

Management of School and Community Relations in Islamic Education

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ABSTRACT

School and society are two environments that cannot be separated. School is the place for learning and society is the place where the output of learning can be implemented. The society is expected to support and participate in developing the educational process at schools. In this case, it needs a strategy or management to involve the society in educational activities at schools. The attempt to make it real is by building up a good relationship between school manager and the society so that both boards cloud cooperate simultaneously and comprehensively.

Key words: Strategy; Public Relations; Education.

INTRODUCTION

Humans need formal education to prepare themselves to face the surrounding environment. One of the formal educational institutions that every individual has the right to is school. School is a place to gain knowledge and get formal education. School is a social institution that functions to serve the community in the field of education. So a member of society has the right to receive educational services from the school. The success of education is not only determined by the process at school and the availability of facilities and infrastructure, but also by the family and community environment. Education is a shared responsibility between the government, family, and community. This means giving an understanding that parents of students and the community have a responsibility to participate in the implementation of education. High participation from parents of students in education at school is one of the characteristics of good school management. The level of community participation in the educational process at school has a very large influence on the progress of the school, the quality of learning services at school which will ultimately affect the progress and achievements of children at school.

One of the functions of management is public relations, which is usually called: "public relations" or "PR". Public relations can be interpreted as a planned business activity that aims to gain recognition, acceptance, and support from the community through communication. The role of school and community relations is stated in the National Education System (54 paragraphs 1 and 2) as follows

"Community participation in education includes the participation of individuals, groups, families, professional organizations, entrepreneurs and community organizations in organizing and controlling the quality of education services. The community can participate as a source of implementation, and users of education results".

Creating a harmonious situation and condition between the school management and the community, then cooperation and contact from both parties are needed comprehensively. How the strategy is used to manage the relationship, will be described in the following discussion.

LITERATURE REVIEW

School-Community Relations

Etymologically, "public relations" is translated from the English word "public relations", which means that the relationship between schools and the community is a reciprocal relationship between an organization (school) and its community. School and community relations refer to the interaction and cooperation between educational institutions (schools) and the surrounding community, including parents, local organizations, religious institutions, and community members. This relationship aims to support and strengthen the educational process and create a conducive and sustainable learning environment.

In this context, schools not only function as formal learning places for students, but also as centers of activities involving various parties, including parents, local organizations, religious institutions, and community members. The main purpose of this relationship is to support the education process holistically, create a conducive learning environment, and improve the quality of education through active community participation.

According to Kindred Leslie, in his book "School Public Relations" he explains the meaning of school relations with the community as follows: "school relations with the community is a communication process between the school and the community to try to instill an understanding among community members about the need for educational work and encourage community interest and responsibility in efforts to advance the school."

The Purpose of School and Community Relations Elsbree has put forward the objectives of school-community relations as follows:

To improve the quality of children's learning and growth. To increase public understanding of the importance of education and improve the quality of people's lives. To develop enthusiasm/spirit of mutual assistance between schools and the community for the progress of both parties. These three objectives illustrate the existence of "two way traffic" or two reciprocal communication flows between schools and the community. The relationship between schools and the community

will run well if there is an agreement between the school and the community about "policy", program planning and educational implementation strategies in schools. Thus there are no more "barriers" or obstacles in implementing the school-community relationship program.

The purpose of the relationship between schools and the community is to create positive synergy and support student development holistically. Here are some of the main objectives of the relationship:

1. Improving the Quality of Education Good relationships between schools and communities can improve the quality of education through greater support from parents and the community. Active community participation can help in the provision of additional resources, curriculum development, and enrichment of students' learning experiences.
2. Providing a Conducive Learning Environment Collaboration between schools and communities can create a safer, more comfortable, and more supportive environment for the teaching and learning process. With community involvement, environmental issues such as security, cleanliness, and infrastructure can be more easily addressed.
3. Developing Social and Moral Values Close relationships with the community help instill important social and moral values in everyday life. Through shared activities, students learn about social responsibility, cooperation, and empathy, which are integral parts of character education in Islam.
4. Strengthening Local Identity and Culture Collaboration with the community allows for the integration of local and cultural values into education. This is important to strengthen students' identity and appreciate their cultural heritage, while still instilling universal Islamic values.
5. Increasing Parent Participation and Involvement Involving parents in school activities ensures that they have a better understanding of the educational process and development of their children. It also increases the sense of ownership and responsibility of parents towards their children's education.

Function of School and Community Relations

The function of the relationship between schools and communities is very important in creating a supportive and sustainable educational environment. Here are some of the main functions of the relationship:

Educational Function Good relationships between schools and communities help improve the quality of education. Communities can contribute to the learning process in a variety of ways, such as becoming resource persons, supporting literacy programs, and providing learning experiences outside the classroom.

Social Function These relationships serve to develop students' social skills and

build a sense of community. Through participation in community activities, students learn about cooperation, social responsibility, and the importance of contributing to society.

Economic Function Community support, including financial and material resources, helps in meeting school needs. This assistance can be in the form of funds, scholarships, school supplies, or support in school infrastructure development projects.

Cultural Function The relationship between school and community serves to preserve and strengthen local cultural values. By involving the community in school activities, local traditions and culture can be integrated into the curriculum, so that students better appreciate and understand their cultural heritage.

METHOD

This study uses a qualitative approach. The method used in this study is a documentation study. According to Nilam Sari (2014) said that the documentary method is the type of method most often used in research. Data in qualitative research is mostly obtained through humans through observation and interviews.

RESULT AND DISCUSSION

1) Strategy for Introducing Schools to the Community

The community views schools as competent institutions in fostering and educating the development of students, therefore the community must be given participation and loyalty to it. However, this does not just happen because many members of the community do not understand the existence of schools in society, especially if their socio-economic conditions are low, making their focus on the basic needs of their daily lives and forgetting their role in advancing the school.

To involve the community in school development, it is appropriate for school managers through community leaders to actively raise their attention. Managers can invite community leaders to discuss cooperation in improving education in schools. Because this will be able to contribute ideas to determine alternatives for improving education and as a forum for realizing deliberations to obtain the best alternatives.

Communication about education to the community is not enough with verbal information alone. This information needs to be supplemented with real experiences shown to the community, so that a positive image of education arises among them. The community generally needs real evidence of school activities that respond to their needs and problems before providing support, both morally and materially. In this case, the school manager must be able to realize the interests of the community through education in schools. The more important thing to do to attract the public's attention to school education is through serious efforts, the community will be very enthusiastic in supporting school educational institutions both morally and materially.

2) Community Influence on Schools

The influence of society on schools as a social educational institution is very strong and has an effect on individuals in the school environment. The school environment is a complex society, consisting of various levels of society that complement each other and are unique as a result of the diverse cultural dimensions. A complex society consists of small groups with their own collective characteristics, having different expectations of school policies, such as targets, objectives, program curriculum, and so on.

Therefore, to improve and increase public attention to schools, this can be done by involving parents and the community in school education, because the main point of developing effective participation with the local community is to enable parents and local residents to actively participate in school education. The cooperative relationship between schools and communities encourages parents to be actively involved in the education and teaching process at school through cooperation with teachers in planning educational programs both individually and collectively. Effective communication between schools and communities is possible because parents and communities closely participate with teachers and monitor the development of students towards achieving educational, social, and personality values both in the short and long term.

Effective participation between the community and schools is essential to achieve the success of an educational institution. The growth and cognitive development of students in schools are largely determined by the following:

- a. There is a very strong influence from family and community support towards schools,
- b. The existence of attitudes and household and family life
- c. There is a positive attitude from students towards family and household,
- d. The role of parents as developers who distance negative attitudes towards the existence of schools and education, as well as concern and feelings of interest in the school curriculum and teachers.
- e. The role and role of community figures in creating public relations (PR) with schools.

In principle, community leaders play a very large role in creating school-community relations. Therefore, schools must establish close cooperation with community leaders including formal community leaders in order to foster education in schools. Although this cooperation is not so easy to realize because there are many other things that must be considered.

To realize this cooperation, educational institutions form bodies that function to advance and activate community leaders to participate in efforts to advance educational institutions. The strategy used is to attract public attention through improving the education process and fostering morality and behavior of students

carried out by teachers. The method is that teachers must work well and provide exemplary examples to students and instill religious values, morality and knowledge perfectly and effectively.

Such working capital and working methods will be able to create students or graduates as expected. The school's work achievements will attract more public attention. This public attention will be the initial capital for increasing support for close cooperation between the community and the school. Likewise, the treatment of teachers towards students in teaching is the most important thing in supporting and determining the nature of the relationship between the school and the community. The treatment of teachers that is centered on class progress is a source of appreciation and public trust in the school.

This strategy is in accordance with the reality of life that occurs in the community environment, because the community tries to put their children in quality schools (favorite). Because schools that are already operationally advanced and have a good image in the eyes of the community, and it is not difficult to establish close relations with the community.

Utilizing teachers in an effort to improve school-community relations, school managers (principals) are also expected to be able to raise the spirit of the liaison body of educational institutions with the community such as the school committee. With a good approach, the school committee tries to make the body actively participate in school activities. For example, by sending information to educational institutions regularly, expressing problems faced, compiling curriculums and so on.

It is necessary to form another group of community members who are expected to help schools improve their relationship with the community. The group is alumni, especially for universities which is a separate group together with other groups they are expected to work together to help school institutions in building cooperative relationships with the community. This assistance will be easier to realize if it is carried out through comprehensive cooperation (network).

3) School Communication Patterns with the Community

Management activities contain elements of communication. Relations with the community as an operative management activity is an activity that carries the burden of the task of realizing part of the outbound communication activities. Relations with the community are carried out by publicizing the work organization's activities which should be widely known by outside parties. Activities are carried out by disseminating information and providing information to create the best possible understanding among the wider community regarding the duties and functions carried out by the school, including activities that are currently, have been and will be carried out based on the volume and workload. A pattern of harmonious relations between schools and society as a result of

cooperation will create the following things:

- a. There is mutual understanding between the school and the community.
- b. There are activities to help each other, because we know the benefits, meaning and importance of each other's roles.
- c. There is close cooperation between each party and a feeling of shared responsibility for the success of the other party's business.

This situation is a manifestation of community support for the efficiency and effectiveness of the implementation of cooperation that is given consciously and voluntarily. Such relationships arise as a result of working relationships with the community that has provided information so that they understand the importance of the existence of the school organization for the community. The main tasks or workload of a school regarding its relationship with the community are:

- a. Providing information and conveying ideas and concepts to people who need them,
- b. Assisting the leadership with their duties cannot directly provide information to the people who need it,
- c. Helping leaders prepare materials about problems and information that will be conveyed to attract the public's attention at a certain time,

Assisting the leadership in developing plans and follow-up activities related to public service as a result of reciprocal communication with external parties that can foster hope or refinement of policies or activities that have been carried out by the school. To implement the work pattern, it must be done based on the following concepts:

- a. Objective and harmonious. All information or news delivered to the public must be a ritual from the school concerned,
- b. Orderly and disciplined organization. The relationship between the school and the community will only function if the main tasks of the school organization run smoothly and effectively and have effective internal and external working relationships.

Relationships must be such that they encourage a desire to participate and provide reasonable support from the community.

- a. Continuity of information. Public relations must strive to ensure that the public obtains information continuously according to their needs.
- b. Pay attention to public opinion. The responses that arise among the public as a back effect of the information conveyed must receive real and full attention.

These are some of the hopes that school administrators must pay attention to in establishing relationships and cooperation with the community to realize community schools. It is hoped that this work pattern will create a work pattern of community participation that is increasingly high to take part in building and advancing school education programs.

CONCLUSION

The conclusion of the study is that between schools and communities there is a relationship that requires each other. Schools and communities are two living environments that cannot be separated, schools as a place to learn and communities as a place to apply in reaping learning outcomes. Schools are organizations that have the goal of advancing the lives of students and society in general. Schools do not only prioritize intellectual education, but the formation and development of students' personalities is also the responsibility of the school. Schools are formal institutions that function as working partners for families and communities in carrying out tasks to form citizens as desired. The relationship between communities and schools in the field of education can be interpreted as a series of organizational activities or working partners in order to make the education and teaching process a success so that it is right on target and in accordance with the needs of the community.

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