



MANAGEMENT OF RELATIONS BETWEEN EDUCATIONAL INSTITUTIONS AND THE COMMUNITY OF BANDAR KHALIFAH VILLAGE

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ABSTRACT

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The spirit of decentralization of education needs to be welcomed by educational institutions, where educational institutions are given the freedom to manage their institutions according to the needs of the surrounding community and involve community participation in carrying out the educational process. To realize this, of course various fields in the organizational structure of school institutions function optimally, not only academic ones which are taken into account but also supporting ones, in this case the public relations sector which becomes a communication mediator between educational institutions and the community. This is what educational institutions and society have not yet realized, where they still consider the two parts to be separate so that they do not care about each other's existence, even though they are two groups that cannot be separated in the implementation of the educational process to produce moral generations of society.

INTRODUCTION

In this modern era, competition for education is increasing and various strategies are being implemented to attract the attention of the public or interested people, in this case external stakeholders, so that they have high enthusiasm for the world of education, especially educational institutions. To attract the attention of the community, the institution always tries to establish good cooperative relationships with various parties, including the community, by involving them in formulating the management of educational institutions and monitoring the educational process.

The existence of this connection between educational institutions and society is still not realized by both parties, especially ordinary people who think that they and educational institutions are in a different environment, even though their involvement has a very positive influence on educational institutions. On the part of educational institutions, they also do not provide space for the community to get involved in the educational process, even if there is only material involvement, while physically and psychologically they are not fully involved.

There is a great opportunity for educational institutions with the decentralization of education, which gives educational institutions the freedom to manage their institutions according to the needs of the surrounding community and is the forerunner to the emergence of school-based management (SBM) theory and applications that demand maximum community role in it.

METHOD RESEARCH

The opinion quoted from Anslem Strauss is that qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. Meanwhile, Djam'an believes that qualitative research is research that emphasizes quality or the most important thing about the nature of a good/service. In addition, according to Imam Gunawan, qualitative research is research that does not start from a previously prepared theory, but starts from the field based on the natural environment. Qualitative research is based on the philosophy of post-positivism methods with natural object conditions, by placing the researcher as a tool or small instrument, data collection techniques are combined (quantitative and qualitative data). Data analysis is inductive analysis type and emphasizes the quality and results of research, focusing more on meaning rather than generalizations on research objects.

So qualitative research or also called natural research or natural research is a type of research that places emphasis on processes and meanings that are not tested, or measured precisely with data in the form of descriptive data. This research describes events that are heard, felt and made in narrative or descriptive statements. This type of research has natural characteristics or is based on phenomena that occur in the field with an emphasis on quality.

RESULT AND DISCUSSION

Relations between educational institutions and society

Educational institutions are not justified in closing themselves off from society, especially the surrounding community, and it is also unreasonable to implement their own ideas by not listening to or implementing the aspirations of the community because in essence educational

institutions belong to the community. The community wants educational institutions to be established in their environment to improve the development of human resources. The community also wants educational institutions to have a positive influence on community development, both directly and indirectly, with the hope that the community will also support the efforts carried out by educational institutions in their environment.

Educational institutions are an open system for society, as an open system it is clear that it cannot isolate itself and it is important to be aware of the existence of society in terms of its ideas, needs and values in society. Likewise, on the other hand, they realize that educational institutions really help them to prepare quality human resources, of course according to their own desires, not just letting educational institutions play an active role, but also the community, because however, in forming adult humans through the educational process, it cannot be realized without the support and cooperation of public. In essence, there are three educational environments that are very closely related and cannot stand alone, namely the educational environment in the family, the educational environment in educational institutions and the educational environment in society. So, between educational institutions and the community there is two-way communication to give and receive each other.

Two-way communication, namely from educational institutions to the community and from the community to educational institutions, is to provide information to each other and participate in developing the educational process. Thoughts in educational development do not always have to come from educational institutions and it does not rule out the possibility that ideas from the community can be applied in the educational process because not all programs or ideas from educational institutions are in accordance with community needs. This two-way communication relationship is very effective in developing the educational process if it is truly implemented by both parties. Ngalim Purwanto stated that collaboration between educational institutions and the community is classified into three types, namely educational relationship. Sri (2011: 89)

Namely a cooperative relationship between educational institutions and the community in terms of educating students, between teachers in educational institutions and parents in the family. This collaboration can be realized by holding periodically planned meetings between teachers and parents of students as members of the school committee.

1. cultural relations,

Namely cooperation between educational institutions and the community to foster

and develop the culture of the local community because after all education is part of the culture of the surrounding community. To realize this collaboration, we must mobilize students to help with social activities needed by the community by working together to repair roads, clean the environment, preserve the environment and also jointly organize religious or national celebrations.

2. Institutional relationships, namely cooperative relationships between educational institutions and other official institutions or agencies, both private and government, for example the relationship between educational institutions and community health centers, local government, government agencies, markets and so on.

Abdul Hadis and Nurhayati, in their book *Education Quality Management*, say that without good cooperation with various parties, educational institutions will not be able to carry out the teaching and learning process alone in order to produce quality students. Murni Nawar (2022:9) Not to mention the demands for quality improvement made by educational institutions. One of the declines in the quality of education is the lack of maximizing communication and information in the world of education, including establishing good cooperative relationships with the community.

Apart from that, character education which is widely promoted by education experts today has not achieved maximum results according to common expectations, because of the increasingly declining national morals which are often seen in various mass media, this is also due to the absence of community involvement in supervising the education process. The community should not completely hand over the responsibility for educating the next generation to educational institutions, but they also have an important role in this, of course with good communication first between both parties.

Public relations position in educational institutions

The field of Public Relations in educational institutions is very important considering its function as a mediator in developing cooperation with the community. But what is happening now is that many educational institutions do not yet function in the field of Public Relations in their institutions, even eliminating or blending it with other fields. Even though this field is included in the organizational structure, it is still not optimal in carrying out its management functions and duties. It is certain that the Public Relations field in the institutional structure still has not carried out its management functions, let alone being completely eliminated.

In the sense that the field of Public Relations is a typical management function, the determination of its function cannot be separated from the management function itself, namely as a function of planning, organizing, activating, coordinating, directing and supervising functions in

the context of activities in educational institutions (UPI Lecturer Team, 2009: 11). Therefore, the existence of the public relations sector is very important both for the educational institution itself and for the community. T Sianipar and Purwanto stated that the objectives of the field of public relations are seen from the interests of both parties, namely educational institutions and society. Seen from the interests of educational institutions, the objectives of the field of Public Relations are:

1. Maintaining the survival of educational institutions, improving quality in educational institutions
2. Streamlining the teaching and learning process
3. Obtain support and assistance from the community in the development and implementation of educational programs.

Meanwhile, in terms of community interests, the objectives are:

1. Promote and improve the welfare of society, especially morally and spiritually
2. Obtain educational institutions to solve various problems faced by society
3. Ensure the relevance of educational institution programs to community needs
4. Obtain community members whose abilities increase (Mulyono, 2008:211-212).

Judging from the objectives, the existence of the Public Relations sector must be taken into account by educational institutions so that society and educational institutions have an interrelated relationship through good communication between both parties. However, society cannot be separated from the world of education because society is both the subject and object in the world of education, and educational institutions are the hope for society to be able to develop their abilities and morals.

The role of educational institutions in building society

In this modern era, competition in education is increasing and various strategies are being carried out to attract the attention of the public or interested people, in this case external stakeholders, so that they have high enthusiasm for the world of education, especially educational institutions. To attract the attention of the community, the institution always tries to establish good cooperative relationships with various parties, including the community, by involving them in formulating the management of educational institutions and monitoring the educational process.

The existence of this connection between educational institutions and society is still not realized by both parties, especially ordinary people who think that they and educational

institutions are in different environments, even though their involvement has a very positive influence on educational institutions. On the part of educational institutions, they also do not provide space for the community to get involved in the educational process, even if there is only limited material involvement, while physically and psychologically they are not yet maximally involved.

The role of education in community development is to form quality human resources. With the existence of schools, every human being is able to follow the process of connecting knowledge from experts (teachers). Likewise with Islamic education, which has the aim of knowing God, namely Allah SWT, thoroughly, being able to interact with oneself (self-muhasabah), having good behavior, maintaining modesty in appearance, and strengthening ties of brotherhood with all *mhmaada saqik* (2016: 78)

Knowing that education in Indonesia cannot be separated from the Indonesian paradigm which has various ethnicities and cultures, therefore Indonesia can be interpreted as having a multicultural society. Even long before the name of the Republic of Indonesia was coined. The form of these differences can be seen from the different cultures in each region, which have their own characteristics and are not shared by other regions. Through education, it is possible to equalize perceptions in the chaos of cultural diversity, so the role of education is very urgent to improve the abilities of each student. Providing understanding in the learning process, fostering an attitude of tolerance and good behavior in the midst of a pluralistic society through the learning process and providing guidance for the realization of a mature personality.

Human resources are the main engine for the implementation of management in an educational institution, these human resources play a very important role, such as teachers in conveying understanding of learning to students who have different ethnicities and cultures to achieve a position in a peaceful cultural society, school principals who are able to understand the personalities of their teaching staff, to learning materials that can connect ethnicities and cultures to the school community and the wider community. Educators and educational staff must have a spirit of professionalism in carrying out their duties, be able to be democratic, have an attitude of tolerance, have a spirit of humanism and pluralism. In this way, all human resources within the educational institution are able to provide good examples to their students so that all students are able to be tolerant, sensitive to diverse environments, uphold justice, and be honest in every aspect of their lives.

CONCLUSION

From the explanation above, it can be concluded that the role of educational institutions (family, school and community) in the current modern era plays a very important role in the implementation of education, because these institutions are places where the educational process takes place and the improvement of human values. In general, this institution can be seen from

three things, namely family, school, and society. Family, as an informal institution, must be an ideal institution, namely a family that is *sakinah*, *mawaddah*, and *rahmah*. It is very necessary to form this kind of family profile so that it is able to educate its children in accordance with educational principles. Then parents must realize the importance of schools in educating their children professionally so that parents must also choose a good school and participate in improving the school.

Apart from that, the contribution of Islamic education management to society where graduates from the Islamic education management study program can become research experts, human resource trainers, educational consultants who are able to contribute to the development of society regarding education.

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