School relationship management with the community: analysis of program activity needs
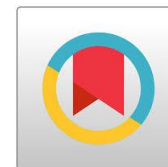
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ARTICLE HISTORY	ABSTRACT
	This research was conducted aiming to describe the needs of schools, programming, division of executive tasks, the implementation of community relations activities, and evaluation of monitoring of school relations with the community in Kendal 1 State Middle School, Ngawi, East Java, Indonesia. This study uses a qualitative phenomenological design that is based on field observations, interviews, and documentation. This research produces an analysis of school needs following procedures, very specific program activities, appropriate goals and objectives as well as actions taken, division of tasks following program planning and implementation of activities running according to procedures, the direction of synergy coordination, motivation, communication and to provide guidance , monitoring and evaluation of school needs in improving the quality of learning needs to be improved.
KEYWORD:	**ABSTRAK**
	Penelitian ini dilakukan bertujuan untuk mendeskripsikan kebutuhan sekolah, pemrograman, pembagian tugas eksekutif, pelaksanaan kegiatan hubungan masyarakat, dan evaluasi pemantauan hubungan sekolah dengan masyarakat di Sekolah Menengah Pertama Negeri 1 Kendal, Ngawi, Jawa Timur, Indonesia. Penelitian ini menggunakan desain kualitatif fenomenologi yang didasarkan pada observasi lapangan, wawancara, dan dokumentasi. Penelitian ini menghasilkan: analisis kebutuhan sekolah sesuai dengan prosedur, program kegiatan sangat rinci, tepat sesuai tujuan dan sasaran serta tindakan yang diambil, pembagian tugas sesuai dengan program perencanaan dan pelaksanaan kegiatan berjalan sesuai prosedur, arah sinergi koordinasi, motivasi, komunikasi dan untuk memberikan pembinaan, monitoring dan evaluasi kebutuhan sekolah dalam meningkatkan kualitas pembelajaran perlu ditingkatkan.

1. Introduction

Education is an essential thing in human life; with education, humans can know whatever he wants. The school is an organization that develops education for the nation's next generation. The school is also a non-commercial organization that provides a variety of knowledge to become a forum for its consumers to develop in the fields of science, skills and social attitudes; therefore the school is inseparable from the community because the school is in the community, by the community and for the community (Syam et al., 2020). School programs can only run smoothly if they receive community support. School leaders (principals) need to continue to foster good relations between the school and the community (Syam, 2019).

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In this globalization era, educational institutions are increasingly demanded to provide professional services to the community; this is due to the increasing needs and interests of the community in continuing higher quality education (Ikhwan, 2012). Society, as one of the consumers in educational institutions, is now more critical and realistic in choosing quality educational institutions (Syam & Hidayat, 2019). This attitude then becomes a trigger to maintain and improve the positive image of the institution in the eyes of the community (Hanif & Mutakin, 2019).

The relationship between the school and the community is essentially a very instrumental role in fostering and developing the personal potential of students in schools (Syam, 2017). In this case, the school as a social system is an integral part of a larger social system, namely the community. Schools and communities have a very close relationship in achieving school or educational goals effectively and efficiently (E. Mulyasa, 2005: 50). Schools without community relations management are like plants that cannot grow on the ground because schools cannot develop properly without community participation (Hanif & Mutakin, 2019). Society is an important factor that supports the advancement of education because the community is a consumer as well as playing a role in improving the quality of education.

Schools must explain about educational programs, educational goals, needs and conditions that occur in the community, because in this case, the school is an agent of change for the surrounding community because in that school the community will change for the better according to the demands of education which developed in the current era of globalization. Therefore between education, schools and the community have a mutually supportive relationship, so it is necessary to have the right management to develop it (Ikhwan, 2017).

School programs will work well if they have the support of the community. Therefore school leaders need to foster good relations between schools and the community continuously (Ikhwan, 2018a). Schools need to provide a lot of information to the public about the programs and problems faced so that the community knows and understands the problems faced by the school. From this understanding and understanding can be faced with feedback that is very useful for the further development of school programs and It is also hoped that there will be a growing sense of community sympathy for school programs, which can invite active community participation.

The high level of participation of parents in school education is one of the characteristics of good school management, meaning that the extent to which the community

can be empowered in the education process at school is an indicator of the school management concerned (Jaelani, 2018). Participation, in this case, can be interpreted that in making decisions involving a broad community in the form of input, suggestions, opinions of goods, material funds or services. Participation can also be interpreted as a form of solution from community groups regarding the problems faced by schools (R. Ruslan,1998: 1). Community participation in the process of improving the quality of schools seems to have a considerable influence because the quality of learning services in schools will ultimately affect the progress and learning achievements of children at school. Because in the study it was stated that students could learn a lot because they are stimulated by the homework given by the teacher and will succeed thanks to the efforts of their parents in providing support (Rifa'I, 1998: 46).

The conducive participation of the community and surrounding environment will be constructive in creating success in improving student learning achievement as implemented in Junior High School 1 Kendal. Kendal Junior High School 1 is an educational institution in Kendal sub-district, Ngawi district, East Java province, which is committed to being the best school in Kendal sub-district. Junior High School 1 Kendal is also a school that has the support and parts of Junior High School 1 Kendal. People who care a lot about education With its very strategic geographical location which is close to the highway and is located in the middle of the township of the sub-district, close to the market makes Junior High School 1 Kendal the main goal of the community to send their children to Junior High School 1 Kendal.

Table 1.
The situation of new students in junior high schools in Kendal District, Ngawi Regency, East Java

No	School Name	Male	Female	Total
1	Junior High School 1 Kendal	84	104	168
2	Junior High School 2 Kendal	21	43	64
3	Junior High School 3 Kendal	44	35	59

In the 2017/2018 school year the number of new students who enrolled in Kendal 168 Middle School 1 of which came from hamlets around the Kendal sub-district, such as Pucang anom, Ngijo, Patalan, Majasem, Sidorejo, Ploso, Simo and several students from the Subdistrict others such as Jogorogo and other districts. The acquisition of new students in all SMP Negeri in Kendal district can be clearly seen in table 1 The addition of students in Kendal 1 Junior High School is more visible compared to Kendal

District Junior High Schools; this is due to several factors, including the 1 Kendal Junior High School which often includes students, teachers, and schools to take part in competitions to be sent for district-level competitions (Wahyudi & Huda, 2019). And the district level. Another factor is that at Junior High School 1 Kendal there are many extracurricular activities including Scouts, PMR, Science Olympiad, IPS Olympiad, Volleyball, Drumbend.

The attraction of Junior High School 1 Kendal to be investigated because it has its uniqueness that is different from secondary schools in Kendal District. This is because Junior High School 1 Kendal can implement the best strategy in school-based public relations management that emphasizes schools that can carry out programs according to the needs of the community and can communicate with the community actively and communicatively (Ikhwan, 2018b).

Kendal Junior High School 1 applies several PR principles of management, namely: flexibility, relevance, participation, comprehensive, and standardized; Community members can undoubtedly have several considerations in choosing a school for their children (Huda & Afiful Ikhwan, 2019). The relationship between parents and teachers, headmasters and education staff can be monitored and carried out in the development and activities of students and school programs. Committee. Schools can also be invited to collaborate with school principals, school residents, and the community for the sake of the implementation of good and quality education at Junior High School 1 Kendal. The collaboration between schools and the community, especially in the field of education of students, will produce students who are not only superior in academics but are also able to live in society. Because they are part of the community system.

2. Methods

The research approach used in qualitative research is with the phenomenological and naturalistic approach theory because the research is carried out in natural conditions. The qualitative approach is indeed social reality as a holistic or whole, complex, dynamic, full of meaning, and symptomatic relations are interactive (reciprocal). The research design carried out was a case study design chosen to obtain answers to the question how / how to get answers regarding the management of school relations with the community in Junior High School 1 Kendal, Ngawi Regency. Research data sources other than informants which are primary data (human), and will also use secondary data (non-human), that is data obtained from existing data, including school principals, teachers, parents / guardians of students, administration, and school committee at Kendal 1 Ngawi Regency Middle School. As for

non-human data sources in the form of supporting documents and facilities and infrastructure. Determination of informants through sampling techniques but not to represent the population but based on the relevance and depth of information and is based on research themes and field conditions. Techniques used through snowball sampling/snowball techniques so that researchers can explore information/data in depth.

In this study, researchers used several data collection techniques to avoid the weaknesses of one method with another method. The ways that will be used in this study are interviews, observation, and documentation. The data analysis technique was performed using data analysis techniques which included three activities which were compatible according to Miles and Huberman, namely: (1) data collection, (2) data presentation, (3) data reduction, and (4) conclusion drawing (verification). Checking the validity of the data with criteria of credibility, and confirmability.

3. Findings and Discussion

3.1 School and Community Needs Analysis

Analysis of school needs and community needs to be a concern for school managers in terms of school and community relations. The community wants to help the school if they feel their needs are met. Likewise, schools have several problem-solving needs and the development of institutions that fulfil them needs to involve the community. For that, the problem-solving needs analysis activities that involve the community in its implementation at Junior High School 1 Kendal include three stages in the school needs analysis activities, namely: 1) detecting problems; 2) public relations programs related to the development of educational programs; 3) Current Issues.

The preparation of the program in school relations with the community at Junior High School 1 Kendal, is the core of implementing improvement and advancing the quality of learning. If a program preparation goes well, it can be said that a 60% activity has been successful. The preparation of the school relations management program with the community at Junior High School 1 Kendal includes three stages in program preparation activities, namely: 1) setting goals and objectives; 2) actions taken to achieve the goal; 3) the time and cost needed to achieve the specified goals. Based on in-depth interviews, observations, and documentation studies obtained data that the preparation of the school relations program with the community at Junior High School 1 Kendal.

To find out the division of tasks in implementing school relations with the community at Junior High School 1 Kendal, researchers met and conducted interviews with informants. The division of tasks in implementing school relations with the community at Junior High School 1 Kendal is considered very important because it facilitates the process of managing school relations with the community at Junior High School 1 Kendal. Steps for the division of tasks in implementing school relations with the community include: 1) Establishing a division of tasks for each party, 2) Distribution of workloads, 3) Procurement and development of a mechanism to coordinate the work of the members of the organization into an integrated and harmonious unit.

To find out more about monitoring and evaluating school relations with the community at Junior High School 1 Kendal, researchers met and conducted interviews with informants. Monitoring and evaluating school relations with the community is considered very important. It will be a benchmark for technological and information progress in helping to improve quality learning and have an impact on improving school quality. Monitoring and evaluating the relationship between the school and the community at Junior High School 1 Kendal, the researcher will examine 1) Determination of the results of work performance standards, 2) Measurement of work outcomes, 3) Evaluation results on school needs.

In this discussion, presented findings in the field and comprehensive analysis based on theories as an analysis of the research formulation, namely: How is the management of school relations with the community case studies at Junior High School 1 Kendal divided into four sub-focus areas of discussion, namely: 1) School needs analysis, 2) Preparation of the program, 3) Distribution of implementing tasks, 4) Implementation of activities, and 5) Monitoring and evaluation (Monitoring and Evaluation).

The school needs analysis related to school relations with the community at Junior High School 1 Kendal is the first step in improving the quality of learning. The impact on school quality has detected problems by holding meetings between school principals, committees, teachers, and community leaders who play a role in education to discuss public relations program activities (Ikhwan, 2013). in improving quality learning at Junior High School 1 Kendal. Public relations programs related to the development of educational programs by holding meetings or guardians' meetings at the beginning or the end of the school year in increasing the participation of parents,

as well as supporting activities that are already running or currently running ROHIS extracurricular (extracurricular) activities, Scouts, PMR, Olimpiode Science, IPS Olympiad and English Olympiad.

Current issues regarding the public relations program at Junior High School 1 Kendal flexibility follow the development of community demands, religious knowledge and improvement of morals, independence education, increased achievement in the Olympics held by the Ngawi district education office. Analysis of school needs related to school relations with the community at Junior High School 1 Kendal, from observations and interviews conducted by procedures that detect problems that exist in schools. Public relations programs related to the development of educational programs. And current issues regarding public relations programs. From the results of the research data, the school needs analysis activities related to the relationship between the school and the community at Junior High School 1 Kendal has been well implemented according to the support of theory as beriku. Needs analysis is conducting studies and detecting problems estimating the direction of changes that occur at this time related to school responses to development. According to Rohiyat in conducting this needs analysis there are three main activities namely; 1) detect problems; 2) public relations programs related to the development of educational programs; 3) Current issues and conditions at school (Rohiat, 2012: 82).

3.2 Arrangement of School Relations Program with Community

The preparation of the school relations program with the community of Junior High School 1 Kendal is a step in helping to improve the quality of learning. The impact on the quality of the school has set targets, namely guardians of students/community, students themselves, and school residents to increase community understanding of school needs and increasing community participation through collaborative arrangements to realize quality learning in schools.

Actions taken to achieve the goal by notifying the public to conduct group meetings, face to face directly by visiting the homes of students' parents, letters written about school programs, both programs that have been implemented, that are being implemented, and those that are going to be implemented.

The preparation of the school-community relations program at Junior High School 1 Kendal, based on the results of observations and interviews carried out by

procedures that are setting goals and objectives, actions taken to achieve goals, as well as the time and cost required.

From the results of research data, the activities of the preparation of the school relations program with the community at Junior High School 1 Kendal have been carried out; this is by the support of theory as beriku. Programming is a process of determining future activities by managing various resources effectively and efficiently to achieve optimal results by established objectives. According to Handoko in Ambarita planning (planning) is the selection or determination of organizational goals and determining the strategies, policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve goals. There are three stages in planning activities: 1) setting goals and objectives; 2) actions taken to achieve the goal; 3) Time and costs required in school relations with the community.

3.3 Distribution of Tasks Implementing School Relations with the Community

The division of tasks for implementing school relations with the community of Junior High School 1 Kendal is a continuation of program preparation activities that determine the success of helping to improve the quality of learning. The impact on school quality has detailed what needs to be done. Administration, the principal conducts planning, developing, directing, and the principal, teachers, and administration compile tips, provide information about public relations activities to the public to convey information through students. In the division of work, the principal as the head in charge of the management of school relations with the community at Junior High School 1 Kendal assigns the task to the teacher and the administration to convey information to student guardians through students. Development mechanisms to coordinate work among members into a single unit all work together following their own pockets with the same goal of increasing community understanding of school needs (Ikhwan et al., 2019).

The division of tasks for implementing school relations with the community at Junior High School 1 Kendal, based on observations, and interviews conducted by the procedures and steps of performing tasks that have detailed all the work that must be done dividing the workload. Procurement and development of a mechanism to coordinate the work of the members of the organization into an integrated and harmonious unit.

From the results of research data that has been observed, the activity division of the task of implementing school relations with the community at Junior High School 1 Kendal, can be said to have gone well according to procedures and stages that can support the realization of the implementation of the school relations program with the community, relevant theories support this, namely organizing is a process for designing formal structures, grouping and organizing and dividing tasks or work among members of the organization, so that organizational goals can be achieved efficiently, according to Daryanto, organizing steps include: 1) detailing all work to be done, 2) division of workload, 3) procurement and development of a mechanism to coordinate the work of the members of the organization into an integrated and harmonious unit (Daryanto, 2013, 86).

3.4 Implementation of School Relations Activities with the Community

Implementation of activities is a matter of essence of business, from this implementation, the success of a program can be measured (Pertiwi, 2018). Implementation of school relations activities with the community Junior High School 1 Kendal has held a coordination meeting between the school principal, committee, community, teachers both small and large meetings discussing the relationship between the school and the community in the ROHIS extracurricular school activities program, Scouting, PMR, Olimpiode IPA, IPS Olympics and English Language Olympiad or other programs. Motivating each other the school is committed to establishing harmonious relationships to increase community participation through cooperative arrangements for the sake of realizing quality learning at Junior High School 1 Kendal.

Communication is carried out by group meetings/committee meetings, visits to the homes of parents of students with problems or achievements, correspondence, telephone services and contact books with programs that are It's in Kendal 1 Junior High School. And giving direction, according to their respective duties and functions, such as how the program is, when is the deadline and what must be done.

From the results of research data that has been observed, the activities of implementing school relations with the community at Junior High School 1 Kendal, can be said to have proceeded, fulfilling directional elements in management such as coordination, motivation, communication, and order, according to the following theory; Terry sees "actuating" as the essential thing to move subordinates in an effort

so that employees want to work with full awareness and responsibility. The important thing to consider in implementing (actuating) is that a teacher or administrative employee will be motivated to do something if 1) Feel confident that he will be able to do it, 2) Be sure that the job will benefit him, 3) Not being burdened by problems personal or other tasks that are more important or urgent, 4) The task is a trust for those concerned, and 5) Relationships between friends in the organization are harmonious. The actuating function is inseparable from the management function through problem determination, goal setting, assignment of tasks and supporting resources, moving and directing, having the success of human resources. The direction elements in management are 1) Coordinating, 2) Motivating, 3) Communication, 4) Commanding. Directing is an attempt to move the group members in such a way that they are willing and trying to achieve the goal.

3.5 Monitoring and Evaluation of School Relations with the Community

Monitoring and evaluation are things that must be done to take action, how a program is running and how it will go. Monitoring and assessment of school relations with the community Junior High School 1 Kendal regarding the determination of work standards by determining the standard work outcomes of schools and the population do not have written work standards. Still, schools have confidence that this can help improve quality learning that has an impact on school quality. The measurement of the results of the monitoring and evaluation works well, is instrumental, besides that students can convey information to their parents and the relationship between the school and the community runs smoothly. The parents' responses are positive and always supportive with school programs. Results of Evaluation of school needs shows that the relationship between the school and the community has been going pretty well, the school principal, the board of teachers, TU and the school committee can have a good relationship with the parents The relationship between the school and the community has been very good, the needs of the school offered to the community received support and a positive response where the community wants to help the school if they feel their needs are met.

From the description of research findings, monitoring and evaluation of school relations with the community at Junior High School 1 Kendal, it has been running. However, it still needs improvement, as Daryanto's theory of controlling is the process of observation of all organizational activities, to better ensure that all work being

carried out by a predetermined plan. The supervision process consists of three stages, namely: 1) determination of the results of the standard work results, 2) measurement of work results, 3) correction of school needs that might occur.

4. Conclusion

Analysis of the needs of school relations with the community activities at Junior High School 1 Kendal by procedures that have detected problems by holding meetings between school principals, committees, teachers, and community leaders who play a role in education to discuss public relations program activities. Public relations programs related to the development of programs and current issues about public relations programs in Junior High School 1 Kendal flexibility to follow the development of the demands of society, knowledge, and technology so quickly need to be followed by relevant educational programs, namely the development of communication technology in the current era of globalization.

The preparation of the school-community relations program at Junior High School 1 Kendal is by the procedure, which has systematically detailed and analyzed the targets of student/community guardians, students themselves, and school residents with the aim of increasing community understanding of school needs, and increasing community participation through collaborative arrangements to realize quality learning in schools. Actions were taken to achieve the goal by notifying the public to conduct group meetings, face to face directly by visiting the homes of students' parents.

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