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School Management Model Based on Community Participation HARMONY Approach to Improving School Quality

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Abstract: School Management Model Based on Community Participation HARMONY Approach to Improving School Quality. **Objective:** This study aims to develop and implement a school management model based on community participation using the HARMONY approach to improve the quality of secondary schools in Kepulauan Meranti Regency. The research seeks to assess the effectiveness of this model in enhancing school quality through comprehensive community involvement. **Methods:** The research adopts a mixed-methods approach, combining both qualitative and quantitative data. Qualitative data were collected through in-depth interviews with the principal and vice principal of SMPN 1 Tebing Tinggi Barat and SMPN 2 Tebing Tinggi. Quantitative data were gathered through surveys involving various school stakeholders, such as teachers, students, and parents. **Findings:** The study's results demonstrate that the implementation of a community participation-based school management model using the HARMONY approach significantly improves the quality of education in secondary schools in Kepulauan Meranti Regency. Data analysis reveals that effective school management has a significant impact on school quality, with a coefficient of 0.576. Community participation also shows a significant influence with a coefficient of 0.173. However, organizational culture does not significantly affect school quality and does not function as a strong mediator in the relationship between school management and community participation. **Conclusion:** The HARMONY approach standing for Holistic, Accountable, Responsive, Independent, Optimal, Normative, and Inclusive provides an innovative framework for integrating community participation into school management. This approach has the potential to enhance educational quality, especially in remote areas. The findings suggest that community-based school management is a viable solution for improving school performance in underdeveloped regions.

Keywords: community participation, HARMONI approach, islands regency meranti, quality of education, school management.

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◼ INTRODUCTION

Education is one of the important pillars in the development of a nation (Neamtu, 2014). Good quality education will produce competent human resources who are able to compete in the era of globalization (Kak, 2002). In Indonesia, one of the problems still faced is the uneven quality of education (Welch, 2007), especially in remote areas such as the Meranti Islands Regency (Hosan & Chandra, 2023). The Meranti Islands, located

in Riau Province, have their own challenges in improving the quality of education due to their geographical location and limited accessibility (Robinson, 2008).

The fundamental phenomenon that is of concern in this study is the low quality of secondary schools in the Meranti Islands Regency (Ramadona et al., 2021). The low quality of education is influenced by various factors, including ineffective school management, minimal community participation, and a lack of supportive organizational culture (Shipho et al., 2023). In the context of school management, the role of community participation is often overlooked, even though community involvement has great potential in supporting the improvement of education quality (Ishimaru, 2019).

Previous studies have discussed the importance of effective school management in improving education quality. For example, research by Gumus et al (2023) shows that good school management contributes significantly to improving education quality. However, most of this research still focuses on aspects of internal school management without integrating the role and participation of the community as a whole. This indicates a research gap that needs to be filled, namely how a school management model that integrates community participation can be implemented and have a positive impact on education quality.

The state of the art in school management research shows that there are various models and approaches that have been developed to improve education quality. However, these models often pay less attention to the local context and community participation as one of the key elements. For example, the Total Quality Management (TQM) model implemented in several schools shows positive results, but its implementation requires high commitment and does not always involve the community directly (Kaiseroglou et al., 2024).

In this study, we propose a school management model based on community participation with the HARMONI approach. The HARMONI approach, which stands for Holistic, Accountable, Responsive, Independent, Optimal, Normative, and Inclusive, is grounded in several key theoretical frameworks that emphasize collaborative and inclusive school management. Drawing from the principles of systems theory (Bertalanffy, 1968), this approach recognizes schools as dynamic, interconnected systems where internal and external factors must work together harmoniously to achieve sustainable educational outcomes. By adopting a holistic perspective, HARMONI ensures that all components teachers, students, community members, and local authorities function synergistically rather than in isolation.

Additionally, the stakeholder theory (Freeman, 1984) underpins the HARMONI approach's focus on accountability and responsiveness. Schools, as public institutions, have a duty not only to meet internal standards but also to actively involve external stakeholders, such as parents, local leaders, and businesses. This reflects the "Accountable" and "Responsive" elements of the approach, which aim to create transparency and build trust between the school and the broader community.

Philosophically, the HARMONI approach is rooted in the principles of participatory governance (Stavrou & Kafa, 2024), which advocate for shared decision-making processes and the inclusion of diverse voices in shaping school policies. This participatory ethos is critical in ensuring that the "Inclusive" and "Independent" aspects of the approach foster a culture of empowerment within the school community, where autonomy is balanced with collective responsibility.

Several relevant studies have explored similar models of community participation in education. For instance, Capretta et al., (2024)

theory of overlapping spheres of influence highlights the importance of collaboration between schools, families, and communities in supporting student achievement. Similarly, Eden et al, (2024) work on social capital emphasizes that strong community ties can significantly enhance the quality of education by fostering cooperation, mutual respect, and shared goals.

The HARMONI approach, therefore, does not stand alone; it builds upon these established theories and research to create a comprehensive, inclusive framework that addresses the multifaceted challenges of modern school management. By involving both internal actors and external stakeholders, the approach aims to create a sustainable synergy between schools and the community, ultimately enhancing the overall quality of education.

The novelty of this study lies in the development of a school management model that explicitly integrates community participation with the HARMONI approach. This model is expected to be an innovative solution in overcoming the problem of education quality in remote areas such as the Meranti Islands Regency. In addition, this study also seeks to measure the effectiveness of the HARMONI model in the local context and provide practical recommendations for education policy makers.

The formulation of the problem in this study is: (1) How is the implementation of the community participation-based school management model with the HARMONI approach in the Meranti Islands Regency? (2) To what extent can the HARMONI model improve the quality of education in secondary schools in the Meranti Islands Regency? (3) What are the factors that support and inhibit the implementation of the HARMONI model in school management? The objectives of this study are to: (1) Develop and implement a community participation-based school management model with the HARMONI

approach; (2) Assess the effectiveness of the HARMONI model in improving the quality of education in secondary schools in the Meranti Islands Regency; (3) Identify supporting and inhibiting factors in the implementation of the HARMONI model.

The usefulness of this research is expected to provide contributions both theoretically and practically. Theoretically, this research will enrich the treasury of knowledge in the field of educational management by introducing the HARMONI model based on community participation. Practically, the results of this study are expected to be a reference for local governments, school administrators, and the community in joint efforts to improve the quality of education in the Meranti Islands Regency. In addition, the HARMONI model can also be adopted and further developed in other areas that have similar characteristics.

Thus, this research not only focuses on improving the quality of education from the internal side of the school, but also emphasizes the importance of community participation in supporting and actively contributing to the education process. This is in line with the concept of community-based education which emphasizes collaboration between schools, families, and communities to achieve better educational goals (Wang, 2024).

In a global context, community involvement in school management has been shown to have a positive impact in various countries (Puri & Chhetri, 2024). For example, in Scandinavian countries, active community participation in school management has been one of the keys to the success of their education system (Silberstein, 2023). Therefore, the HARMONI approach is expected to adapt best practices from various countries by considering the local context in Indonesia, especially in Kepulauan Meranti Regency.

This study also seeks to address the challenges faced in implementing community-based school management. These challenges include limited resources, low public awareness of the importance of education, and structural and cultural barriers that may hinder the implementation of the HARMONI model. By identifying and overcoming these challenges, it is hoped that the HARMONI model can be implemented effectively and have a significant positive impact on the quality of education.

Overall, this study is expected to provide a significant contribution to efforts to improve the quality of education in remote areas in Indonesia. By developing and implementing a community-based school management model with the HARMONI approach, it is hoped that synergy can be created between schools and the community which will have a positive impact on improving the quality of education in Kepulauan Meranti Regency. The results of this study are expected to be a basis for developing more inclusive and participatory education policies in the future. The hypothesis in this research is that the implementation of a community participation-based school management model with the HARMONY approach significantly improves the quality of education in secondary schools in Meranti Islands Regency.

Literature Review

School management is the process of organizing, planning, supervising, and controlling resources in schools to achieve educational goals (Ubogu, 2024). Effective school management requires strong leadership, careful planning, systematic organization, and continuous supervision and evaluation (Kilag et al., 2024). In the context of education, school management aims to create a conducive learning environment, improve teacher performance, and maximize student potential (Bada et al., 2024).

Community participation in education refers to the active involvement of the community in various aspects of school management, including planning, implementing, and evaluating educational programs (Rohimah et al., 2024). Community participation is expected to increase transparency, accountability, and quality of education (Adeusi et al., 2024). In several countries, community participation in education has shown positive results in improving school quality and student achievement (Adeniyi et al., 2024).

The community-based school management model emphasizes the importance of collaboration between schools, families, and communities in achieving educational goals. Some approaches that have been developed include the Community School Model, School-Based Management (SBM) (Nwanguma & James, 2023), and Total Quality Management (TQM). These models emphasize the importance of active community participation in decision-making, program planning, and school performance evaluation.

The HARMONI approach stands for Holistic, Accountable, Responsive, Independent, Optimal, Normative, and Inclusive. This approach integrates various important aspects of school management with active community participation. HARMONI aims to create synergy between schools and communities to improve the quality of education in a sustainable manner. This approach is based on modern management principles that are adaptive to local contexts and participatory (Tamadoni et al., 2024).

Kepulauan Meranti Regency has its own challenges in improving the quality of education due to its geographical location and limited accessibility. The implementation of a community-based school management model with the HARMONI approach is expected to be a solution to overcome this challenge. Research by Lehtonen, P., & Radzik-Maruszak, K. (2024) shows that a participatory approach in school

management can increase the community's sense of ownership and responsibility for education. Previous studies have shown that effective school management has a significant impact on the quality of education. For example, research by Rodrigues, H. P. C., & Ávila de Lima, J. (2024 shows that effective principal leadership can improve teacher performance and student achievement. In addition, good organization and careful planning also contribute to the achievement of educational goals (Fios et al., 2024).

Community participation in school management has been shown to have a positive impact on the quality of education. Research by Adebowale (2024) shows that parental and community involvement in planning and evaluating school programs can increase transparency, accountability, and the quality of education. In addition, community participation can also increase financial and moral support for schools (Rohimah et al., 2024).

The implementation of the HARMONI approach in school management based on community participation is influenced by various factors, including: principal commitment, community awareness, government support, and organizational culture. Research by Lessy et al (2024) shows that strong principal leadership and high commitment from all parties are the keys to success in implementing the participatory management model. Although the HARMONI approach has great potential in improving the quality of education, there are several challenges that must be faced in its implementation (Jafari & Keykha, 2024). These challenges include limited resources, low public awareness of the importance of education, and structural and cultural barriers. Research by Moshtari, M., & Safarpour, A. (2024) shows that one of the main obstacles in implementing participatory management is the lack of commitment and active participation from the community.

To overcome the challenges in implementing the HARMONI approach, a comprehensive and integrated strategy is needed. Some strategies that can be applied include: increasing the capacity of principals and teachers, increasing public awareness through socialization and education, and strengthening support from the government and related parties. Research by Abbaspour et al (2024) shows that training and mentoring for principals and teachers can increase their capacity in implementing participatory management.

The implementation of the HARMONI approach in secondary schools in the Meranti Islands Regency showed positive results in improving the quality of education. Qualitative data obtained through interviews with principals and vice principals showed that community involvement in the planning and evaluation of school programs has increased the community's sense of ownership and responsibility for education. In addition, financial and moral support from the community has also increased, thus helping schools achieve educational goals.

Based on the literature review, a hypothetical model has been formulated to explain the relationship between school management, community participation, and school quality. This model hypothesizes that effective school management, combined with active community involvement, leads to an improvement in school performance and educational quality. The hypothesis will be empirically tested using Structural Equation Modeling (SEM), a statistical technique that allows for the analysis of complex relationships among multiple variables. SEM will assess the direct and indirect effects of independent variables (school management and community participation) on the dependent variable (school quality), providing robust evidence to support or refute the proposed model. See Fig.1
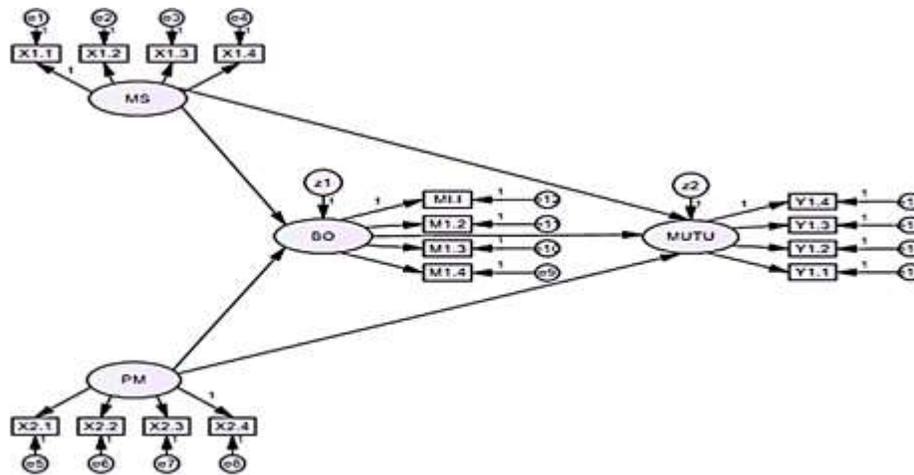
Figure 1. Diagram of the relationship between variables

■ **METHOD**

Participants

The participants of this study were selected based on their expertise in school management, specifically targeting school principals and three vice principals from each school. The study was conducted in all secondary schools (SMP) in the Kepulauan Meranti Regency, comprising 40 public schools and 10 private schools. In total, the research involved 200 respondents, representing the leadership teams of 50 schools. The sampling technique used was purposive sampling, where participants were chosen due to their roles and responsibilities in managing school operations.

Research Design and Procedures

This study utilized a mixed-methods strategy with an explanatory sequential design, conducted in two distinct phases. The first phase focused on the collection of quantitative data related to key variables, including school management, organizational culture, community participation, and school quality. A structured questionnaire was administered to school principals and vice principals to assess these variables and determine their influence on school quality. The aim of this phase was to quantitatively examine the relationships between the selected variables and their impact on educational outcomes.

Following the quantitative analysis, the second phase involved the collection of qualitative data to further explore and contextualize the quantitative findings. In this phase, in-depth interviews, observations, and document analysis were conducted to gain deeper insights into the dimensions explored in the questionnaire. The qualitative data were used to elaborate on and support the quantitative results, providing a more comprehensive understanding of the relationships between school management, organizational culture, community participation, and school quality.

The research followed a systematic process, starting with the formulation of clear research problems and the development of a theoretical framework. This was followed by the collection and analysis of quantitative data, after which qualitative data were gathered to enrich the interpretation of the findings. Both data sets were then integrated for a more thorough analysis. Finally, the study concluded with the presentation of key findings and recommendations.

To further validate and strengthen the research findings, a Focus Group Discussion (FGD) was conducted, involving various

stakeholders such as school principals, teachers, school staff, supervisors, curriculum officers, and school committee members from secondary schools in Kepulauan Meranti Regency. The FGD was instrumental in triangulating the results and enhancing the credibility of the study. The research was carried out over a six-month period, from March 2024 to August 2024.

Research Instruments

This research instrument consists of two types, namely test and non-test. Non-test instruments include questionnaire sheets, interview guides, and observation guides. A questionnaire sheet is used to measure school management variables, organizational culture, community participation, and school quality with 30 questionnaire items for each variable. Questionnaire indicators include student academic achievement, teaching quality, school environment, parent participation, and principal leadership. The validity of the questionnaire was tested using confirmatory factor analysis (CFA) with AMOS, while reliability was tested using Cronbach's Alpha, with a minimum value of 0.7 to be considered reliable.

The interview guide was designed to elicit qualitative information from school principals, teachers, school committees and supervisors. The focus of the interviews was on school quality, principal management, and community participation. The validity of the interview is tested through expert judgment. Meanwhile, observation guidelines are used to directly observe activities in schools related to management, community participation and organizational culture. The validity of the observation guidelines was also tested through expert judgment.

Analyzing of Data

The data analysis process in this research was carried out using Microsoft Excel and SEM AMOS Version 24 applications, through several structured steps. First, descriptive analysis was carried out to describe the characteristics of respondents and data distribution using frequency, average and standard deviation (Pio & Lengkong, 2020). Next, the construct validity test is applied via Loading Factor, where a value >0.70 is considered valid (Hair et al., 2021), and discriminant validity is tested using the Heterotrait-Monotrait Ratio (HTMT) with a threshold value <0.90, and Fornell-Larcker Criterion, which requires that the root of the AVE be greater than the correlation between constructs (Fornell & Larcker, 1981). The reliability of the instrument was tested using Cronbach's Alpha and Composite Reliability (CR), with a value of >0.70 to indicate good internal consistency (Hair et al., 2021). The multicollinearity test was also carried out using the Variance Inflation Factor (VIF), where the accepted value is <10 (Leitão et al., 2021) to ensure there is no high correlation between the independent variables.

The next stage involves Confirmatory Factor Analysis (CFA) to test the measurement model. Several model fit indices were used, such as Chi-Square/df (CMIN/df) with an accepted value of <3, Comparative Fit Index (CFI) and Goodness of Fit Index (GFI) with a value of >0.90, and Root Mean Square Error of Approximation (RMSEA) was below 0.08, indicating good model fit (Byrne, 2016; Hair et al., 2021). In addition, multiple linear regression analysis was carried out to assess the influence of the independent variables (school management, community participation, and organizational culture) on the dependent variable (school quality). This relationship is tested by looking at the p-value, where $p < 0.05$ indicates a significant influence between these variables (Hair Jr et al., 2021). Finally, the significance test was carried out using the t test, where a p value <0.05 indicates a significant regression coefficient. All of these stages ensure that the results of data

analysis are accurate and valid, supporting research hypotheses with a strong statistical basis.

■ **RESULT AND DISCUSSION**
Measurement and Structural Model Validity and Reliability Analysis

The analysis of the measurement and structural model's validity and reliability was conducted using several key indicators, namely factor loading, Composite Reliability (CR), and Average Variance Extracted (AVE). To determine validity, a loading factor greater than 0.7 is required, as it indicates that each item significantly contributes to the measurement of its latent construct. Additionally, CR values exceeding 0.7 confirm the reliability of the constructs, while AVE values above 0.5 ensure that the latent variables account for a sufficient proportion of variance.

For the school management variable, the factor loading for each item ranged from 0.701 to 0.851, meeting the criterion of 0.7. This suggests that all items within the school management variable are valid. Furthermore, with a CR value of 0.966 and an AVE of 0.59, the variable is confirmed to be both reliable and valid. Similarly, for the community participation variable, the factor loading ranged from 0.703 to 0.855, indicating the validity of all items. The CR value of 0.970 and AVE of 0.609 further confirm the variable's reliability and validity.

For the organizational culture variable, the factor loading for each item ranged between 0.704 and 0.831, surpassing the threshold of 0.7, thus validating the items. The CR value of 0.97 and AVE of 0.59 demonstrate that the organizational culture variable is also reliable and valid. Lastly, the school quality variable shows factor loadings between 0.752 and 0.798, which satisfy the 0.7 standard for validity. The CR value of 0.893 and AVE of 0.627 further indicate that the school quality variable is reliable and valid. See table 1.

Table 1. Validity and reliability of measurement and structural model

Variable	Loading Factor Range	CR	AVE	Validity	Reliability
School Management	0.701 - 0.851	0.966	0.59	Valid	Reliable
Community Participation	0.703 - 0.855	0.970	0.609	Valid	Reliable
Organizational Culture	0.704 - 0.831	0.970	0.59	Valid	Reliable
School Quality	0.752 - 0.798	0.893	0.627	Valid	Reliable

In conclusion, all the variables, including school management, community participation, organizational culture, and school quality, have demonstrated both validity and reliability based on their respective factor loading, CR, and AVE values. This confirms that the measurement model is robust and suitable for further analysis.

Based on research conducted in junior high schools (SMP) in the Meranti Islands Regency, several school quality indicators show varied results. The following are the main findings that need attention:

Research Findings

In the dimension of school quality, the indicator of student academic achievement shows the lowest mean of 4.1852, indicating that this aspect needs special attention as it is the weakest element in school quality management. Additionally, the quality of teaching and learning and the role of the school principal are also relatively low, with a mean of 4.2540 each. On the other hand, parental and community participation, as well as the physical and social environment, show better results with means of

4.3228 and 4.3439, respectively, indicating that these aspects are working optimally to improve school quality. See table 2.

Table 2. School quality

Indicator	Mean
Student Academic Achievement	4.1852
Quality of Teaching and Learning	4.2540
School Principal	4.2540
Parental and Community Participation	4.3228
Physical and Social Environment	4.3439

In terms of school management, the indicator of stakeholder relations has the lowest mean at 4.2840, suggesting the need for improvement in this area. Strategic planning also has a relatively low mean of 4.3090, indicating further improvements are needed. On the other hand, the indicators of effective leadership, efficient organization, and monitoring and evaluation show better results with means ranging from 4.3175 to 4.3677, indicating that overall, school management is functioning. See table 3.

Table 3. School management

Indicator	Mean
Effective Leadership	4.3677
Efficient Organization	4.3175
Strategic Planning	4.3090
Monitoring and Evaluation	4.3351
Stakeholder Relations	4.2840

In the dimension of community participation, the frequency of attendance at community meetings or discussions shows the lowest mean at 4.0455, followed by the level of involvement in local decision-making with a mean of 4.1513. On the other hand, participation in community programs and participation in

monitoring and evaluation have performed well, with means of 4.1597 and 4.1834, respectively. However, overall community participation still needs improvement.

Table 3. community participation

Indicator	Mean
Attendance at Community Meetings or Discussions	4.0455
Participation in Community Programs	4.1597
Involvement in Local Decision-Making	4.1513
Participation in Monitoring and Evaluation	4.1834

Organizational culture also requires strengthening, particularly in the role and belief indicators, which have the lowest means of 4.2989 and 4.3122, respectively. Meanwhile, the norm and climate indicators have shown better results with means of 4.3197 and 4.3359. Therefore, strengthening organizational culture becomes an important strategy for improving educational quality.

Table 4. organizational culture

Indicator	Mean
Role	4.2989
Norm	4.3197
Belief	4.3122
Climate	4.3359

The Influence of School Management and Community Participation on School Quality

Statistically, the school management variable has a significant influence on school quality, with a coefficient value of 0.576 (p-value < 0.05). This indicates that the better the school management, the higher the school quality that can be achieved. On the other hand, community participation also has a significant effect with a coefficient of 0.173, although its influence is smaller compared to school management.

Table 5. Direct and indirect effects of school management and community participation on school quality

Hypothesis	Path	β	SE	CR	P	Conclusion
H1	MS → MT	0.576	0.107	5.377	***	Positive and significant
H2	PM → MT	0.173	0.050	3.440	***	Positive and significant
H3	BO → MT	-0.032	0.111	-0.289	0.773	Negative and insignificant

The direct influence of school management on school quality is more significant than the indirect effect through organizational culture. The indirect influence through organizational culture shows a small negative and insignificant effect with a standardized indirect effect value of -0.022. This indicates that organizational culture does not function as a strong mediator in the relationship between school management and school quality.

Similarly, the influence of community participation on school quality is stronger directly, with a standardized direct effect of 0.173. However, the indirect effect through organizational culture also shows a small negative effect (-.006) and is insignificant.

The findings of this study indicate that school management and community participation have a greater direct influence on school quality

Table 6: Standardized direct and indirect effects

Effects	Z (X2)	Z (X1)	Y (X2)	Y (X1)
Direct	0.188	0.675	0.173	0.576
Indirect	0	0	-0.006	-0.022

compared to the indirect influence through organizational culture. Strengthening organizational culture needs to be done with more appropriate strategies to function as an effective mediator in improving school quality.

Discussion

This study confirms that effective school management significantly enhances school quality, with key elements such as strong leadership, thorough planning, and consistent supervision playing crucial roles. The high factor loadings for each indicator underscore the positive impact of these aspects on school performance. Effective management is closely tied to how resources are organized and used optimally, allowing schools to address educational challenges more effectively (Adebowale, 2024).

These findings are consistent with Tan & Walker's (2024) research, which highlights the direct influence of strong school leadership on student achievement. To improve school management, continuous professional development for principals and educational managers is essential, as suggested by international research (Gao & Chen, 2024). Continuous training focused on strategic planning and school supervision is crucial for improving the managerial skills of school leaders.

While community participation does not exert as strong an influence on school quality as school management, it still plays a vital role in enhancing educational outcomes. Involving the community in educational processes fosters a more supportive learning environment for students (Riddle et al., 2024).

To optimize community participation, schools can implement strategies such as organizing regular meetings with parents, engaging the community in school activities, and building partnerships with stakeholders (Ngobeni, 2024). This aligns with St-Amand et al's (2024) research, which found that community involvement positively influences student well-being and attachment to the school. However, this study also suggests that the impact of community participation may be limited without effective communication between schools and the broader community.

The study reveals that organizational culture does not serve as a strong mediator between school management and school quality. This raises concerns about the need to strengthen organizational culture in schools. A potential factor for this ineffectiveness could be the lack of understanding or appreciation for cultural values, or inconsistent implementation of a positive culture within the school environment (Kwak et al., 2024).

A systematic approach is necessary to integrate cultural values across all aspects of school operations. Schools can foster a supportive environment through training, workshops, and activities that promote positive values, as noted by Iksal et al. (2010). This finding is consistent with Ahsan's (2024) observation that a strong organizational culture is developed through deliberate processes and active leadership support.

The HARMONI approach, as applied in this study, underscores the importance of harmonizing community participation and school management to improve the quality of education. By fostering closer collaboration between schools and the community, schools benefit from both financial and non-financial support while cultivating a sense of ownership among community members. Schools can further optimize this approach by establishing open, collaborative communication forums, such as "Open School" programs, that involve the community in decision-making and program evaluation (Zak-Doron & Perry-Hazan, 2024).

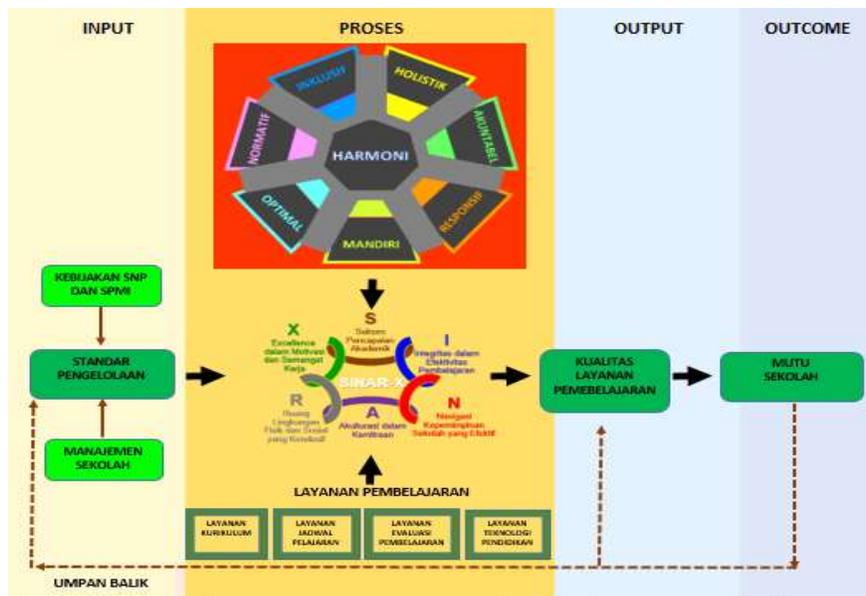This finding aligns with Hendawy Al-Mahdy et al's (2024) study, which emphasized that strong

Figure 2. Design of school management model based on community participation to improve school quality

collaboration between schools and the community enhances institutional effectiveness and trust. However, as noted by Schweisfurth (2020), excessive community participation without proper management can sometimes lead to conflicts of interest. The HARMONI approach aims to maintain a balance, ensuring that while the school retains leadership, the community is also actively involved in key decision-making processes. See Figure 2.

The findings of this study have important implications for education policy and practice. First, there needs to be a policy that supports the improvement of the managerial capacity of principals and other educational leaders. Second, policies that encourage active community participation in school management need to be strengthened. Third, there needs to be a program that focuses on developing a positive organizational culture in schools. Thus, the HARMONI approach can be applied effectively to improve the quality of education in secondary schools in the Meranti Islands.

CONCLUSION

This study demonstrates that effective school management and community participation play significant roles in enhancing the quality of secondary schools in the Meranti Islands. Key findings reveal that strong leadership, meticulous planning, effective organization, and regular monitoring and evaluation contribute positively to educational quality. While community participation's impact on school quality is not as substantial as that of school management, it remains a crucial element in the school management model. The HARMONI approach, which emphasizes harmonization between the community and the school, has proven effective in increasing community involvement and supporting effective school management. These findings provide important insights for understanding and developing a community-based school management model that can be applied to improve educational quality in the region.

The implications of this study for education include the need to strengthen the managerial capacity of school principals and encourage active community participation in school management. Policies supporting the development of a positive organizational culture and increased community engagement should be reinforced. However, the study also has limitations, such as the insufficient consideration of organizational culture as a mediator in the relationship between school management and community participation. Further research is needed to address these gaps and deepen the understanding of organizational culture's role in enhancing educational quality. Continuous evaluation and monitoring are essential to assess the effectiveness of the community-based management model and ensure sustainable improvements in education quality.

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