

School Relationship Management and Community High School

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Abstract : *The purpose of this study was to analyze and describe the planning, organization, implementation, and evaluation of school and community relations at MA Diniyyah Putri Lampung. The method used in this research is qualitative design phenomenology. The informants used were the deputy headmaster of the public relations sector, the deputy headmaster of student affairs, school committees, teachers, parents, and community leaders. Data collection techniques used include interview techniques, observation techniques; and documentation techniques. The results of the study were an analysis of the needs of school and community relations schools with procedures to identify problems in schools, public relations programs related to the development of education; preparation of the school and community relations program with the steps to form a program, namely detailing goals and objectives, job description, activity classification; the implementation of school and community relations activities goes on with synergic direction starting from coordination, motivation, communication; and evaluation of school and community relations including determining work outcome standards (effectiveness) and measuring work results (efficiency).*

Keywords: *relationship management, high school, school and community*

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I. Introduction

Education is the important activity for individual and community. To achieve the success of the goals and quality of education are many factors that influence, one of which is the relationship between the school and the community that supports each other, effective school relations with the community can be seen in the level of community participation in the school program because the responsibility of implementing education is a collaboration between the government and the community. The three components are in accordance with their respective functions and roles with effective communication. Effective communication is important for all organizations, therefore, organizational leaders and communicators in organizations need to understand and perfect their communication skills.

According to Subroto(2004) that schools are part of formal education institutions, always make improvements in every field of management that is in it, be it curriculum management, student affairs, personnel, educational facilities, finance, and school relations with the community so that the implementing apparatus has competence and professionals in their field of work, this is done to answer the challenges of education that dynamically always changes from time to time.

Community relationship defined by Linggar (2001) the presence in educational institutions, especially schools, is very important because it is one of the backbones and is a channel for communication between schools and the community, both teachers, students and employees or communities and outside institutions (Iriantara, 2013).

The relationship between school and community is regulated in the Republic of Indonesia Minister of National Education Regulation Number 19 of 2007 concerning Education Management Standards by the Primary and Secondary Education Unit in point 10 which contains the following: education; (b) school / madrasah residents are involved in academic management; (c) the school / madrasah support community is involved in non-academic management; (d) the involvement of school / madrasah community participation and management in the community is limited to certain activities specified; (e) each school / madrasah establishes partnerships with other relevant institutions, relating to input, process, output and utilization of graduates (Mulyasa, 2012).

According to (Mulyasa, 2011) that if the relationship between the school and the community goes well, the sense of responsibility and community participation in advancing the school will also be good and high. In order to create good relations and cooperation between the school and the community, the community needs to know and have a clear picture of the school in question. The description and condition of this school can be informed to the public through reports to parents, monthly bulletins, publishing newspapers, school fairs, open

houses, visits to schools, visits to student homes, explanations by staff, students, radio and television, and reports annual.

Anggoro (2000) that actual public relations activities always uphold truth and honesty. All public relations programs, both long-term programs and short-term programs, must be carefully and carefully planned so that tangible results will be obtained.

To achieve the objectives of the school's relationship with the community, cooperation between all members of the organization is needed, this process is called organizing. Organizing is the process of compiling the organizational structure, the resources it has, and the environment that surrounds it. Division of work is the breakdown of tasks so that each individual in the organization is responsible for and carrying out a limited set of activities. Both of these aspects are the basis of the process of organizing an educational institution to achieve its stated objectives efficiently and effectively.

Organizing technique is a conscious effort carried out by an organization, using analytical power to examine weaknesses in organizational effectiveness and coordination (Hardjito, 2001). More complete definition is expressed by Bernays as quoted by Sriansyah (2001) which states that the relationship between educational institutions and the community is:

- 1) Information given to the public
- 2) Persuasion directed at the public, to modify attitude and action
- 3) Effort to integrated attitudes and action of institution with its public and of public with the institution

The relationship between schools and the community can be evaluated on two criteria: first, the effectiveness, that is the goal has been achieved, for example, does the community feel involved in the problems faced by the school, is there attention to the progress of their children in school they have wanted to provide input for school improvement, and so on. Both efficiency, namely to what extent the existing or potential sources have been used well for the interests of school and community relations activities. This evaluation can be done at the time the process of the activity is taking place or at the end of a program to see how far the success is (Mulyasa, 2013)

Method

The research method I used was descriptive qualitative. It was defined as the research used to comprehend the phenomena about something happened in the field of research including perception, motivation, and action of the human or things that analyse through scientific activity as the final reports.

The data sources in this study were obtained from key informants who were the main actors. The data sources of this study are human and non-human. The source of human data serves as the subject or key informant. Non-human data sources in the form of documents that are relevant to the focus of the study, such as images, photos, notes or writings that are related to the focus of the study. To determine the informant, the researcher used a sample by purposive sampling. Purposive Sampling is a technique for sampling data sources with certain considerations. This particular consideration, for example, the person is considered to know the best about what is expected, or maybe as a ruler so that it will facilitate researchers to explore the object / social situation under study (Sugiyono, 2008).

II. Research Result

Planning by conducting situation analysis and problem identification, analyzing and identifying the organization's situation by taking into account the organization's objectives in analyzing the situation can use SWOT analysis techniques. Determining the priority scale, after being analyzed and identifying problems, it is necessary to determine the priority scale for the implementation of activities, this is so that the organization's needs are urgently prioritized to ensure the sustainability of the organization. Determining program objectives, so that the implementation of all organizational activities will lead to the achievement of organizational goals, it is necessary to determine the objectives of the program, so that later the implementation of the program can be measured. Prepare an operational work plan (including preparing a budget).

Organizational goals must be understood by staff, explaining to all staff about organizational goals that must be achieved. Distribute work to staff clearly, occupy people who are competent in the right position and do not let there be a strategic position that is empty, because it will affect the overall achievement of the organization. Determine procedural staff, determine the workings and evaluation of staff, and punishment and rewards received. In addition, it also explains the lines of coordination and synergy within the organization, so that all positions are integrated towards organizational goals. Delegate authority, dare to delegate authority according to the duties and functions of each staff. Implementing organizational activities with motivation can be done by making staff as co-workers, as well as providing rewards (rewards) if staff work well. The aim is to create more efficient cooperation, develop staff skills and abilities, foster a sense of belonging and love of work,

strive for an atmosphere of a work environment that increases staff motivation and work performance, making the organization develop dynamically.

If the results are in accordance with the objectives of the program, then a further plan is needed to continue the successful program, so that organizational goals are closer to being achieved. The controlling process includes determining the standards that will be used as the basis of control, measuring the implementation or results that have been achieved by evaluating the performance and competencies of the HR (Human Resources) that is owned, comparing the implementation or results with standards, re-comparing the results of activities with the initial objectives (plans) of these activities implemented, and measuring the achievement of its success, taking corrective action. If there are errors or irregularities, immediately make improvements, review and re-analyze the plans.

III. Discussion

Discussion consists of school and community relationship planning, organization of school and community relations, implementation of school and community relations, and evaluation of school and community relations. On the results of interviews with informants obtained that planning is done to obtain maximum results in carrying out an activity, therefore planning is the initial capital of school and community relations activities in order to be more directed and achieve a desired goal in school and community relations activities. The school and community relations activities carried out are based on the awareness that schools need cooperation and community participation.

The results of interviews with the principal were obtained that in organizing clearly knew the objectives to be achieved were important. The objectives of the public relations program at MA Diniyyah Putri include increasing collaboration among school members, then increasing collaboration between schools and surrounding communities so that the community feels ownership and responsibility for the existence of the school. Teachers and staff should have to know about the purpose of the public relations program because public relations holds the role of information both outgoing information and inside information. The role is in public relations, so the teacher must really understand but the person in charge in this field is the public relations officer.

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The results of interviews obtained from school committees can be stated that in the implementation of school relations and the community the school environment and the community are two things that cannot be separated. School is a place for learning while society is a place where the output of learning can be implemented. The community is expected to support and participate in developing the education process in schools. In this case, there is a need for management to involve the community in educational activities in schools. The effort to make it real is to build good relations between the principal and the community so that the two collaborate together and comprehensively.

Based on the results of interviews with public relations informants, it was obtained that in essence all programs and activities of school and community relations conducted in Diniyyah Putri must be evaluated. The evaluation was carried out by the principal as the highest education leader in this school. But the implementation still involves various parties both from the committee, student affairs staff, public relations staff, teachers or staff, and student guardians.

IV. Conclusion

Based on the results of research and discussion on the management of school and community relations in MA Diniyyah Putri Lampung, it was concluded that:

- 1) Planning of school and community relations in MA Diniyyah Putri Lampung begins with situation analysis and problem identification, determining priority scale, determining program objectives, then preparing operational work plans.
- 2) Organizing school and community relations in MA Diniyyah Putri Lampung through the stage of clearly identifying the objectives to be achieved, then the job descriptions that are operated in certain activities.
- 3) The implementation of school and community relations in MA Diniyyah Putri Lampung is by way of the school with the community to establish intensive communication, through the process of guardian student meetings, socialization, and a gathering forum with guardians of students. Then increasing the

understanding of the citizens of the community by means of schools to appeal to the community in order to change attitudes and actions that they need to do with the school. Furthermore, the school's efforts to unite attitudes and actions carried out with attitudes and actions carried out by the community reciprocally.

- 4) Evaluation of the relationship between the school and the community at MA Diniyyah Putri Lampung can be evaluated on two criteria: first the effectiveness, namely to what extent the goal has been achieved. Both efficiency, namely to what extent potential sources have been used well for the interests of school and community relations activities.

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