Community Relations Management (Study Case in the Vocational School at Pringsewu, Lampung)

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Abstract:- The purpose of this study was to analyze and describe: 1.The planning in the Vocational School; 2. The organizing at Vocational School; 3. The implementation in the Vocational School; 4 . The evaluation of public relations in the Vocational School at Pringsewu, Lampung. The method used in this research was qualitative with a phenomenological design. Data collection techniques used were: (1) interview; (2) observation; and (3) documentation. Data obtained from the three techniques were organized, interpreted and analyzed. Data validity was tested by: (1) observation; (2) triangulation; and (3) discussion with colleagues. The results of the study were: (1) Analysis of school needs and community was related with procedures for identifying problems in schools and the public relations programs were related to educational development; (2) Preparation of the school and community program were related with the steps in the preparation of the program which has detailed goals, objectives, job descriptions and classification of activities; (3) The implementation of school and community relations activities were related with the existence of directive synergy starting from coordination, motivation and communication; (4) Evaluation of the relationship between school and community included the determination of standards of work (effectiveness) and measurement of work results (efficiency).

Keywords: Management, Public Relations, Vocational School

I. PRELIMINARY

Education is very important for individuals and society. Interest is not limited to a society but includes all humans. There are many factors to achieve the success of the objectives and quality of education, such as the curriculum, facilities, infrastructure, student affairs and community relations. Effective community relations in schools can be seen in the level of community participation in school programs because the responsibility of implementing education is the cooperation between the government, parents, and the business world. 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 the organization need to understand and increase their communication skills.

According to (Subroto, 2004) that schools are part of formal educational institutions that always need to improve in every field of management. It includes the curriculum management, student management, personnel management, management of educational infrastructure, financial management, and school relations with the public. This is implemented to answer the challenges of a dynamic education that always change from time to time.

(Linggar, 2001) stated that public relations is very important in educational institutions because it is one of the factor that makes success between schools and public. Internal public is the communication between teachers, students and employees. Meanwhile, external public is the communication between parents of students, communities and other institutions (Iriantara, 2013) .

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

According to (Mulyasa 2011), if the public relations at school is good, the responsibility and community participation to promote school will also be good. In order to create good relations and cooperation between schools and the community, the community needs to know and have a clear picture of the school. The description and condition of this school can be informed to the public through reports to student's parents, monthly bulletins, newspaper publishing, school exhibitions, open houses, school visits, visits to student's homes, explanations by staff, students, radio, television, annual report, etc.

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

To achieve the goals of school relations with the community, cooperation is needed between all members of the organization. This process is called organizing.

Organizing is the process of preparing the organizational structure, the resources, and the surrounding environment. The division of labor is the breakdown of tasks so that each individual in the organization is responsible for and carrying out a limited set of activities. These two aspects are the basis of the process of organizing an educational institution to achieve the stated goals efficiently and effectively.

The organizing technique is a conscious effort made by an organization, using analytical power to examine weaknesses in the effectiveness and coordination of the organization (Hardjito, 2001) .

A more complete definition is revealed by Bernays as quoted by (Suriansyah, 2001) which states that the relationship of educational institutions with the community is:

1. *Information given to the public* (providing clear and complete information to the public)
2. *Persuasion directed to the public, to modify attitude and action* (persuasion to the community in order to change the attitudes and actions they need to take towards the school)
3. *Effort to integrate attitudes and actions of the institution with its public and the public with the institution* (an attempt to unify the attitudes and actions taken by the school with the attitudes and actions taken by the community reciprocally, namely from the school to the community and from community to school (Suriansyah, 2001) .

The relationship between schools and the community can be evaluated on two criterias. First, effectiveness, namely to what extent the goals have been achieved. The example is 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 an interest in success school, do they want to provide input for school improvement, and etc. Second, efficiency, namely to what extent existing or potential resources that have been used properly for the benefit of school and community relations activities . This evaluation can be done in the activity process or at the end of a program to see how far is the success (Mulyasa, 2013).

II. METHOD

This study used qualitative research method. Qualitative research is a research that intends to understand phenomena about what is experienced by research subjects such as behavioral perceptions, motivations, actions, etc. It is holistically and has descriptions of words and languages in a special natural context.

Qualitative research has a number of characteristics that distinguish it from other studies. They are the natural setting, humans as tools (instruments), qualitative methods, inductive data analysis, theories from the ground (*grounded theory*), descriptive, more concerned with the process than the results, the limitation of focus, the existence of specific criteria for the

validity of the data, the temporary design, and the results of the study are mutually agreed (Moleong, 2013).

In this study, the author tried to make a deep and comprehensive observation of the symptoms and phenomena that occured in the field. The data revealed are not in the form of numbers but in the form of words and documents. The use of phenomenological theory in this study is intended to uncover phenomena that existed in the field so that researchers can find events that can be understood, various opinions that existed, and phenomena that appeared in the object of research.

Sources of data in this study were obtained from key informants who were the main actors. Data sources of this research were human and non-human. Human data sources function as key subjects or informants. Non-human data sources in the form of documents that are relevant to the focus of research are pictures, photos, notes or writings. To determine the informants, the researchers used samples by *purposive sampling. Purposive Sampling* is a data source *sampling* technique with certain considerations. The example is if there's a person who is considered to know best about what is expected, then it will be easier for researchers to explore the object / social situation under study (Sugiyono, 2008) .

III. RESEARCH RESULT

Planning is by analyzing the situation and identifying problems. Analyzing and identifying the situation of the organization can use SWOT analysis techniques. Determine the scale of priorities after analysis and identification of problems. It is necessary to determine the scale of priorities for the implementation of activities, so that urgent organizational needs to take precedence to ensure the sustainability of the organization. Determine program objectives, so that the implementation of all organizational activities will lead to the achievement of organizational goals. It is necessary to determine program objectives, so that later the implementation of the program can be measured its achievements. Develop operational work plans (including budgeting).

Organizational goals must be understood by staff. Explaining to all staff about organizational goals that must be achieved. Distribute the work to the staff clearly, place competent people in the right position and do not let an empty strategic position, because it will affect the overall achievement of the organization. Determine staff procedures, determine the workplace, evaluation of staff , the *punishment* and *reward* received. It also explains the lines of coordination and synergy within the organization, so that all positions are integrated to achieve organizational goals. Delegate authority, dare to delegate authority in accordance with the duties and functions of each staff .

Carrying out organizational activities with motivation can be done by making staff as coworkers, as well as

providing *rewards* (awards) if staff work well. The goals are to create more efficient collaboration, develop staff abilities and skills, foster a sense of belonging, work for an atmosphere that increases motivation and make organizations develop dynamically.

If the results are consistent with the program's objectives, then it is necessary to make further plans to continue the successful program, so that organizational goals are closer to being achieved. The *controlling* process includes determining the standard that will be used as a basis for controlling, measuring the implementation or the results achieved by evaluating the performance and competence of human resources, comparing the implementation or results with the standard , comparing the results of the implementation of activities with the initial objectivest, measuring the achievement of the success and taking corrective action . If there are errors or irregularities, immediately make improvements, review and re-analyze the plan .

IV. DISCUSSION

Planning for relations community in schools include the organization, implementation, and evaluation of school and community relations.

In interviews with informants obtained that planning is to obtain the maximum results in carrying out an activity. Therefore the plan is the initial capital of the school and community relations activities in order to be more focused. Reaching a desirable goal in the activities of the school and community relation is important. School and community relations activities are based on the awareness that schools need in cooperation and community participation.

Results of interviews with school principal found that an organization with clear objectives is essential. The program's objectives in SMK YPT Pringsewu include improving the working together between residents of the school, improving collaboration with business / industry, enhancing teamwork between the school and surrounding community so that people feel ownership and responsibility towards the existence of the school. Teachers and staff should have to know about the purpose of the public relations program because public relations plays the role of information, both inside and outgoing information.

The implementation of school and community relations environment are two factors that can not be separated. The school is a place for learning while the community is a place where *the output* of learning can be implemented. The community is expected to support and participate in developing process in school. In this case, management is needed to involve the community in educational activities in schools. The effort is by building good relations between the principal and the people so that they work together simultaneously and comprehensively.

Based on the results of interviews with informants in the public relations field, it was found that all programs and activities of school and community relations carried out in the Vocational School at Pringsewu Lampung must be evaluated. The evaluation was carried out by the principal as the leader in this school. The implementation still involves various parties both from the committee, curriculum coordinator, student coordinator, public relations coordinator, teacher, staff, and students.

V. CONCLUSION

Based on the results of research and discussion on public relations management in the Vocational School at Pringsewu Lampung , it is concluded that:

1. Planning for relations society in the Vocational School at Pringsewu Lampung begins with an analysis of the situation and identification of problems, determine priorities, set objectives of the program and the operational work plan.

2. Organizing public relations in the Vocational School at Pringsewu Lampung starts by the stage of knowing clearly the objectives to be achieved, and job descriptions that a operating in certain activities.

3. The implementation of public relations in the Vocational School at Pringsewu Lampung is by establishing intensive communication, through a process of student guardian meetings, socialization, and hospitality forums with student guardians. Increase cooperation with the business / industrial world is also needed so that graduates from vocational schools can be accepted to work in many places. Furthermore, the school's efforts to unite the attitudes and actions taken with the attitudes and actions taken by the community are reciprocally.

4. Evaluation of public relations in the Vocational School at Pringsewu Lampung can be evaluated in two criterias. First, the effectiveness, namely to what extent the objectives have been achieved. Second, the efficiency, namely to what extent potential resources that have been used properly for the benefit of school and community relations activities.

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