

PUBLIC POLICY ANALYSIS: HOW MUTUAL PUBLIC RELATIONS SUPPORT EQUITABLE ACCESS TO EDUCATION

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Abstract

This research aims to analyze the role of Mutual Public Relations in supporting public policy to increase equal access to education. With a qualitative approach through case studies at SMPI Al-Ilzamy, this research reveals the application of Mutual Public Relations as a communication strategy to disseminate information, involve parents, and support educational policies such as scholarship programs and academic assistance. The research results show that Mutual Public Relations functions as an information channel and as a liaison between the school and the community through two-way communication, allowing parents and students to provide input and better understand policies. This research emphasizes the importance of Mutual Public Relations as an effective strategy in creating active community involvement and supporting equitable access to inclusive and fair education

Keywords: *Public Policy, Mutual Public Relations, Access to Education*

Abstrak

Penelitian ini bertujuan untuk menganalisis peran Mutual Public Relations dalam mendukung kebijakan publik untuk meningkatkan pemerataan akses terhadap pendidikan. Dengan pendekatan kualitatif melalui studi kasus di SMPI Al-Ilzamy, penelitian ini mengungkap penerapan Mutual Public Relations sebagai strategi komunikasi untuk menyebarkan informasi, melibatkan orang tua, dan mendukung kebijakan pendidikan seperti program beasiswa dan bantuan akademik. Hasil penelitian menunjukkan bahwa Mutual Public Relations berfungsi sebagai saluran informasi dan penghubung antara sekolah dan masyarakat melalui komunikasi dua arah, sehingga orang tua dan siswa dapat memberikan masukan dan lebih memahami kebijakan. Penelitian ini menekankan pentingnya Mutual Public Relations sebagai strategi efektif dalam menciptakan keterlibatan aktif masyarakat dan mendukung pemerataan akses terhadap pendidikan inklusif dan berkeadilan.

Kata Kunci: *Kebijakan Publik, Hubungan Masyarakat Bersama, Akses Pendidikan.*

introduction

The main problem in the world of education today still revolves around unequal access, which is often influenced by various factors, such as social, economic and geographical conditions (Cahyadi et al., 2023; Puspitaningrum, 2021). Many people who live in remote areas or come from economically weak groups still face big challenges in getting a decent education (Fauziah & Afrizal, 2021; Tedjo et al., 2021). This situation becomes increasingly difficult when existing public policies are not fully able to address the need for educational inclusivity. Based on data, there are more than 244 million

children and adolescents in various countries who have not had access to formal education, and most of them come from developing regions (Fotaleno & Batubara, 2024; Negara et al., 2024).

In Indonesia, data shows that more than 4.3 million children of primary to secondary school age still do not have access to proper education (Kemendikbudristek, 2023). This problem often occurs in remote areas with minimal educational infrastructure. SMPI Al-Ilzamy, as a private educational institution, faces similar challenges, such as limited access, lack of resources, and minimal community involvement in formulating local education policies. Therefore, this research aims to explore how mutual public relations can be applied to create more inclusive and equitable education policies.

The incompatibility of policies with the social conditions of society often exacerbates existing injustices. For this reason, a new approach is needed that involves various parties, such as mutual public relations, which can support the creation of more open and inclusive education policies (April et al., 2024; Di & Konawe, 2022). This research is very important because it shows that cooperation between stakeholders has a big role in increasing equal access to education.

Many previous studies have explored how public policy influences access to education (Irshadi & Ivanna, 2024; Wardana et al., 2024). Several studies reveal that data-based policies have a positive impact in expanding access to education. However, studies have been conducted to emphasize the importance of community involvement in the process of formulating education policies (Choeriyah & Assyahri, 2024; Santoso et al., 2023), so that the results of these policies can be more relevant to needs in the field. Meanwhile, the mutual public relations approach which emphasizes strategic cooperation between government, educational institutions and society is still relatively rarely discussed in academic literature (Fardinal, 2022; Irshadi & Ivanna, 2024). This is a strong reason to further explore how this approach can support inclusive policies and create equality in access to education (Hasan & Nugroho, 2022; Putera, 2024). It is also hoped that this research will be able to fill gaps in previous studies and provide new contributions to the understanding of education policy.

The main aim of this research is to analyze the role of mutual public relations in supporting public policies designed to increase equitable access to education. The questions that are the main focus of this research include: (1) How can the concept of mutual public relations be applied in the context of education policy? (2) To what extent is this approach effective in creating more inclusive education? This study will highlight the relationship between collaboration between stakeholders and efforts to increase access to education, especially at SMPI Al-Ilzamy. This research not only explores theory, but also provides practical recommendations that can be used as a guide in creating fairer and more equitable education policies. Based on initial findings, mutual public relations has great potential to support efforts to equalize education (Arliman, 2022; Sauki, 2022). This approach encourages more effective communication between government, educational institutions and society. With good communication, the resulting policies will be more responsive to real needs. This kind of strategic collaboration can also increase community participation in education programs, so that problems such as lack of coordination between parties can be overcome (Arifin & Kurniawan, 2024; Komarudin et al., 2023). This research concludes that if implemented effectively, mutual public relations can help reduce educational disparities and make a real contribution to achieving sustainable development targets (SDGs), especially in the education sector. It is hoped that the results of this

research will not only be relevant at the local level, but can also be adapted for national and international scales.

RESEARCH METHODS

This research focuses on SMPI Al-Ilzamy as the main unit of analysis, which was chosen because it has applied the Mutual Public Relations approach in an effort to expand access to education in a fair and equitable manner. The method used in this research is a qualitative approach with a case study analysis design. This approach was chosen to enable in-depth exploration of the implementation of Mutual Public Relations at SMPI Al-Ilzamy in a specific context. Case studies allow analysis of various aspects related to the implementation of Mutual Public Relations (Fahira et al., 2024), including the planning process, implementation dynamics, and the results obtained. A qualitative approach also makes it possible to capture social, cultural and policy elements that influence the implementation of Mutual Public Relations (Azan Pranoto, 2022; Roro et al., 2024). provide a more comprehensive understanding of its role in improving access to education.

Data collection was carried out through three main methods: observation, in-depth interviews, and documentation. Observations were carried out to directly understand the activities taking place at the school (Anitasari & Utami, 2022), interactions between stakeholders, and the implementation of the Mutual Public Relations program (Striany et al., 2023; Sumarmi et al., 2023). In-depth interviews were conducted with school principals, teachers, parents, students and community leaders to explore experiences, views and challenges faced in implementing education policies. Documentation includes analysis of policies implemented by schools, activity reports, and statistical data related to developments in access to education (Pratama et al., 2024; Tri Maharani & Kholifah R, 2024). The data analysis stages were carried out in three main steps: data reduction, data display, and data verification (Safrudin et al., 2023). At the data reduction stage, data is filtered that is relevant to the research focus to eliminate unnecessary information. The filtered data is then presented in the form of narratives, tables or diagrams at the data display stage to facilitate analysis.

Results and Discussion

1. Optimize Community Participation

Optimizing community participation is a strategic effort that aims to ensure active community involvement in supporting and advancing education policies. This definition includes an empowerment approach that not only makes the community the beneficiary, but also the main partner in the decision-making process, program implementation, and policy evaluation. In the educational context, optimizing community participation can be realized through financial contributions, such as foster parent programs, providing educational facilities and infrastructure, as well as involvement in policy discussions aimed at creating an inclusive and sustainable educational environment.

This process emphasizes the importance of collaboration between communities, schools and government to achieve common educational goals. This optimization also serves to build a sense of belonging, strengthen social relationships, and create solutions that are relevant to local needs. By increasing community participation, the success of education policies can be more guaranteed and have a more significant impact on community development.

"We realize that education is a shared responsibility. Schools cannot run alone without community support. Therefore, we try to optimize their participation through programs such as foster parents, donations for learning facilities, and involvement in

policy discussion forums. With In this way, the community feels they have a responsibility to work together to advance education." (KS)

"I think this is very important. We, as a society, must understand that education is the responsibility of all of us. Through the foster parent program, we feel more involved in supporting underprivileged children. Not only do we help them go to school, but we also feel part of positive change." (TM)

"This program is very helpful. My child can stay in school without worrying about costs. I also feel that the school really cares because they involve us in every process, including the decision to use aid."(OT)

Based on the results of interviews, optimizing community participation was proven to have a significant impact on the success of education policy at SMPI Al-Ilzamy. Through programs such as foster parents and policy discussion forums, the community not only contributes materially but also socially. They begin to understand that education is not just the responsibility of the government or schools, but is a shared responsibility that requires collaboration from all elements of society. This participation creates a more harmonious relationship between the school and the community, where mutual trust and solidarity continue to increase. The foster parent program, for example, is a bridge to strengthen social relationships, as well as providing real solutions for students in need. In addition, community involvement in policy discussions provides space for them to convey ideas and criticism constructively, ensuring that the policies implemented are relevant to local needs.

The Mutual Public Relations approach implemented by the school has also succeeded in changing the mindset of some people. From initially seeing education as an institutional responsibility, they are now aware of the importance of an active role in supporting education policy. This change shows that effective communication and transparency can encourage people to be more involved and feel ownership of the education process. Overall, optimizing community participation not only has an impact on the success of educational programs but also creates a collaboration model that can be adapted by other educational institutions. This involvement builds a community that is more concerned and responsible for the future of education.

NO	PARTICIPATION ASPECTS	EXAMPLES ACTIVITIES	OF IMPACT
1	Financial	Foster Parent Program	Helping underprivileged students continue their education
2	Material	Donate books, uniforms, stationery	Complementing student learning needs and supporting the learning process
3	Involvement in the program	Parent training regarding the importance of education	Increase community insight about their active role in support pendidikan
4	Social	Education policy discussion forum	Increasing transparency and public trust in schools
5	Moral support	Motivation for students through community activities	Increasing students' enthusiasm for learning through psychological support

This table summarizes various forms of community participation that are optimized to support education policy. Financial support through the foster parent program helps disadvantaged students, while material contributions ensure learning needs are met.

Community involvement in policy discussion forums increases trust and transparency between the school and the community. In addition, training and moral support create a community that cares more about the importance of education. This effort reflects effective collaboration between schools and communities to create inclusive and sustainable education.

2. Improve the image of educational institutions

Improving the image of educational institutions is a strategic effort made to strengthen the public's positive perception of educational institutions through transparent communication, active participation and real results. This positive image is built by ensuring that educational institutions not only provide quality services but also involve the community in the decision-making process and policy implementation.

In the context of Mutual Public Relations, improving the image of an educational institution involves the use of social media, school bulletins, regular meetings, and other activities that demonstrate the institution's transparency and accountability. This aims to foster public trust in educational institutions, ensure that all parties understand the objectives and policies being implemented, and create harmonious relationships between schools and communities. With a positive image, educational institutions can attract more support and participation from the community, thus encouraging the continued success of educational programs.

"We focus on transparency and community involvement. For example, we always provide clear information through social media and school bulletins. In addition, we regularly hold meetings with parents and the community to hear their input. This is important to build trust and ensure that the community feel like this school is part of them." (KS)

"Of course. When we were given space to contribute and provide input, we felt the school valued our opinions. This made us have more confidence in school management and encouraged us to continue to support its programs."(TM)

"I have more confidence in schools. Their transparency and openness shows that they really care about children's education and involve us in every process. This makes me even more confident in supporting school programs."(OT)

Based on the results of the interviews and observations above, efforts to improve the image of educational institutions at SMPI Al-Ilzamy have shown positive results through a transparency and effective communication approach. Social media, newsletters and regular meetings are the main tools used to build better relationships with the community. This strategy not only provides the latest information about school activities but also builds public trust in educational institutions. Community participation in policy discussion forums is proof that school openness encourages the community to feel valued and involved. This strengthens the positive perception that schools are trustworthy partners in educating the younger generation. The transparency implemented also helps prevent misunderstandings, thereby creating a harmonious relationship between the school and the community. Through this strategy, a positive school image has a direct impact on increasing public trust and support for educational programs. This approach can be a model for other institutions in building mutually supportive relationships with local communities.

NO	STRATEGIC ASPECTS	EXAMPLE IMPLEMENTATION	OF IMPACT
1	Transparency	Policy information via social media and newsletters	Increase community understanding of school activities and policies

2.	Effective communication	Regular meetings with parents and community leaders	Increasing public trust and participation
3.	Social media use	Publication of student activities and school achievements	Strengthen the positive image and sense of community pride in the school
4.	Community involvement	Discussion forum for input and criticism	Strengthen the community's relationship and sense of belonging to the school
5.	Accountability	Transparency in program management	Prevent misunderstandings and build trust

The table above describes the various strategies used to improve the image of educational institutions at SMPI Al-Ilzamy. Transparency through social media and newsletters provides the public with a better understanding of school policies and activities. Effective communication through regular meetings strengthens the relationship between the school and the community, while community involvement in discussion forums creates a sense of belonging to the educational institution. In addition, accountability in program management ensures that public trust is maintained. These strategies overall strengthen the school's positive image and encourage active community participation in supporting educational success.

3. Facilitate Dialogue to Overcome Obstacles

Facilitating Dialogue to Overcome Obstacles is a strategic effort to create an inclusive, open and constructive communication space between schools and the community to resolve various obstacles in the implementation of education policies. This dialogue involves the process of listening and responding to various perspectives, criticism, or input submitted by the community. The goal is to reach a common understanding and find appropriate and fair solutions.

Effectively facilitated dialogue allows all parties involved, such as teachers, parents, and community leaders, to express their opinions without fear or worry of being ignored. This approach not only helps resolve conflicts or misunderstandings regarding policies but also builds trust, strengthens relationships between schools and communities, and encourages better collaboration in supporting the success of educational programs.

"We believe that every education policy requires full support from the community in order to run effectively. By opening up space for dialogue, we not only get valuable input but also build trust and better relationships with the community."(KS)

"Very helpful. Before there was dialogue like this, there were often misunderstandings about school policies. With a discussion space, all parties can explain to each other and find solutions together."(TM)

"I have more trust in the school. With open dialogue, I feel the school is truly transparent and wants to involve us in every process. This makes me feel valued as part of the educational community."(OT)

Based on the results of the interview, optimizing community participation at SMPI Al-Ilzamy has become a strategic step to strengthen relations between the school and the community. Programs such as foster parents, donations of educational facilities, and policy discussions provide the community with space to contribute actively. This contribution not only fulfills material educational needs, but also creates a high sense of ownership of the educational program. Community participation has encouraged social solidarity which strengthens community support for the success of educational policies.

This approach has also succeeded in changing the mindset of society which previously considered education to be the responsibility of the government or schools alone. By involving the community in decision making and policy implementation, schools succeed in building mutually supportive trust and collaboration. As a result, educational programs are more relevant, inclusive and sustainable, creating a collaborative model that can be adopted by other educational institutions. This proves that educational success requires the synergistic involvement of all parties.

NO.	PARTICIPATION ASPECTS	EXAMPLE IMPLEMENTATION	OF IMPACT
1.	Financial	Foster parent program	Helping underprivileged students to continue their education without financial burden
2.	Material	Donate books, uniforms and stationery	Meeting students' learning needs and supporting the learning process
3.	Social	Policy discussion forum	Increasing public trust in schools through transparency
4.	Energy and ideas	Involvement in implementing school programs	Provide strategic input for the success of educational activities
5.	Moral	Motivation for students in community activities	Foster enthusiasm for learning and students' self-confidence.

The table above illustrates various aspects of community participation in supporting education policies at SMPI Al-Ilzamy. Financial support through the foster parent program helps disadvantaged students continue their education, while donations of materials such as books and stationery ensure students' learning needs are met. Policy discussion forums create transparency and increase public trust in schools. In addition, community involvement in providing ideas and strategic input helps the implementation of educational programs run more effectively. Moral support also provides additional motivation for students, creating a more conducive and inclusive learning environment. These aspects form a strong collaboration between schools and communities, supporting the continuation of quality education.

DISCUSSION

1. Optimize Community Participation.

The implementation of Mutual Public Relations programs shows that education is a collective responsibility involving the community, schools and government (Di & Konawe, 2022). The foster parent program not only helps underprivileged children but also strengthens solidarity among communities. The main challenge faced is the mindset of some people who think that education is entirely the government's responsibility (Nurcahaya & Akbarizan, 2023; Sundari, 2024). However, through intensive outreach and open dialogue, this view is slowly changing, showing the important role of society in supporting education.

This approach builds a sense of ownership among the community towards educational institutions. The success of programs such as foster parents shows that community participation not only helps individuals but also encourages the formation of communities

that care more about education (Halimah, Nur, 2024; Nurahman & Ilma, 2024). In the long term, this can strengthen a culture of mutual cooperation and continued community support for education policies. Field studies show that involving the community in planning and implementing policies produces a more significant impact than a top-down approach (History, 2025; Sabolak et al., 2024; Wardani, 2024).

2. Improve the image of educational institutions

A transparent approach to communication is very effective in increasing public trust in educational institutions (Nur Efendi & Muh Ibnu Sholeh, 2023; Simamora et al., 2024). The use of social media, regular meetings and school newsletters are the main channels for conveying policy information. The community feels involved in decision making, thereby creating a more inclusive and participatory relationship between the school and the community. This model can be replicated in other educational institutions to support equal access to education (Rahman, Aditya Zulmi Effendi, 2022; Tuhuteru et al., 2021).

More than that, the transparency implemented at SMPI Al-Ilzamy creates a conducive environment for building long-term trust. By providing easy access to information, schools not only remove communication barriers but also build a positive reputation in the eyes of society. For example, consistent information management through social media allows the public to follow school developments in real-time. This builds the perception that the school is an institution that can be trusted and is responsive to community needs.

3. Facilitate Dialogue to Overcome Obstacles.

Facilitating dialogue to overcome obstacles is an important approach to creating inclusive and open communication between schools and communities (Khairiza, 2023; Nadhif et al., 2024; Simamora, 2024). SMPI Al-Ilzamy has succeeded in creating a space for dialogue through regular meetings, where the community can convey their criticism, suggestions or concerns regarding school policies. This process not only helps resolve potential conflicts but also creates solutions that are relevant and acceptable to all parties (Amran Suadi, 2022; Hajar et al., 2024).

Effectively facilitated dialogue allows people to feel involved in decision making, thereby building trust and harmonious relationships. In addition, transparency in explaining policies and listening to community input encourages them to be more supportive of the policies being implemented (Adolph, 2016; Sholeh, 2023). This approach proves that with good communication, schools and communities can work together to create education policies that are more inclusive, relevant and sustainable.

CONCLUSION

The Mutual Public Relations approach has been proven to play a significant role in supporting equal access to education at SMPI Al-Ilzamy. By utilizing two-way communication and transparency of information, Mutual Public Relations has succeeded in building harmonious relationships between schools and the community. This is demonstrated through increasing community participation in educational programs, such as "Foster Parents" and raising funds for renovation of school facilities. The success of Mutual Public Relations can also be seen in providing an inclusive dialogue space, which allows the public to express their views regarding education policy. This dialogue not only helps resolve potential conflicts, but also ensures that the policies adopted are in line with local needs. In this way, Mutual Public Relations contributes to creating more relevant and responsive education policies. This research recommends the application of Mutual Public Relations as a communication strategy that can be adapted by other educational institutions. Through an inclusive and collaborative approach, Mutual Public Relations can support broader educational goals, ensure sustainability, and improve the quality of

education in various local contexts. Proper adoption will help create more equitable and just access to education..

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