Public Relations Strategy of Islamic Education Institutions

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ARTICLE INFO	ABSTRACT
   	Homo Socius, it means that man as a social being. Man as a social being can not live without doing interaction with another individual or group. Not only individual, but also an institution has to do interaction with any public for its development. A school is an institution who provide education. So, a school have to establised and maintain internal & external relations in order to maintain education quality. But there are still many internal and external conflict in school. In order to maintain education quality and develop the school, a school have to do implementation of public relations strategy to get support from its internal and external public. The purpose of the research is to find out public relations strategy in internal and external school, include the problem. And to increase awarness and understanding of school's public relations. The paradigm of the research is constructivism, the research approach is case study, and the research method is qualitative. The result of the research. Public relations division school have not officially formed yet, it is managed by non-experts, it has position under headmaster, and it is focus on external public. First, internal relations. The headmaster is always telling about "how to communication in good ways" to internal public in order to preserve internal communication, and the headmaster is always reminding about motto, working culture, policy, and etc, to internal public in good ways. And also, five effective internal medias and four employee relations programs have applied. Second, external relations. The school have established cooperation with local communities, and the school have preserved the relation with visit local communities, make events with involve the communities, and help the local economy. And also, the school have established cooperation with local education authorities, and the school do their tasks and follow the instructions to preserve the cooperation. The last one, the problems of implementation of public relations strategy is human resource, problems of internal communication, and budget.

INTRODUCTION

Humans are Homo Socius, which means that humans are social creatures who make contact and interact with other individuals or groups. In their daily lives, humans cannot be separated from interactions with others, humans continue to interact through communication with others to establish relationships to meet their

needs. For the category of relationships built by humans are relationships between individuals, individuals, groups, and between groups.

In a more specific domain, one of the sciences that is a derivative of communication science is Public Relations, so that the application of communication is contained in the science. The people who are targeted by Public Relations are called the public. However, James R. Emshoff (in Kasali, 1994) argues differently, that the target of Public Relations is stakeholders, which are all groups covered in the internal and external domains of institutions that have influence in determining the success of the institution.

There is a brief definition of Public Relations derived from J.E. Grunig and T. Hunt, namely the management of communication between an organization and its publics (Suwatno, 2018). The public is categorized into two, namely internal and external. People who are members of institutions are internal publics, while people who are outside the institution and are expected to have relationships with related institutions are external publics. There are derivatives of the application of Public Relations which refers to the public from an institution, namely Internal Relations and External Relations.

Widjaja (2010: 71) in (Mayasari &; Angguntiara, 2018) derivatives of the application of Internal Relations, namely, Employee Relations (formal relations), Human Relations (informal relations), Labor Relations (directors/managers and trade union relations), and Stockholder Relations (institutional and shareholder relations).

Onong U. Effendy (2009: 126) in (Siwala, 2017) External relations are relationships built between institutions and their external public (such as the surrounding community, government agencies, consumers, media, and so on.) based on understanding and trust, through two-way communication to foster good relationships, for the sake of common goals and interests.

From this statement, it can be clarified that derivatives of External Relations include Community Relations, Constumer Relations, Government Relatios, Media Relations, and others. However, before handling matters related to the external realm, Public Relations must first prioritize matters related to the internal realm by implementing internal programs. Internal Public Relations is a program for internal communities (Choerunnisa &; Yuniarti, 2015).

Internal people are the driving force of a predetermined course of activity. Internal parties are a unity that between components should not be separated, because these components have attachments, or can be said to be reciprocally related. It is expected that with good internal relations, it will be a support in achieving organizational goals. However, if the condition of internal relations is not good or there are obstacles, then most likely there will be obstacles in the course of organizational activities, so that the achievement of organizational goals will be hampered.

The role and function of Public Relations to internal institutions focuses more on forming a good impression of the institution in the eyes of stakeholders in the internal realm, both management, employees, and supervisory boards. In addition to increasing loyalty, Public Relations also has the task of managing planning to create

comfortable working environment conditions in the company, when the organization with normal conditions including when there are changes (Wasesa, 2006).

Internal Public Relations can be implemented through communication in conveying information about the institution so that internal people know the development experienced by the organization. It is done with the aim of getting Support from the people of the organization. In supporting the course of these activities is to use means that can deliver information to the entire internal public. The means in question are internal media (Choerunnisa &; Yuniarti, 2015).

Education is one of the most important aspects in educating a nation. When people have received quality education, it will have an impact on the development of their country. People will try to advance their country, in order to compete with other countries.

The State of Indonesia has main rules related to education stated in the 1945 Constitution Chapter 13 concerning education and culture. And also Based on Law number 20 of 2003 concerning the national education system, there are elements that play a role in achieving quality national education, namely schools, communities, and government. However, sadly, there are still many cases that occur in educational institutions, both internal cases and cases of schools and parents. Thus, it can be concluded that there are still many things that need to be addressed in the world of education in Indonesia.

In elevating the Public Relations strategy of educational institutions into this study, researchers depart from cases that often occur concerning major publics in the internal and external realms of educational institutions. The first two cases are related to the internal realm.

The first case was a strike case by 9 teachers that occurred at MTS X on January 30, 2019. The action was carried out to get the attention of the foundation in order to release the principal from his position, because the teachers who carried out the action considered that the principal was arrogant and acted arbitrarily towards the teacher, even to the point of violent beatings. According to one of the teachers at MTS X, the strike action has been going on for 2 days. With this action, teaching and learning activities for 123 students in the school had to stop (Mulyono, 2019).

The second case is the teaching strike and school fence closure carried out by SD X teachers on February 17, 2020. The action was carried out because the relationship between the teachers and the principal was not harmonious. Especially, the teachers judged that the principal's leadership management was not good and incapable of leading the school. A teacher pointed out that the school had been short of books for a long time, and the principal was also rarely in the school. As a result, this action hampered teaching and learning activities, and this was regretted by parents and students (Jambi.tribunnews.com, 2020).

The next two cases are related to the external realm. The first case came from SMP X, in 2018. Parents protested to school, because their children did not carry out teaching and learning activities for a week. This was due to teachers going on strike due to internal conflicts with school principals over non-transparent BOS funding two years ago. Parents do not accept the rights of their children who are sacrificed just because of BOS funding problems. With the demonstration taking place, arguments

were inevitable. The principal of SMP X, however, stated that the action was carried out because they accused the principal and school committee of not being transparent and unfair. According to him, so far, he has been transparent and open about the management of BOS. Payment of honor and meal money is made in front of the Ombudsman representative (Junaedi, 2018).

The second case is a strike action carried out by many teachers in high schools and vocational schools in Regency X on October 17, 2018. The strike action was carried out to demand the rights of teachers that had not been paid from January to October 2018, after the transfer of the Education Office from District X. These rights include side dish money (ULP), income improvement allowance (TPP) for state civil servant teachers (ASN) and intensive money for honorary teachers. As a result of this action, teaching and learning activities stopped, and thousands of high school and vocational students in X were sent home (Kompas.com, 2018).

The first two cases listed above are cases that occurred between teachers and principals, based on disharmonious relationships, principals who acted arbitrarily, poor management, and concerns transparency of funds. If there is a problem with one or a group of teachers, it will be directly handled by the principal by giving a reprimand or sanction, without disturbing the teaching and learning activities of the students. However, if the headmaster is in trouble, and the problem drags on, and there is no internal mediator to mediate or no negotiations are conducted, then it is not surprising that teachers take matters into their own hands by going on strike.

The two second cases listed above are cases that occurred between the school and its external stakeholders (parents and the government). The case between the school and the parents is a development of an internal case of the school that was not resolved properly, causing new problems. When teachers were on strike due to internal problems, parents, knowing that their children's teaching and learning activities were being hampered, protested together to demand their children's rights. Meanwhile, the case between the school and the government is based on the rights of teachers that have not been fulfilled for a long time, such as side dishes, income improvement benefits, and incentive money, even regarding the uncertainty of employment status in other cases. If the case is not resolved, it is likely to cause new problems with the parents.

Then, based on the four cases above, the things that triggered the teachers to carry out the teaching strike came from internal and external. Internally, the thing that triggers it is related to the way the principal leads the school, such as the management carried out, relations with teachers, and openness. Then, for external related to the provision of rights of teachers by the government such as salaries, benefits, food allowances, including career clarity. When a teaching strike is carried out, the impact will be the hampering of teaching and learning activities that are the right of students, and most likely to cause new problems related to the school and parents. At this point, it can be concluded that, the things that teachers want are the fulfillment of their rights related to material (money and career clarity) and non-material (treated well and fairly, valued, recognized, and included).

Regardless of the trigger for the problem, the most important thing is how to overcome it before the problem grows. According to researchers, the role of

mediators is very important in quickly mediating disputes between interested parties and influencing dispute resolution in the world of educational institutions.

Therefore, School Public Relations can be a mediator in the internal and external realms, such as mediating between the principal - teachers, School-community, and School-government. The existence of Public Relations in the structure of educational institutions is very important, because schools as institutions that provide education must work together with the community and government in developing the quality of education of the institution. Therefore, the seeds of conflict must continue to be monitored and prevented, but if conflict has occurred, it must be handled quickly, so that conflict does not damage good relations and cooperation between schools, communities, and government.

In addition, Public Relations also plays a role in promoting the institution concerned, so that it can be known to the public at large. Thus, this will have an impact on increasing the number of students enrolling in the institution.

The existence and role of Public Relations in the structure of educational institutions is very important. Public Relations can be a companion of the principal in taking care of matters related to internal and external Schools. In the internal realm of the school, Public Relations can mediate between the principal and teachers and staff, and control and guidance for the internal community. In the external realm, Public Relations can mediate between the school and the community and the government, and approach and maintain the relationships that have been formed. The essence of the role of Public Relations is to form a good image in the public mind and maintain it.

METHOD

In this research, the paradigm used is constructivism. The approach used is a case study approach. Case studies are an approach that is usually used in various fields, especially evaluation. Researchers analyze in detail the case of a person or group, such as programs, events, activities, and processes. Cases are limited by time and activity. Researchers searched for detailed data using various procedures at agreed times (Stake, 1995; Yin, 2009, 2012) (in Creswell, 2016).

The type of research method used is qualitative research method. Qualitative research is a method used to explore and learn about the meaning associated with social problems according to certain people or groups. In this study there are many important tasks, such as asking questions, collecting participant data, summarizing, analyzing, and interpreting the meaning of the data (Creswell, 2016).

In collecting data, researchers choose resource persons from internal school parties who will become Key Informers and Informers, namely the Principal, School Public Relations, and one of the educators.

Data collection techniques used by researchers, first is interviews, researchers can interact face-to-face with participants, communicate by telephone, or join a group of participants. The questions asked are open and unstructured, so that participants can freely express their views (Creswell, 2016). Second, is observation, researchers visit research data sources in order to pay attention to behavior and

activities. At that time, researchers keep a picture of activities at the research site in the form of notes and recordings. (Creswell, 2016).

There are several stages in analyzing data, namely processing raw data by typing data, scanning data, making interview transcripts, then filtering data and compiling it. After all the data is neatly arranged, read all the data. Next, all data is given a code, especially describe the setting (Realm), People (Participants), classification, and theme to be analyzed. Then explain the relationship between themes or descriptions. Finally, make meaning to the data or interpretation (Creswell, 2016).

RESULTS AND DISCUSSION

At present, the Vice Principal for Public Relations of School X has not been officially formed. However, someone from another field has been appointed to implement School Public Relations under the auspices of the principal, who focuses more on taking care of the public in the external realm, with his duties being to serve the needs of information to the outside realm, implementing publications, and introducing the school and maintaining good relations with the outside public. Then, it acts as a party that receives criticism and suggestions from the community in making school policies. Then, in making a Public Relations program, the stages that are carried out are the stages of finding data, planning, and implementation, but have not focused on the evaluation stage. For learning and application of Public Relations in the internal realm is handled by the principal and teachers.

The application of Public Relations in the internal realm is called Internal Relations. Regarding maintaining good communication within School X, the Principal gave directions to teachers to communicate well, responsively, not rush in responding to messages, and communication participants must have the capacity for information to be distributed. Then, related to the delivery and instillation of values related to the institution such as motto, vision-mission, work habits, policies, the principal and assisted by the Foundation, periodically remind and emphasize the values of the institution to teachers in meetings, through a way of delivery that is familial or does not seem rigid. In supporting the implementation of Internal Relations, most of the five effective internal media have been used, namely verbal media (weekly meetings, team meetings, and individual meetings), Printed Media Channel (posters, pamphlets, banners, banners, internal magazines, and information boards), Audio Visual (telephone lines, loudspeakers, and Teleconfrence), E-media (E-mail, website, Whatsapp Messenger, Facebook, Instagram, Youtube, and Twitter), and Mix Media (breaking the fast together, celebration of Eid al-Adha, regular studies, and activities of teachers outside the school). Also, four Employee Relations programs were implemented, among others, motivation for outstanding work carried out independently by the School and Foundation, organizing training through cooperation with external parties, awards related to the presence and memorization of the Qur'an (planned), and special events such as breaking the fast together with the celebration of Eid al-Adha, and regular studies.

The application of Public Relations in the external realm is divided into Community Relations and Government Relations. In implementing Community

Relations, good relations have been established with the community around the school, such as the head of RT, Head of Hamlet, community leaders, takmir & imam of mosques, and Pagana (Papeling Disaster Response). The good relationship has been well maintained until now and there has never been a dispute. Efforts made in maintaining good relations with the surrounding community are by conducting and maintaining communication, creating programs and events, involving residents in Foundation and School events, and helping to develop the surrounding economy.

Then, in implementing Government Relations, School X has established good relations with agencies, especially government education agencies, such as the District Education Service Unit and the Education Office. The good relationship has been maintained to date and no disputes have occurred. Then, efforts made in maintaining good relations with government education institutions are by playing an active role in communicating and obtaining information, and carrying out obligations to related agencies. In addition to building relationships with government education agencies, the school also builds relationships with other agencies, such as District Offices, Social Services, Education Offices, Police Officers, Universities.

The obstacle in implementing School X's Public Relations strategy is in terms of human resources (HR), where School X does not yet have experts who understand the field of Public Relations. Then, obstacles in the implementation of internal communication such as incompatibility, delivery of messages in a bad way, and lack of responsiveness when communicating on social media. Also, budget constraints in implementing further education programs for teachers, where the Foundation has not been able to fund the education costs of School X teachers.

CONCLUSION

1. Currently, School X does not have an official Vice Principal for Public Relations. Nonetheless, other parties from different fields have been appointed to handle Public Relations duties under the auspices of the principal.
2. The process of creating a Public Relations program at School X includes the stages of searching for data, planning, and implementation, but has not focused on the evaluation stage.
3. The headmaster gives direction to the teachers to maintain good communication in the internal realm, with emphasis on conveying the values of the institution. The internal media used covers various forms, and the Employee Relations program is also applied.
4. The application of Public Relations in the external realm is divided into Community Relations and Government Relations. Good relations have been established with the surrounding community and government education agencies.
5. The main obstacle lies in the lack of human resources who are experts in the field of Public Relations. In addition, there are constraints in the implementation of internal communication and budget constraints for further education programs for teachers.

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