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

Ummul Khoiroh[1], Moses Ade[2], Siti Mahmudah Noorhayati[3]
[1,]Universitas Nurul Jadid, East Java, Indonesia, University of Lomé,
Togo[2], Laa Roiba National Islamic Institute, West Java[3]
2452600002@unuja.ac.id[1], agorosamira@yahoo.com[2],
noorhayatimahmudah@gmail.com[3]

Abstract:

This research aims to analyze the role of Mutual Public Relations (MPR) in supporting public policy to increase equal access to education. Using a qualitative approach through case studies at SMPI Al-Ilzamy, this research reveals the application of MPR 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 the MPR functions not only as an information channel but also as a liaison between schools and the community through two-way communication, which allows parents and students to provide input and understand policies better. This research emphasizes the importance of the MPR as an effective strategy for creating active community involvement and supporting equitable access to inclusive and fair education.

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

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.

Policy incompatibility 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 objective 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 (MPR) approach in an effort to expand access to education in a fair and equitable manner. This school is known for actively involving various parties in supporting educational programs, such as the local community, government and other stakeholders. This includes policy planning, implementation of work

programs, as well as relationship patterns between internal school parties and the surrounding community (Jayanti & Rahmat, 2023; Wardana et al., 2024). The focus of this research includes studying school policies, work program planning, and interactions between schools and communities in areas that have high social and economic diversity (Arisanti & Sauri, 2022; Musa et al., 2022). Thus, SMPI Al-Ilzamy provides an ideal context for understanding the application of the MPR in increasing educational equality.

The method used in this research is a qualitative approach with a case study 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, including the planning process, implementation dynamics, and the results obtained. A qualitative approach also makes it possible to capture the social, cultural and policy elements that influence the implementation of Mutual Public Relations, providing a more comprehensive understanding of its role in improving educational access.

The data used in this research comes from various stakeholders who are directly or indirectly involved in the implementation of Mutual Public Relations at SMPI Al-Ilzamy. The main data was obtained through interviews with school principals as the main policy makers, teachers and teaching staff who implemented the program, as well as students and parents as direct beneficiaries. In addition, the role of local communities, such as community leaders and social organizations, is also examined to understand the extent to which external support contributes to the smooth running of educational programs. Official documents, such as school policies, activity reports, and administrative records, are also used to enrich the analysis

Tabel 1. Informal Sources.

NO	RESOURCES	JUMLAH INFORMAN	INFORMATION
1	Headmaster	1	As the main policy maker in the school.
2	Teachers and Educators	1	Including subject teachers, accompanying teachers and other educational staff.
3	Parent	1	Representatives of parents from various socio-economic backgrounds.
4	Student	1	Students from various classes to provide diverse perspectives.

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, interactions between stakeholders, and the implementation of the MPR program. 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 educational access.

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. The data verification stage was carried out to ensure the accuracy and consistency of research findings. In addition, content analysis is used to assess policy documents, discourse analysis to explore communication patterns, and interpretation analysis to understand the meaning contained in the data obtained. The combination of these three analytical methods makes it possible to produce comprehensive and valid findings, providing a deeper understanding of the implementation of MPR in education policy at SMPI Al-Ilzamy.

RESULTS AND DISCUSSION

Optimizing Community Participation

The Mutual Public Relations approach has become an important strategy in inviting the public to play an active role in supporting education policies. Through this approach, the community not only becomes the beneficiary, but also an integral part in implementing educational programs. One clear example is the foster parent program, which is designed to help underprivileged children continue their education. Apart from that, the community is also encouraged to get involved in building school facilities, such as raising funds for classroom renovations or providing learning facilities.

As stated by the school principal, the role of the community is very significant in building an inclusive and sustainable educational environment. He explained that the foster parent program at his school had had a real impact, not only in helping underprivileged children, but also in strengthening relationships between the school, parents and the local community. According to him, this initiative shows that education is a shared responsibility that requires collective contributions from various parties.

However, the implementation of this program is not without challenges. One of the main obstacles is the mindset of some people who still view that education is entirely the government's responsibility. School principals and local communities face these challenges with an intensive socialization approach, providing understanding through open dialogue, and showing concrete evidence of the success of collaborative programs. As a result, society's views are slowly changing, and more and more parties are realizing the importance of their role in creating equal and quality access to education.

Observations in Harapan Village provide a more concrete picture of how this program is implemented. In the foster parent program, local communities actively collaborate with village heads and schools to collect data on children who need educational assistance. After the data is collected, the community together determines aid recipients based on needs and priorities. Community contributions are not only in the form of financial assistance but also in the form of providing school supplies, such as uniforms, books and stationery.

The enthusiasm of the people of Harapan Village for this program is very palpable. One foster parent said that his involvement gave him satisfaction because he felt he could contribute directly to the future of the children in his village. This program not only brings benefits to aid recipients, but also builds a sense of togetherness and solidarity among village residents. They begin to understand that by working together, many challenges in education can be overcome together.

Through the Mutual Public Relations approach and collaborative programs such as foster parents, communities are not only empowered to support education but also become drivers of social change. This collective awareness reflects the deep values of mutual cooperation, while emphasizing that education is a joint investment for a better future.

Improving the Image of Educational Institutions.

Mutual Public Relations has a very strategic role in supporting education policy through a communication approach that is transparent, effective and actively involves the community. At SMPI Al-Ilzamy, the implementation of Mutual Public Relations is clearly visible in various forms, such as the use of social media, regular meetings, and school bulletins, which aim to ensure that every educational policy is conveyed clearly and on time. The principal of SMPI Al-Ilzamy said that this transparency helps prevent misunderstandings, especially regarding scholarship programs or curriculum changes, while strengthening relations between the school and the community. This is also supported by the community who feel that the school is very open in conveying information, especially through easily accessible communication channels such as WhatsApp groups and face-to-face meetings with teachers.

Observations in the field show that this approach not only increases public trust in schools but also expands their active participation in supporting education policies. For example, information related to policies is conveyed in simple language and is easily understood by people with diverse backgrounds. Social media such as WhatsApp, Instagram and Facebook are used optimally to convey the latest information, such as exam schedules, scholarship announcements and other school activities. Apart from that, direct interaction in class is also an important medium, where teachers play a role in conveying information to students which is then passed on to parents. This approach creates an interconnected communication ecosystem and supports the successful implementation of education policies.

A restatement of the facts above shows that Mutual Public Relations at SMPI Al-Ilzamy has proven effective in bridging communication between the school and the community. Through a combination of face-to-face communication channels, social media, and direct interaction in the classroom, the community feels actively involved in the decision-making process regarding education policy. This not only increases their confidence in school management but also creates a more inclusive and participatory educational environment.

The argument underlying the importance of Mutual Public Relations is that this approach has a significant impact in building community trust in schools. Through transparent communication and timely delivery of information, the public becomes more confident in the policies taken by the school. For example, school principals acknowledged that communication channels such as WhatsApp and school bulletins were very helpful in preventing misunderstandings regarding government policies, such as scholarship

programs. In addition, the community itself feels involved and is given space to ask questions and provide feedback, which ultimately strengthens positive relationships between the school and the local community. This approach creates strong synergies between schools and communities, ensuring that education policies can run smoothly and effectively.

With a Mutual Public Relations approach designed to build mutually supportive relationships, SMPI Al-Ilzamy has not only succeeded in responding to communication challenges in education policy but also created a model that can be used as an example for other educational institutions. Through active community involvement, information transparency, and an adaptive communication approach, Mutual Public Relations is an important element in realizing equitable and sustainable access to education.

Facilitating Dialogue to Overcome Barriers.

Mutual Public Relations (MPR) has a very strategic role in building and strengthening relationships between schools and the community, especially in creating space for inclusive and constructive dialogue. In the context of education policy, the MPR functions to listen to and respond to various existing points of view, both supporting and opposing the policy. By opening an open and transparent discussion space, the MPR helps find fairer and more comprehensive solutions, and ensures that the policies implemented are acceptable to all parties involved. As stated by the principal in an interview, "As part of Mutual Public Relations, we try to create space to listen to various views, both from those who support and those who disagree with the policies implemented. Through open discussions, we can understand diversity opinions and finding the best solutions for the common good. This helps create a more conducive atmosphere and minimizes the potential for conflict that could arise due to lack of understanding of existing policies." This statement shows that the school principal is very aware of the importance of openness in communication with the community and tries hard to bridge any differences that may arise.

Likewise, the community feels the benefits of this inclusive communication approach. One of the people interviewed said, "We really feel that we are given the opportunity to express our opinions at every meeting held by the school. Even though there are differences of opinion, the school always welcomes them well and tries to find a middle ground. We feel heard, and that gives us a sense of comfort and increase confidence in the policies implemented." This statement shows that the community feels valued and cared for, because they are given space to actively participate in policy discussions related to their children's education. Thus, Mutual Public Relations plays a major role in maintaining open and respectful communication, which in turn strengthens the relationship between the school and the community.

The results of this interview reflect that the MPR at SMPI Al-Ilzamy is very effective in building trust and creating a mutually supportive relationship between the school and the community. Open discussions held by schools provide opportunities for the community to express their opinions and concerns regarding implemented policies, such as changes to the curriculum or scholarship programs. The existence of this space for dialogue not only reduces misunderstanding of policies, but also helps reduce potential conflicts that may arise. By understanding the various perspectives that exist, schools can find fairer and wiser solutions, which ultimately benefit the entire educational community.

Apart from that, open and inclusive communication also has a positive impact on the level of public trust in the management of education in schools. The trust that is formed from open dialogue between the school and the community strengthens the shared commitment to support the implemented education policies. With the opportunity to express opinions and receive constructive responses from the school, the community feels more confident in supporting existing policies. This shows that Mutual Public Relations, through effective two-way communication, has a key role in creating harmonious and productive relationships between educational institutions and society, as well as in increasing the successful implementation of educational policies.

These findings also indicate that Mutual Public Relations not only plays a role in managing transparent communication, but also in strengthening social ties between schools and the community. This approach is able to create a conducive atmosphere, where various differences of opinion can be expressed freely without fear or attacking each other. When the school and community both feel valued and heard, trust in the policies implemented will increase. This contributes to the creation of a more inclusive, democratic and harmonious educational environment, where all parties work together to achieve better goals for children's education

CONCLUSION

The conclusion of this research shows that the Mutual Public Relations approach plays an important role in creating active community involvement in supporting education policies. Various programs facilitated by Mutual Public Relations, such as foster parents, community participation in school construction, and support for the provision of learning facilities, are clear examples of how open and transparent communication can mobilize community participation. Through this approach, the community not only feels involved, but is also given the opportunity to contribute directly to the education process, which in turn increases their sense of ownership of existing policies. These programs also help increase public awareness and understanding of the importance of education and their role in supporting their children's educational success.

A transparent and effective communication approach, which is one of the main principles in Mutual Public Relations, has succeeded in building harmonious relationships between educational institutions and the community. Clear and open communication allows both parties to understand each other, convey aspirations, and overcome potential misunderstandings or dissatisfaction with the education policies implemented. This creates an atmosphere conducive to making wiser and more targeted decisions. With this harmonious relationship, the educational policies implemented can be well received by the community and implemented optimally, without any significant obstacles.

A transparent and effective communication approach, which is one of the main principles in Mutual Public Relations, has succeeded in building harmonious relationships between educational institutions and the community. Clear and open communication allows both parties to understand each other, convey aspirations, and overcome potential misunderstandings or dissatisfaction with the education policies implemented. This creates an atmosphere conducive to making wiser and more targeted decisions. With this harmonious relationship, the educational policies implemented can be well

received by the community and implemented optimally, without any significant obstacles.

Meanwhile, for further research, it is recommended to further explore the challenges faced by Mutual Public Relations in involving the community, especially in areas with limited access to technology. In some areas, infrastructure problems and limited internet access can become obstacles to the effective dissemination of education policy information. Therefore, it is important to understand how the MPR can adapt to different local conditions so that communication continues to run smoothly and inclusively. Further research could also examine the role of Mutual Public Relations in improving the quality of education through closer collaboration between schools and the community, as well as its impact on educational development at the local level. Thus, further research can provide deeper insight into communication strategies that can be implemented in various contexts, so that Mutual Public Relations can be more optimal in supporting educational policies and strengthening relations between educational institutions and the community.

REFERENCES

April, B., Sari, W., & Mesra, R. (2024). Pengaruh Kebijakan Pemerintah Terhadap Hubungan Sosial Masyarakat di Kota Aek Kanopan. 1, 78–88.

Arifin, M., & Kurniawan, R. C. (2024). Pengawasan Partisipatif Kesalahan Data Penempatan Tempat Pemungutan Suara (TPS) Pada Tahapan Persiapan Pemilu 2024. Jurnal Adijaya ..., 02(03). http://e-journal.naureendigition.com/index.php/jam/article/view/1449%0Ahttps://e-journal.naureendigition.com/index.php/jam/article/download/1449/543

Arisanti, R., & Sauri, S. (2022). Analisis Kebijakan Program Pendidikan Agama Islam Untuk Meningkatkan Partisipasi Orang Tua dan Masyarakat. Mimbar Kampus: Jurnal Pendidikan Dan Agama Islam, 22(1), 103–124. https://doi.org/10.47467/mk.v22i1.2061

Arliman, L. (2022). Manajemen Krisis Public Relations (Studi Kasus Tentang Peran Humas Pemprov Sumbar Dalam Menghadapi Krisis Pembangunan Jalan Tol Padang-Pekanbaru). Ensiklopedia Education Review, 4(3), 119–126. https://www.kompasiana.com/caecilliajoeclynemulyen9106/6325de2b6f5c5e7dbf7a17c3/manajemen-krisis-shopee

Cahyadi, Jusmirad, Irfawandi, Rempe, Eni, Ramadani, Septiansyah, Ilyas, Almaida, Bahri, Hijriana, D. Anggraeni, Sarah, Andinar, Mannuntungi, N. Anggraeni, Khairinisa, Musfira, Khibran, ... Agustang, A. D. M. (2023). Jejak Pulau (Penelusuran Kehidupan di Daratan Tersembunyi Bangko Tinggia). Formosa Journal of Social Sciences (FJSS), 2(2), 1–138. https://doi.org/10.55927/fjss.v2i2.4970

Choeriyah, N., & Assyahri, W. (2024). Keterlibatan Generasi Z dalam Proses Pembuatan Kebijakan Publik Guna Mendekati Pelayanan yang Lebih Inklusif dan Responsif. Jurnal Ilmu Sosial Dan Humaniora (Isora, 2(2), 244–254. https://isora.tpublishing.org/index.php/isora

Di, K., & Konawe, K. (2022). social networking,. 2(10), 3503–3512. https://doi.org/10.47492/jip.v2i10.1356

Fardinal, H. A. (2022). Mutu Pendidikan Islam : Jenis Kesisteman , Kontruksi Kesisteman dan Berfikir Kesisteman. Pedagogik: Jurnal Pendidikan,

3(4), 370–382. https://doi.org/10.31933/jemsi.v3i4.894

Fauziah, N., & Afrizal, S. (2021). Sosietas: Jurnal Pendidikan Sosiologi. Dampak Pandemi Covid-19 Dalam Keharmonisan Keluarga, 10(1), 974. https://doi.org/10.17509/sosietas.v11i1.36092

Fotaleno, F., & Batubara, D. S. (2024). Fenomena Kesulitan Generasi Z dalam Mendapatkan Pekerjaan Ditinjau Perspektif Teori Kesenjangan Generasi. 5(8). https://doi.org/10.46799/jsa.v5i8.1513

Hasan, H., & Nugroho, Z. (2022). Menuju Papua Damai dengan Pendekatan Pembangunan Inklusif. Jurnal Ilmiah Hubungan Internasional, 56–66. https://doi.org/10.26593/jihi.v0i00.5973.56-66

Irshadi, F., & Ivanna, J. (2024). Meningkatkan Akses dan Kualitas Pendidikan di Palu , Sulawesi Tengah : Kebijakan Publik untuk Membangun SDM Unggul. 8, 19921–19932.

Jayanti, R. A. D., & Rahmat. (2023). Pendidikan Akhlak melalui Program Sekolah Ramah Anak di MIN 2 Mojokerto. Arus Jurnal Psikologi Dan Pendidikan, 2(3), 307–319. https://doi.org/10.57250/ajpp.v2i3.255

Komarudin, A., Rosmajudi, A., & Hilman Program Pascasarjana STIA YPPT Priatim Tasikmalaya, A. (2023). Implementasi Kebijakan Dalam Pengelolaan Sampah Rumah Tangga Dan Sampah Sejenis Sampah Rumah Tangga Di Kecamatan Indihiang Kota Tasikmalaya. Indonesian Journal Of Education And Humanity, 3(4), 41–49.

Musa, S., Nurhayati, S., Jabar, R., Sulaimawan, D., & Fauziddin, M. (2022). Upaya dan Tantangan Kepala Sekolah PAUD dalam Mengembangkan Lembaga dan Memotivasi Guru untuk Mengikuti Program Sekolah Penggerak. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6(5), 4239–4254. https://doi.org/10.31004/obsesi.v6i5.2624

Negara, D. I., Dan, B., & Tahun, A. (2024). 1* 2 3 4. 2(1), 1–30.

Puspitaningrum, L. (2021). Peran Negara dalam Mengurangi Ketimpangan Digital: Studi Kasus Afrika Selatan. Jurnal Sentris, 2(1), 39–58. https://doi.org/10.26593/sentris.v2i1.4518.39-58

Putera, J. J. (2024). Pro Dan Kontra Legalisasi Perkawinan. 4(4), 1–15.

Safrudin, R., Zulfamanna, Kustati, M., & Sepriyanti, N. (2023). Penelitian Kualitatif. Journal Of Social Science Research, 3(2), 1–15.

Santoso, G., Karim, A. A., Maftuh, B., Sapriya, & Murod, M. (2023). Pengantar Pendidikan Kewarganegaraan di Perguruan Tinggi melalui Kajian Filosofis Pembukaan UUD 1945 Indonesia Abad 21. Jurnal Pendidikan Transformatif (JUPETRA), 2(1), 297–311. https://jupetra.org/index.php/jpt/article/view/137.

Sauki, M. (2022). Strategi Komunikasi Hubungan Masyarakat untuk Membangun Citra Positif Pemerintah Kabupaten Bima Bervisi "RAMAH" (Religius, Aman, Makmur, Amanah, Handal). JISIP (Jurnal Ilmu Sosial Dan Pendidikan), 6(2), 2666–2673. https://doi.org/10.58258/jisip.v6i2.3200

Tedjo, A. K., Ramadhan, M. D., Dirgantara, M. D., & Bahari, R. A. M. (2021). Tantangan Budaya dalam Mewujudkan Kesetaraan Gender di India dan Solusinya. Jurnal Hubungan Internasional, 14(1), 142. https://doi.org/10.20473/jhi.v14i1.13310

Wardana, R. I., Publik, M. A., Sosial, F. I., & Padang, U. N. (2024). Analisis Ekonomi Politik dan Gender : Studi Kasus Peran Perempuan dalam Pembangunan Ekonomi di Indonesia. 3(1), 40–46. https://doi.org/10.57251/multiverse.v3i1.1381