

SOCIAL RELATIONS MANAGEMENT ON SCHOOL DEVELOPMENT

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ABSTRACT

Schools currently should be supported by society in order to develop relevant and adequate educational elements which start from human resources, curriculum tools, funding, management, good facilities, and infrastructure that are enough and able to accommodate schools' needs. Social management needs to be designed in such a way as to invite the community to participate in developing schools and facilitating policy-making as the schools' needs. Several strategies that can be implemented to reach communication in social relations management include community data collection, community mapping, community engagement, and community school involvement to develop education, funding, and consulting forms.

Keywords: social relations management, school development

INTRODUCTION

Success in education in schools requires support from many parties, especially support from the community, and also requires elements of education that are relevant and adequate starting from human resources, curriculum tools, funding, management, good facilities, and infrastructure that are adequate and able to accommodate the needs of schools. As time goes by, the existing infrastructure is starting to break down and along with the increasing needs in schools, it is necessary to add additional infrastructure to support it. There are still schools that close themselves to the community. Schools still maintain modest human resources and open new human resources with more abilities. There are still schools whose financial balances are always minimal and their facilities and infrastructure are in a condition that should be renewed, and some even have facilities and infrastructure that are no longer suitable for use. there is also a number that must be added as the number of students increases. procurement of new facilities and infrastructure due to administrative needs in education.

However, the financial situation was not supportive, so the addition and embodiment of repair means and infrastructure cannot be realized. Waiting for grants from the government is also uncertain along with the large number of applications from other schools and the availability of the government's

budget is also limited. While the collection of education fees at each school is an important consideration, especially in private institutions. Schools are very careful in collecting funds from student guardians and other members of the community because it will have implications for children's community view towards the school (Yuliharti & Umiarso, 2021). The conditions mentioned above are a challenge for schools to create harmonious relationships between schools and the community in order to jointly develop schools to support the continuity of the educational process.

1. Method

The research approach used in this paper is a qualitative approach. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc., holistically, and by means of description in the form of words and language, in a special natural context, and by utilizing various natural methods. Prof. Dr. Suharsimi Arikunto explained that qualitative research was called "naturalistic qualitative". The term "naturalistic" indicates that the conduct of this study did occur naturally, as is, in normal situations that are not manipulated in circumstances and conditions, emphasizing the description naturally (Sholihah et al., 2021).

The type of research used is descriptive research which is research that attempts to describe a phenomenon, event, the event that is happening now. Descriptive research focuses on the actual problem as it was when the research took place. The descriptive research in this paper aims to explain the events that are in accordance with the facts and data obtained by researchers both through observations in the field and through references relating to the level of teacher quality disparities in elementary schools and primary schools (Sholihah et al., 2021).

2. Results and Discussion

The Definition of Social Relations Management

According to Rosady Ruslan in Jaja Jahari's book about public relations management is the art and science of analyzing trends, predicting the consequences, advising organizational leaders, and implementing planned programs of activities that serve both organizational and public interests. Meanwhile, Glennand said that public relations are held to assess and conclude public attitudes, adjust agency or organizational procedures policies with the public interest, and run a program to gain understanding and public support (Jahari & Syarbini, 2013).

According to Linggar Anggoro, quoted by Fauzan Adhim, social relations management are activities, techniques, and tips used by organizations or individuals to create or maintain a good attitude and response from outside or internal parties (Adhim, 2021). From the above two opinions management social relations is defined as planned analyzing activities regarding organizational activities to gain public understanding and support. social relations function in a few institutions are still not that optimal to be marked in the absence of human resources who are given the task of social relations, there are still educational institutions that view social relations as a mere mail delivery section, as evidenced in every activity in the social relations sector only to deliver letters and liaise with invitees.

The Purpose of Social Relations Management

According to E. Mulyasa, the main goal to be achieved by developing Social relations activities is to increase community understanding of the goals and objectives that schools want to realize, increase school understanding of the conditions and aspirations of the community towards schools, increase the efforts of parents and teachers in fulfilling the needs of students as well as increasing the quantity and quality of parents' assistance in school education activities, increasing public awareness about the importance of their participation in advancing education in schools in an era of development, maintaining public trust in schools and what schools do, school accountability for expectations borne by the community to schools, support, and assistance from the community in obtaining the necessary resources to continue and improve school programs (Mulyasa, 2009). The purpose of social relations management is to increase public awareness about the importance of their participation in advancing school education in an era of development in obtaining the necessary resources to continue and improve school programs.

The Function of Social Relations Management

According to Triyo Supriyatno stated by Jaja Jahari, the function of social relations management is (Jahari & Syarbini, 2013):

- a. Supporting the main activities of management in achieving common goals
- b. Fostering a harmonious relationship between the agency/organization and the public, as the target audience.
- c. Identifying opinions, perceptions, and public responses to the agency/organization they represent or vice versa.

- d. Serving the wishes of the public by providing suggestions to management leaders for the sake of common goals and benefits.
- e. Creating two-way, reciprocal communication, and managing the flow of information, publications, and messages from agencies/organizations to the public or vice versa in order to create a positive image for both parties.

School Socialization to the Society

In order to introduce the school to the community on a massive scale, there needs to be optimal socialization in the community that consists of short-term, medium-term, and long-term school programs. Including programs that are academic or non-academic in nature. Socialization schools to the community can be started by the guardians of students who in fact have direct contact with school programs, for example regarding school programs related to the direction the school will lead where students will be taken or other expertise programs that become development interest and student talents that must be supported by parents of students. This also includes the psychological development of students that must be conveyed to the parents of students and also related to the discipline of children in participating in school activities (Fattah, 2009).

After socialization at the level of student guardians is carried out, then start opening access to outreach to the community outside of student guardians such as neighbors around the school. Neighbors around the school would be better if involved in management school directly or indirectly. Few neighbors will be affected by the existence of the school, so it will be appropriate when the school neighbors are directly involved in managing the school. As a person in charge of security, person in charge of cleanliness, and person in charge of supervising students at school and outside school.

Socialization can also be done to alumni. Alumni also need to be included in the school development process as part of the elements who have studied at the school. The pattern that is carried out can be in the form of material and non-material, such as raising money to buy reading books and or other items that can be useful. Or it could be in the form of involvement in teaching or other skills such as scouting, calligraphy, painting, dressmaking, computer martial arts, electronics, and so on. Socialization can also be carried out to community groups consisting of educational sympathizers who want to be involved in the school management process with a communication and socialization approach and voluntarily support the sustainability of school development which is then packaged in an educational support community organization or other names. and can also be used as a school donor (Pidarta, 2004).

Social Relations Management Strategy on School Development

Managing the community, of course, requires a special strategy to achieve the goals desired by the school. Community management needs to be designed in such a way as to invite the community to participate in developing schools and facilitate policy-making that is tailored to school needs. Some strategies that can be used to get targeted communication include community data collection, community mapping, community engagement, and involving the community in school development (Sallis, 2006).

a. Data Collection

At this stage the school begins by compiling a community data collection format that has the potential to support school development, the format created contains a detailed description of the individual's history, including name, place, date of birth, domicile address, number of families, last education, occupation, cell phone number, and experience. other. In order to facilitate the data collection process, it can be done by forming coordination for each category of community groups, this aims to be more precise about the data collection targets. The community will feel comfortable if the person doing the data collection is from the right person, this will be the first step in introducing the school to the community.

b. Community Mapping

From the results of the data collection, a mapping of community groups was carried out based on the categories that had been identified that determined by the school in accordance with the wishes of the school as follows:

- 1) Parents group.
- 2) Alumni group.
- 3) School neighbors group.
- 4) School community group.
- 5) Professional group.
- 6) Expertise group.

These sortings aim to make it easier for schools to take the right steps in organizing these community groups. Accuracy in addressing the existence of groups is the key to building a school's communication with the community.

c. Community Reinforcement and Bonding

The community that has been grouped is then made a container for each respectively appropriate for discussing school progress. In this forum, it is necessary to make management continue coordination between schools and these groups. Maintaining school communication with community groups needs to be nurtured and empowered to continue. Each group's meeting needs to be scheduled so that there is a balance in the intensity of the meeting in each group. Of course, the material for the meeting is already there prepared previously related to anything which will be discussed at the meeting.

Material preparation is very important in the forum and really needs to be prepared in accordance with the planning of the short, medium, and long-term school programs. School planning needs to be presented in meeting forums to provide initial information to community groups about school programs. Presentation of school programs to groups becomes the basis for planning and strategies that will be carried out by group administrators to realize these school programs (Ahmadi dan Syukron Nafis, n.d.).

d. Social Relations on School Development

Groups that have gone through discussion forums are directly involved in the realization of school programs. The involvement of community groups in school development is regulated in such form in the field adapted to the mapping of community groups. Offers in community involvement need to be made an agreement and community participation through good communication channels. Engagement public can be in the form of teaching, funding, and consulting.

1) Education Field

Community involvement in the field of education can be in the form of providing teaching materials in the skills sector, for example, computer material, networking, internet installation, fashion, electronics, craftsmanship, design, screen printing, and others. For people who have special expertise can be involved in talent development activities and skills, once a week carried out on a scheduled basis will have an immediate impact on school activities and the results can also be felt directly by students and parents of students. Special education on religion is also possible to be involved the public such as guidance on reading and writing Qur'an material, lecture guidance on preaching guidance, and others.

2) Funding

The community is actively involved in supporting school funding through weekly and monthly contributions quarters and other forms through the formation of permanent donor members that are mutually agreed upon. Funds collected are used to support school programs in accordance with school development plans. The management of public funds is carried out in a transparent manner and is reported periodically. Fundraising of this kind can help fund schools. The more people who join in this field is better and will help school funding.

3) Consultant

School consultants are needed to develop schools. The existence of a school consultant is a reference for school development patterns. School consultants covering education and teaching, facilities and infrastructure, financial management, admission of new students, education marketing, macro management, and micro-schools. Establishing management of the distribution of resources. Community involvement is a must for developing schools, schools have started to open up and collaborate with the community.

3. Conclusion

Social relations management needs to be designed in such a way to attract the community so that the community can participate to develop schools and facilitate policy-making based on schools' needs. Several strategies that can be applied in order to have ideal communication on social relations management, such as data collection, mapping, engagement, and community school involvement in developing the form of education, funding, and consulting. Schools have started to open up more and cooperate with the community to get those goals.

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