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**School Principal's Leadership Strategies in Building Collaboration Among the School, Parents, and Community at Madrasah Tsanawiyah Muslimin Indonesia Center**

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Paper received: June-2025; Accepted: August-2025; Publish: August-2025

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**Abstract**

The principal's leadership strategy in building collaboration is a series of planned and structured steps taken by the principal to encourage, empower, and unite the school, parents, and the community to actively participate in the educational process at school. This study aims to identify and analyze the principal's leadership strategies in building effective collaboration between the school, parents, and the community at Madrasah Tsanawiyah Muslimin Indonesia Center (MIC) Samarinda City. This research uses a qualitative approach with data collection techniques through observation, interviews, and documentation. The results show that: (1) The principal implements adaptive and participatory leadership strategies, such as establishing open communication, holding regular meetings, and involving parents and the community in decision-making and school program implementation. (2) The obstacles and challenges faced include a lack of awareness and time from parents, minimal two-way communication, and limited community resources. (3) To overcome these obstacles, the principal conducts communication initiatives, designs attractive collaborative programs, and provides training for parents and the community to better understand their important role in education. (4) The principal also optimizes the role of parents and the community by empowering them in various school activities. The conclusion of this study is that effective and contextual leadership strategies have proven capable of building a solid partnership between the school, parents, and the community, thus contributing positively to improving the quality of learning and strengthening students' character. Strong collaboration among these three parties is essential to support the improvement of education quality and the holistic development of students. However, the involvement of parents and the community in school activities remains low and is not yet optimally structured, thus requiring the active role of the principal as a leader and facilitator.

**Keywords:** Collaboration; Leadership strategy; Madrasah Tsanawiyah Muslimin Indonesia Center (MIC) Samarinda City; Principal

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## 1. Introduction

Collaboration among school principals, parents, and the community is critically important. The school principal, as the leader of an educational institution, is not only responsible for the smooth operation of the school but also serves as a liaison between the school and various stakeholders, including parents and the community (Yulianto et al., 2024). However, in reality, the relationship among these three parties often does not function optimally, which can hinder the development of education quality at the elementary school level (Zahria, 2024).

Parental involvement in various school activities, such as parent-teacher meetings and extracurricular programs, remains low. A study published by the Ministry of Education and Culture in 2020 revealed that parental participation in school activities is only around 30%, which is far below the ideal level considering the vital role parents play in supporting their children's education. This issue is often caused by factors such as parents' busy schedules, lack of awareness about the importance of their involvement in the educational process, and ineffective communication between schools and parents (Nyoman Karma & Nurmawanti, 2023).

The challenges faced by school principals in fostering collaboration are not only due to the lack of parental involvement but also the community's unpreparedness to actively participate in school development. Although many schools are situated within communities that possess considerable resources, their contributions to education remain very limited (Mujiwati et al., 2024). Often, community involvement is sporadic, limited to activities such as communal work or material donations without structured management. In fact, the community has great potential to support school programs, especially in developing locally-based curricula and strengthening students' character education (Hadi Saputra, 2024; Jani et al., 2023). According to research conducted by the Indonesian Education University in 2019, principals who successfully build strong partnerships with parents and the community tend to create more supportive learning environments for students (Mega Pratiwi et al., 2024). This collaboration extends beyond improving formal education quality to reinforcing social and cultural values that strengthen students' character. However, despite many principals' efforts to promote such collaboration, outcomes remain highly variable. In some regions, collaboration is hindered by both internal and external factors that require further investigation.

Additional data from a 2022 survey conducted in major Indonesian cities showed that only about 25% of elementary schools have structured and sustainable collaboration programs involving principals, parents, and the community (Abida & Kamalia, 2024). This reflects a significant gap between expectations and reality on the ground, given that effective collaboration is expected to enhance student learning outcomes and foster a more inclusive and participatory school environment. Therefore, collaboration among schools, parents, and communities must become a primary focus in improving educational policies at the elementary level.

This study aims to gain a comprehensive understanding of the principal's role in building synergy among the school, parents, and community at Madrasah Tsanawiyah



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Muslimin Indonesia Center (MIC) in Samarinda City. Specifically, it focuses on describing the leadership strategies principals use to manage collaboration, identifying the obstacles and challenges encountered, and formulating solutions and efforts to optimize the roles of parents and the community in supporting educational quality improvement within the school environment. The study recognizes the critical importance of collaboration among school principals, parents, and the community to improve the quality of education at the elementary level. The principal is not only responsible for the smooth operation of the school but also acts as a liaison connecting the school with various stakeholders, including parents and the community. However, collaboration among these parties often does not function optimally, hampering educational development.

Parental involvement is still low due to busy schedules, lack of awareness, and ineffective communication, while community participation in school development is limited despite the community's potential to contribute significantly, such as in locally-based curriculum development and character education. This research aims to explore the principal's leadership strategies in managing collaboration, identify challenges faced, and propose solutions to optimize the roles of parents and the community in enhancing educational quality at MIC Samarinda. The contribution of this study lies in providing concrete, practical guidance for principals to build sustainable and effective collaboration tailored to local needs. It fills the gap in existing literature that mostly discusses collaboration models theoretically without offering actionable solutions for real-world challenges.

Ultimately, this work aims to enhance cooperation among stakeholders, creating a supportive and quality educational environment that benefits schools, parents, and communities alike. These findings are expected to serve as a useful reference for policymakers, educational practitioners, and researchers aiming to foster more inclusive, participatory, and higher-quality education in Indonesia (Simanjuntak et al., 2024); Rohman & Misbahul Munir, 2024); Arifandi et al., 2024) This study aims to fill this gap by exploring the technical and practical aspects of sustainable collaboration among principals, parents, and the community (Sarda Nuria, 2024)

## 2. Method

This study employs a qualitative data analysis approach to gain an in-depth understanding of the school principal's leadership strategies in fostering collaboration among the school, parents, and the community at the elementary school level. This approach involves systematic stages of data processing and presentation to generate deep and valid insights, thereby enabling a comprehensive understanding of the principal's leadership strategies (Muhammad et al., 2023). The research method used is a case study, which provides a detailed description of the strategies implemented by the principal to build collaboration among the school, parents, and community. The study examines the actions and policies enacted by the principal as well as their impact on the relationships among all involved stakeholders (Sudarman, 2024)



## 2.1. Research Site and Period

The research was conducted at Madrasah Tsanawiyah Muslimin Indonesia Center (MIC), located at Jl. Manunggal RT 17, Bukit Pinang Village, Samarinda Ulu District, Samarinda City. The study took place from February 17 to April 25, 2025.

## 2.2. Data and Data Sources

Primary data were collected directly from key informants through in-depth interviews with selected individuals, including the school principal, five teachers, six parents, and four community members actively involved in educational activities. These participants were purposively chosen based on their direct involvement and significant roles in fostering collaboration within the school environment, ensuring the data's relevance and richness. Additionally, participatory observations of interactions and collaborative activities at the school were conducted, supplemented by documentation of relevant policies and reports. Interviews focused on leadership strategies, challenges, collaboration impacts, and problem-solving efforts. Observations captured parental participation and communication patterns between the school and community, while documentation included policy documents, meeting minutes, and work programs supporting collaboration.

Secondary data were obtained from existing sources such as previous research, educational reports, and school statistics describing local educational conditions and outcomes. Furthermore, a thorough literature review was conducted to understand leadership theories, best practices in educational collaboration, and policies on parental and community involvement. These secondary data provided a comprehensive context to assess the effectiveness of collaboration at Madrasah Tsanawiyah MIC Samarinda.

## 2.3. Data Collection and Analysis Techniques

This study employed four data collection methods to gather comprehensive information about the principal's leadership strategies in fostering collaboration among the school, parents, and community at the elementary level:

### 2.3.1. Observation

Direct observation was conducted to monitor interactions during collaborative activities such as parent meetings, seminars, and other school programs.

### 2.3.2. In-depth Interviews

Semi-structured interviews were conducted with the principal, selected teachers, parents, and community representatives. These interviews explored their perspectives, experiences, and challenges in implementing effective collaboration.

### 2.3.3. Documentation

Key documents such as the School Work Plan (RKS), activity reports, and educational policies that reflect parental and community involvement in the learning process were analyzed.



#### 2.3.4. Literature Review

A comprehensive review of relevant literature was undertaken to strengthen the theoretical basis of this study by examining pertinent theories and prior research findings.

#### 2.4. Data Analysis and Trustworthiness

Data analysis was carried out through thematic coding, where data from interviews, observations, and documents were systematically categorized into themes related to leadership strategies, challenges, and collaborative mechanisms. Triangulation was applied by cross-verifying findings from the different data sources and methods (interviews, observations, and documentation) to enhance the credibility and validity of the results. This multi-method triangulation reduces bias and ensures a more trustworthy interpretation of the leadership strategies and their impacts within the studied context.

### 3. Findings and Discussion

The research findings were collected through observations, interviews, and documentation at Madrasah Tsanawiyah Muslimin Indonesia Center (MIC) in Samarinda City from February to April 2025. The primary focus of this study is to identify and analyze the school principal's leadership strategies in building and strengthening collaboration among the school, parents, and the community at the elementary education level. Additionally, this research explores the direct impact of such collaboration on the quality of learning and the holistic development of students.

#### 3.1. Leadership Strategies for Managing Collaboration Among School, Parents, and Community at Madrasah Tsanawiyah Muslimin Indonesia Center (MIC), Samarinda

The leadership strategies of the school principal play a crucial role in fostering collaboration between the school, parents, and the community. The principal of MIC prioritizes open communication through regular meetings, online communication groups, and active involvement of parents and community members in various school activities. This approach aims to create a conducive educational environment and improve the quality of student learning. The principal also designs effective communication strategies by combining face-to-face interactions, routine meetings, and the use of digital media such as WhatsApp, email, and social media platforms. This approach facilitates the rapid and accurate dissemination of information, enhances parental and community engagement, and nurtures harmonious relationships within the school environment. Communication monitoring and evaluation are conducted regularly to ensure clear messaging and to prevent misunderstandings.

The leadership strategy at Madrasah Tsanawiyah Muslimin Indonesia Center (MIC) Samarinda is grounded in educational collaboration theory, which emphasizes the importance of synergy among the school, parents, and community to create a supportive learning environment (Moh Samsul Arifin, 2022; Nursulis et al., 2024). This collaboration aligns with (Dewi Murni, 2024), perspective, where the school as a formal institution, parents as primary role models, and the community as the social environment complement each other to



positively influence student development. The strategy also reflects contingency leadership theory (Muspawi et al., 2023) which posits that a leader’s effectiveness depends on organizational context and follower characteristics. The school actively involves the community in decision-making through meetings and consultation forums. School programs are tailored to community needs, ensuring that the community feels included and their aspirations are valued. The principal also takes into account student needs, available resources, and input from teachers, parents, and the school committee before making policies. Every decision is discussed collaboratively with the team, providing an open dialogue space for all stakeholders.

The principal’s leadership implements a sustainable collaboration model that embodies a participative leadership approach, where all parties are involved in decision-making through open communication via regular meetings, discussion forums, and the use of technology such as the school’s WhatsApp group as part of the school culture. According to (Aisyah et al., 2022) this model ensures information is conveyed quickly and accurately while creating a participatory dialogue space so that all stakeholders can actively engage in decision-making and school program development.

Table 1. Leadership Strategies and Collaboration Challenges Among School, Parents, and Community

Theme/Category	Findings Description	Additional Notes
Leadership Strategies	Explanation of how the principal facilitates collaboration	Consistent implementation in an open atmosphere
Collaboration Challenges	Obstacles encountered in building effective cooperation	More effective communication solutions needed
Parental Role	Involvement and contribution of parents in school activities	Participation remains uneven
Community Involvement	Community engagement in school development	Involvement is still sporadic
Solutions and Optimization Efforts	Efforts made to address challenges	Evaluation of the sustainability of efforts is needed

Observations indicate that parents play a vital role in supporting students’ academic progress and character development. Collaboration between the school and parents is key to fostering positive attitudes and student achievement. Teachers are also actively involved in policy formulation, providing valuable input based on their direct understanding of student conditions and needs.





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In policy implementation, the principal conducts structured planning, involves all staff, and monitors execution through regular evaluation meetings. Teachers are responsible for applying policies in the learning process, while the principal ensures effective coordination to achieve shared goals. Collaborative fund management is carried out transparently and systematically, with funding sourced from the school committee, community donations, and partners. These funds are allocated to activities involving parents and the community, such as meetings, training sessions, and social programs. Fund usage is regularly evaluated to ensure targeted and maximum impact. The principal also facilitates collaboration among teachers through regular meetings, sharing best practices, and training to enhance professionalism and learning quality. Data Sources:

1. In-depth interviews with the principal, teachers, parents, and community members around MIC Samarinda.
2. Direct observations of policy implementation, collaborative activities, and communication processes within the school environment.
3. Documentation of school activities and collaborative meetings involving various stakeholders.

The leadership strategies employed by the principal at MIC Samarinda have proven effective in building harmonious collaboration among the school, parents, and community, positively impacting the improvement of educational quality.



Figure 1. Documentation of Collaborative Activities



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### **3.2. Challenges and Obstacles Faced by the Principal in Building Collaboration Among the School, Parents, and Community**

Building effective collaboration among the school, parents, and community is not without its challenges. Based on interviews conducted at Madrasah Tsanawiyah Muslimin Indonesia Center (MIC) in Samarinda City, several key obstacles have been identified. These include parents' limited time due to busy work schedules and responsibilities, differences in backgrounds and perceptions among stakeholders, and a lack of awareness regarding the importance of collaboration in supporting educational advancement. This is further supported by findings from (Uy et al., 2024) which state that ineffective communication is a major factor contributing to low parental participation in education. These challenges potentially hinder the creation of optimal synergy between the school, family, and community in efforts to improve education quality.

The challenges in building collaboration at MIC Samarinda are heavily influenced by time constraints, communication barriers, diverse backgrounds, resistance to change, and insufficient awareness and active participation from the community. However, the principal, along with the team and relevant parties, strives to overcome these obstacles through open communication, training, mediation, and the use of communication technology, enabling collaboration to be more effective and positively impact educational quality. The specific challenges identified are as follows:

1. Limited Time of Parents and School Committee Members

Both the principal and parents expressed that limited time is a primary barrier to collaboration. Many parents and committee members have commitments outside school activities, making it difficult to participate fully in school events and decision-making processes. This often results in suboptimal communication and coordination.

2. Communication Barriers Between School, Parents, and Community

Another significant challenge is the lack of parental understanding of the teaching methods employed at the school, which leads to less than optimal support for their children. Additionally, ineffective communication among the school committee, teachers, and parents causes important information to be poorly conveyed, resulting in misunderstandings.

3. Differences in Social Backgrounds and Communication Styles

The principal noted that variations in social backgrounds and communication styles among stakeholders often impede the development of trust and close cooperation. These differences can lead to conflicts of interest that require mediation and constructive dialogue to reach mutually acceptable solutions.

4. Resistance to Change and Divergent Visions Within the School Team

Teachers reported that resistance to change and differing visions within the school team pose challenges to collaboration. Mismatches between human resource development needs and individual teacher capabilities and motivation, along with limited budgets





and training time, add complexity to developing human resources that support collaboration.

#### 5. Lack of Awareness and Active Participation from the Community

There is a noted lack of awareness and active involvement from the community and other relevant parties, which hinders the establishment of effective partnerships. Conflicting interests and priorities among the school, community, and government also narrow the space for harmonious collaboration.

To address these challenges, the principal and related parties have undertaken several initiatives, including:

1. Conducting socialization and brief training sessions for parents to enhance their understanding of teaching methods and their role in supporting their children.
2. Organizing regular meetings and open dialogues to strengthen relationships and build trust among stakeholders.
3. Utilizing communication technologies such as WhatsApp groups to expedite information sharing and coordination.
4. Facilitating mediation and constructive dialogues to resolve conflicts of interest and align visions within the school team.
5. Designing relevant and practical human resource development programs based on periodic needs analyses.

### **3.3. Solutions Implemented by the Principal to Overcome Obstacles and Address Challenges in Building Collaboration Among the School, Parents, and Community**

The principal of MIC Samarinda City implements several solutions to overcome the challenges and obstacles in fostering collaboration. These include human resource development through intensive training, improving the quality of learning via close cooperation with parents and the community, and expanding partnerships with educational institutions and industry. The use of communication technology and open dialogue also serves as a crucial strategy to strengthen coordination and build trust among stakeholders. Through these measures, collaboration between the school, parents, and the community can be more effective and positively impact the quality of education and student development. The specific solutions are as follows:

1. The principal emphasizes the importance of human resource development as a key to successful collaboration. The school regularly conducts training sessions for teachers and staff focusing on effective communication, conflict management, and teamwork. Teachers are encouraged to attend workshops and seminars related to collaboration with parents and the community, including training on interpersonal communication skills and building harmonious relationships (Handayani L et al., 2024).



2. The success of collaboration is measured by improvements in student learning outcomes, active student participation in learning, and the involvement of parents and the community in school activities. Effective collaboration positively influences students' motivation to learn as well as the emotional and academic support they receive both at home and at school.
3. The principal organizes training programs designed based on needs analysis and teacher feedback. These training sessions cover the development of pedagogical competencies, collaboration skills, educational technology use, and innovative teaching strategies.
4. The school actively builds collaborative relationships with local and regional educational institutions for curriculum development, teacher competency enhancement, and shared resource utilization. This cooperation strengthens the quality of education and expands the collaboration network supporting the sustainability of MIC's educational programs.
5. The school establishes partnerships with various companies to provide internship opportunities and hands-on learning experiences from industry practitioners. Additionally, continuous training is provided to teachers to keep them updated with the latest technologies and industry standards.
6. Utilization of Communication Technology to Enhance Coordination  
The principal and school committee leverage communication technologies such as WhatsApp groups to expedite information dissemination and coordination among the school, parents, and the community. This approach helps overcome time constraints and communication barriers, thereby making collaboration more effective (Sudarman et al., 2022).
7. The principal regularly holds meetings and open dialogues with all parties involved. This approach facilitates constructive conflict resolution and strengthens relationships among stakeholders.

### **3.4. The Principal's Optimization of Parental and Community Roles in Supporting Educational Quality at Madrasah Tsanawiyah Muslimin Indonesia Center (MIC), Samarinda**

In efforts to enhance the quality of education at Madrasah Tsanawiyah Muslimin Indonesia Center (MIC) in Samarinda, optimizing the involvement of parents and the community has become a priority agenda aligned with humanistic leadership theory. This theory emphasizes the importance of empathy, open communication, and mutual respect as the foundation of effective leadership (Dacholfany et al., 2024) Based on interview results, the school has implemented various strategies to empower these two key elements, ranging from active participation in diverse school activities to essential involvement in decision-making processes.



To accelerate the success of these strategies, the school strives to create an inclusive, transparent, and responsive ecosystem that addresses community needs. One example of optimizing parental roles is their active participation in school activities such as providing infrastructure support, backing extracurricular programs, and motivating students. This approach reflects a participative leadership model that encourages active collaboration and a sense of ownership regarding school policies(Aspiyana & Wahyuni, 2021).

Table 2. Forms of Optimizing Parental and Community Roles

No	Collaborative Activity	Forms of Parental Participation	Forms of Community Participation
1.	Regular Meetings	Attendance, providing input	Serving as resource persons
2.	Educational Discussion Forums	Engaging in discussions, sharing experiences	Assisting in event facilitation
3.	Community Work Programs	Participating in communal work	Providing tools and materials
4.	Education Campaigns	Promoting to the surrounding community	Supporting outreach efforts

The principal of MIC Samarinda optimizes the roles of parents and the community through various strategies, such as encouraging active participation in school activities, facilitating transparent and accountable communication and coordination via the school committee, and involving the community in planning and evaluating educational programs. This approach successfully builds positive synergy, improves educational quality, and strengthens a shared sense of ownership and responsibility for the school's success, as detailed below:

1. The principal states that the most effective community support for enhancing educational programs is through active participation in various school activities. The school regularly involves the community through deliberation forums, school committees, and meetings with parents and community leaders, ensuring that their aspirations and suggestions are openly discussed to reach transparent decisions that meet community needs.
2. Parents also express that community involvement can be increased through regular meetings, socialization of school programs, and communal work activities. The school committee actively invites the community to provide input and contribute to the development of facilities and learning programs.
3. The principal emphasizes that the school committee plays a vital role as a communication bridge between the school and parents. The committee facilitates



dialogue, coordination, and parental participation in various school activities to create positive synergy.

4. Parents add that the school committee provides constructive feedback and recommendations regarding educational policies, including curriculum development, facility improvements, and learning programs tailored to the needs of students and the community. The committee regularly holds meetings with parents and community leaders to present programs and encourage active participation, even initiating communal work and educational awareness campaigns involving the wider community.
5. The success of collaboration programs among the school, parents, and community is measured by key performance indicators such as improved student academic achievement, practical skills relevant to industry needs, and active participation of parents and the community.
6. Human resource development includes enhancing teacher competencies reflected in more varied and effective teaching methods, improved student learning outcomes, higher satisfaction levels among parents and students regarding the learning process, and active teacher participation in training and professional development (Lambrecht et al., 2022).

#### 4. Conclusion

This study on the principal's leadership at Madrasah Tsanawiyah Muslimin Indonesia Center (MIC) Samarinda confirms previous research emphasizing open communication, participative decision-making, and active involvement of parents and community as key collaboration strategies. Unlike some studies that report limited or symbolic engagement, the principal at MIC effectively addresses challenges such as limited time and communication barriers by employing diverse media, involving parent and community representatives, and organizing targeted training and socialization programs. However, the qualitative design and reliance on interviews limit the study's generalizability and do not capture the long-term impact of these strategies.

To strengthen collaboration further, this study recommends implementing regular, context-specific training for stakeholders to build their capacity in collaborative roles, along with developing real-time feedback systems to overcome communication hurdles. Additionally, expanding research with mixed methods and longitudinal data would allow a better understanding of how these leadership strategies influence educational outcomes over time. These tailored approaches could enhance stakeholder engagement and provide a model for similar schools aiming to improve collaboration through effective leadership.



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### Acknowledgments (Optional)

I would like to express my deepest gratitude to my thesis advisors, Dr. Sudarman, M.Pd, Dr. Akhmad, M.kes, Dr. Widyatmike Gede Mulawarman, M.Hum, Prof. Dr. Azainil, M.Si, and Prof. Dr. H. Dwi Nugroho Hidayanto, M.Pd for their guidance, support, and direction throughout the process of writing this article. Their patience and wisdom in providing feedback have been invaluable to me, and without their assistance, the completion of this article would not have been possible. I hope that all the knowledge and experience they have shared will benefit me in the future.

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