Public Relations Techniques in Elementary School

Karine Rizkita 1,*, Dedi Prestiadi 1, Maisyaroh 1, Milanitaqwa Asri Pratiwi 1, Wyne Ristuti Priatna 1, Fitri Wulan Purnama 1

1 Department of Educational Management, Universitas Negeri Malang, Malang 65145, Indonesia
*Corresponding author. Email: karinerizkita2210@gmail.com

Abstract: The writing of this article aims to discuss what public relations techniques are at Elementary School Sumbersari 01 Malang, Indonesia. This research was conducted using qualitative descriptive, in order to obtain facts in the field about public relations techniques. The researcher conducted a field study and interviewed the principal of Elementary School Sumbersari 01 Malang, from several fathers or teachers and some parents, and conducted a study at Elementary School Sumbersari 01 Malang as the research location. The results of the research found by researchers at Elementary School Sumbersari 01 Malang are as follows the technique used by Elementary School Sumbersari 01 Malang.

Keywords: technique, public relations, school

1. INTRODUCTION

Communication is an important tool in the public relations field. This is because communication is an inseparable part of society, harmonious, integrated, and reciprocal relationships are created and implemented so that the improvement of the quality of education and development can be mutually supportive. Public relations [4] is to assess public attitudes, identify policies and procedures from individuals or agencies on the basis of public interests and implement work plans to gain public recognition.

Linggar [5] said that public relations are to predict every possibility of each activity, provide input and suggestions to leaders of educational institutions or organizations, and implement planned programs of action to serve the needs of the organization. The existence of educational institutions is needed by the community, and vice versa educational institutions also need the community, so there is a need for harmonious cooperation between educational institutions and the community in order to increase the success and quality of education of students [6]. All programs implemented by schools, both academic and non-academic, must be well managed and also require support from the community. So, schools need to establish harmonious relationships with the community.

The quality of education will be good [7], [8], when there is a synergy between schools, families, communities. Community participation in education is an effort to empower the community in the development of education. In general, the relationship between schools and the community has a goal to be achieved in the form of improving the quality of education, so that in turn the community will feel the direct impact of the progress. Public Relations at the educational level such as junior high, high school, higher education or in every state and private agency are needed to establish cooperation with related parties.

However, in reality on the ground, public relations activities have also been carried out in many elementary schools even though the public relations in elementary schools even though the public relations in elementary...
Elementary School Sumbersari 01 Malang was because the condition of schools that had a variety of problems included the low level of awareness and participation of parents, the location of the school that was close to Universitas Negeri Malang, and many college students who were doing field practice at Elementary School Sumbersari Malang, besides that public relations has a very big role but the presence of public relations in elementary schools has not been formally arranged, so the authors are interested in further researching.

2. METHOD

The writing of this article uses descriptive qualitative methods to obtain data in a natural descriptive manner in the field which is used as an object or research setting. Researchers conducted in-depth interviews with the headmaster of Elementary School Sumbersari 01 Malang, several teachers and with parents of students as informants. The researcher conducted an in-depth interview with the principal of Elementary School Sumbersari 01 Malang as a key informant who provided a lot of information about public relations techniques carried out at school.

Furthermore, researchers conducted direct observations at Elementary School Sumbersari 01 Malang to see how the application of public relations in schools and examples of how to establish relationships with guardians of students or the community around the school. Such a method is called a qualitative research design with a case study approach [13]. Then in order to obtain sufficient and in-depth information the researchers conducted a documentation study by checking school documents such as the profile of Elementary School Sumbersari 01 Malang.

The researcher looks at and checks directly on documents in the form of public relations activities archives at the student guardian meeting activities, as well as activities organized by the community around the school, and other documents relating to the focus of the study. After that the researchers compiled a field note and reported the findings in the presentation of the research article.

3. RESULTS

From the research conducted by researchers in the field the results are as follows: the technique used in Elementary School Sumbersari 01 Malang. The technique used by Elementary School Sumbersari 01 Malang is to visit students’ homes, suggestion cards, parent teachers, homework, social services, open houses, field trips, field work or practices, and art performances held by the community around the school. The technique of visiting students’ homes, usually schools visit the homes of students who rarely enter the classroom. In the suggestion card technique, for reporting student learning outcomes that contain notes about student behavior.

In the parent teacher technique, schools do parent teachers at the beginning of the semester to socialize
Teaching and Learning Activities. In homework techniques, grade 1 students usually give homework assignments to schools involving parents. In social service techniques, usually schools often provide assistance to students who are inadequate. In art performance techniques, schools usually hold art performances if there are visiting guests, such as comparative study guests, visitation guests, and accreditation guests.

4. DISCUSSION

The public relations technique at Elementary School Sumbersari 01 Malang is by visiting students’ homes, but not all students’ homes are visited usually only by students who often do not enter class, the purpose of this visit is to ask and confirm the situation and whereabouts and the reasons why students unable to attend school, other than that the school also visits the homes of students who are inadequate, this aims to find out the truth about the background of the students that the students really are insufficient. If true, the school usually provides school assistance to parents of students or social services every month nearing Ramadhan.

The second use of public relations techniques such as the use of suggestion cards, these advice cards are used as a communication tool between the school party and the guardians of students with a contact book. In the contact book, there are many notes on the students’ final assignments every day, both the good and bad notes of the students. The third technique, parenting technique at Elementary School Sumbersari 01, Malang is still less than optimal because of the many guardians of students from grade 1 to grade 6, only grade 5 invites student guardians to learn together about somaopa. The home study technique also seems to be less than optimal because home assignments involving parents are only given for grade 1, whereas from grade 1 to grade 6 it is also necessary and important for parental guidance and mentoring for home assignments in home learning with parents.

The use of open house techniques at Elementary School Sumbersari 01 Malang, implemented at a parent meeting, or parents of students who want to send their children to school at Sumbersari 01 Malang, the technique is expected [14] to provide opportunities to the wider community to know the programs and activities of the school. Visiting techniques or student visits out of school to learn certain objects as an integral part of curriculum activities in school. Or in other words, the work of Wista is a visit to a place outside the classroom which is carried out as an integral part of all academic activities and especially in order to achieve educational goals [15].

Cooperation between Sumbersari 01 Malang Elementary School is usually with students of State Universitas Negeri Malang (UM) and Universitas Muhammadiyah Malang (UMM), especially at the Faculty of Education (FIP), forms of cooperation such as internships or field practice lectures. Students make Sumbersari 01 Elementary School Malang as the object of research or observation, and the school is fortunate because some tasks become light thanks to the help of students who are carrying out their apprenticeship assignments, field practice by students to acquire special skills and abilities [16].

In addition, also with Universitas Brawijaya (UB) in agriculture to work together to take care of school plants. Collaboration with residents around the school in the form of community service and good relations with residents around the community can benefit, the community not only improves and helps school programs but is repaired and assisted by schools [16]. The previous example, Sumbersari Village did not yet have a gamelan, and schools lent gamelan to the kelurahan, and also good relations with community leaders such as participation in the construction of a school mosque. Usually, public relations techniques are carried out at Elementary School Sumbersari 01 Malang by involving students to present a stage if there are comparative study guests, visitation guests, and accreditation guests.

From the event the school invited the guardians of students to attend the show’s success, and did not forget to invite the community as well as Rukun Tetangga (RT), Rukun Warga (RW), and Lurah. Collaboration is also carried out by the school with the organized community, namely with the local health center to carry out immunization activities and socialization of small doctors every 3 months. The school also cooperated with the police and Koramil but not yet in the form of a written cooperation agreement. Public Relations at Elementary School Sumbersari 01 Malang introduce the school’s vision and mission and good image schools through social media, such as Instagram, Facebook, YouTube, and the official web of Elementary School Sumbersari 01 Malang.

5. CONCLUSION

From the results of the discussion conclusions from this study are: (1) the public relations process conducted by Elementary School Sumbersari 01 Malang realized in the process of involving parents of students in terms of when students are given tasks that involve parents, so parents can control the development of the ability of students themselves; (2) the technique used in Elementary School Sumbersari 01 Malang, is embodied in public relations techniques namely visiting students’ homes, suggestion cards, parent teachers, homework, social services, and art performances held by the community around the school; and (3) the impact of establishing community relations with the school involves the community in all activities or programs that have been planned by the school, developing a favorable image for the school towards stakeholders with relevant targets.
REFERENCES

[1] A. Widjaja, “Tunggal. 2008,” Dasar–Dasar Cust. Relatsh. Manaj. Jakarta Harvindo.

[2] R. Ruslan, “Manajemen Public Relations & Media,” Komunikasi. Jakarta PT Raja Grafi. Persada. 2008.

[3] R. A. Fadiyah, “Peran Humas Dalam Membangun Citra Positif Sekolah Di Sd N Sosrowijayan Yogyakarta,” Hanata Widy, vol. 5, no. 1, 2016.

[4] E. Ardianto, “HandBook of Public Relations; Penganter Komprefensif,” 2019.

[5] A. Linggk, “Teori dan Profesi Kehumasian; Serta Aplikasi di Indonesia.” Jakarta: Penerbit Bumi Aksara, 2005.

[6] S. Sudjiono, “Pembertanaya Masyarakat Dalam Penyuusman Program,” J. Manaj. Ped. UNY, p. 113630, 2015.

[7] D. D. N. Benty and I. Gunawan, “Manajemen Hubungan Sekolah dan Masyarakat,” Malang Penerbit UM Press. Univ. Negeri Malang, 2015.

[8] R. F. Pradipta, U. S. Ummah, and D. A. Dewantoer, “Social Environment of Special Needs in Inclusive Primary School: A Descriptive Research with Phenomenology Approach,” in 1st International Conference on Early Childhood and Primary Education (ECPE 2018), 2018.

[9] A. W. Widjaja and M. A. Wahab, “Strategi Public Relations.” Jakarta: PT. Raja Grafindo Persada, 2000.

[10] A. Rahmat and S. Kadir, “Manajemen kepemimpinan dan kemampuan berkomunikasi kepala sekolah pada kinerja pendidik,” J. Komun., vol. 8, no. 1, pp. 1–11, 2017.

[11] R. Teuku, “Komunikasi Dan Hubungan Masyarakat Internasional.” Bandung, PT. Refika Ditama, 2005.

[12] S. Indrafachrudi, “Bagaimana Mengakrabkan Sekolah dengan Orang Tua Murid dan Masyarakat,” Malang IKIP Malang, 1994.

[13] J. Lexy, “Moleolong. 2010,” Metodol. Penelit. Kualitatif.

[14] E. Mulyasya, “Manajemen berbasis sekolah: konsep, strategi dan implementasi,” 2004.

[15] R. Meilandani, “Persepsi Kepala Sekolah Terhadap Perbedaan Kinerja Guru Berdasarkan Status Kepegawaian Pns Dan Non PNS Di SD Negeri Se-Desa Cikunir Taskimlaya.” FKIP UNPAS, 2019.

[16] L. A. Husna and A. Syukur, “Meningkatkan Higher Order Thinking Skills Melalui Penerapan Kemampuan Berpikir Historis pada Mahasiswa Pendidikan Sejarah,” in Prosiding Seminar Nasional Pascasarjana, 2020, vol. 1, no. 01, pp. 22–31.

[17] Gunawan, I., Bafadal, I., Nurabadi, A., & Prayoga, A. G. (2020, November). Identification of Themes in the Moral Debate Program as an Effort to Increase Work Integrity of Principal. In 2nd Early Childhood and Primary Childhood Education (ECPE 2020) (pp. 24-28). Atlantis Press.

[18] Imron, A., Wiyono, B. B., Hadi, S., Gunawan, I., Abbas, A., Saputra, B. R., & Perdana, D. B. (2020, November). Teacher Professional Development to Increase Teacher Commitment in the Era of the Asean Economic Community. In 2nd Early Childhood and Primary Childhood Education (ECPE 2020) (pp. 339-343). Atlantis Press.

[19] Gunawan, I., Alifiyah, I., & Evananda, F. (2017, November). Kompetensi Guru Sekolah Dasar: Sebuah Analisis Reflektif dengan Teknik Supervisi Pengajaran Penilaian Dir. Sendiri. In Prosiding Seminar Nasional Sinergitas Keluarga, Sekolah, dan Masyarakat dalam Penguatan Pendidikan Karakter. Fakultas Ilmu Pendidikan Universitas Negeri Malang, Malang (Vol. 16, pp. 249-258).

[20] Gunawan, I., & Sari, D. N. (2019, December). Validity and Reliability of Character Education Internalization Instruments. In the 4th International Conference on Education and Management (COEMA 2019). Atlantis Press.

[21] Bafadal, I., Nurabadi, A., Soepriyanto, Y., & Gunawan, I. (2020, November). Primary School Principal Performance Measurement. In 2nd Early Childhood and Primary Childhood Education (ECPE 2020) (pp. 19-23). Atlantis Press.

[22] Wardani, A. D., Gunawan, I., Kusumaningrum, D. E., Benty, D. D. N., Sumarsono, R. B., Nurabadi, A., & Handayani, L. (2020, November). Student Learning Motivation: A Conceptual Paper. In 2nd Early Childhood and Primary Childhood Education (ECPE 2020) (pp. 275-278). Atlantis Press.

[23] Zahro, Z. R., Andriingrum, H., Sari, E. P., & Gunawan, I. (2017, November). Sekolah Siaga Bencana: Kajian Evaluatif Kesiapsiagaan Sekolah Menghadapi Bencana. In Seminar Nasional Pendidikan Sinergitas Keluarga, Sekolah, dan Masyarakat dalam Penguatan Pendidikan Karakter, Fakultas Ilmu Pendidikan Universitas Negeri Malang, Malang, Indonesia (pp. 249-258).

[24] Gunawan, I. (2015, October). Penumbuhan Budi Pekerti Peserta Didik Melalui Nilai-nilai dan Etika Kepemimpinan Pendidikan dengan Pendekatan Soft System Methodology. In Prosiding Seminar Nasional Pendidikan Meningkatkan Capaian Peserta Didik Melalui Nilai-nilai dan Etika Kepemimpinan Pendidikan dengan Pendekatan Soft System Methodology. In Prosiding Seminar Nasional Pendidikan Meningkatkan Layanan Guru dan Kepala Sekolah dalam Penumbuhan Budi Pekerti, Jurusan Administrasi Pendidikan Universitas Negeri Malang, hlm (pp. 65-84).

[25] Gunawan, I. (2016). Pendekatan Alternatif dalam Pelaksanaan Supervisi Pengajaran. Premiere Educaandum: Jurnal Pendidikan Dasar dan Pembelajaran. 1, 2020.

[26] Kusumaningrum, D. E., Gunawan, I., Sumarsono, R. B., & Triyanto, Y. (2019). Pendampingan Pengelolaan Perpustakaan untuk Mendukung Gerakan Literasi Sekolah. Abdimas Pedagogi: Jurnal Ilmiah Pengabdian kepada Masyarakat, 2(3), 164-169.

[27] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2020). Pengaruh Kepemimpinan Pembelajaran, Kepemimpinan Perubahan, Kepemimpinan Spiritual, Budaya Sekolah, dan Etika Profesi terhadap Kinerja Mengajar Guru. JMSP (Jurnal Manajemen dan Supervisi Pendidikan), 4(3), 198-219.

[28] Benty, D. D. N., Gunawan, I., Kusumaningrum, D. E., Sumarsono, R. B., Sari, D. N., Pratiwi, F. D., .... & Hui, L. K. (2020). Validitas Dan Reliabilitas Angket Gaya Kepemimpinan Mahasiswa. JAMP: Jurnal Administrasi dan Manajemen Pendidikan, 3(3), 262-271.

[29] Sulton, S., Gunawan, I., & Argadinata, H. (2020). Dampak Pembelajaran Berkarakter Terhadap Penguatan Karakter Siswa Generasi Milenial. JAMP: Jurnal Administrasi dan Manajemen Pendidikan, 3(2), 51-61.

[30] Juharyanto, J., Nurabadi, A., & Gunawan, I. (2020). Debat Moral Sebagai Upaya Meningkatkan Integritas Kepala Sekolah. JAMP: Jurnal Administrasi dan Manajemen Pendidikan, 3(3), 272-282.