



Tri-Center Educational Communication Strategies for Enhancing Public and Private Elementary School Branding in Yogyakarta

Alfina Bakti Pertiwi^{1*}, Slamet Lestari¹, Mark Gabriel Wagan Aguilar²

¹Universitas Negeri Yogyakarta, Indonesia

²Emilio Aguinaldo College, Philippines

*Corresponding Author's email: alfinabakti.2024@student.uny.ac.id

How to cite: Pertiwi, A. B., Lestari, S., & Aguilar, M. G. W. (2026). Tri-Center Educational Communication Strategies for Enhancing Public and Private Elementary School Branding in Yogyakarta. *Profesi Pendidikan Dasar*, 13(1), 66–89. <https://doi.org/10.23917/ppd.v13i1.15281>

Abstract

Keywords:
communication strategy;
tri-center of education;
school branding;
elementary school

Article History:
Submitted: 2026-01-02
Revised: 2026-03-27
Accepted: 2026-04-04

This study was motivated by the declining public interest in public elementary schools alongside increasing trust in private institutions, highlighting the importance of communication strategies in shaping school branding and public trust. It aimed to analyze the implementation of the Tri-Center of Education communication strategy encompassing schools, families, and the community, and its impact on the branding of public and private elementary schools in Yogyakarta. A qualitative case study design was employed, involving two schools with distinct characteristics. Data were collected through in-depth interviews, observations, and documentation, and analyzed using the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing. The findings reveal that public schools emphasize institutional and structural communication, strengthening performance-based branding through academic achievement, professional governance, and institutional stability. In contrast, private schools adopt participatory and dialogical approaches, fostering value-based branding through religious identity, relational closeness, and positive emotional experiences. These findings underscore that integrated, sustainable, and socially grounded Tri-Center communication plays a crucial role in enhancing school branding and strengthening public trust.

INTRODUCTION

Background of the Study

Education is a fundamental right of every citizen and is the shared responsibility of the government, families, and society as mandated by Law No. 20 of 2003 on the National Education System (Ministry of National Education of Indonesia, 2003). In the context of human resource development, basic education plays a strategic role, as it serves as the foundation for the development of students' academic competencies, character, and social skills. Elementary schools, as formal educational institutions, function not only as spaces for knowledge transfer but also as social institutions that shape students' values, attitudes, and identities. Through structured learning experiences and social interactions within the school environment, students are prepared to actively participate and contribute to society in a meaningful and responsible manner.

The basic education system in Indonesia consists of public and private schools, which have different characteristics in terms of management, funding sources, quality of human resources, and

© The Author(s). 2026



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

policy flexibility. These disparities have ramifications for the variation in the quality of educational services and the manner in which schools cultivate relationships with parents and the community. Recent years have seen a decline in the public interest in public elementary schools, with an increase in interest in private elementary schools. Figure 1 provides a visual representation of this trend (BPS–Statistics of Yogyakarta Municipality, 2024).

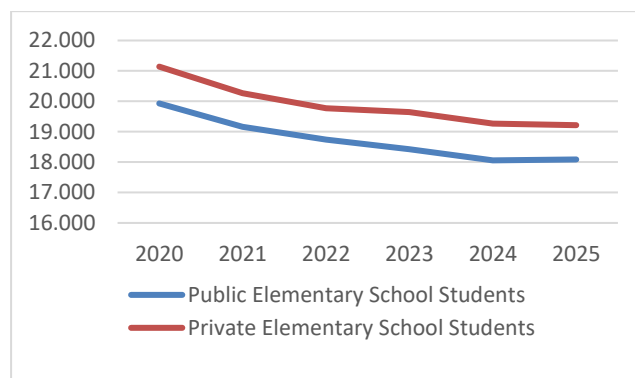


Figure 1. Ratio of Public and Private Elementary School Students in Yogyakarta City over the Past 5 Years

Educational statistics show a shift in parents' preferences, who are becoming more selective in assessing the quality of education and the image of schools. Many studies reveal that parents' decisions in choosing elementary schools are increasingly influenced by the quality of teaching staff, the quality of learning, school culture, and the reputation and image of educational institutions. Pracipta (2021) demonstrate that the image of a school and the quality of its educational services are the primary factors influencing parents' choices, while cost and location are comparatively less influential. The findings of this study indicate that effective communication of a school's advantages is imperative to ensure their recognition and trust by the community.

The discrepancy in public perception of public and private schools is also reflected in the communication strategies employed by each institution. Public elementary schools tend to prioritise administrative and internal communication, which can limit the dissemination of information regarding school programmes, achievements and institutional strengths to the wider community. This condition may reduce the visibility and competitiveness of public schools in the educational market (Devi et al., 2022; Kotler & Fox, 1995). In contrast, private elementary schools are generally more proactive and adaptive in managing communication through various channels, including digital platforms and direct engagement with parents and the community. Such participatory and open communication practices contribute to stronger school branding and a more recognizable institutional image (Brockhaus & Zerfass, 2022; Andersson, 2025). Furthermore, effective communication between schools, families, and communities is widely acknowledged as a critical factor in building trust and strengthening educational partnerships (Epstein & Sheldon, 2022; Cook et al., 2020). Therefore, differences in communication approaches not only shape public perception but also influence the positioning and attractiveness of schools in the eyes of stakeholders.

The paradigm shift among parents, who are increasingly aware of the importance of quality education, reinforces the role of school communication as a strategic instrument in shaping institutional attractiveness. In an increasingly competitive educational landscape, parental decision-making is no longer solely based on academic considerations, but also on how schools construct and communicate their image, values, and institutional advantages. Recent studies demonstrate that school branding and communication strategies play a significant role in influencing parental school choice, particularly in contexts where competition between public and private schools is intensifying. For instance, Nugroho et al. (2024) found that strategic efforts to influence parental decisions, including communication and positioning strategies, are crucial in increasing school enrollment. Similarly, Irdiyanti et al. (2023) emphasize that effective brand communication is a key component in

strengthening school competitiveness and public perception. Furthermore, recent research highlights the growing importance of digital communication in strengthening relationships between schools and parents, as well as enhancing transparency and trust (Proff et al., 2025). In line with this, Apps et al. (2025) note that the use of social media has become a strategic medium for schools to communicate their activities, values, and identity to the broader community. Therefore, schools are required to develop communication strategies that are focused, consistent, and sustainable to effectively introduce their identity and excellence to the public. In this context, the concept of the Three Centers of Education, involving synergy between schools, families, and the community, becomes increasingly relevant. Ki Hajar Dewantara's idea emphasizes that the success of education cannot be separated from the collaboration of these three centers of education. Harmonious and integrated communication between schools, parents, and the community not only supports the learning process but also plays an important role in building public trust and strengthening the branding of elementary schools amid competition between educational institutions.

Problem of the Study

Whilst communication strategies are widely acknowledged as a critical factor in shaping school image and strengthening public trust, many elementary schools, particularly public schools, have yet to manage communication in a strategic and collaborative manner. In practice, school communication tends to be one-way, administrative, and limited to the delivery of formal information, without actively engaging parents and the community as key stakeholders in educational processes. Such limited communication practices reduce the visibility of school programs, achievements, and institutional strengths, thereby weakening school branding and competitiveness in the educational landscape. Recent research highlights the importance of effective school communication for building institutional reputation and parental trust. This is particularly true when communication incorporates stakeholder engagement and strategic messaging (Brockhaus & Zerfass, 2022; Gómez-Bayona et al., 2024; Proff et al., 2025). Moreover, the integration of digital communication platforms and participatory approaches has been demonstrated to enhance transparency, stakeholder relationships and institutional positioning in progressively competitive educational environments (Apps et al., 2025; Irdiyanti et al., 2023).

On the other hand, private elementary schools tend to demonstrate more adaptive and proactive communication practices, particularly in utilizing diverse media and fostering closer relationships with parents and communities. However, existing studies have not sufficiently examined how these communication strategies are systematically designed and implemented within an integrated educational framework, particularly the Tri-Center of Education, which emphasizes the synergy between schools, families, and communities. Previous research has largely focused on school branding or parental involvement as separate constructs, rather than as an interconnected communication system that shapes institutional identity and public perception (Eden et al., 2024; Nugroho et al., 2024). This gap indicates a lack of comprehensive understanding regarding how communication strategies are operationalized within the Tri-Center of Education framework and how they contribute to strengthening school branding. Therefore, the main problem of this study lies in the limited empirical evidence explaining the implementation of Tri-Center of Education communication strategies and their impact on the branding of public and private elementary schools.

Research's State of the Art

The concept of the Tri-Center of Education refers to the integration of three primary educational environments, family, school, and community, which collectively shape students' development through continuous interaction and shared responsibility. This concept emphasizes that education is not solely the responsibility of formal institutions but is constructed through the dynamic interplay of these three domains (Saifullah et al., 2023). While previous studies have highlighted the importance of collaboration among these actors in supporting student development, most discussions remain focused on partnership practices rather than on how such collaboration is strategically managed through communication processes. In this context, the Tri-Center of Education's Communication Strategy can be conceptualized as a systematic and integrated approach to managing communication

among schools, families, and communities to build shared understanding, strengthen relationships, and support institutional objectives, including school branding.

From a theoretical perspective, communication strategy plays a central role in educational organizations, particularly in coordinating school management, fostering relationships with parents, and facilitating community engagement. Contemporary studies indicate that communication in educational settings has shifted from a purely administrative function toward a relational and participatory process. For instance, research by Goodall (2018) emphasizes that effective communication between schools and parents enhances not only parental involvement but also students' learning outcomes. In this context, parental involvement is recognized as a key element in educational success, as it significantly influences students' motivation and learning independence (Virgiandini & Muthmainnah, 2025). Furthermore, recent studies show that the use of digital communication platforms has transformed school communication into a more interactive and continuous process, enabling institutions to strengthen engagement with stakeholders beyond formal settings (Singh & Kediya, 2020; Wahyunto et al., 2023). These developments indicate that communication strategies are increasingly positioned as a key mechanism for building trust, transparency, and collaborative relationships within the educational ecosystem.

Concurrently, the notion of school branding has garnered mounting attention as educational institutions grapple with escalating competition and the imperative to establish a distinct identity. School branding is defined as a strategic effort to shape public perception by consistently communicating an institution's values, achievements, and unique traits. These factors ultimately influence stakeholder trust and enrolment decisions. Empirical evidence shows that branding plays a significant role in shaping parental school choice, particularly in competitive educational environments (Eriani et al., 2025; Shabaitah & Akyurek, 2025). In practice, public and private schools demonstrate different branding orientations. Public schools tend to prioritise performance-based branding, relying on academic achievement, institutional credibility and compliance with formal standards as key indicators of quality (Devi et al., 2022). In contrast, private schools are more likely to adopt value-based and relational branding strategies, highlighting personalized services, religious or institutional identity, and closer relationships with parents as their main competitive advantages (Mermer et al., 2022). In addition, recent studies reveal that private schools are generally more proactive in utilizing digital media and social platforms to promote their identity, communicate school activities, and maintain engagement with stakeholders, which contributes to stronger public visibility and school image (Singh & Kediya, 2020; Wahyunto et al., 2023). These findings indicate that school branding is not only determined by institutional performance but also by how effectively schools manage communication to shape relationships and public perception.

The local context of Yogyakarta provides a particularly significant setting for examining these dynamics. As one of Indonesia's prominent educational cities, Yogyakarta is characterized by a high concentration of both public and private elementary schools, resulting in increasingly competitive educational conditions. In recent years, a notable phenomenon has emerged, namely the declining public interest in public elementary schools alongside the increasing demand for private schools. Educational data indicate that several public elementary schools experience low student enrolment during admission periods, while several private schools face excess demand, leading to waiting-list or pre-registration (indent) systems (Badan Pusat Statistika Kota Yogyakarta, 2024; Pracipta, 2021). This trend reflects a shift in parental preferences and public trust, where private schools are perceived as more responsive to expectations related to quality, communication, and service. If this issue is not examined comprehensively, it may result in long-term consequences, including the marginalization of public schools due to declining student numbers and reduced institutional sustainability. Despite the urgency of this phenomenon, existing studies have not sufficiently explored it through an integrated analytical framework that connects communication strategies, stakeholder engagement, and school branding.

Therefore, this study contributes to the existing body of knowledge by integrating the Tri-Center of Education, communication strategy, and school branding into a unified conceptual framework. It

offers a novel perspective by examining how communication is systematically designed and implemented across the three educational domains to strengthen school branding. Furthermore, this study provides empirical evidence from the context of Yogyakarta, thereby enriching the literature with insights from a highly competitive and contextually unique educational environment. Ultimately, this research advances a more comprehensive understanding of how communication functions as a strategic mechanism for value creation, relationship building, and institutional positioning in elementary education.

Gap Study and Objective

Previous studies have demonstrated that communication, stakeholder engagement, and school branding are important factors in shaping public trust and institutional competitiveness in education; however, these aspects have generally been examined separately. Research by Pracipta (2021) shows that school image and reputation significantly influence parents' decisions in choosing private elementary schools in Yogyakarta. Similarly, Elitasari & Rakhmawati (2022) identify a decline in public elementary school enrollment due to weak promotion and limited communication strategies. In addition, studies by Umaroh (2022) and Triwardhani et al. (2020) emphasize the importance of two-way and participatory communication in strengthening collaboration between schools and parents. Meanwhile, Popovska et al. (2021) and Stamatis & Chatzinikola (2021) highlight that school communication is still often dominated by one-way patterns, which limit stakeholder engagement. Furthermore, research by Eden et al. (2024) and Major (2023) confirms that active involvement of parents and communities contributes significantly to strengthening educational quality and institutional trust. Despite these findings, most studies focus only on specific relationships, such as school-parent or school-community interactions without integrating all components of the Tri-Center of Education into a comprehensive communication framework.

From the perspective of strategic communication and school branding, several studies underline the importance of communication as a tool for value creation and institutional positioning. Andersson (2025) explains that strategic communication plays a central role in building organizational value and strengthening stakeholder trust. Brockhaus & Zerfass (2022) further argue that communication functions as a strategic mechanism that supports reputation building and organizational alignment. In the educational context, Devi et al. (2022) demonstrate that transparent and participatory communication strategies contribute to strengthening school image, while Irdiyanti et al. (2023) highlight that effective communication is a key element in developing school branding and competitiveness. However, these studies tend to examine communication and branding as separate constructs and do not explicitly connect them with the Tri-Center of Education framework. As a result, there is still limited understanding of how communication strategies that involve schools, families, and communities simultaneously can be designed and implemented to support school branding, particularly in the context of public and private elementary schools.

Based on these limitations, a clear research gap emerges in the lack of integrative studies that connect the Tri-Center of Education, communication strategy, and school branding within a unified analytical framework. This study addresses this gap by focusing on how communication strategies are systematically implemented across schools, families, and communities and how they contribute to strengthening school branding. Specifically, this study aims (1) to identify and describe the implementation of the Tri-Center of Education communication strategy in SD Negeri Ungaran 1 and SD Muhammadiyah Suronatan in Yogyakarta City in enhancing school branding, and (2) to analyze how the implementation of this communication strategy impacts the strengthening of public and private elementary school branding in the perception of the community. Through this approach, the study provides a more comprehensive understanding of communication as a strategic instrument in building school reputation and public trust.

METHOD

Type and Design

This study employed a qualitative approach with a case study design. A qualitative approach was selected because this study aims to gain an in-depth understanding of the processes, meanings, and dynamics of the Tri-Center of Education communication strategy within the real context of elementary schools. Case study research is particularly suitable for investigating contemporary phenomena within their real-life contexts, especially when the boundaries between the phenomenon and context are not clearly defined. In this regard, case studies allowed researchers to comprehensively explore how communication strategies were designed, implemented, and interpreted by educational actors in specific social and institutional settings, including interactions among schools, families, and communities.

Clearly, the case study design enabled researchers to address “how” and “why” questions, particularly in relation to school communication practices in building institutional branding. This study employed a collective case study design involving two case units: a public elementary school and a private elementary school in Yogyakarta city, to facilitate for comparative analysis across different institutional contexts. Such a comparative design provides a richer and more nuanced understanding of how communication strategies operate across different school types (Hyett et al., 2014). This study was conducted without any intervention. It means that all of the data were collected naturally in accordance with the schools’ ongoing activities and communication practices. Furthermore, the research data were not publicly disclosed due to the presence of sensitive institutional information. However, access may be granted on a limited basis for academic purposes with the approval of the respective institutions.

Data and Data Sources

The research data consists of primary and secondary data. Primary data was obtained directly from informants involved in the management and implementation of school communication, including principals, vice principals in charge of public relations, teachers, parents, and representatives of school committees in public and private elementary schools. Informants were selected purposively based on the relevance of their roles, experience, and involvement in school communication strategies. Secondary data was obtained from various supporting documents, such as school planning documents, activity reports, school publications, and scientific literature relevant to the topics of educational communication, Tri-Center of Education, and school branding. Secondary data served to strengthen and verify the findings from the primary data. These secondary data were used to complement and validate the primary data through a triangulation process, including cross-checking interview findings with official school documents, comparing information across different informants, and ensuring consistency between empirical data and documented evidence. This process was conducted to enhance the credibility and trustworthiness of the research findings.

Data Collection Technique

The data collection techniques were carried out through observation, interviews, and documentation studies over six months from July to December 2025. The observations were conducted in a non-participatory manner using structured observation guidelines to systematically capture the context of school communication, including interactions between schools, parents, and the community. The observations were conducted repeatedly (8-10 sessions at each school) during both formal and informal activities, such as parent meetings, school programs, and daily interactions, with each session lasting approximately 60-120 minutes. Then, the interviews were conducted in a semi-structured format using interview guides to explore the views, experiences, and communication strategies implemented by the informants in depth. Each informant participated in 1-2 interview sessions, with a duration of approximately 45-90 minutes, conducted either face-to-face or through digital platforms.

To ensure the credibility of the data, triangulation was conducted both across techniques and sources. The data obtained from observations, interviews, and documents were systematically compared and cross-checked to identify consistency and discrepancies. The source triangulation involved contrasting information from various informants representing the Tri-Center of Education, including school principals, teachers, publication teams, public relations (humas) teams, school committee members, and parents. These informants were selected to capture perspectives from the school, family, and community domains. This triangulation process enhanced the accuracy, credibility, and trustworthiness of the research findings.

Data Analysis

The data analysis in this study followed the qualitative analysis model proposed by Miles and Huberman, consisting of data condensation, data display, and conclusion drawing and verification (Miles et al., 2020). This model provides a systematic framework for organizing, interpreting, and making sense of qualitative data. The analysis was conducted iteratively and continuously, beginning during the data collection process and continuing throughout the interpretation and reporting stages. In this way, data analysis was not treated as a separate phase, but as an integral part of the overall research process.

During the data condensation stage, the raw data obtained from interviews, observations, and documents were systematically processed through a coding procedure. The analysis began with open coding, in which the researcher identified and labelled the meaningful units of the data related to communication practices, stakeholder interactions, and school branding. These initial codes were then grouped and refined through axial coding by establishing relationships among categories, such as patterns of communication between schools, parents, and the community, forms of stakeholder involvement, and communication channels utilized by the schools. Finally, the selective coding was conducted to integrate and synthesize the core categories into overarching themes that reflect the implementation of the Tri-Center of Education's communication strategy and its contribution to school branding. This process enabled the development of structured and meaningful interpretations grounded in empirical data.

The condensed data were subsequently organized and presented in the form of thematic narratives and analytical matrices to facilitate the identification of patterns, relationships, and emerging trends. In the stage of conclusion drawing and verification, the findings were continuously examined through an integrated triangulation process. The data from different techniques (interviews, observations, and documents) were systematically compared to assess consistency between reported statements, observed practices, and documented evidence. In addition, source triangulation was carried out by contrasting perspectives from various informants, including school principals, public relations and publication teams, teachers, parents, and school committee members, representing the domains of school, family, and community. This iterative verification process ensured that the conclusions were not based on a single source of data, but they were supported by converging evidence across multiple sources and methods, thereby strengthening the credibility and validity of the research findings.

RESULTS

The results indicated that the Tri-Center of Education communication strategy in public and private elementary schools in Yogyakarta was implemented through four interconnected stages: communication planning, implementation, evaluation, and reinforcement of values and sustainability. These stages formed an integrated system that contributed directly to strengthening school branding.

Communication Strategy Planning

The findings of the study indicated that the communication strategy planning of the Tri-Center of Education in both schools was executed deliberately and incorporated into the school management system. However, it was observed that different approaches were adopted in accordance with the distinctive characteristics of each institution. In public elementary schools, communication planning is formal, structured, and integrated into official documents, such as the Annual Work Plan (RKT) and

School Work Plan (RKS). Communication strategies were not designed as separate programs, but they were embedded in the planning of academic, student affairs, and public relations programs. The field findings showed that each flagship program, achievement, and external collaboration has been planned from the outset in official documents, including communication objectives, parties involved, and media used. This pattern allowed schools to maintain consistency in their messages, regularity in communication flows, and stability in the school's professional image.

In addition, communication planning in private elementary schools was characterised by a participatory and dialogical approach. This process was facilitated through annual work meetings (RAKER), teacher meetings, and collaborative meetings involving school leaders, teachers, committees, and parent representatives. The findings of the interviews showed that communication planning not only discussed technical agendas but also provided a space to agree on a shared vision, school values, and the identity that the school wishes to present to the public. Schools consciously design communication messages based on religious values and the school's cultural characteristics. This flexible planning allowed schools to respond more adaptively to the dynamic needs of parents and the community. This pattern reflected communication practices that emphasized dialogue and mutual understanding between educational actors.

Implementation of the Tri-Center Education Communication

The implementation of the Tri-Center of Education communication strategy showed a fairly contrasting pattern between public elementary schools and private elementary schools. These differences were evident in internal school communication, communication between schools and families, and communication between schools and the community.

Internal School Communication

In public elementary schools, internal communication is hierarchical, formal, and structured, as illustrated in Figure 2.



Figure 2. Regular Internal Meeting of Public Elementary Schools

Information and policies were communicated through clear organizational channels, starting from the principal, vice principal, to teachers and educational staff. At the beginning of each week, the principal held a briefing to give instructions, convey the activity agenda, and coordinate the implementation of school programs. The principal explains that every issue or piece of information must go through a hierarchical communication channel, starting with the classroom teacher, then up to the parallel coordinator, to the phase level, to the teacher meeting, and finally to the principal if necessary. With a student population of nearly 700, this layered communication structure was considered very important to maintain order in the flow of information and avoid skipping steps in problem handling, which can cause chaos. In addition to hierarchical meetings, the school also regularly held coordination and learning community meetings (kombel) called "Kombel SNEUSA," an internal training program where teachers share best practices and receive monitoring from BBGTK. This activity served as a means of professional communication between teachers, as well as a forum for adjusting learning strategies and improving service quality. This pattern maintained organizational order, minimized message distortion, and strengthened a culture of discipline and professionalism at

work. The teachers understood their role as policy implementers and information conveyors to parents, so that communication was consistent and controlled.

In contrast, private elementary schools applied interpersonal, open, and responsive communication. Interactions between school leaders and teachers take place intensively through regular meetings and daily digital communication, as shown in Figure 3.



Figure 3. Private Elementary School Internal Regular Meeting

The principal played a central role through regular briefings on the first Thursday of the month and after Friday prayers, which were filled with recitation of the Quran, which served as a space for synchronizing policy directions, delivering brief information, reinforcing service values, and responding to issues that require immediate attention. These briefings served not only to convey information, but also to strengthen the organisational culture and personal relationships among staff. This ensured that all teachers understood their strategic role as the primary point of contact between the school and parents and the community. Therefore, they need to have a common understanding so that all information is conveyed clearly.

The interviews revealed that teachers are not merely recipients of instructions, but also proactively contribute ideas and evaluations of school programmes. The classroom teachers revealed that internal communication within the school was effective, transparent and uncomplicated, meaning that teachers felt appreciated and had the opportunity to express their opinions or concerns. Most teachers had been working for a long time (10-25 years), and they considered internal harmony to be a strong reason for teachers to stay. Teachers act as agents of school communication, especially in conveying the school's values, programs, and image to parents and the community.

School and Family Communication

In communicating with families, public elementary schools used formal and procedural mechanisms, such as the establishment of a Parent Forums (FOS) as a means of communication between the school and parents, as well as the use of official school communication media.



Figure 4. Parent Forums (FOS) Meeting

As illustrated in Figure 4, the FOS demonstrates that parents have the capacity to convey their aspirations and receive information through the FOS, while remaining within clear governance

boundaries. Empirical evidence has demonstrated that this pattern engenders feelings of security and confidence amongst parents, particularly in relation to academic subjects, administrative matters, and school policy. Conversely, private elementary schools established a dialogue between schools and families that was characterised by intensity and emotion. One of the unique characteristics of these schools was the existence of “a monthly recitation” forum for parents, which serves as a forum for conveying information, character building for parents, and presenting student development, as illustrated in Figure 5 and Figure 6.



Figure 5. Session 1 Monthly Recitation: Counseling in Each Classroom with Parents



Figure 6. Session 2 Monthly *Recitation*: Study and Joint Learning with the Entire School Community

Every month, during the second week, the school held a Monthly Meeting from 7:30 to 9:00 a.m. It began with a 30-45 minute meeting between homeroom teachers and parents for each class, followed by a parents' meeting in the auditorium. The teachers used these class meetings to discuss the students' academic progress and activity plans, as well as to receive feedback and criticism from parents. This forum also gave parents the opportunity to ask questions, provide feedback, or express concerns about their children, thereby creating equal and humane two-way communication. The findings of the interviews showed that parents not only receive information but are also actively involved in evaluating and strengthening school programs. This pattern built strong trust and a sense of togetherness between the school and families.

School and Community Communication

In the context of communication with the community, public elementary schools tend to develop relationships through more structured and institutionalized partnerships involving school committees, government agencies, universities, media, and local communities. As illustrated in Figure 7, Figure 8, and Figure 9, these relationships are formalized through collaborative programs, such as partnerships with higher education institutions, coordination with public authorities (e.g., police and local government), and media engagement to disseminate school activities and achievements.

Communication was also extended to the immediate social environment, including local residents, informal workers, and community figures, reflecting an adaptive approach to the surrounding socio-cultural context. The involvement of the school committee played a central role as a liaison, facilitating coordination between the school and external stakeholders while maintaining organizational structure and governance boundaries. In addition, flagship programs, such as environmental initiatives, character education activities, and academic achievements, serve as key communication channels that represent the school's identity to the broader public. In conclusion, the findings demonstrated that, despite the communication style being relatively formal and structured, there were certain aspects that could be improved upon. The phenomenon under scrutiny has been demonstrated to be characterised by a multi-directional and mutually beneficial nature, thus enabling the educational establishment to build social legitimacy, strengthen public trust, and sustain its institutional reputation within the community.



Figure 7. Committee Involvement in School Programs



Figure 8. Cooperation between Schools and Police Agencies



Figure 9. Publication of School Activities in Local Media

Meanwhile, private elementary schools tend to build school community communication organically and relationally, often grounded in socio-religious and social ties. In this context, the school was positioned not only as an educational institution but also as part of the broader social fabric, where community members, school committees, alumni, and social organizations were actively involved in various activities.



Figure 10. Community Involvement in Sacrificial Animal Slaughter Activities



Figure 11. Publication of School Activities in Local Media



Figure 12. Private Elementary School Student Exchange to Schools in Malaysia

As illustrated in Figures 10, 11 and 12, this involvement is reflected in socio-religious programmes, collaboration with local media and participation in broader institutional networks, including international partnerships such as student exchange programmes. These forms of engagement indicated that communication was sustained through both formal mechanisms, such as committee meetings, and informal interactions embedded in everyday social practices. The presence of alumni and media partnerships further extends the school’s communication reach beyond its immediate environment, reinforcing its visibility and credibility. Overall, the findings suggest that the community is not merely positioned as a recipient of information, but as an active and interconnected part of the school ecosystem that continuously contributes to shaping and disseminating a positive institutional image.

Communication Effectiveness Evaluation

Both of the schools conducted communication evaluation continuously although with different approaches. In public elementary schools, communication evaluation was carried out formally,

systematically, and institutionally. The evaluation was carried out through teacher and staff coordination meetings, parent forums (FOS), school committee meetings, and service satisfaction surveys. The indicators of communication effectiveness used included the accessibility of information to parents, minimal miscommunication, stability of school-parent relationships, and increased public trust in schools. The field findings showed that communication evaluation results were also linked to quantitative indicators, such as high enrolment rates, consistent academic performance, and minimal conflict between schools and parents. Evaluation does not stop at assessment but is followed up through communication strategy revisions, media adjustments, and strengthened internal coordination.

Private elementary schools used reflective and dialogical evaluation based on direct interaction and stakeholder experiences. The evaluation was conducted through direct dialogue in monthly parent meetings, work meetings (RAKER), and observation of parents' and the community's responses to school programs. Communication effectiveness was assessed based on the quality of relationships, level of trust, sustainability of parental participation, and minimal communication conflicts. The findings of the interview showed that schools placed more emphasis on parents' feelings of being heard and comfortable as indicators of successful communication. This approach resulted in stable relationships and high loyalty of parents to the school. In general, these findings indicated that communication evaluation in the context of the Tri-Center of Education did not merely measure the success of message delivery but assessed its impact on the quality of long-term relationships between schools, families, and the community.

Reinforcement of Values and Communication Sustainability

In public elementary schools, the strengthening of communication values was evident in the internalization of the values of professionalism, discipline, openness, and a culture of achievement. The value of "achievement as a tradition" did not only function as a slogan, but it was realized through consistent communication of student achievements, which were continuously published through school social media, mass media, banners, and even city videotrons. The sustainability of communication was reinforced by an established structural system, such as a tiered communication channel, SOPs for issue handling, and a clear division of roles between the principal, teachers, public relations, parents, and the committee. These findings showed that communication values have been institutionalized and do not depend on specific figures, so that the school's branding remained stable despite internal and external dynamics.

In private elementary schools, communication continuity was built through the internalization of religious values, togetherness, social awareness, and service. These values were brought to life through regular parent recitations, social and religious activities, alumni involvement, and warm personal relationships between teachers and parents. Communication functions as a social practice that builds emotional bonds, not merely as a managerial tool. An interesting finding showed that parents played an active role as agents of school communication, spreading the school's image and values through social networks, religious communities, and work environments. This process showed the organic dissemination of values outside the formal structure of the school. Overall, these findings confirmed that the sustainability of school branding was largely determined by the school's ability to manage communication as a process of long-term value formation, where strategic communication functions as a mechanism for the creation of sustainable social, cultural, and institutional values.

The Impact of the Tri-Center of Education Communication Strategy on School Branding

The implementation of the Tri-Center of Education communication strategy had a direct impact on school branding, with distinct characteristics in each context.

Public Elementary School Branding: Excellence Based on Performance and Academic Reputation

In this study, public elementary schools built their branding as schools of excellence through a performance-based branding approach, supported by consistent academic achievements, professional school management, and strong institutional legitimacy. Field findings shown in Table 1 indicate that this school consistently ranks first among public elementary schools in Yogyakarta based on the

average ASPD score, with an average score of 83.78, the highest among other public elementary schools in 2025 (Kholidfu, 2025).

Table 1. Ranking of Average ASPD Scores for Public Elementary Schools in 2025

School Name	Average Score	Status
SD Muhammadiyah Sapen	86,40	Private
SD Muhammadiyah Suronatan	83,94	Private
SD Negeri Ungaran 1	83,78	Public
SD Muhammadiyah Karangajen II	83,63	Private
SD Pangudi Luhur	82,98	Private
SD Muhammadiyah Purwodiningratan I	82,82	Private
SD Bopkri Gondolayu	80,85	Private
SD Negeri Puro Pakualaman I	80,66	Public
SD Muhammadiyah Sukonandi	80,46	Private
SD Muhammadiyah Sapen 2	79,40	Private
SD Pangudi Luhur 1 Yogyakarta	78,74	Private
SDIT Bina Anak Sholeh (BIAS)	78,62	Private
SD Muhammadiyah Sukonandi	78,39	Private
SD Joannes Bosco Yogyakarta	77,97	Private
SD Taranita Bumijo	77,93	Private

These academic achievements did not stand alone, but they were systematically communicated through various formal school channels, such as parent-teacher meetings, school committee forums, academic achievement reports, and publications of school activities in local media. In addition to academic achievements, the branding of public schools was also strengthened through non-academic achievements, particularly in the field of the environment. This school has earned the title of Adiwiyata Mandiri School, which reinforced the school's image as an educational institution that excelled academically and was environmentally conscious. Observations showed that the Adiwiyata Mandiri achievement and the award as a Sobat Bumi School were consistently communicated to parents and the community through visual documentation, media publications, and the involvement of the environmental community. This shaped the public perception that public schools were not only academically superior but also had a strong commitment to character education and environmental sustainability.

Private Elementary School Branding: Excellence Based on Values, Relationships, and Trust

Unlike public schools, the private elementary schools in this study build their branding through a value-based approach rooted in religious values, emotional closeness, and strong social relationships with parents and the community. The findings showed that these schools ranked second in terms of the average ASPD score for private elementary schools in Yogyakarta (Kholidfu, 2025), with competitive and stable academic achievements in recent years, as shown in Table 2.

Table 2. Ranking of Average ASPD Scores for Private Elementary Schools in 2025

School Name	Average Score	Status
SD Muhammadiyah Sapen	86,40	Private
SD Muhammadiyah Suronatan	83,94	Private
SD Negeri Ungaran 1	83,78	Public
SD Muhammadiyah Karangjajen II	83,63	Private
SD Pangudi Luhur	82,98	Private
SD Muhammadiyah Purwodiningratan I	82,82	Private
SD Bopkri Gondolayu	80,85	Private
SD Negeri Puro Pakualaman I	80,66	Public
SD Muhammadiyah Sukonandi	80,46	Private
SD Muhammadiyah Sapen 2	79,40	Private
SD Pangudi Luhur 1 Yogyakarta	78,74	Private
SDIT Bina Anak Sholeh (BIAS)	78,62	Private
SD Muhammadiyah Sukonandi	78,39	Private
SD Joannes Bosco Yogyakarta	77,97	Private
SD Tarakanita Bumijo	77,93	Private

However, private school branding is not only supported by academic achievements, but also by interpersonal and participatory communication experiences. Monthly parent-teacher meetings, class counselling sessions with teachers and parents, and active community involvement in religious and social activities create a space for communication that builds a sense of belonging to the school. The findings of the interview showed that parents perceived the school not merely as an educational institution, but as a "second home" that shaped their children's character and Islamic values holistically. Private school branding was also strengthened through international programs and alumni networks, such as student exchange activities to Malaysia and alumni involvement in student development activities. These programs were actively communicated through digital media and local publications, thereby expanding the school's image as a modern Islamic educational institution that was open, adaptive, and globally competitive.

The construction of school branding was achieved through consistent and sustained communication practices that actively involved schools, families, and communities. In public elementary schools, the concept of branding is predominantly performance-based, with a strong emphasis on academic achievement, institutional credibility, and structured governance as the primary indicators of quality. In contrast, private elementary schools developed value-based branding by highlighting religious identity, personalized services, and close relational engagement with stakeholders. These differing communication approaches shaped distinct branding orientations that reflected each institution's characteristics and strategic priorities. Nevertheless, both approaches played a significant role in strengthening public trust and reinforcing the school's position within an increasingly competitive educational landscape.

DISCUSSIONS

This discussion examined the research findings on the implementation of the Tri-Center of Education communication strategy in public and private elementary schools, as well as its implications for strengthening school branding. The discussion was structured based on the strategic stages of communication identified in the field, namely communication planning, implementation of Tri-Center of Education Communication, evaluation of communication effectiveness, strengthening of values and communication sustainability, and its impact on school branding.

Tri-Center of Education Communication Strategy Planning

The research findings indicated that the Tri-Center of Education communication strategy planning was largely determined by the character of the school organization and the surrounding social context. In public elementary schools, communication planning was formulated formally and structurally through the RKT and RKS documents. This pattern reflects the character of public

education organizations operating within a public bureaucratic system, where communication is positioned as a mechanism connecting policy, organizational goals, and technical implementation in the field (Hoy & Miskel, 2013; Ali & Susilawati, 2025). From an educational administration perspective, formal communication planning served to maintain system stability, role clarity, and school policy consistency. The field findings showed that this pattern enabled public schools to maintain a professional and accountable image amid public demands and government regulations. This is in line with the view of Zerfass & Volk (2020) that strategic communication in public sector organizations serves as an instrument for aligning organizational goals and stakeholder expectations.

However, when viewed from the perspective of Ki Hajar Dewantara's Tri-Center of Education, overly structural planning patterns had the potential to limit dialogue with families and communities if not balanced with participatory mechanisms. Ki Hajar Dewantara emphasized that ideal education can only take place through synergy between schools, families, and communities (Soeratman 1989; Kurniawan, 2015). In this context, the research findings showed that public schools continue to carry out the Tri-Center role, but through controlled and procedural institutional channels. In contrast, in private elementary schools, communication strategy planning was developed participatively through annual work meetings involving the principal, teachers, committee, and parent representatives. Planning is not only administrative in nature, but also serves as a space for dialogue to align the school's vision, values, and identity. This pattern is very much in line with Habermas's (1987) theory of communicative action, which emphasizes that mutual understanding can only be achieved through rational dialogue and equal participation among actors. These findings also reinforce the studies by Muzakki et al. (2023), Bariyah (2019), and Hardian et al. (2023), which emphasize that the success of the Tri-Center of Education is largely determined by the active involvement of families from the educational planning stage. In the context of private schools, parents are not positioned as recipients of policy, but as strategic partners who help shape the direction of the school's communication and branding.

When viewed from an educational marketing perspective, both schools have implemented the principles of strategic planning as proposed by Kotler & Fox (1995), albeit in contextually adapted ways. Public schools emphasized system consistency and message certainty, while private schools emphasized flexibility and stakeholder involvement. These differences reflected how each type of school responded to its unique organizational context and stakeholder expectations. Such findings reinforce Freeman's (2015) perspective that the effectiveness of an organization's strategy is closely linked to its ability to adapt to the characteristics and interests of its key stakeholders. In addition, research Hussein (2025) and Suguraliyeva et al. (2026) states that effective communication between educational stakeholders, families, and communities supports alignment of educational goals and collaboration.

Implementation of Tri-Center of Education Communication

Internal School Communication

The implementation of internal communication in public elementary schools showed a structural, hierarchical, and procedure-based pattern. Information flowed vertically from school leaders to teachers and educational staff. In the framework of Abduxamidovna (2025) and Hoy & Miskel (2013), this pattern reflects formal organizational communication that serves to maintain order, discipline, and accountability. The research findings showed that despite being top-down, this internal communication was relatively effective in minimizing message distortion and maintaining consistency in school policy. From a strategic communication perspective, this pattern is in line with Brockhaus & Zerfass (2022) and Thumvichit & Phanthaphoommee (2026) view that a clear communication structure can strengthen the position of communication in supporting organizational goals. However, its limitation lies in the lack of spontaneous feedback from teachers, which in the long run can hinder innovation in internal communication.

In contrast, private elementary schools implemented internal communication that was more interpersonal, egalitarian, and responsive. Intensive interaction between the principal, teachers, and public relations team allowed for quick feedback. This pattern is in line with Schramm (1965) two-way communication theory, which emphasizes that the meaning of communication is formed through a continuous process of message exchange and feedback. These findings also support Jamal et al. (2023) and Major's (2023) view that open internal communication increases teachers' sense of ownership and commitment to the school's vision. In addition, this pattern aligns with recent findings by Leithwood et al. (2020) and Wang & Wang (2024), which show that collaborative and participatory communication within schools significantly contributes to organizational learning and school improvement by fostering trust, shared understanding, and collective responsibility.

School and Family Communication

Communication between schools and families in public elementary schools took place through formal mechanisms, such as parent forums, class meetings, and official communication media. This pattern reflects a structural model of school-family partnership Epstein & Sheldon (2022) and Kapelela et al. (2025). Research findings show that this approach provides procedural certainty and clarity of communication for parents, especially in urban communities that demand professional education services. However, several studies mention that overly formal communication has the potential to reduce the emotional closeness between teachers and parents (Ozmen et al., 2016; Stamatis & Chatzinikola, 2021). Field findings confirm that although public trust is maintained, parents' emotional involvement is not yet fully optimal.

In contrast, private elementary schools built dialogical and emotional communication between schools and families through regular forums based on religious values and intense daily communication. This pattern is in line with the findings of Umaroh (2022), Triwardhani et al. (2020), and Đurišić & Bunijevec (2017), which shows that intensive two-way communication strengthens parental involvement and positively influences child development. It also aligns with this research, indicating that the integration between school and home environments can enhance student engagement and foster more meaningful learning experiences (Rindaningsih et al., 2025). It is further supported by recent international research by Goodall (2018), which show that intensive two-way communication strengthens parental involvement and positively influences child development. It also aligns with this research, indicating that the integration between school and home environments can enhance student engagement and foster more meaningful learning Habermas's (1987) perspective, this practice reflects communicative action oriented toward achieving mutual understanding, not merely conveying administrative information.

School and Community Communication

Communication between schools and communities in public elementary schools was more prominent through formal partnerships with the government agencies, media, universities, and local communities. These collaborations were typically organized through official programs and institutional agreements, reinforcing the school's position as a formal and accountable public institution. Such a pattern reflects a strategic approach to stakeholder management, where communication is aligned with institutional goals and governance structures. This finding is consistent with Freeman's (2015) stakeholder theory, which highlights the importance of managing relationships with external actors to sustain organizational legitimacy. It is further supported by Bukit et al. (2023); Epstein & Sheldon (2022); and Yudarwati & Gregory, (2022), who demonstrate that structured school community partnerships, when systematically managed, contribute to improved school reputation, trust, and student outcomes.

In contrast, private elementary schools built communication with the community more organically through social-religious networks, alumni, and local communities. Schools functioned not only as educational institutions but also as social spaces where ongoing interaction and shared values are continuously negotiated. Communication occurred through both formal programs and informal social practices, allowing stakeholders to actively participate in shaping the school environment. This pattern reflects Habermas's (1987) concept of communicative action, where dialogue is oriented

toward mutual understanding and social integration. It is further supported by Goodall (2018) and Sofia et al., (2023), concept of communicative action, where dialogue is oriented toward mutual understanding and social integration.

Communication Effectiveness Evaluation

The findings showed that the evaluation of communication effectiveness in both schools was not positioned as a separate administrative process, but it was organically integrated into daily school management practices. This pattern reinforces the view of Miles et al. (2020) that in the context of social organizations, process evaluation is often cyclical, reflective, and embedded in routine activities, rather than through separate formal instruments. In public elementary schools, the evaluation of communication effectiveness was carried out through structural mechanisms, such as internal teacher meetings, parent forums, and service satisfaction surveys. The main indicators used were pragmatic and contextual, including the accessibility of information, minimal miscommunication, and the stability of the relationship between the school and parents. These findings are in line with the views of Hoy & Miskel (2013) that in formal educational organizations, the effectiveness of communication is measured by the regularity of the system and the functioning of the organizational structure. In other words, communication is considered effective when messages are delivered evenly and do not cause systemic disruptions. However, when viewed critically, this evaluation approach, which emphasized system stability, was more oriented toward system maintenance than toward exploring the meanings and experiences of stakeholders. This showed that communication evaluation in public schools tends to assess "whether communication is working," rather than deeply examining "how communication is experienced" by parents and the community. This phenomenon is consistent with the findings of Elitasari & Rakhmawati (2022), which show that public schools are often strong administratively but relatively weak in reading the perceptual dimensions of public communication.

In contrast, in private elementary schools, communication evaluation took place reflectively and dialogically through direct interaction with parents and the community. Regular forums, such as parent-teacher meetings, religious activities, and informal interactions, served as spaces for social evaluation that allowed schools to directly capture the emotional responses, trust levels, and satisfaction of stakeholders. This pattern is in line with Habermas's theory of communicative action (1987), which emphasizes that meaningful communication evaluation can only occur through dialogue that enables mutual understanding. From a communication theory perspective, this evaluation practice also reflects the feedback loop as proposed by Schramm (1965), in which feedback is not merely a complement to communication but the core of the meaning-making process. These findings reinforce the research of Popovska et al. (2021) and Umaroh (2022) that school-parent communication evaluated dialogically can prevent conflict escalation and strengthen long-term trust. From an educational marketing perspective, this quality-of-relationship-oriented evaluation pattern demonstrates the application of the principles of relationship marketing (Kotler & Fox, 1995; Gómez-Bayona et al., 2024), where the success of communication is not measured by the frequency of messages, but by the level of trust, satisfaction, and loyalty of stakeholders toward the school.

Strengthening Values and Sustainability of Communication

One of the main conceptual contributions of this study was the discovery of the stage of value reinforcement and communication sustainability as a continuation of the cycle of planning, implementation, and evaluation of the Tri-Center of Education communication strategy. This finding showed that school communication did not stop at achieving short-term effectiveness but developed into a process of institutional value formation that supports the sustainability of school branding. In public elementary schools, the values of professionalism, discipline, and a culture of achievement are internalized through a tiered, consistent, and institutionalized communication system. Communication does not depend on specific leadership figures but functions as an established organizational mechanism. These findings are in line with Hoy & Miskel (2013) and Helzi et al. (2024), who state that the stability of educational organizations is achieved when core values are institutionalized through

consistent communication structures and procedures. In the context of the Tri-Center of Education, this pattern shows that public schools position themselves as educational centers with strong institutional authority, while families and communities are involved in a controlled framework. This approach is effective in maintaining the school's reputation as a professional public institution, but it is relatively less flexible in building emotional bonds with stakeholders (Muzakki et al., 2018; Saifullah et al., 2023).

In contrast, in private elementary schools, the continuity of communication was built through the internalization of religious values, togetherness, and social concern that are alive in the school's daily practices. Communication not only conveys messages but also shapes stakeholders' emotional experiences through repeated interactions, religious activities, and social engagement. This pattern aligns with Ki Hajar Dewantara's view that education is a process of cultural value transmission that occurs through exemplary behavior and social relations, rather than merely through formal instruction (Kurniawan, 2015). These findings are highly relevant to Andersson (2025) theoretical framework, which views strategic communication as a process of forming long-term social and cultural values. From this perspective, private school communication not only produces communicated value but also experienced value that is internalized by parents and the community. The sustainability of school branding is thus built through perceived meaning, not just the messages conveyed.

The Impact of the Tripusat Pendidikan Communication Strategy on School Branding

The implementation of the Tri-Center of Education communication strategy has proven to have a real impact on the formation and strengthening of school branding. The findings show that branding is not formed through promotional activities alone, but through consistent, continuous communication experiences that involve all elements of Tri-Center of Education. In public elementary schools, school branding is formed through a performance-based branding approach, which emphasizes academic achievement, professional management, and a green school image. A stable and controlled communication structure allows schools to maintain a consistent image in the long term, as explained by Hoy & Miskel (2013). Academic achievements and the success of environmental programs are not only internal accomplishments but are also systematically communicated to the public, thereby shaping the perception of the school as a leading and trusted institution. In this context, the leadership of the principal plays a crucial role in directing, coordinating, and strengthening communication among stakeholders within the Tri-Center of Education. Effective school leadership encourages collaboration between schools, families, and communities, while also ensuring that the school's vision, values, and achievements are communicated consistently and strategically (Li, 2025; Ruiz-Montero et al., 2025). Through adaptive and participatory leadership, principals become key figures in building public trust and sustaining a positive school image in the long term (Cao & Yu, 2023; Douwes et al., 2023; Ishola et al., 2024).

In contrast, private elementary schools built value-based branding through religious identity, relational closeness, and positive parental experiences. School branding was not built primarily through claims of superiority, but through meanings experienced directly by stakeholders in their daily interactions. In Schramm's (1965) perspective, brand meaning is formed through a communication process that produces a commonality of meaning between the school and the community. These findings are also in line with Andersson (2025) and Harun (2025), who emphasizes that strategic communication value is formed through shared social experiences. Empirically, the findings of this study support and expand on the research of Pracipta (2021), Devi et al. (2022), and Gómez-Bayona et al. (2024). While previous studies emphasized the role of image and marketing strategies in school selection, this study shows that in the context of elementary schools, the quality of Tri-Center of Education communication is a key factor that bridges achievement, value, and public trust. Thus, elementary school branding cannot be separated from the quality of communicative relations that are dialogical, sustainable, and rooted in the socio-cultural context of the school.

CONCLUSION

This study concludes that the implementation of the Tri-Center of Education communication strategy plays a central role in strengthening elementary school branding by fostering dialogical,

participatory, and sustainable relationships among schools, families, and communities, while also offering a novel contribution through an integrative framework that links communication processes with institutional identity and public trust formation. The findings demonstrate that although communication strategies are contextually shaped by institutional characteristics, where public schools emphasize structured, performance-based approaches and private schools prioritize relational and value-based interactions, both approaches are equally effective in building strong branding, thereby extending existing knowledge by positioning communication not merely as a supporting function but as a core mechanism in educational branding. However, this study is limited to two purposively selected schools with specific contextual advantages, and it does not fully capture the diversity of communication practices across broader educational settings, nor does it sufficiently incorporate perspectives from students, alumni, media, and foundation stakeholders, suggesting the need for future research that involves more varied contexts, stakeholders, and methodological approaches, including longitudinal and mixed-method designs. The implications of this study highlight the importance of designing and managing Tri-Center of Education communication strategies in a systematic, adaptive, and value-oriented manner, where schools align communication with institutional vision, strengthen internal and external communication competencies, and actively engage parents and communities as educational partners, while policymakers are encouraged to support schools through capacity building in strategic communication and institutional collaboration. Overall, this study affirms that strengthening school branding is not solely determined by academic achievement, but is fundamentally shaped by the quality of communication experiences that are meaningful, consistent, and rooted in the social and cultural context of education.

REFERENCES

- Abdusamadovna, B. N. (2025). Developing modern competencies in future primary school teachers: a comparative study of Indonesia and Uzbekistan. *Indonesian Journal of Multidisciplinary Research*, 5(1), 207-212. <https://doi.org/10.17509/ijomr.v5i1.82603>
- Ali, E. Y., & Susilawati, D. (2025). Principal leadership style on teacher performance in elementary school environment. *Profesi Pendidikan Dasar*, 12(1), 13–30. <https://doi.org/10.23917/ppd.v12i1.8885>
- Andersson, R. (2025). Strategic communication and value creation: A process theoretical understanding of value formation in strategic communication management. *Public Relations Review*, 51(2), 102559. <https://doi.org/10.1016/j.pubrev.2025.102559>
- Apps, T., Beckman, K., Pawlicka, N., & Kidson, P. (2025). The nature of connection: parents' experiences with school social media. *Learning, Media and Technology*, 1–16. <https://doi.org/10.1080/17439884.2025.2541714>
- Bariyah, S. K. (2019). Peran tripusat pendidikan dalam membentuk kepribadian anak [The role of the three centers of education in shaping children's personality]. *Jurnal Kependidikan*, 7(2), 228–239. https://www.researchgate.net/publication/346399631_Peran_Tripusat_Pendidikan_dalam_Membentuk_Kepribadian_Anak
- BPS–Statistics of Yogyakarta Municipality. (2024). *Jumlah Sekolah, Guru, dan Murid Sekolah Dasar (SD) di Bawah Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Menurut Kecamatan di Kota Yogyakarta* [Number of elementary schools, teachers, and students under the Ministry of Education, Culture, Research, and Technology by district in Yogyakarta Municipality]. Badan Pusat Statistika Kota Yogyakarta. <https://jogjakota.bps.go.id/id/statistics-table/3/VWtKTmFFbDZaSFJWWVhOYU16WmhaRzICYIM5Wlp6MDkjMw==/jumlah-sekolah--guru--dan-murid-sekolah-dasar--sd--di-bawah-kementerian-pendidikan--kebudayaan--riset--dan-teknologi-menurut-kecamatan-di-kota-yogyakarta--2022-2023.html>

- Brockhaus, J., & Zerfass, A. (2022). Strengthening the role of communication departments: A framework for positioning communication departments at the top of and throughout organizations. *Corporate Communications: An International Journal*, 27(1), 53–70. <https://doi.org/10.1108/CCIJ-02-2021-0021>
- Bukit, S., Ramadhani, R., & Bukit, J. F. (2023). Study of elementary school teacher communication strategies in the learning process. *Journal Corner of Education, Linguistics, and Literature*, 2(4), 272-279. <https://doi.org/10.54012/jcell.v2i4.140>
- Cao, W., & Yu, Z. (2023). Exploring learning outcomes, communication, anxiety, and motivation in learning communities: a systematic review. *Humanities and social sciences communications*, 10(1), 1-13. <https://doi.org/10.1057/s41599-023-02325-2>
- Cook, A. L., Troeger, R., Shah, A., Donahue, P., & Curley, M. (2020). Reenvisioning family-school-community partnerships: Reflecting on five years of dialogues on race programming within an urban school community. *School Community Journal*, 30(2), 121–154. <https://eric.ed.gov/?id=EJ1276949>
- Devi, M., Suyatno, S., & Sukirman, S. (2022). School branding strategy in facing the impact of zoning system. *International Journal of Educational Management and Innovation*, 3(3), 288–304. <https://doi.org/10.12928/ijemi.v3i3.6089>
- Douwes, R., Metselaar, J., Pijnenborg, G. H. M., & Boonstra, N. (2023). Well-being of students in higher education: The importance of a student perspective. *Cogent Education*, 10(1), 2190697. <https://doi.org/10.1080/2331186X.2023.2190697>
- Đurišić, M., & Bunijevac, M. (2017). Parental involvement is an important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137–153. <https://doi.org/10.26529/cepsj.291>
- Eden, C. A., Adeniyi, I. S., & Chisom, O. N. (2024). Parent and community involvement in education: strengthening partnerships for social improvement. *International Journal of Applied Research in Social Sciences*, 6(3), 372–382. <https://doi.org/10.51594/ijarss.v6i3.894>
- Elitasari, H. T., & Rakhmawati, Y. (2022). Analisis kemerosotan jumlah peserta didik sekolah dasar negeri di Kabupaten Magelang [Analysis of the decline in the number of public elementary school students in Magelang Regency]. *DIDAKTIKA: Jurnal Pendidikan Sekolah Dasar*, 5(2), 99–106. <https://doi.org/10.21831/didaktika.v5i2.54447>
- Epstein, J. L., & Sheldon, B. (2022). *School, family, and community partnerships: preparing educators and improving schools* (3rd ed.). Routledge.
- Eriani, Y., Khamidi, A., Amalia, K., & Nursalim, M. (2025). Social media branding strategies that strengthen school image among stakeholders. *Academia Open*, 10(1). <https://doi.org/10.21070/acopen.10.2025.10953>
- Freeman, R. E. (2015). *Strategic management: A stakeholder approach*. (E. M. Epstein, Ed.; 1st ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9781139192675>
- Gómez-Bayona, L., Valencia-Arias, A., Orozco-Toro, J. A., Tabares-Penagos, A., & Moreno-López, G. (2024). Importance of relationship marketing in higher education management: the perspective of university teachers. *Cogent Education*, 11(1), 2332858. <https://doi.org/10.1080/2331186X.2024.2332858>
- Goodall, J. (2018). Parental engagement in children’s learning: Moving on from mass superstition. *Creative Education*, 09(11), 1611–1621. <https://doi.org/10.4236/ce.2018.911116>
- Habermas, J. (1987). *The theory of communicative action: The critique of functionalist reason* (2nd ed., Vol. 2). Polity Press.
- Hardian, M., Hidayah, Y., Suryaningsih, A., & Feriandi, Y. A. (2023). Gagasan pendidikan politik bagi generasi muda (Sebuah Kajian Literatur) [Ideas of political education for young generations: A literature review]. *Sukma: Jurnal Pendidikan*, 7(2), 163–188. <https://jurnal.unublitar.ac.id/index.php/briliant/article/view/653>

- Harun, A. (2025). Assessing pedagogical competence among prospective primary school teachers: a case study. *Journal of Education Review Provision*, 5(1), 53-63. <https://doi.org/10.55885/jerp.v5i1.577>
- Helzi, H., Minsih, M., Desstya, A., & Muhammad, M. (2024). Innovative approaches to science and social studies-centered learning with a focus on student wellbeing in elementary education. *Profesi Pendidikan Dasar*, 11(1), 64–79. <https://doi.org/10.23917/ppd.v11i1.6173>
- Hoy, W. K., & Miskel, C. G. (2013). *Educational administration theory, research, and practice* (D. B. Hash & R. A. Reed, Eds.; 9th ed.). McGraw-Hill.
- Hussein, H. B. (2025). A proposed model for teacher education: Rethinking the future of the next generation. *International Journal of research in Educational Sciences.*, 8(2), 41-78. <https://doi.org/10.29009/ijres.8.2.1>
- Hyett, N., Kenny, A., & Dickson-Swift, V. (2014). Methodology or method? A critical review of qualitative case study reports. *International Journal of Qualitative Studies on Health and Well-Being*, 9(1). <https://doi.org/10.3402/qhw.v9.23606>
- Irdiyanti, D. T., Haryono, H., Oktorina, N., & Awalya, A. (2023). Qualitative study on private school branding in Indonesia: Identifying barriers and strategies for school branding. *International Journal of ADVANCED AND APPLIED SCIENCES*, 10(12), 100–108. <https://doi.org/10.21833/ijaas.2023.12.012>
- Ishola, A. O., Odunaiya, O. G., & Soyombo, O. T. (2024). Stakeholder communication framework for successful implementation of community-based renewable energy projects. *International Journal of Frontiers in Engineering and Technology Research*. <https://doi.org/10.53294/ijfstr.2024.7.2.0047>
- Jamal, I. N., & Mustaffa, N. (2023). The impact of visual communication on students' learning experience towards memory recognition and enhancement. *Al-i'lam-Journal of Contemporary Islamic Communication and Media*, 3(1). <https://doi.org/10.33102/jcicom.vol3no1.85>
- Kholidfu. (2025). *Statistik dan Sebaran Nilai ASPD SD Jogja 2025* [Statistics and distribution of ASPD scores for elementary schools in Yogyakarta 2025]. Yogya.Info.
- Kotler, P., & Fox, K. F. A. (1995). *Strategic marketing for educational institutions* (2nd ed.). Prentice-Hall.
- Kapelela, C., Mislal, M. A., & Manyengo, P. R. (2025). The politics of school governance in the context of education decentralisation policy reforms in selected public secondary schools in Tanzania. *Cogent Education*, 12(1), 2442251. <https://doi.org/10.1080/2331186X.2024.2442251>
- Kurniawan, M. I. (2015). Tri pusat pendidikan sebagai sarana pendidikan karakter anak sekolah dasar [The three centers of education as a means of character education for elementary school children]. *Pedagogia : Jurnal Pendidikan*, 4(1), 41–49. <https://doi.org/10.21070/pedagogia.v4i1.71>
- Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. *School Leadership & Management*, 40(1), 5–22. <https://doi.org/10.1080/13632434.2019.1596077>
- Li, F. (2025). AI-enhanced curriculum design and deep-learning-based assessment in international sports communication education. *International Journal of Information and Communication Technology Education (IJICTE)*, 21(1), 1-18. <https://doi.org/10.4018/IJICTE.391357>
- Major, E. (2023). Parent-teacher communication from the perspective of the educator. *Central European Journal of Educational Research*, 5(2), 13–24. <https://doi.org/10.37441/cejer/2023/5/2/13281>

- Mermer, S., Özer, N., & Şad, S. N. (2022). Private schools' marketing tactics, parents' loyalty and school image: A structural equation model. *Research in Educational Administration and Leadership*, 7(4), 787–824. <https://doi.org/10.30828/real.1093128>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2020). *Qualitative Data Analysis A Methods Sourcebook* (4th ed.). SAGE.
- Ministry of National Education of Indonesia. (2003). *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* [Law Number 20 of 2003 concerning the National Education System]. <https://peraturan.bpk.go.id/details/43920/uu-no-20-tahun-2003>
- Muzakki, I. H., Al-Hikami, F. J., Pramono, I. A., Matiyah, I., & Basuki, B. (2023). Sinergitas keluarga, sekolah dan masyarakat terhadap pendidikan di era disrupsi menurut Nahlawi [The synergy of family, school, and society toward education in the disruption era according to Nahlawi]. *Jurnal Inovasi Pendidikan*, 1(3), 360–374. <https://doi.org/10.60132/jip.v1i3.133>
- Nugroho, A. S., Yuliati, L. N., & Taryana, A. (2024). Strategy to enhance enrollment in private primary schools by influencing parental school choice decisions. *JPI (Jurnal Pendidikan Indonesia)*, 13(2), 357–368. <https://doi.org/10.23887/jpiundiksha.v13i2.70358>
- Ozmen, F., Akuzum, C., Zincirli, M., & Selcuk, G. (2016). The communication barriers between teachers and parents in primary schools. *Eurasian Journal of Educational Research*, 16(66), 1–30. <https://doi.org/10.14689/ejer.2016.66.2>
- Popovska, N. G., Popovski, F., & Dimova, P. H. (2021). Communication strategies for strengthening the parent-teacher relationships in the primary schools. *International Journal of Research Studies in Education*, 10(14), 123–134. <https://doi.org/10.5861/ijrse.2021.a076>
- Pracipta, K. I. (2021). Faktor-faktor determinasi keputusan orang tua memilih sekolah dasar swasta untuk anak di Kota Yogyakarta [Determinant factors of parents' decisions in choosing private elementary schools for children in Yogyakarta City]. *Spektrum Analisis Kebijakan Pendidikan*, 10(3), 65–79. <https://doi.org/10.21831/sakp.v10i3.17458>
- Proff, A., Musalam, R., & Matar, F. (2025). Lessons learned for leaders: implications for parent-school communication in post-pandemic learning environments. *Frontiers in Education*, 10. <https://doi.org/10.3389/educ.2025.1496319>
- Rindaningsih, I., Kurniawan, M. I., & Ismail, W. O. A. S. bin W. (2025). Bridging classroom and home learning: A seamless learning framework for elementary students. *Profesi Pendidikan Dasar*, 157–167. <https://doi.org/10.23917/ppd.v12i2.9896>
- Ruiz-Montero, E. E., Sanchez-Trigo, H., Mohamed-Mohamed, K., & Ruiz-Montero, P. J. (2025). Developing prosocial leadership in primary school students: Service-learning and older adults in physical education. *Education Sciences*, 15(7), 845. <https://doi.org/10.3390/educsci15070845>
- Saifullah, S., Ilyas, M., & Putra, M. (2023). Tripusat Pendidikan: Mutu Pendidikan [The three centers of education: Educational quality]. *Indo-MathEdu Intellectuals Journal*, 4(3), 2093–2101. <https://doi.org/10.54373/imeij.v4i3.496>
- Schramm, W. (1965). *The Process and Effects of Mass Communication* (6th ed.). University of Illinois Urbana Press.
- Shabaitah, A. Y. A., & Akyurek, S. S. (2025). The impact of branding, positioning, and marketing strategies on parent perception and enrollment decisions in Dubai's private schools market. *Wisdom Journal For Studies & Research*, 5(07), 255–270. <https://doi.org/10.55165/wjfsar.v5i07.770>
- Singh, D. K., & Kediya, S. O. (2020). Influence of Social Media Marketing on School Branding. *Test Engineering and Management*, 7754–7759. https://www.researchgate.net/publication/351450708_Influence_of_Social_Media_Marketing_on_School_Branding

-
- Sofia, S., Syaidah, K., & Shunhaji, A. (2023). Principal's effective communication and teacher performance: A classroom perspective. *Kelola: Jurnal Manajemen Pendidikan*, 10(2), 101-114. <https://doi.org/10.24246/j.jk.2023.v10.i2.p101-114>
- Stamatis, P. J., & Chatzinikola, M. (2021). Advantages and reasons hindering the communication between teachers and parents: an empirical study. *European Journal of Education and Pedagogy*, 2(2), 43–48. <https://doi.org/10.24018/ejedu.2021.2.2.79>
- Suguraliyeva, A., Bakhtiyarova, G., Abil, A., Kapina, E., & Taganova, A. (2026). Professional Competence of Future Primary School Teachers in the Context of an Updated Educational System. *Journal of Teaching and Learning*, 20(1), 32-47. <https://doi.org/10.22329/jtl.v20i1.9264>
- Thumvichit, A., & Phanthaphoommee, N. (2026). Emotion regulation strategies of thai teachers facing communication challenges with migrant students: AQ methodology study: A. *The Asia-Pacific Education Researcher*, 35(1), 55-64. <https://doi.org/10.1007/s40299-024-00937-z>
- Triwardhani, I. J., Trigartanti, W., Rachmawati, I., & Putra, R. P. (2020). Strategi guru dalam membangun komunikasi dengan orang tua siswa di sekolah [Teachers' strategies in building communication with students' parents at school]. *Jurnal Kajian Komunikasi*, 8(1), 99. <https://doi.org/10.24198/jkk.v8i1.23620>
- Umaroh, F. L. (2022). *Strategi komunikasi untuk membangun kerjasama guru dan orang tua dalam mengembangkan kedisiplinan anak di RA Darussalam Ariyojeding, Rajotangan, Tulungagung* [Communication strategies to build cooperation between teachers and parents in developing children's discipline at RA Darussalam Ariyojeding, Rajotangan, Tulungagung] [Master's thesis, UIN Sunan Kalijaga]
- Virgiandini, A., & Muthmainnah, M. (2025). The role of parental social support and self-efficacy in encouraging the learning independence of elementary school students. *Profesi Pendidikan Dasar*, 66–81. <https://doi.org/10.23917/ppd.v12i1.7081>
- Wahyunto, M., Hidayati, D., & Sukirman, S. (2024). Strategi branding sekolah di era digital dalam meningkatkan animo masyarakat melalui pemanfaatan digital marketing [School branding strategies in the digital era to increase public interest through the utilization of digital marketing]. *Academy of Education Journal*, 15(2). <https://doi.org/10.47200/aoej.v15i2.2419>
- Wang, Y., & Wang, S. (2024). The Joint Roles of Emotion Regulation and Teacher Support in Shaping Academic Engagement among Chinese Graduate Students Majoring in Foreign Languages: A Qualitative Study. *Iranian Journal of Language Teaching Research*, 12(3), 93-111. <https://doi.org/10.30466/ijltr.2024.121578>
- Yudarwati, G. A., & Gregory, A. (2022). Improving government communication and empowering rural communities: Combining public relations and development communication approaches. *Public Relations Review*, 48(3), 102200. <https://doi.org/10.1016/j.pubrev.2022.102200>
- Zerfass, A., & Volk, S. C. (2020). Aligning and Linking Communication with Organizational Goals. *The Handbook of Public Sector Communication*, 417–434. <https://doi.org/10.1002/9781119263203.ch27>