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Collaboration Between Principals, Teachers, and Parents in Building Impactful Schools: A Phenomenological Study at SMK Negeri 1 Lhoknga

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Abstract

This research is motivated by the importance of collaboration between principals, teachers, and parents in building schools that have an impact on vocational education. The research aims to describe the implementation of management functions, forms of partnership and communication, and the dynamics of collaboration in supporting the achievement of BMW graduates (Work, Continuing Education, and Entrepreneurship) at SMK Negeri 1 Lhoknga. The research uses a qualitative approach with a phenomenological method. The research population includes principals, teachers, and parents, while participants are determined through purposive sampling based on direct involvement in educational collaboration. The main research instrument is the researcher with data collection techniques in the form of in-depth interviews, observation, and documentation. Data analysis uses the interactive model of Miles and Huberman through data reduction, data presentation, and drawing conclusions. The results of the study indicate that

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collaboration is built through the implementation of participatory management functions, internal and external partnerships based on trust, and formal and informal communication supported by Acehnese cultural values such as duek pakat and meuseuraya. This study concludes that partnership-based collaboration, open communication, and local wisdom can form an impactful school ecosystem that supports graduates' readiness to work, continue their education, and become entrepreneurs.

Keywords: Collaborative Leadership, Community Partnership, Educational Management, Parental Involvement, Vocational Education

INTRODUCTION

Children's education is not only centered on the teaching and learning process at school, but is also greatly influenced by parental support at home, so collaboration between parents and schools is an important key to creating a conducive learning environment (Amalia et al., 2024; Rosmailani et al., 2023). Educational collaboration between teachers and parents can be realized through regular communication, parental involvement in school activities, and alignment of learning strategies implemented at home (Khoirotin et al., 2025; Epstein, 2011). In the context of vocational education, integration between school management, industrial work practices, and parental support is an important prerequisite for building work readiness and student independence (Pratiwi et al., 2017; Fadya, 2024).

At the educational management level, school success is determined by the extent to which management functions—planning, organizing, implementing, and supervising—are carried out synergistically by all stakeholders (Putri et al., 2024; Khoirotin et al., 2025). Open collaboration between the principal, teachers, and parents allows for the joint formulation of the school's vision and programs, while clarifying the roles of each party in supporting the achievement of vocationally competent graduates (Sukoco et al., 2019; Putri et al., 2024). From the perspective of 7M management, the synergy of parental roles, funding transparency, availability of practical facilities, alignment of learning methods, community trust, and optimization of time are greatly influenced by the quality of communication and school-family partnerships (Arifuddin, 2021; Nasution et al., 2025).

However, in practice, collaboration at SMK Negeri 1 Lhoknga still faces several obstacles that reduce the effectiveness of the implementation of educational management functions. Different understandings between schools and parents regarding their respective roles in

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supporting students' work readiness and entrepreneurship often create gaps in expectations (Pratama, 2020; Isny Lellya, 2025). Ineffective two-way communication makes it difficult to align the BMK (Work, Continue, Entrepreneurship) program with family conditions, so that parental involvement in career mentoring and entrepreneurship development is still not optimal (Fadya, 2024; Rosmailani et al., 2023). Furthermore, the principal's leadership as a driver of collaboration, partnership liaison, and manager of the 7M educational management elements has not been fully implemented in daily practice, so that school-family partnerships tend to be limited to formal and sporadic activities (Putra AB et al., 2024; Zhang & Wu, 2025).

Theoretically, many studies on school-parent collaboration emphasize quantitative approaches that examine the relationships between variables without deeply exploring the experiences and meanings of collaboration among educational actors (Epstein, 2011; Putri et al., 2024). Studies specifically linking partnership-based collaboration and communication with educational management functions, the 7M elements, and the achievements of BMW in the context of vocational education in coastal areas, particularly Lhoknga, are still very limited (Safitri et al., 2024; Isny Lellya, 2025). This situation creates a gap between the empirical need to understand collaboration as a complete managerial experience and the dominance of partial and quantitative analyses, making phenomenological research that explores the experiences of principals, teachers, and parents highly relevant (Zhang et al., 2025; Khoirotin et al., 2025).

The purpose of this study is to describe the implementation of management functions (planning, organizing, implementing, and supervising) in collaboration between the principal, teachers, and parents, as well as the forms of partnership-based collaboration and communication carried out in building an impactful school at SMK Negeri 1 Lhoknga (Irwan et al., 2023; Fatimah, 2025). This study also aims to explain the dynamics of this collaboration in the context of vocational education, specifically in efforts to support the achievement of graduates who are ready to work, continue their education, and become entrepreneurs (BMW) as an indicator of SMK success (Ratnawati, 2016; Safitri et al., 2024). The urgency of this research lies in the need to strengthen the understanding of vocational education management based on school-family collaboration, while also providing practical references for principals, teachers, and parents in optimizing partnerships and communication at the educational unit level (Titik Rusyanti et al., 2021; Rosmailani et al., 2023). The novelty lies in positioning collaboration as a complete managerial experience—not just a variable—by emphasizing the meaning of collaboration in the context of vocational education in coastal areas, as well as its relationship with management functions and the 7M elements for the achievement of BMK (Sukoco et al., 2019; Nasution et al.,

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2025).

METHOD

This study uses a qualitative approach with a phenomenological method to understand the collaborative experience between the principal, teachers, and parents in building an impactful school at SMK Negeri 1 Lhoknga. The phenomenological approach was chosen because this study seeks to explore the meaning of the lived experiences of the participants related to partnership-based collaboration practices and communication in the context of vocational education management. According to John W. Creswell and Cheryl N. Poth, phenomenology is used to understand the essence of individual experiences of a phenomenon through exploring the perceptions and subjective experiences of participants (Creswell & Poth, 2018). This study views collaboration not only as an administrative activity, but as a managerial experience carried out in the educational management function and the management of the 7M elements to support the achievement of BMW graduates (Uzlifatun., 2023; Sudirman et al., 2025).

This research is field research with a descriptive phenomenological design. According to Sugiyono, qualitative research is used to examine the natural conditions of objects, with the researcher as the primary instrument. This study focuses on how collaboration between the principal, teachers, and parents is built and interpreted in vocational education practices at SMK Negeri 1 Lhoknga (Amalia et al., 2024; Rahman et al., 2024).

The study population included the principal, teachers, and parents of students involved in educational collaboration practices at SMK Negeri 1 Lhoknga. Participants were selected using a purposive sampling technique based on the informants' direct involvement in the management and implementation of school collaboration. Phenomenological research emphasizes depth of experience over the number of participants, thus data collection was carried out until data saturation was reached (Sugiyono, 2022; Emzir, 2021).

The primary research instrument was the researcher herself (human instrument), with data collection techniques consisting of in-depth interviews, observation, and documentation. Interviews were used to explore participants' experiences and perceptions regarding educational collaboration, observations were conducted to examine communication and partnership practices in schools, and documentation was used to supplement the research data. Data validity was strengthened through triangulation of sources and techniques, member checking, and extended researcher involvement in the field (Sudaryono, 2021; Creswell & Poth, 2018).

The data analysis technique used the interactive analysis model by Matthew B. Miles and

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A. Michael Huberman, which includes data reduction, data presentation, and continuous conclusion drawing. Phenomenological analysis was conducted by identifying important participant experiences, grouping meaningful themes, and compiling essential descriptions of the educational collaboration experience at SMK Negeri 1 Lhoknga (Setyowati et al., 2023).

The research procedure includes the pre-field phase, research implementation, data analysis, and research report preparation. The pre-field phase includes proposal development, preliminary studies, and obtaining research permits. The implementation phase is conducted through interviews, observation, and documentation. Subsequently, the data is analyzed simultaneously to obtain phenomenological research themes. The final phase involves compiling the research results while adhering to ethical research principles such as informant confidentiality and researcher objectivity (Emzir., 2021; Sudaryono., 2021).

RESULTS AND DISCUSSION

Implementation of Management Functions (Planning, Organizing, Implementation, and Supervision) in Collaboration Between the Principal, Teachers, and Parents at SMK Negeri 1 Lhoknga

1. Collaboration in Planning Function

Based on the results of interviews with the principal, the implementation of the planning function at SMK Negeri 1 Lhoknga is carried out through collaboration between the principal, teachers, and parents in the form of *duek pakat* or *meuseuraya* to develop the school's vision and mission, RKT, RKAS, learning tools, and school programs through committee meetings. The principal acts as a manager and leader who develops work programs while maintaining harmonious relationships among school residents. The principal also involves the school committee, supervisors, and education practitioners in the planning process so that the school's goals and vision can be formulated and achieved together (WI-1-060226).

The principal stated that as a school leader, he has the responsibility to build cooperation, maintain harmony, and strengthen relationships between the principal, teachers, and parents as working partners so that any problems can be resolved through open communication (WI-1-080226). In the planning process, the school also conducts a screening of new students' talents and interests through initial tests. If the test results do not align with the student's chosen major, the school calls the parents to discuss together to determine a major that suits the child's potential. This process is seen as a form of collaborative student career planning based on Acehnese cultural values such as *meuseuraya* and *duek pakat* through joint deliberation (WI-1-

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080226).

The planning function at SMK Negeri 1 Lhoknga is carried out in a participatory manner by involving the school committee, education supervisors, education practitioners, teachers, and parents in the preparation of school programs. Teachers stated that school program planning meetings always involve the entire school community, including teachers, administrative staff, and parents to discuss the school's vision and programs (WI-2-310226). In addition, teachers also contribute to adapting the curriculum to industry needs through collaboration with more than 30 industries for PKL activities, internships, and the preparation of curricula based on the needs of the world of work (WI-2-310126).

The teacher explained that the PKL program planning was carried out collaboratively, involving the vice principal for public relations, teachers, the vice principal, and parents. During the process, the school collaborated with industry to determine the number of students accepted, curriculum alignment, and the completion of the PKL (WI-2-310126). The teacher also explained that all duties and responsibilities at the school are determined through a decree (SK) signed by the principal as the basis for implementing the teachers' duties (WI-2-310126).

Based on the results of interviews with the principal, teachers, and parents, the planning function at SMK Negeri 1 Lhoknga is carried out collaboratively, inclusively, and participatory through the preparation of the vision and mission, RKT and RKAS, curriculum alignment with DUDI, PKL planning, and student direction according to talents and interests. The principal acts as a collaborative manager who maintains harmony within the school community, teachers contribute to the preparation of curriculum and learning programs based on industry needs, while parents are involved as strategic partners in making decisions about their children's education.

Research findings also indicate the internalization of Acehnese cultural values, such as *duek pakat* and *meuseuraya*, in the school planning process. These values make planning not merely administrative but also a socio-cultural process that emphasizes deliberation, togetherness, and shared commitment to achieving educational goals at SMK Negeri 1 Lhoknga.

2. Collaboration in Organizing Function

The organizational function at SMK Negeri 1 Lhoknga is realized through a structured division of tasks, authority, and resources according to their respective duties and functions. The principal carries out the organizational function through four vice principals who are in charge of curriculum, student affairs, public relations, and infrastructure, and is supported by a Special Job Fair (BKK) for graduate search. Each field has a job description outlined in an official Decree (SK)

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(WI-1-080226). The principal also plays a role in maintaining harmonious relationships between school residents by positioning leaders and subordinates as working partners so that communication can be open and effective (WI-1-080226).

To build partnerships with parents, the school established a school committee through an official decree as an extension of the parents' presence at the school (WI-1-080226). Furthermore, the principal also established partnerships with the business and industrial sectors through MoUs to support guest teacher programs, internships, Vocational Competency Tests, and graduate recruitment (WI-2-310126).

Teachers act as implementers of educational programs and liaisons between the school and parents. Tasks are divided according to their respective roles, including teacher involvement as school activity committee members, fieldwork instructors, and liaisons with parents regarding student development in the field (WI-4-230126; WI-8-040226). Meanwhile, parents are involved through the school committee and actively participate in supporting activities and providing input on school programs (WI-11-300126; WI-12-300126; WI-13-070226).

Based on interviews, organizational structure at SMK Negeri 1 Lhoknga is implemented through a clear, partnership-based structure supported by collaboration with industry. Organization is understood not as a division of power, but as a division of responsibility based on trust, harmony, and a spirit of collaboration among the principal, teachers, and parents in building a synergistic and impactful educational ecosystem.

3. Collaboration in the Actuating Function

The implementation function at SMK Negeri 1 Lhoknga is realized through various collaborative programs such as Field Work Practice (PKL), Vocational Competency Test (UKK), industrial visits, guest teacher programs, curriculum alignment with DUDI (industrial and industrial) programs, the P5 Program, religious activities, and home visits. Program implementation involves collaboration between the school, industry, and parents.

The principal's role is to ensure all programs run according to schedule, establish partnerships with the Industrial and Industrial Industries (DUDI) through Memorandums of Understanding (MoUs), invite guest teachers, facilitate the placement of graduates through the BKK (Vocational Education and Training Agency), and foster a positive school climate. Teachers serve as instructors and PKL (Planning Practice) supervisors, as well as on the school activity committee, and provide mentoring and home visits to students experiencing challenges. Teachers also maintain intensive communication with parents regarding students' academic and social

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development.

Parents play an active role in supporting school programs by assisting their children in learning at home, monitoring their progress during internships, providing motivation, participating in school activities such as Maulid and P5, and assisting with school needs, including internship placements. This collaboration demonstrates strong communication and involvement between the school and families in supporting student development.

4. Collaboration in the Supervisory Function (Controlling)

The supervisory function at SMK Negeri 1 Lhoknga is implemented through joint evaluations or *duek pakat* or *meuseuraya*, teacher performance monitoring, and partnerships with parents in supervising students at school, in industry, and within the family environment. Supervision is carried out in stages through the curriculum, student affairs, public relations, and teachers within the school environment to ensure that any issues can be addressed quickly and appropriately.

The principal oversees the implementation of programs such as internships, student admissions (PPDB), guest teachers, UKK (Student Competency Test), graduate absorption, and collaboration with the industrial and industrial sectors (DUDI). Teachers directly monitor industry visits as scheduled, communicate online with industry representatives, and conduct home visits when student issues are identified. The homeroom teacher also actively calls parents if students are absent and maintains ongoing communication regarding student progress.

Parents play a role in monitoring their children's discipline at home, responding to information from schools and industry, and collaborating to find solutions to student problems. Collaborative supervision also involves the local community, who reprimand students when they are outside of school hours and report the matter to the school. This collaboration demonstrates an integrated supervision system based on communication, shared concern, and collective responsibility for student development.

The results of source triangulation indicate data consistency between the principal, teachers, and parents across the four educational management functions at SMK Negeri 1 Lhoknga. Despite their different roles and perspectives, the three parties share a mutually supportive understanding and experience regarding the implementation of school collaboration, strengthening the credibility of the research findings.

In the planning function, all informants stated that planning was carried out in a participatory manner, involving all parties through the values of *duek pakat* and *meuseuraya*. In

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the organizing function, all three sources acknowledged the existence of a clear organizational structure based on the division of tasks and an official decree. In the implementation function, all parties were actively involved in various school programs and viewed this involvement as a form of concern for student development. Meanwhile, in the supervisory function, all informants stated that supervision was carried out in layers and involved schools, families, industry, and the surrounding community.

These findings indicate that collaboration at SMK Negeri 1 Lhoknga is integrated, sustainable, and based on a shared commitment to achieving impactful education. Interview results were also supported by documentation and observations of the school's RKAS (Work Plan and Budget), vision, mission, work programs, decrees, and MoUs, providing empirical evidence of collaboration through educational management functions.

Forms of Partnership-Based Collaboration Carried Out by the Principal, Teachers, and Parents in Building an Impactful School at SMK Negeri 1 Lhoknga.

1. **Internal Partnership in the form of Collaboration between Schools and Parents through the School Committee**

Partnership-based collaboration at SMK Negeri 1 Lhoknga is realized through an internal partnership between the school and parents, established through the school committee. This partnership is active and meaningful, not merely administrative, but also involves parents in the planning, implementation, and oversight of educational programs.

The principal builds formal partnerships by establishing a school committee with an official decree and serving as a strategic partner in decision-making. Parents are involved in various programs such as internships, student orientation programs (PPDB), and the selection of student majors based on their child's talents and interests.

Partnership is also evident in monitoring student progress. Teachers and parents maintain intensive communication to monitor student discipline and development, both at school and at home. In the internship program, parents not only grant permission but also monitor their children's attendance and progress during the internship. When problems arise, the school and parents work together to find solutions quickly and responsively.

Parents view this partnership as a reciprocal relationship of mutual respect and support for the best interests of the students. Overall, the internal partnership at SMK Negeri 1 Lhoknga demonstrates a collaborative effort based on openness, trust, and shared responsibility in supporting students' educational success.

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2. External Partnerships in the Form of Collaboration between Schools and the Business and Industrial World (DUDI)

Partnership-based collaboration at SMK Negeri 1 Lhoknga is also realized through external partnerships with the Business and Industry Sector (DUDI). These partnerships are systematically built through Memoranda of Understanding (MoUs) with more than 30 industries and are a crucial part of supporting graduates' job readiness.

The partnership with the Industrial and Industrial Industries (DUDI) is realized through several main programs, namely Field Work Practice (PKL), Skills Competency Tests (UKK) involving industry as examiners, guest teacher programs from industry, teacher internships at DUDI, and curriculum alignment with industry. Through this collaboration, students gain hands-on experience in the workplace, while teachers can update their competencies in line with industry developments.

The school also utilizes industry relationships as part of its quality improvement and graduate placement strategy. The internship program serves as a means for students to build a track record in industry, which subsequently impacts graduates' high employment rates. One finding indicates that the majority of Light Vehicle Engineering (TKR) graduates find employment in industry immediately upon completion.

Parents view the partnership with the DUDI (industrial and industrial) sector as a tangible commitment by the school to preparing their children for the future. The Deputy Public Relations Officer acts as a liaison between the school and industry, ensuring the collaboration is sustainable and provides tangible benefits to students.

3. Community-Based Partnerships Where Aceh's Local Wisdom Values Are the Glue for Collaboration

The third form of collaboration at SMK Negeri 1 Lhoknga is a partnership based on local Acehnese wisdom, embracing the values of *duek pakat* (deliberation and consensus) and *meuseuraya (*mutual cooperation). This partnership naturally grew out of a shared awareness that education is the responsibility of the school, family, and community. The principal emphasized the importance of cooperation between the three educational centers, carried out in a spirit of mutual assistance and cooperation.

This partnership is evident in the community's collective oversight of students. When students violate rules outside of school hours, the community and community organizations also reprimand and report the matter to the school for persuasive and solution-oriented handling.

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Furthermore, problems are resolved through open deliberation, prioritizing the best interests of students, in accordance with the culture of *duek pakat.*

Community-based partnerships are also strengthened by the involvement of community leaders in school committees and parent participation in school activities such as the P5 Program. Parents and teachers support students' project needs, even at home. Thus, collaboration at SMK Negeri 1 Lhoknga extends beyond the school environment to family and community life, demonstrating a tangible manifestation of the school's impact based on local culture.

Based on triangulation of sources, observations, and documentation, it was found that three forms of partnership-based collaboration at SMK Negeri 1 Lhoknga, namely internal, external, and community-based partnerships, run synergistically and complement each other. The principal plays a role in the institutional dimension through the establishment of formal structures such as decrees, MoUs, and coordination forums. Teachers play a role in the operational dimension through activities such as home visits, PKL monitoring, and facilitation of the P5 Program. While parents play a role in the participatory dimension through active involvement in the school committee, supervision of children at home, and support for school programs.

This collaboration creates a comprehensive, responsive partnership ecosystem that has a real impact on students. The most visible impact is the high employment rate of graduates, with 14 of the 17 TKR graduates immediately finding work in the industry after the Covid-19 pandemic. This finding demonstrates that partnerships built consistently, systematically, and based on trust can produce real change for students and their families. In depth, the collaboration at SMK Negeri 1 Lhoknga is interpreted as a form of shared responsibility for children's education, aligned with the local Acehnese wisdom of *meuseuraya.*

Forms of Communication Between the Principal, Teachers, and Parents in Building an Impactful School at SMK Negeri 1 Lhoknga

1. Identified Forms of Communication

Based on interviews with the principal, teachers, and parents, communication at SMK Negeri 1 Lhoknga occurs through two complementary channels: formal and informal. Formal communication occurs through official letters, invitations, and annual meetings, providing a structured communication channel between the school and parents. Informal communication, meanwhile, occurs via WhatsApp, both in person and through class groups, allowing for rapid, flexible, and continuous information delivery.

Principals, teachers, and parents consistently utilize both forms of communication to

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support educational collaboration. Furthermore, community-based communication was also found, with local residents actively reporting student behavior outside of school to the school. This demonstrates that communication is not solely between the school and parents, but has evolved into a three-way communication between the school, family, and community.

This form of communication is rooted in Acehnese culture, which views education as a shared responsibility. Through open and ongoing communication, schools can monitor student progress, detect problems early, and guide students according to their potential and interests to achieve the BMW (Work, Continue, and Entrepreneurship) goals. Thus, the combination of formal and informal communication, along with community involvement, is a crucial pillar in building collaboration and realizing an impactful school at SMK Negeri 1 Lhoknga.

2. Contribution of Communication Forms to BMW's Achievements

Based on interviews with the principal, teachers, and parents, the communication model at SMK Negeri 1 Lhoknga significantly contributes to the achievement of graduates who are ready to work, continue their education, and become entrepreneurs (BMW). The communication established not only serves to convey administrative information but also serves as a means of motivation, mentoring, and strengthening students' future orientation. The principal actively motivates parents to encourage their children to be confident, independent, and courageous in pursuing a future through education, entrepreneurship, and creativity.

Formal communication is realized through meetings, official letters, collaboration with universities, and MoUs with the business and industry (DUDI). Through these communications, students obtain information on job openings, internship programs, further study guidance, and even entrepreneurial opportunities. Guidance and counseling teachers also collaborate with universities to provide guidance on major choices and further study that align with students' interests and abilities. Meanwhile, informal communication is conducted through personal and group WhatsApp messages, enabling rapid and ongoing coordination and mentoring.

Key findings indicate that communication and partnerships with the Industrial and Industrial Industries (DUDI) have a significant impact on graduates' job readiness. Following the COVID-19 pandemic, 14 out of 17 TKR graduates were immediately absorbed by industry due to the experience and track record gained through the internship program. Furthermore, schools use communication to overcome cultural barriers, such as students' reluctance to move away from home due to emotional ties to family.

Thus, formal and informal communication established at SMK Negeri 1 Lhoknga has

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developed into a proactive means of collaboration, based on local culture, and has a direct impact in supporting the achievement of BMW students.

Based on a comparison of data from the principal, teachers, and parents, it was found that formal and informal communication at SMK Negeri 1 Lhoknga is consistently integrated and complementary. The differing emphases of each informant indicate distinct yet mutually supportive roles in building educational collaboration.

The validity of these findings is reinforced by concrete evidence in the form of high graduate employment rates. Post-COVID-19 pandemic, graduates of SMK Negeri 1 Lhoknga are able to fill the workforce needs of industry due to their experience and track record gained through the internship program. Of the 17 graduates majoring in TKR, 14 students successfully found employment in industry upon graduation. This demonstrates that consistent communication and partnerships between the school and the industrial industry through MoUs, internships, and ongoing coordination have successfully built industry trust in the competency of graduates.

Thus, formal and informal communication strengthened by community involvement and rooted in Aceh's local culture has proven to be a key pillar of collaboration in preparing graduates who are ready to work, continue their education, and become entrepreneurs (BMW).

The Dynamics of Collaboration Between the Principal, Teachers, and Parents in Building an Impactful School at SMK Negeri 1 Lhoknga

1. Pros and Cons Dynamics

Based on interviews with the principal, teachers, and parents, the dynamics of pros and cons in collaboration at SMK Negeri 1 Lhoknga are recognized as normal and inevitable in any collaborative process. The principal addresses these dynamics with the principle of neutrality, impartiality, and always prioritizes the best interests of students, unity, and solidarity of the school. Teachers view differences as a consequence of the many perspectives within the organization, so the most important thing is to manage emotions, maintain open communication, and direct actions towards a common goal, namely the progress of the school.

Parents also view differences of opinion as normal, as reflected in the Acehnese proverb "pane han meupeh aweuk ngon beulangong," which emphasizes that friction in collaborative relationships is inevitable, but can be resolved through consensus. Thus, the pros and cons at SMK Negeri 1 Lhoknga do not undermine collaboration, but instead strengthen a culture of tolerance, deliberation, and togetherness in realizing an impactful school.

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2. Deliberation-Based Conflict Resolution Mechanism (*Duek Pakat / Meuseuraya*)

State Vocational School 1 Lhoknga implements conflict resolution mechanisms based on local Acehnese culture through *duek pakat* (sitting by consensus) and *meuseuraya (*mutual cooperation). The principal positions deliberation as the glue of togetherness and the basis for fair, neutral, and mutually beneficial decision-making.

Teachers implement this mechanism operationally by accommodating any complaints or input from parents, confirming the issues with the relevant parties, and then discussing them through two-way communication to collectively find the best solution. Parents also view consensus as the primary means of problem-solving and emphasize the importance of ongoing communication for the benefit of their children.

Based on data triangulation, all three groups of informants consistently stated that deliberation based on *duek pakat* and *meuseuraya* is a living culture in conflict management at school. Differences of opinion are not viewed as a threat, but rather as part of a collaborative dynamic that can strengthen the synergy between schools, teachers, parents, and the community in building a resilient, adaptive, and impactful education ecosystem.

DISCUSSION

Implementation of Management Functions (Planning, Organizing, Implementation, and Supervision) in Collaboration Between the Principal, Teachers, and Parents at SMK Negeri 1 Lhoknga

1. Collaboration in Planning Function

Research findings indicate that the planning function at SMK Negeri 1 Lhoknga is implemented collaboratively, inclusively, and participatory, involving the principal, teachers, parents, school committee, supervisors, and education practitioners. This aligns with the theories of Terry (2010), Sergiovanni (2001), and Sagala (2017), which emphasize the importance of involving all stakeholders in educational planning to build a sense of ownership and shared commitment.

Parental involvement in determining majors and school programs reflects Epstein's (2011) school-family-community partnership concept, while the involvement of DUDI (industrial and industrial sectors) in curriculum development demonstrates the application of the principle of linking and matching vocational education with industry needs (Kemdikbud, 2020). Furthermore, planning at SMK Negeri 1 Lhoknga is reinforced by the Acehnese cultural values of *duek pakat* and *meuseuraya,* which make deliberation and togetherness the primary basis for decision-making.

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2. Collaboration in Organizing Function

The organizational function at SMK Negeri 1 Lhoknga is realized through a clear organizational structure with a formal division of tasks and responsibilities through a decree. This structure involves the principal, teachers, the school committee, and the industrial and business sectors (DUDI) as strategic partners. This finding aligns with Robbins and Coulter's (2012) theory on the importance of organizational clarity in supporting work effectiveness.

The school's organizational excellence lies in its systematic partnership with the Industrial and Business Industries (DUDI) through a Memorandum of Understanding (MoU) that supports the internship program, curriculum alignment, and graduate recruitment, in accordance with Berryman and Bailey's (1992) school-industry partnership concept. Furthermore, interdisciplinary coordination is interdependent and dynamic, reflecting the concept of organizational interdependence. The values of harmony and partnership established by the principal also reflect Spillane's (2006) principle of distributed leadership, which positions all parties as equal partners.

3. Collaboration in the Actuating Function

The implementation function at SMK Negeri 1 Lhoknga is realized through various collaborative programs such as PKL, UKK, guest teachers, P5, religious activities, and home visits. These programs reflect the concept of the community schools model by Blank et al. (2012), where schools actively involve families and the community in the educational process.

Parental involvement takes place personally and emotionally, in accordance with the parental involvement theory of Hoover-Dempsey and Sandler (1997), so that collaboration is not only formal but also based on shared concern. The principal plays a role in providing motivation, supervision, and building industry relations, while teachers develop project-based learning, a work culture, and strengthening soft and hard skills. Parents also motivate and monitor their children's development at home. This collaborative implementation reflects the transformational leadership of Bass and Riggio (2006), particularly in building motivation and a shared vision.

4. Collaboration in the Supervisory Function (Controlling)

The supervisory function at SMK Negeri 1 Lhoknga is multi-layered, responsive, and communal, involving the principal, teachers, parents, and the surrounding community. Supervision is not merely administrative but is experienced as collective care for student development.

Supervision is conducted through PKL monitoring, intensive communication with DUDI

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(industrial industry) and parents, and home visits when students experience problems. This finding reinforces Bryk et al.'s (2010) concept of relational trust, where a trusting relationship between school and family allows for ongoing, solution-oriented supervision. Therefore, supervision at SMK Negeri 1 Lhoknga serves not only as a form of control but also as a form of shared moral responsibility in supporting student success.

Partnership-Based Collaboration Forms Carried Out by the Principal, Teachers, and Parents in Building an Impactful School at SMK Negeri 1 Lhoknga

1. Internal Partnership through School Committee

Internal partnerships at SMK Negeri 1 Lhoknga through the school committee are implemented formally and strategically in accordance with Permendikbud Number 75 of 2016. The committee is not merely ceremonial, but is actively involved in program planning such as PKL, PPDB, and student major determination. Parental involvement from the beginning strengthens students' sense of belonging, collective commitment, and learning motivation. The relationships built also foster relational trust between the school and families, as seen in parents' involvement in supporting student supervision during PKL through communication and teacher home visits.

2. External Partnership with DUDI

External partnerships with the Industrial and Industrial Industries (DUDI) are carried out through a Memorandum of Understanding (MoU) covering internships, UKK (Student Activity Unit), guest teachers, teacher internships, and curriculum alignment. This partnership strengthens the relevance of vocational education to the needs of the workforce through the principle of link and match. The tangible impact is evident in the high employment rate of graduates, with 14 out of 17 TKR graduates (82.4%) immediately finding employment in industry. This success demonstrates that ongoing communication and collaboration between the school and DUDI has succeeded in building industry confidence in the competency of graduates.

3. Community-Based Partnerships Related to the Dimensions of Aceh's Local Wisdom

Community-based partnerships are rooted in Acehnese cultural values such as *duek pakat* (deliberation and consensus) and *meuseuraya (*mutual cooperation). These values build trust and moral legitimacy in educational collaboration. The community plays an active role in supervising students outside of school, creating a community-based collective oversight system. Any conflicts or differences are resolved through deliberation to reach a consensus, prioritizing the interests of

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the students. These local cultural values enable collaboration to occur naturally and sustainably.

4. Synthesis of Partnership Ecosystems as the Foundation of Impactful Schools

The three forms of partnership at SMK Negeri 1 Lhoknga complement each other and form a complete educational ecosystem. Internal partnerships strengthen family participation and trust, external partnerships enhance the relevance of graduates' competencies and employability, while community partnerships serve as a social glue based on local culture. All these forms of collaboration create strong social capital and enable the school to build strategic relationships with families, industry, and the community to produce graduates who are ready to work, continue their education, and become entrepreneurs (BMW).

Forms of Communication Between the Principal, Teachers, and Parents in Building an Impactful School at SMK Negeri 1 Lhoknga

1. Formal and Informal Forms of Communication

Research findings indicate that communication at SMK Negeri 1 Lhoknga takes place through two complementary channels: formal communication through regular meetings, invitation letters, and memorandums of understanding (MoUs), and informal communication through personal WhatsApp groups, class WhatsApp groups, and community-based communication. The combination of these two forms of communication supports the smooth flow of information and strengthens collaboration between the school, parents, and the community.

The uniqueness of communication at SMK Negeri 1 Lhoknga lies in the development of informal, community-based communication, where the community actively monitors and reports on student behavior outside of school. This demonstrates that education is viewed as a shared responsibility involving the school, family, and community. Acehnese cultural values emphasizing togetherness foster a collaborative and sustainable communication ecosystem.

2. Contribution of Communication Forms to BMW's Achievements

Research findings indicate that communication at SMK Negeri 1 Lhoknga contributes to the achievement of BMW (Work, Continuing Education, and Entrepreneurship) through four main dimensions: motivational, strategic, cultural, and tangible impact. The motivational dimension is evident in the principal's efforts to build shared motivation between the school, parents, and students regarding the future of education and careers. The strategic dimension is realized through an MoU with the DUDI and collaboration with universities to open access to work and

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further study. The cultural dimension is evident in the school's efforts to overcome cultural and psychological barriers for students in facing job opportunities outside the region.

The most tangible impact is seen in the high employment rate of graduates, with 14 out of 17 TKR graduates immediately finding employment in industry after the COVID-19 pandemic. This success demonstrates that consistent communication and partnerships between schools, families, and the industrial sector have successfully built industry confidence in the competency of graduates. Therefore, communication at SMK Negeri 1 Lhoknga serves not only as a means of conveying information but also as a key driver of collaboration and the school's success in producing graduates who are ready to work, continue their education, and become entrepreneurs.

The Dynamics of Collaboration Between the Principal, Teachers, and Parents in Building an Impactful School at SMK Negeri 1 Lhoknga

1. Dynamics of Pros and Cons

Research findings indicate that pros and cons are a natural part of every collaborative process at SMK Negeri 1 Lhoknga. Differences of opinion are understood as a natural dynamic and can be a strength if managed constructively. The principal acts as a neutral leader and always prioritizes the best interests of students, thus enabling them to unite amidst differences.

Teachers and parents view conflict as a normal part of collaboration, but it must be resolved wisely through emotional control, open communication, and deliberation. Acehnese cultural values emphasizing harmony, togetherness, and consensus reinforce this perspective. Differences of opinion are not seen as threats, but as a source of energy for improving programs and strengthening school collaboration.

Furthermore, there are cultural barriers, such as the reluctance of some parents to let their children work far from home. Schools address this situation through persuasive and motivational approaches to provide students with a broader future orientation without abandoning the strong family values inherent in Acehnese culture.

2. Deliberation-Based Conflict Resolution Mechanism

Research findings reveal that SMK Negeri 1 Lhoknga implements conflict resolution mechanisms based on local Acehnese cultural values, namely *duek pakat* and *meuseuraya.* Problem resolution is carried out through deliberation and consensus, prioritizing the common interest, especially the best interests of students.

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In practice, every problem is discussed openly with relevant parties, including the principal, teachers, and parents, to find a solution that is acceptable to all. The school avoids a winning-losing resolution model, instead emphasizing dialogue, collaboration, and finding a compromise. If necessary, a neutral third party is also involved to help reach a consensus.

The culture of *duek pakat* and *meuseuraya* makes deliberation more than just a formal procedure, but a collaborative habit embedded in the daily lives of the school community. Open and ongoing communication strengthens relationships between parties and ensures that every conflict becomes a means of strengthening synergy in realizing an impactful school.

CONCLUSION

This study shows that collaboration between the principal, teachers, and parents at SMK Negeri 1 Lhoknga is built through the implementation of integrated educational management functions in planning, organizing, implementing, and supervising. This collaboration is strengthened through three main forms of partnerships: internal partnerships through the school committee, external partnerships with the business and industrial world (DUDI), and community-based partnerships rooted in Acehnese cultural values such as *duek pakat* and *meuseuraya*. Formal and informal communication that takes place openly, sustainably, and is community-based has proven to be the foundation for creating an impactful school. The research findings also show that consistent partnerships and communication can improve graduates' readiness to achieve BMW (Work, Continuing Education, and Entrepreneurship), as demonstrated by the high employment absorption of Light Vehicle Engineering (TKR) graduates. Furthermore, the dynamics of pros and cons in collaboration are not seen as obstacles, but rather as a natural part of the cooperation process that can be resolved through deliberation based on local culture.

This study has limitations because it was conducted in only one school using a phenomenological approach, so the results cannot be generalized to all vocational education contexts in Indonesia. This study also focused more on the subjective experiences of principals, teachers, and parents, thus not delving deeply into the perspectives of students and industry as the primary partners in vocational education. Therefore, further research is recommended to involve more schools, use a mixed methods approach, and expand the participant pool to obtain a more comprehensive picture of educational collaboration. Practically, the results of this study provide implications that vocational schools need to build collaborative ecosystems based on partnerships, open communication, and local wisdom to strengthen the relevance of education to the needs of the workplace. Principals also need to develop collaborative leadership that can

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enable families, communities, and the industrial sector to become strategic partners in realizing impactful schools.

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