

The Relationship Management of School and Society at Bireuan District Inclusion School

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Abstract: *The relationship of school and society is necessary to achieve educational goals. Public relation has an important role to link between school and society in order to create a harmonious relationship between them. Likewise, the role of public relations is at inclusion schools. This research is generally aimed to describe the program, implementation and constraints of school and society relationship management at Bireuen District Inclusion School. The method used in this research is descriptive method with qualitative approach. Data collection is observation, interview and documentation techniques. Subjects in this study are; principals, vice principals, special mentors, school committees and parents. The results obtained from the research are: (1) School and society relationship management program is prepared by involving school committee and society so that the program is formed; routine meetings with inclusion parents, guidance on inclusive students, home visit to inclusion children conducted by the school. (2) Implementation of school and society relationship management is implemented as programmed and using public relations media in conveying information. (3) Constraints faced by public relations are the lack of understanding / knowledge of the community about inclusive education and lack of financial support in the implementation of public relations work.*

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I. Introduction

Education is an element that cannot be separated from human life. It brings human beings into dignified individuals to develop the potential and skills, so it brings human beings become useful for the nation and state. This educational understanding contained in the National Education System Act No. 20/ 2003 chapter 1 states that education is a conscious and planned effort to create an atmosphere of learning process so that learners actively develop their potential to have spiritual, power, self-control, personality, intelligence, noble character, as well as skills needed by him, society, nation and country. Referring to the definition of education, then in the world of education itself requires a management, so that education can run as expected. Management is a process in order to achieve an organizational goal by working in cooperation with the resources owned by the organization. Good management will produce good education management as well, and educational activities can run effectively and efficiently. It requires good planning and systematically arranged. As Usman (2014: 6) states that management in the broad sense is the planning, implementation, and monitoring of organizational resources to achieve the objectives effectively and efficiently. Management is also an implementation performed by an organization. If there is good management in the organization then it will carry out all activities within the organization properly. It is determined by a manager, so that the achievement of management in accordance with the expectation. It also happens in the world of education. Good education management is expected to bring better education towards the future. In education management, there are several important components that are interrelated so that the implementation of education can be performed. These components are: financing management, facilities and infrastructure, school relations with the community, and education personnel. Some of the above components then applied in the world of education, especially in schools, as stated by Engkoswara&Komariah (2015: 88) the education system has the basic objectives developed, which is consisted of: (1) the field of students' claim, (2) the field of education staff, (3) the field of curriculum, (4) the field of infrastructure, (5) the field of finance, (7) the field of partnership with the community, (8) the field of guidance counseling and special services. Furthermore, the school is an institution / place where learners can explore any science formally under the guidance of the educator or the board of teachers. The school also educates students with different backgrounds to be fully educated human beings, resulting in dignified and qualified human beings who are the result of education itself. Concerning the notion of

the school itself, Mukhtar et al (Kompri, 2015: 92) argues that: the school is a place to create an educated human figure regardless of the background of the students involved in it culturally, socially and economically. School becomes an organization designed to be able to contribute in an effort to improve the quality of life of the wider community. In this case, schools must be managed and empowered to be able to process learners who will ultimately produce the product (output) optimally. In the world of education is known by the three forms of schools, namely formal schools, informal and non formal. In every form of school, whether it is formal, informal, or non-formal school, students can explore the science as they wish. It's just the form of different educational institutions, while the purposes of educational institutions are the same, namely producing an educated human. Unlike the case with children who have mental delays and physical abnormalities, perhaps with these limitations they can be educated in special schools like SLB, SDLB and others. However, in recent years, for children with the disorder are now able to go to school with other children in a class without any discrimination. Each of the students with special needs can attend a formal school as any other normal student. This occurs after the inclusive education in schools. This inclusion education will bring individuals with special needs to reach their dreams by exploring all their talents and interests in one room with other normal children. The government seeks to make these children with special needs get education equally to the remote areas in Indonesia. With the equitable distribution of education to normal children and children with special needs, the education of Indonesia becomes better. Various ways in which the government undertakes the success of public education, one of them by establishing some areas that become the project of inclusive schools. Aceh is one of the provinces selected as an inclusive education provider in Indonesia. There are several areas in Aceh that have been declared as inclusive education providers. Areas that have been established as providers of inclusive education include Banda Aceh, Sigli, Bireuen, and several other areas. The success of schools in conducting inclusive education is inseparable from various parties and education stakeholders; one of them is education publicist. Each school must have a school publicist who is playing a successful role in inclusion education in his school. Despite the facts in the field there are still people who have not understood the extent of the importance of inclusive schools for their children. This can be noted that there are some inclusion children who have not received education. There are still people who assume that special needs children should be separated with normal children, so they have not thought about how much potential is stored in the special needs children. Their potential can be developed through various skills, where they will get in school. In addition, the obstacles of children with special needs is not necessarily due to disability, but also how the community efforts in receiving it., as stated by Budiyanto et al (2015: 2) the main obstacles of children with special needs in developing themselves and achieve success, including in accessing education as high as possible not on disability, but on social acceptance. This social barrier is the most difficult to deal with by children. In fact, the inner obstacles of the disabled child are generally also caused by a negative social outlook on her. In fact, as long as tools and special handling are available, they will be able to overcome the obstacles. People have negative thinking about the special needs children because they are lack of information about the importance of inclusive schools. It is necessary for a management that understanding can be eroded. From the various existing educational management, the education public relations management plays a role in this case. Where public relations management is a management found in an organization / educational institution that becomes a liaison or partnership between community and the education stakeholders. This is based on the conducive interaction created between the school and community for the achievement of educational goals. Regarding the definition of Public relation itself, Olusegun (Iriantara, 2013: 5) defines that a deliberate and sustained effort to build and maintain mutual understanding between the organization and its public". Suryosubroto (2012: 15) suggests that Public Relation is an activity undertaken jointly between institutions and the public with the aim of obtaining understanding, trust, respect, harmonious relationships, and conscious and voluntary support.

II. Research Procedure

This study attempts to describe school and society relationship management activities at Bireuen District Inclusion School. Based on the scope of research study, the reserachers use descriptive method, with a qualitative approach. It is conducted in three schools in Bireuen district, namely: SD Negeri 6 KutaBlang which is located at JalanLorongPelajarTingkemManyang Village, KutaBlang District, SD Negeri 3 Gandapura which is located at SimpangPulo Awe Street, Monkeulayu Village, GandapuraSubdistrict, and SD Negeri 4 Makmur which is located at JalanUleeGle-BateeDabai, BlangDalam Village, Makmur Sub-district. The research had conducted since March 2017 until June 2017. Subjects in this study are head of school, vice principal, Supervisor, parents, school committee / community leaders. Researchers use observation, interview and documentation techniques.

III. Research Finding And Discussion

A. Research Finding

1. School and Community Relationship Management Programs at Inclusive Schools.

1.1 SD Negeri 6 KutaBlang:

Based on the results of interviews with the authors of the informants / research subjects then obtained data about the school program at SD Negeri 6 KutaBlang is arranged once a year, there are several programs made by schools, including school relations program with the society. In accordance with interview excerpts, it can be seen that school committees always support every program undertaken by the school for the implementation of the educational process.

1.2. SD Negeri 3 Gandapura:

Based on the results of interviews the researchers with the subject of field research obtained data that the preparation of work programs done within a period of once a year. It is included in the division of tasks of the teachers, which includes the field of public relations. From some interview passages, it is known that the school involves school committee and the community in preparing the school work program including public relations program. The work program is structured as planned so that implementation can proceed as it has been programmed.

1.3. SD Negeri 4 Makmur:

Based on the data obtained through observation, interview, and documentation study on school and community relationship management program at SD Negeri 4 Makmur, the school designs and arranges school work program or School Activity Plan which includes public relations program. At the time of preparation of the work program, all the planned school activities will be carried forward well designed. Based on several excerpts of interviews with the authors of the research subjects above, it is known that the school in preparing its work program including public relations work program required a good plan for the implementation can run as pre-programmed. In preparing the school work program, the school involves the community along with the school committee.

2. Implementation of school and community relationship management at school inclusion.

2.1. SD Negeri 6 KutaBlang:

Based on observations and interviews with school principals, school committees, and parents, regarding the implementation of school and community relationship management at SD Negeri 6 KutaBlang has been in accordance with the planned program. This can be seen from the increasing number of new students enrolling at the school.

2.2. SD Negeri 3 Gandapura:

Based on the results of observation, interview and documentation study conducted by the researchers with some subjects, the obtained data from the implementation of school and community relationship management at SD Negeri 3 Gandapura are some activities involving all parties including the school committee and community. Community involvement in all forms of school activities is a form of community participation along with school committees. Based on the results of the interview the researchers with the vice principal reveals that when informing the activities, the school will do as well as the meetings to be held by the school, Then about the admission of new school students usually use banners.

2.3. SD Negeri 4 Makmur:

Based on observations, interviews and documentation studies conducted by the researchers with some research subjects, and the obtained data on the implementation of school and community relations management at SD Negeri 4 Makmur are by holding some activities. In accordance with interview quotes obtained information that school in carrying out activities always involving parents and disseminating information to the community and holding deliberations to accommodate the aspirations of students' parents.

3. The Constraints of School-community relationship management at inclusive schools.

3.1. SDN 6 KutaBlang:

Constraints that faced by public relations schools at SD Negeri 6 KutaBlang becomes a factor that hampers public relations activities. Based on the results of observations and interviews of the authors with the informants and research subjects note that there are several factors that hamper public relations activities in this school is the participation of parents to the implementation of inclusive education program is not maximal. The interview with the vice principal and teacher shows that this school does not have a significant problem in developing relationships with parents, because every problem that happens is always done deliberation as a way to solve the problem.

3.2. SDN 4 Makmur

Based on the data obtained, there are no significant obstacles that hamper the relationship between school and community. The principal of this school argues that the process of implementation of public relations has no obstacles that hinder the process of public relations. The community is also very supportive of every activity organized by the school. After that, there are few obstacles faced by both the school and the teachers of special needs children (inclusion). Basically this is not a significant problem, because it can still be handled by the school and public relations schools. However, there is no harm if the learning problems for children with special needs are considered by both the school and community. These problems can still be controlled by the school by continuously providing information and understanding to the public about the importance of education through meetings that are specifically addressed to guardians of children with special needs (inclusion).

B. Discussion.

1. School and community relationship management programs at inclusive schools:

Based on the results of the three schools of education providers inclusion namely SDN 6 KutaBlang, SD Negeri 3 Gandapura, SD Negeri 4 Makmur show that in the third school in the framework of the preparation of work programs of public relations by involving all stakeholders in the education level of the school, including the school committee and the community. Community involvement in the preparation of a public relations program is evidence that the community participates in national education. In accordance with the Education Law No. 20 of 2003, article 56 stipulates that the public role in improving the quality of education services that includes planning, monitoring, and evaluation of educational programs through the board of education and school / madrasah (Islamic School) From the above explanation, it is known that the school, both the principal and the teachers council and the school committee have worked together well in preparing the school program. Good cooperation is also based on the good communication that exists when making decisions during the preparation of school work programs in which there is a public relations program. It can be concluded that public relations work program at the school party education providers of inclusion has been compiled in good planning and involves school, parents and community.

2. The Implementation of school and community relationship management at inclusive schools:

Based on the results of interviews with the three schools of inclusive education providers namely SDN 6 KutaBlang, SDN 3 Gandapura, and SDN 4 Makmur indicates that the schools carry out any activities that have been programmed previously. In management, execution has an important role, because after all planned programs are certainly required. Based on interviews with vice principals in the three schools of inclusive education providers who argues that schools use various tools / media in informing and promoting their schools to the public. The media used in the school is an information / announcement board, which is used to inform school activities. Other words, it can be seen that schools of inclusive education providers in establishing relationships with the community and parents uses various public relations media. Various public relations media is used by public relations parties so that all information in school can be conveyed well to the public.

3. The constraints of School-community relationship management at inclusive schools.

In arrangement of public relations work programs in three inclusive schools education providers in Bireuen Regency do not get a significant obstacle. However, there are some things that hamper the implementation of public relations work, they are:

- 1) Limitations of community understanding or knowledge about inclusive education.
- 2) Lack of financial support in the implementation of public relations work.

From the above explanation, it can be seen that good cooperation between schools, government, community, private and alumni aresource of school funding. It must be executed by the school so that school funding can be overcome. With many donors who provide assistance to schools, it is hoped that programs and implementation of planned programs of schools can be implemented. Therefore, the school should work with school committees, parents and the community in managing school funding, so that all funds can be managed effectively and efficiently.

IV. Conclusions, Suggestions And Implications

A. Conclusions

Based on the results of research and discussion on the relationship management of school and society at inclusive school, Bireuen District, it can be drawn the following conclusions:

1. Program of School and society relationship management at Bireuen District Inclusion School that in preparing the school and community relations program, the school involves school committee and parents

so that the formation of regular meeting program with school committee and parents discussing inclusive students, report cards for inclusion students are required by parental guardians, home visit to inclusive students, school collaboration programs with other agencies, delivery of progress and setbacks achieved by school or student inclusion, and Involving inclusion students in various events at school.

2. Implementation of school and society relationships at inclusion schools Bireuen District is the involvement of all stakeholders in the school environment and outside the school, and the use of public relations media in conveying information to the public.
3. The constraints that faced by schools in implementing school and society relationship management at the Bireuen District Inclusion School are as follows: Limited community understanding or knowledge about inclusive education, lack of funding support in the implementation of public relations work.

B. Suggestions

1. At the time of the arrangement of school and community relations programs at inclusive schools, it is expected that the education stakeholders can develop the program more specifically so that all school programs, especially inclusive education programs can be implemented properly and targeted and more effective and efficient.
2. The implementation of school and community relations programs at inclusion schools, it is expected that schools, committees and society work together to communicate information about the importance of inclusive schools so that all parties can participate more actively in supporting inclusive education.
3. Regarding barriers in the implementation of school and community relationships in inclusive schools, both schools and society should overcome these obstacles by involving all education stakeholders in solving various problems that occur.

C. Implications

Based on the reality of the field and the results of research on school and society relationship management in three inclusion schools, further implications for the improvement of inclusive education in schools can be formulated.

1. By establishing a detailed school and society relationship planning program specifically on inclusion schools, involving the community around the school and parents to make a good impact on school programs, especially school programs and the public relation in making the program so that the community gets complete information from the school about the school programs involved in the community as well as the parents of the students in the preparation of inclusive education programs.
2. In the implementation of public relations activities, schools empower all existing resources from schools, committees and parents, as well as school stakeholders, with their involvement in all school activities expected to provide clear information and understanding of the importance of inclusive or schooling education inclusion of schools.
3. Constraints that faced in fostering school relationships with the community caused by the lack of understanding of parents, as well as funding support in the implementation of public relations work then the school can optimize the role of educational stakeholders.

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