

MANAGEMENT ANALYSIS OF SCHOOL RELATIONSHIP WITH COMMUNITIES IN SDN MANGGARAI 05 SOUTH JAKARTA

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Abstract: Educational institutions must be supported jointly by all parties, both families, schools, and communities. This third component must work together in harmony so that it can produce quality educational outcomes. Untul, the school is expected to improve relations with the family or guardians of students, and the community, in general, to work together in realizing the management of school relationships with good community management. This study aims to describe how to manage school relations with the community, also to find out what is in SDN Manggarai 05, South Jakarta. This type of research is qualitative research, while the form is field research, by taking location at SDN Manggarai 05 South Jakarta. Data collection methods used are, observation, interview, and documentation. Whereas the process of data analysis used Miles and Huberman model analysis, namely interactive model analysis with steps: data collection, data reduction, data display, data verification and data interpretation. The results of this study are in accordance with the Public Relations indicators show; first, related to educational relationships formed by the formation of schools. However, meetings or meetings are conducted at the time of report cards, so it is not yet at an intensive stage. This results in the absence of effective planning, implementation and evaluation. Second, the cooperative relationship between SDN Manggarai 05 and institutions such as Puskesmas, Kelurahan, Kecamatan, Polsek, BNN and Universities has been established. However, it has not been fully done. Third, what is the challenges in public relations management are known by two factors, namely internal factors and external factors. The first is internal factors, which are known to have no special personnel given regarding the relationship between SDN Manggarai 05 and the community. While the external factor is known as the guardian, the students give up the children's education process at school.

Keywords: management, school, community

INTRODUCTION ~ Educational environment is everything that exists and occurs around the educational process, (human and physical environment). All Environments

Support and contribute to the process of improving the quality of education and / or the quality of educational attainment. The attention of Top Management (Principal)

must support to integrate educational resources and make the most of them so that all of these sources contribute to the delivery of quality education. One source that needs to be managed is Community or Parents, including stakeholders. Need education related to the community.

School principals are formal officials who have the duty and responsibility to carry out educational activities, school administration, fostering education staff and utilizing, and maintaining facilities and infrastructure. As a professional headmaster in the new paradigm of management and decentralization of education will have a positive impact and fundamental changes in the reform of the education system in schools. These impacts include the effectiveness of education, effective management of the teaching force, quality culture, compact teamwork, independence, school participation, and community members.

To realize the effectiveness and efficiency of school management and increase school productivity, the principal has a very strong role to coordinate, mobilize and harmonize all available educational resources at school. Principal's leadership is one of the factors that can encourage school members to realize their vision, mission and goals through a planned and phased program. In this case, the principal is required to have adequate managerial and leadership skills, so that they are able to take initiatives and practices to improve school effectiveness.

The success of the principal's leadership, achieving the announced goals successfully, mobilizing, guiding and encouraging school residents, good teacher educators, staff, students, the community, and all stakeholders. Education without community participation will, of course, run paralyzed, because education is clearly designed for the people and of course it will be implemented by the community itself. To achieve the same work goals with schools, there are several principles that support to implement them. The school community must truly understand the state of the community in the area, both natural and problems and the resources that exist in the community. Do a survey of people in certain areas. The survey needs to gather information that addresses aspects of the life and conditions of the community. Community recognition is an ingredient in compiling the results of surveys that help children increase curiosity about the people there, events, the future of the community, and encourage children's interest in doing research about the community and will also open the door to work the same between schools, guardians of students and communities.

Based on the background above, the general problem formulation is "What is the management of the school principal in the field of school relations with the community?". While the formulation of the problem in particular: (a) What is the relationship between school and community planning?; (b) What is the

implementation of school and community relations ?; (c) How does the principal evaluate the relationship between the school and the community?

In general, the purpose of this study is to find out the management of the head of public relations at SDN Manggarai 05. While the specific objectives are: (a) To describe the planning of school and community relations; (B) To find out the relationship between school and community relations; (c) To find out the school principal evaluates the implementation of school and community relations.

METHOD

This research is a qualitative descriptive study. In this study, the subject is the principal, teachers, students, guardians of students, school committees and the community in the school environment. Data collection techniques are used by observation, interviews and documentation. Analysis of the data collected with research on the leadership of principals in schools with the community at SDN Manggarai 05 was conducted with a descriptive qualitative study, the relationship of research with the real world, the principal's research was conducted with a descriptive qualitative. studies that discuss and discuss data conducted in the community. The contradiction between two countries / more, the relationship between variables, the difference between facts, the influence of a condition, etc. In the analysis of qualitative data, it is quite difficult, because no pattern

is saved because it suits the context. For qualitative researchers, this phenomenon can be discussed when discussing the subject matter discussed and discussed above. Data analysis procedures include stages:

1. Data collection Data obtained at SDN Manggarai 05 areas is, without the researchers' comments about the principal's leadership in the field of school relations with the community-made in the form of small notes (field notes). These description notes are then made to reflect the notes, namely notes in the form of comments, opinions or interpretations of phenomena found in the field.
2. Data reduction is the process of selecting, focusing, simplifying, extracting and transforming rough data from the field notes. with the community at SDN Manggarai 05. Furthermore, ties, coding, tracing of themes, making notes were made that were considered important in instantaneous events. Only selected events related to school leadership were guided by the school's relationship with the community. At SDN Manggarai 05. Penyajian Data (data display)
3. The next step after reducing the data is to present the data (data display). Data presentation techniques in qualitative research can be done on the presentation of data that can be done in the form of brief descriptions, charts, relationships between categories, flowchart and the like. At

this stage data on the findings in the field are presented in the form of narrative texts, namely verbal descriptions of the leadership of the school principal in the field of school relations with the community at SDN Manggarai 05.

4. Withdrawal of Conclusions and Verification In the analysis of qualitative data according to Miles and Huberman is drawing conclusions and verification. Thus, the conclusions in qualitative research may be able to answer the problem formulation that was formulated from the beginning, but maybe not. In drawing conclusions and verification about the principal's leadership in the field of school relations with

RESULTS

1. School Relationship Planning with the Community

Planning is done to obtain maximum results in carrying out an activity, therefore planning is the initial capital of public relations activities to be more directed and achieve the desired goals in community relations activities. Public relations activities carried out are based on the awareness that schools need cooperation and community participation. That awareness is translated into a number of efforts to establish communication with parties outside the school. School efforts to establish communication with the public so that people will cooperate

and participate in educational administration. The first step in the effort to establish communication with the community to determine what public relations activity. To plan a program of school activities, the principal together with the vice principal. After that, the principal informs the results to all teachers and school staff and students. SDN Manggarai 05 is planning several community relations work programs. Among them are, Conducting annual meeting programs with student guardians at each entering the new school year, annual meetings with student guardians in each class receiving report cards, and annual meetings commemorating the *isro 'mi'roj, halal bihalal* by inviting committees and community leaders, Scout activities, collaborating with health centers about health, participating in competitions, filling out activities carried out by local governments.

2. School Relations with the Community
The relationship between schools and the community is increasingly important in the administration of education. For this reason, SDN Manggarai 05 always maintains communication with parties outside the school, ranging from students' parents, school committees, community leaders, government, other schools and other elements of society. To build community relations with communities outside of school, planning is needed so that community

relations activities are directed. Homework planning involves all parties related to the program of activities to be carried out, such as students, teachers, and school principals. The fullness of the school work program can be clearly seen in writing by the student's guardian because it is displayed on a large board in the schoolyard. This is intended so that all school members can know and understand school plans, in addition to that school planning is prepared and formulated together by involving school residents through deliberations or school meetings, then disseminated to all school members

With the leadership of principals who always want to open in involving careers and communities in analyzing their needs and draw up school programs, it is expected that 05 Manggarai SDN education will go well and be able to realize the advanced school. To make the program successful housemates school SDN 05 Manggarai there are some techniques that do.

The chosen technique is a technique that is considered effective and efficient according to the condition of the school, the condition of the parents of students, the condition of the surrounding community, and school finances.

a. Group Face-to-Face Meeting Techniques

Examples of Application The other group meeting technique

conducted by SDN Manggarai 05 is that at the end of the school year, a farewell or release event is held for sixth-grade students who have passed the examination. At the event, the school formed a committee that included committee members, student guardians and the school to form cooperation and a sense of togetherness. This activity was also enlivened by presenting a variety of arts performances including student dances, poetry, tambourines so that parents of students can witness the achievements of their children thanks to the guidance of the instructor teachers so that events like this are used by strategy schools to introduce school success in fostering students student's, who can then give a good image of the community to the school.

b. Face-to-Face Meeting Techniques

Individual face-to-face meeting techniques are also used by schools in the field of school relations with the community. Activities undertaken with this technique include teachers inviting student guardians to school to talk about students who often play truant and low achievement, or there are students who are smart enough but their parents' economy is low so that schools help find solutions to their solutions.

In addition to teachers, school principals as educational leaders are also active in communicating and collaborating with school committees and community leaders. If the school experiences obstacles, invite the committee to discuss and ask for input on how to overcome them, for example when the school faces difficulties in terms of school safety, given the boundaries of the school's land with adjacent community homes and the school cannot yet create a fence due to financial constraints. Individual meeting activities are also carried out by the school principal with local community leaders, both ulemas, village heads, and lurah heads. The school principal occasionally visits the community leader at his home to have a friendly meeting and talk about the school program. On the sidelines of the discussion asking for opinions about advancing education in schools. According to the principal, this method is very effective because it is done informally in a family way. Here is a statement from the principal:

"I occasionally visit the homes of community leaders in the school environment, to establish a friendship, asking for input on school programs. Usually, this informal meeting is more intimate and easier to convey intentions and goals and

if there is a problem with the school parents of students, he is ready to help.

c. School Publication Techniques

Activities carried out by the school if the school participates in the race at the district or district level are informed to students, if the school gets a championship in the race delivered to students during Monday's motorbike ceremony, the school fills out events at the district level to all school residents. By informing all school activities and achievements to all students, they hope that students at home will tell their parents, so parents know about the activities in the school. This is done because most parents of farmers with farmers who rarely come to school, sometimes even invited to meetings do not come. So this technique effectively provides information from person to person, from students to parents.

d. Evaluation of the Implementation of School Relations with the Community.

Every program implementation in school activities must be evaluated, as well as the implementation of the school relations program with the community at SDN Manggarai 05 it is necessary to evaluate its success. The evaluation was carried out by the principal as the highest education leader in the school. But

the implementation also involved various parties both from the committee and stakeholders. The evaluation of school relations with the community can be done with two criteria: first, effectiveness, namely how far the goals have been achieved, for example, whether the community really feels involved in the problems facing the school, is there attention to the progress of their children in school, whether they have shown concern for the sustainability of the school, whether they have been willing to provide input for school improvement and so on. Second, the efficiency, namely to what extent existing or potential resources that have been used properly for the benefit of community relations activities.

This evaluation can be carried out at the time the activity process is in progress or at the end of a program to see to what extent its success. For example, the construction of school fences, since the workforce employed in the surrounding community, the use of financial expenditures is known by the school committee, the progress of the fence is also often monitored by committees, school principals, student guardians, even community leaders such as the RT father, the village head as well come monitor.

DISCUSSION

1. Relationship Planning with the Community

Planning for school relations with the community is carried out by the school principal by involving various teachers' councils, committees, student guardians and community leaders. This is done by the school principal so that the program that is made does not belong to the principal but is owned together, decided together so that in implementing all elements of the school community, they provide support and take responsibility for the success of the program.

The program of activities is prepared at the beginning of the new school year by the principal after receiving input from the teacher council and socialized at the beginning of the new school year meeting to obtain input from the committee, community leaders and student guardians. After getting input, the next step is to make a decision on the school program. Decision making through deliberation will affect the work climate in the organization so that the implementation also involves the participation of teachers, committees and student guardians. According to David (1989) participatory decision making is a way to make decisions through the creation of an open and

democratic environment, where school residents (teachers, students, employees, students, community leaders) are encouraged to be directly involved in program planning that will contribute to the achievement of school goals.

2. Implementation of the principal's program in the field of school relations with the community

The techniques used in implementing school relations with the community at SDN Manggarai 05 include (1) group meeting techniques, namely in meeting forums at the beginning of the school year and end of year meetings, (2) individual meeting techniques carried out by inviting student guardians to schools because their children have problems, invite school committees to discuss school problems, the school goes to community leaders in the school environment, (3) publication techniques through students and leaflets as well as school bulletins and bulletin, which are carried out by directing and providing information to students by the principal at the flag ceremony every Monday, giving flyers to students' parents, making reports to students' parents. *Mading* is being used to put up the best work of students, photographs of school activities so they can be known by school residents and the community who come to school.

All of these techniques are used in order to introduce the school program to the community so that the community

takes an interest in the school, wants to participate in school activities and even collaborates with the school and in the end wants to provide support to the school both material and moral. This is in accordance with the opinion of Soemirat (2004: 68) which says the main purpose of public relations is to create, maintain and protect the reputation of the organization/company, expand prestige, display supporting images.

In line with this opinion Coulson, Colin and Thomas (2002: 123) the purpose of public relations Evaluate public attitudes and opinions, Formulation and implementation of organizational procedures and policies for organizational/corporate communication with the public, Coordinate communication programs, Develop relationships and "good-will" through a two-way communication process, Developing positive relations between organizations and the public.

3. Implementation Evaluation in the Field of School Relations with the Community

Implementation of evaluation In terms of evaluation at SDN Manggarai 05 it should be done programmed so that various inputs can be accommodated to improve school performance. The principal must have the will to advance the school and be able to empower the teacher to conduct an evaluation because school evaluation can correct the weaknesses of the school's performance. Therefore, the evaluation activities are carried out in a planned

and continuous manner. The head of the school can encourage the teacher to conduct an evaluation using the power of his leadership. Evaluation is an activity to see the weaknesses and strengths of school performance and to know the extent of delivery in the implementation of work. From the evaluation results, it is possible for the work method or method to be improved and in the end, it will have an impact on school productivity.

CONCLUSION

Conclusions based on the results of this study are as follows:

1. The planning of the principal's program in the field of community school relations at SDN Manggarai 05 has involved all elements of the school ranging from teachers, school committees, student guardians and community leaders.
2. The implementation of the principal's program in the field of school relations with the people of SDN Manggarai 05 has been carried out well.
3. The headmaster has evaluated the implementation of the school relations program with the community at SDN Manggarai 05 well.

SUGGESTION

The suggestions in this study are as follows:

1. The principal of SDN Manggarai 05 in order to formulate a plan to develop quality-oriented education-oriented schools, by conducting a real needs

analysis, keeping in mind the progress of information and technology that is increasingly advanced.

2. The principal of SDN Manggarai 05 can carry out school development plans, by supervising school performance, increasing school finances by optimally involving administrative personnel. Besides that, the principal should be able to set an example, control motivation, respect and most importantly, enforce discipline in the school.
3. The principal of SDN Manggarai 05 in evaluating the relationship between the school and the community can emphasize the effectiveness of the programs that have been carried out and look for other breakthroughs so that there is a significant increase in funding sources for schools.
4. Principals and teachers of SDN Manggarai 05 must be able to establish closer communication with the surrounding community, student guardians, committees and community leaders so that they are willing to provide material support to schools for the progress of student learning.
5. The choice of communication media such as electronic media and print media needs to be considered so that groups of people who can be reached more broadly, deliver information faster, and with higher accuracy.

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