceeded effectively. Planning was conducted through decision-making meetings that involved families and the community, while also welcoming criticism, suggestions, and input. Program implementation encompassed coordination, direction from the principal, task allocation, and community involvement in school activities. Evaluation was carried out through program monitoring and the solicitation of feedback from the school community. Overall, the program management is considered effective in supporting the delivery of education. Novelty: This study provides an empirical overview of the management of family and community engagement programs within the educational operations of SMA Negeri 1 Lembah Gumanti.

ABSTRAK

Tujuan: *Penelitian ini bertujuan untuk mendeskripsikan pengelolaan program pelibatan keluarga dan masyarakat di SMA Negeri 1 Lembah Gumanti, yang mencakup tahap perencanaan, pelaksanaan, dan evaluasi.* ***Metode:*** *Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, dengan melibatkan kepala sekolah, wakil kepala sekolah bidang kurikulum, dan guru sebagai informan. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan.* ***Hasil:*** *Hasil penelitian menunjukkan bahwa pengelolaan program pelibatan keluarga dan masyarakat telah berjalan secara efektif. Perencanaan dilakukan melalui rapat pengambilan keputusan yang melibatkan keluarga dan masyarakat, serta membuka ruang bagi kritik, saran, dan masukan. Pelaksanaan program mencakup koordinasi, pengarahan dari kepala sekolah, pembagian tugas, dan keterlibatan masyarakat dalam kegiatan sekolah. Evaluasi dilakukan melalui pemantauan program serta pengumpulan umpan balik dari warga sekolah. Secara keseluruhan, pengelolaan program ini dinilai efektif dalam mendukung penyelenggaraan pendidikan.* ***Kebaruan:*** *Penelitian ini memberikan gambaran empiris mengenai pengelolaan program pelibatan keluarga dan masyarakat dalam penyelenggaraan pendidikan di SMA Negeri 1 Lembah Gumanti.*

Kata Kunci: *Pengelolaan program pelibatan keluarga dan masyarakat, perencanaan, pelaksanaan, evaluasi*

INTRODUCTION

Education is a shared responsibility among the government, educational institutions, families, and the community. The involvement of various stakeholders is essential to support the delivery of effective, high-quality education. Law Number 20 of 2003 concerning the National Education System provides a framework for community participation in the planning, implementation, monitoring, and evaluation of educational programs. In line with this, Regulation of the Minister of Education and Culture Number 30 of 2017 concerning Family Involvement in Education Delivery emphasizes the importance of synergy among educational institutions, families, and the community in supporting student development. Therefore, family and community involvement should be understood as a partnership encompassing communication, participation, support, and the provision of input regarding the delivery of education.

At the Senior High School (SMA) level, partnerships involving schools, families, and the community play a crucial role in supporting student development—particularly in character building, the fostering of independence, and preparation for the future. Simamora et al. (2023) demonstrate that strengthening school-parent partnerships at the high school level can be achieved through improved communication, the formation of parent support groups, and the utilization of information technology. Furthermore, Thahir et al. (2024) found that parental involvement—manifested through providing motivation, communicating about a child's progress, and participating in school activities—is linked to improved student academic achievement. Meanwhile, Firdaus et al. (2022) indicate that partnerships between schools and school committees can serve as a form of community support for enhancing the quality of education.

Family and community involvement requires support through the management of planned and sustainable programs. Cahyani et al. (2024) explain that parental involvement in school-based management can be facilitated through effective communication, appropriate scheduling of activities, an understanding of the educational process, and a clear division of responsibilities between the school and parents. This indicates that the success of a partnership is determined not only by the participation of families and the community but also by the school's ability to manage that involvement in alignment with the needs and circumstances of the parties involved. In this context, Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) Number 47 of 2023 concerning Management Standards for Early Childhood Education, Basic Education, and Secondary Education affirms that education management encompasses the planning, implementation, and evaluation of educational activities.

School principals play a strategic role in managing family and community engagement programs. They are responsible for directing, coordinating, and overseeing program implementation to ensure alignment with established goals. Furthermore, principals must foster open communication, involve various stakeholders in decision-making, and provide opportunities for families and the community to offer criticism, suggestions, and input. Through effective management, family and community involvement is expected not only to increase participation in school activities but also to strengthen collaboration in supporting effective school management and enhancing the quality of education.

SMA Negeri 1 Lembah Gumanti in Solok Regency is one educational institution that actively fosters relationships with families and the community in the delivery of education.

Based on observations and preliminary interviews conducted in February 2026, several efforts by the principal to manage family and community engagement programs were identified. First, the principal involves teachers, families, and the community in meetings to discuss and make decisions regarding the implementation of school programs. Second, the school considers parents' availability when scheduling meetings to ensure they have the opportunity to participate. Third, the principal strives to maintain good communication with the community, remains open to criticism and suggestions, and collaborates with teachers to monitor the implementation of school programs.

These phenomena demonstrate positive efforts to build partnerships among the school, families, and the community. However, these efforts require further examination to gain an in-depth understanding of how family and community engagement programs are managed—spanning the planning, implementation, and evaluation stages. Such a study is crucial for understanding the school principal's role in optimizing the involvement of various stakeholders in the delivery of education. Therefore, this research aims to describe the management of family and community engagement programs within the educational operations at SMA Negeri 1 Lembah Gumanti, Solo Regency.

RESEARCH METHOD

This study employs a descriptive qualitative method to describe and gain an in-depth understanding of a phenomenon (Rifani Arsyad, 2023). The researcher examines the management process of the family and community engagement program within the educational operations of SMA Negeri 1 Lembah Gumanti to understand the role and efforts of the school principal. The study was conducted at SMA Negeri 1 Lembah Gumanti, Solok Regency, located on Jalan Muaro, Danau Diatas, Alahan Panjang. The research was carried out over a one-month period starting in February 2026. Observations took place during the first week, interviews were conducted in the second and third weeks, and documentation activities continued into the fourth week. As explained by Wibawa Lafaila et al. (2022), the research setting refers to the location where the study is conducted, while the research period refers to the duration of data collection (Izzati, 2021).

The instruments used in this study include observation, interviews, and documentation. Observations were conducted to examine the principal's behavior and actions in managing school programs. Interviews were held with the principal, vice-principal, teachers, and relevant parties to gather information regarding the principal's management of school programs. Documentation was used to supplement the data with photographs of activities, school programs, organizational structures, and other related documents. Research tools included writing materials, interview sheets, and mobile phones for audio and video recording. As explained by Sugiyono (2022), a research instrument is a tool used to collect research data.

The data sources for this study consist of both primary and secondary data. According to Sulung and Muspawi (2024), primary data are obtained directly from the principal, teachers, students, and parents through observation and interviews. Meanwhile, secondary data were obtained from school documents, school profiles, organizational structures, and records of school activities related to the management of family and community engagement programs. The data collection techniques employed in this study included observation, interviews, and documentation. As explained by Iba and Wardhana (2023), these techniques serve as methods for gathering research information. Data analysis followed the Miles and

Huberman (1992) model, comprising data collection, data reduction, data display, and conclusion drawing. Data were gathered through observation, interviews, and documentation. Data validity was ensured through triangulation. According to Alfansyur and Mariyani (2020), triangulation is used to verify data validity by utilizing multiple sources and techniques. This study employed source triangulation by comparing data from the school principal, vice-principal, and teachers. Additionally, technique triangulation was used by comparing data obtained from observation, interviews, and documentation to ensure greater accuracy and reliability.

RESULTS AND DISCUSSION

Results

Based on the first research objective—analyzing the management of the family and community engagement program in the administration of education at SMA Negeri 1 Lembah Gumanti—the findings indicate that, overall, the Principal has effectively managed the school program regarding family and community engagement.

These findings were obtained through data validation techniques involving triangulation, specifically source triangulation and technique triangulation. Source triangulation was conducted by comparing data from the principal, vice-principals, and teachers. Meanwhile, technique triangulation was carried out through observation, interviews, and document analysis. The results from these three sources and techniques demonstrated data consistency, indicating that the research findings are valid.

In general, the management of the family and community engagement program at SMA Negeri 1 Lembah Gumanti is characterized as participatory, collaborative, communicative, and oriented toward improving the quality of education. The principal acts not only as a program manager but also as a driving force capable of building harmonious partnerships among the school, families, and the community. This program management is reflected in open communication with parents, the involvement of families in school activities, and collaboration with the community to support program implementation and school development. Furthermore, the principal encourages the active participation of various stakeholders, fosters harmonious relationships, and strives to create a conducive educational environment. Thus, the management of the family and community engagement program is directed toward strengthening synergy among the school, families, and the community to support student development and enhance the quality of education at SMA Negeri 1 Lembah Gumanti.

Based on this description, the research findings reveal three (3) key indicators in the program's management: planning, implementation, and evaluation. In program planning, the Principal demonstrates an open, participatory, and collaborative attitude. This is demonstrated by an openness to receiving criticism, suggestions, input, and opinions from the school community and parents in order to formulate programs that align with the school's needs. During the planning process, the principal encourages the involvement of various stakeholders, fosters harmonious communication, and takes into account available potential and resources. Furthermore, the principal remains responsive to the needs of students and the challenges facing the school, ensuring that planned programs have clear, focused objectives and can be implemented effectively. This attitude reflects the principal's commitment to building partnerships among the school, families, and the community to support educational success.

During the implementation of family and community engagement programs, the principal plays a role in directing, coordinating, and mobilizing the entire school community and relevant stakeholders to ensure effective execution in line with established goals. The principal provides guidance to teachers and educational staff, encourages active parental involvement in supporting school activities, and fosters harmonious cooperation with the community. Additionally, the principal ensures the proper distribution of tasks and responsibilities, facilitates communication between the school and families, and addresses obstacles that arise during implementation. Through communicative, collaborative, and responsive leadership, the principal strives to create synergy among the school, families, and the community to support student development and the enhancement of educational quality. At the evaluation stage of family and community engagement programs, the principal assesses program implementation, identifies the level of activity success, and measures the extent of family and community involvement in supporting the educational process. The principal conducts evaluations by monitoring activities, gathering input from teachers, educational staff, and parents, and reviewing obstacles encountered during implementation. Throughout this process, the principal demonstrates an open, objective, and reflective attitude, using evaluation results as a basis for making improvements and refining the programs. Furthermore, the Principal encourages communication and collaboration with various stakeholders to ensure that evaluation results are followed up on appropriately. Thus, the program evaluation serves not only to gauge the success of activity implementation but also acts as a continuous effort to enhance the effectiveness of family and community engagement in supporting the quality of education at SMA Negeri 1 Lembah Gumanti.

Based on observations, interviews, and documentation, it can be concluded that the management of the family and community engagement program at SMA Negeri 1 Lembah Gumanti has been effectively implemented across three stages: planning, execution, and evaluation. Planning is carried out by the principal in collaboration with the vice-principal, teachers, the school committee, and parents, taking into account student needs and school objectives. Program execution is coordinated by the principal, involving the school community and parents—such as in end-of-year class performance events—while evaluation is conducted jointly with the vice-principal and teachers to identify challenges and determine necessary program improvements.

This management approach fosters increased family and community participation, strengthens communication and collaboration with the school, and builds parental trust through transparency and opportunities to provide input. Consequently, the synergy among the school, families, and the community serves as a key factor in achieving educational goals and creating a conducive learning environment.

Discussion

Based on the research results, the management of the family and community engagement program in the administration of education at SMA Negeri 1 Lembah Gumanti demonstrates that the Principal plays a crucial role in directing and coordinating family and community involvement to support educational activities. Consequently, the key indicators of program management are planning, implementation, and evaluation. Furthermore, the Principal acts not only as the school leader but also as a liaison between the school, parents, and the community. This is evident in the communication maintained with parents, the receptiveness to suggestions and input from the school community, and the coordination

with teachers and relevant stakeholders to support school activities. These research findings align with the Regulation of the Minister of Education and Culture (Permendikbud) Number 30 of 2017 concerning Family Involvement in the Implementation of Education. Therefore, the Principal's role in fostering communication, coordination, and collaboration is vital, as the Principal is a key figure capable of mobilizing the school community to create such synergy.

1. Planning

The school program planning process is demonstrated through the Principal's coordination with all teachers, as well as consideration of school goals and the needs of students and their families. This indicates that program planning is conducted with regard to the school's conditions and requirements, ensuring that the formulated programs benefit the students. Teacher involvement in the planning process also shows that the Principal does not devise programs in isolation but provides opportunities for teachers to offer opinions and input based on the conditions they encounter during educational activities at the school. This aligns with the planning concept proposed by Hanum (cited in Purwati, P., & Yusuf, M. A., 2024), which posits that to create an effective plan, a leader must be truly responsive to the surrounding environment and capable of anticipating potential future scenarios. Therefore, teacher involvement and attention to student needs are essential to ensure that planned programs are not only feasible to implement but also capable of supporting the achievement of the school's educational goals.

2. Implementation

The implementation of the school program is demonstrated through the Principal's role in guiding the execution of activities, as well as the involvement of families and the community. The Principal provides direction to teachers and the school community to ensure that planned activities proceed smoothly; this aligns with the views of Wijayanti N., et al. (2023), who emphasize that implementation in management relates to the "actuating" function—the effort to mobilize and direct organizational members to work toward established goals. Furthermore, family and community involvement is evident in parental attendance at meetings and the ongoing communication between the school, parents, and the community. This indicates that the implementation of school programs is not solely the responsibility of the Principal and teachers but also requires support from families and the community. The Principal's role in guiding program implementation highlights that their leadership is a crucial factor in a program's success. The Principal must ensure that members of the school community understand their respective duties and responsibilities so that activities can be carried out in accordance with established objectives.

3. Evaluation

School program evaluation is demonstrated by the Principal assessing the program through the receipt of suggestions and feedback from the school community and parents. Additionally, the Principal monitors parental attendance and involvement to assess the program's alignment with the plan and to identify any emerging obstacles; this aligns with Sugiyanto, E. (2016), who defines evaluation as the process of examining and assessing activity implementation by comparing it against established plans or standards,

followed by taking corrective action if deviations are found. During the evaluation process, the Principal also engages the vice-principal, teachers, and homeroom teachers to provide reports and input. Consequently, the evaluation results can serve as a basis for improvements in the implementation of future programs. Thus, it can be concluded that the management of the family and community engagement program in the delivery of education at SMA Negeri 1 Lembah Gumanti has proceeded in accordance with theoretical concepts; this management emphasizes planning, implementation, and evaluation to foster harmonious relationships among the school, families, and the community, thereby supporting the improvement of educational quality and the advancement of the school.

CONCLUSION

Key Findings: Based on research conducted through observation, interviews, and documentation at SMA Negeri 1 Lembah Gumanti, it can be concluded that the management of the family and community engagement program by the principal has been effective. This is evident in the application of three main indicators: planning, implementation, and evaluation. Program planning by the principal is demonstrated by the involvement of parents and all teachers in meetings to plan activities, openness to criticism, suggestions, and opinions from the school community and parents, and attention to the needs of students and the school. Regarding program implementation, the principal plays a role in directing and coordinating activities with the school community and ensuring a clear division of tasks. Meanwhile, program evaluation is carried out by the principal through monitoring and by accepting suggestions and input from the school community; this process helps assess the alignment of implementation with the plan, identify obstacles, and gather insights for improving future school programs. **Implications:** The principal's role in directing and coordinating activities and clearly assigning tasks leads to program implementation that is more focused, organized, and aligned with individual responsibilities, thereby reducing misunderstandings during activities. The evaluation process—involving principal-led monitoring and openness to feedback from the school community—enhances the school's ability to gauge how well activities align with established plans. Consequently, managing family and community engagement programs fosters greater collaboration among the school, families, and the community in supporting educational activities and the school's progress.
Thus, the management of family and community engagement programs at SMA Negeri 1 Lembah Gumanti contributes positively to the relationship between the school and the community and helps improve the quality of education. **Research limitations:** A specific limitation of this study lies in the researcher's capacity to explore and analyze the data. As this is a qualitative study involving interpretation, the process is heavily influenced by the researcher's understanding and subjectivity regarding the context and meaning of the informants' statements. Although the researcher endeavored to maintain objectivity through data triangulation, the risk of interpretative bias remains, particularly during the conclusion-drawing process.

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