Community Relations Management Based on Gayo Alang Tulung Customs and Community Participation in Junior High Schools

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ABSTRACT

This study aims to analyze community relations management based on Gayo Alang Tulung customs and its implications for community participation in junior high schools. The study used a qualitative approach with research subjects including Gayo traditional leaders, school community relations managers, and school principals. Data collection techniques were carried out through observation, in-depth interviews, and documentation, while data analysis used data reduction, data presentation, and conclusion drawing. The results of the study indicate that the implementation of community relations management based on Gayo Alang Tulung customs has built harmonious communication between schools and the community, both in academic and non-academic activities. Alang Tulung values such as mutual assistance, mutual cooperation, and solidarity are the foundation for strengthening school-community relations, although the involvement of traditional leaders has not been fully optimal. School communication strategies that prioritize transparency, openness, and a persuasive approach have been proven to increase community trust and participation. The conclusion of this study confirms that community relations management based on local customs is effective in increasing community participation and strengthening the school's position as part of the socio-cultural community.

Keywords: Gayo customs, alang tulung, public relations, management

INTRODUCTION

Education is a social process that cannot be separated from the role and support of society. Schools, as formal educational institutions, function not only to transfer knowledge but also to build harmonious social relations with their surrounding environment. Therefore, the relationship between schools and the community is a strategic factor in supporting the success of education. In this context, public relations management plays a key role in building communication, trust, and community participation in school programs and policies [1], [2].

Public relations management in educational institutions aims to create a shared understanding between the school and the community, foster a positive image, and encourage active community involvement in supporting educational activities. Community participation takes the form of not only material support, but also contributions of ideas, energy, and involvement in educational decision-making [3], [4]. Thus, the success of public relations management is crucial for the quality of ongoing school-community relations.

In communities that still strongly uphold traditional values, community relations management approaches need to be adapted to the vibrant and evolving local wisdom. Local wisdom serves as a value system that regulates patterns of social interaction, solidarity, and collective responsibility. The Gayo community in Bener Meriah Regency embraces the traditional value of *Alang Tulung*, a principle of mutual assistance, mutual cooperation, and social awareness that serves as the foundation of community life. This value has the potential to become a strategic foundation for building harmonious relationships between schools and indigenous communities.

Several previous studies have shown that public relations management has a significant influence on community participation in education. Research by Nahdliyah and Hasanah [5] found that systematic public relations management can increase community participation through intensive communication and transparency of school programs. However, this research has not yet examined the use of traditional values or local wisdom as a basis for public relations management. In an international context, Eden, Chisom, and Adeniyi [6] emphasized that parental and community involvement is key to strengthening social partnerships in education, although their study was more general in nature and did not highlight the local cultural dimension.

Puangpanya and Jantanukul's [7] research emphasizes the importance of community-based learning management as an approach to community

empowerment, but their study focuses more on the learning aspect than on institutional school public relations management. Meanwhile, Kerr, Dyson, and Gallannaugh [8] and Crowson and Goldring [9] map school and community relations from a conceptual and educational policy perspective, but have not paid specific attention to customary value-based public relations practices in the context of traditional communities.

Based on the previous research review, it can be concluded that although the relationship between schools and communities has been extensively studied, there is still a gap in research related to the integration of local wisdom as a basis for community relations management in education. In particular, there is limited research specifically examining how traditional values function as a strategic foundation for encouraging community participation in schools.

District , Bener Meriah Regency, is an area where the community still strongly upholds Gayo traditional values, including the *Alang Tulung principle*. This condition makes the area relevant to study the practice of community relations management based on local customs. This study focuses on community relations management based on Gayo Alang Tulung customs and its implications for community participation in junior high school education units. The novelty of this study lies in the effort to position customary values as a managerial foundation in managing school and community relations, not merely as a cultural symbol. Thus, this study is expected to provide theoretical contributions in the development of educational public relations management based on local wisdom as well as practical contributions for schools in building contextual, participatory, and sustainable relationships with indigenous communities.

RESEARCH METHODS

1. Research Approaches and Types

This study uses a qualitative approach with a descriptive research type [10], [11], [12] . The qualitative approach was chosen because this study aims to understand in depth the practice of community relations management based on Gayo Alang Tulung customs and its implications for community participation in the natural context of junior high school education units. This approach allows researchers to explore the meanings, values, and social processes that underlie the relationship between schools and indigenous communities.

2. Location and Time of Research

The research was conducted at a junior high school in Wih Pesam District, Bener Meriah Regency. The location was chosen based on the fact that the area is home to a community that still strongly upholds Gayo traditional values, particularly the principle of Alang Tulung in social life. The research was conducted over a period that allowed for intensive and continuous data collection. [13].

3. Research Subjects and Informants

The research subjects included school principals and community relations managers in junior high schools. Research informants were determined purposively, namely Gayo traditional leaders, community leaders, teachers, and representatives of students' parents who were considered to have knowledge and experience related to school-community relations. The selection of informants was carried out by considering their direct involvement in school and community activities [14].

4. Data collection technique

Data collection was conducted through three main techniques, namely observation, in-depth interviews, and documentation. Observations were conducted to directly observe the practice of communication and interaction between schools and the community in academic and non-academic activities [15], [16], [17], [18]. In-depth interviews were conducted in a semi-structured manner with research subjects and informants to obtain data on the planning, implementation, and evaluation of community relations management based on Gayo Alang Tulung customs [19], [20]. Documentation was used to collect supporting data in the form of school work programs, meeting minutes, circulars, activity reports, and other relevant archives [21], [22].

5. Data Analysis Techniques

Data analysis was conducted interactively and continuously from the data collection process until the research was completed. The stages of data analysis include data reduction, data presentation, and drawing conclusions. Data reduction was carried out by selecting and focusing on data relevant to the research objectives. Data presentation was carried out in the form of descriptive narratives to facilitate understanding of patterns and relationships between data. Conclusions were drawn by interpreting research findings logically and consistently [12], [23], [24], [25], [26], [27].

6. Data Validity

To ensure the validity of the data, this study used source triangulation and technical triangulation techniques. Source triangulation was carried out by comparing data obtained from the principal, public relations manager, traditional leaders, and the community. Technical triangulation was carried out by comparing the results of observations, interviews, and documentation. In addition, diligent observation and discussions with informants were also carried out to increase the credibility of the research findings [28], [29].

7. Research Procedures

The research procedure is carried out through several stages, namely the preparation stage, the implementation stage, and the reporting stage. The preparation stage includes the preparation of interview instruments and research permits. The implementation stage includes the simultaneous collection and analysis of data. The reporting stage is carried out by compiling the research results systematically in accordance with scientific writing rules [20], [30].

RESULTS AND DISCUSSION

1. Community Relations Management Based on *Alang Tulung Customs*

The research results show that public relations management in junior high schools in Wih Pesam District is built on Gayo *Alang Tulung traditional values* as the primary foundation of communication and social interaction. This practice is reflected in public relations program planning, which incorporates the values of mutual cooperation, deliberation, and social reciprocity into both academic and non-academic activities. The school positions the community not merely as an object of socialization, but as partners with an active role in school life.

These findings demonstrate a clear causal relationship. The integration of *Alang Tulung values* creates a sense of emotional closeness and social trust, making the community more open to supporting school policies and programs. This condition strengthens the view that local wisdom-based educational management can strengthen the social legitimacy of educational institutions in a multicultural society [31], [32], [33], [34], [35].

The results of this study are in line with the theoretical view of culture-based education which emphasizes the importance of the alignment of school values with the social values of society as a prerequisite for successful educational management [36], [37]. The difference lies in the Gayo *Alang Tulung traditional context* which has not been studied specifically in school public relations management studies.

2. Fostering School and Community Communication from a Local Wisdom Perspective

The research results show that communication between schools and the community takes place in a dialogic and participatory manner through customary mechanisms. Traditional leaders act as cultural communicators, bridging school values with community social norms. This communication pattern is not merely formal and administrative, but also contains ethical and moral dimensions that are mutually respected.

The primary factor contributing to the effectiveness of this communication is the shared values between the school and the community. The value of *Alang Tulung* is understood not simply as a tradition of reciprocation, but as a collective social responsibility. This strengthens the effectiveness of the school's message because it is conveyed through shared cultural symbols and language.

These findings support the theory of social communication which emphasizes that messages will be better received if they are in line with the communicant's value system [38], [39]. Previous research on school–community communication generally emphasized a structural approach, whereas this research shows that a cultural approach has stronger social reach [40], [41], [42], [43], [44], [45], [46].

3. Strengthening *Public Affairs Relations* through the Role of Traditional Leaders

The research results show that the involvement of traditional leaders in school *public affairs* significantly contributes to the stability of school-community relations. Traditional leaders serve as advisors, conflict mediators, and providers of social legitimacy to school policies. This role strengthens the school's position as a respected and trusted institution.

The primary factor contributing to the suboptimal role of traditional leaders lies in the limited intensity of formal involvement by schools. Nevertheless, the presence of traditional leaders remains a determining factor in maintaining harmonious social relations. These findings indicate that culture-based *public affairs* require more systematic planning to avoid incidental consequences. These results align with *stakeholder engagement theory* in educational management, which emphasizes the importance of non-formal social actors in the sustainability of educational policies [47], [48], [49].

4. Building a School Image Based on Traditional and Religious Values

The research revealed that the implementation of *Alang Tulung values* directly contributes to the school's positive image in the eyes of the community. The school's image is built not only through academic achievement but also through consistent religious values, discipline, and social ethics. Programs such as tahfiz (memorization of the Koran), morning recitation (tilawah), and gender-based classroom management serve as a strong identity that strengthens *the school's image* .

The main factor that shapes this image is the consistency between communicated values and actual practices in schools. Public trust increases when schools are able to maintain harmony between programs, educator behavior, and the customary values held by the community. This finding strengthens the theory of educational institution image which emphasizes that *school image* is formed from the collective experiences of the community, not simply institutional promotion [50], [51], [52].

5. Socialization of Schools Based on Local Culture and Digital Media to Improve Student Input

The research results show that *Alang Tulung values-based school outreach* is effective in increasing community interest in the school. The traditional approach is combined with the use of digital media such as WhatsApp, Instagram, Facebook, and YouTube. This strategy expands the reach of information while maintaining emotional closeness with the community.

The success factor of this strategy lies in the sense of appreciation felt by the community. School information is not conveyed one-way, but through social relations based on shared values [53], [54], [55], [56], [57]. This condition has an impact on increasing the input of new students every year. This

finding complements previous research on school promotion which generally emphasizes digital media, by adding a cultural dimension as a strengthening of the effectiveness of socialization [4], [58], [59], [60].

CONCLUSION

The conclusion of this study shows that public relations management in junior high schools in Wih Pesam District, Bener Meriah Regency, based on Gayo *Alang Tulung customs* , plays a strategic role in strengthening school communication with the community, building harmonious *public affairs relationships* , shaping a positive school image, and increasing the effectiveness of school outreach in attracting new students. The integration of the values of mutual cooperation, solidarity, and social reciprocity into the planning and implementation of public relations programs makes schools not only formal educational institutions, but also an integral part of the traditional community. This approach proves that public relations management based on local wisdom is able to increase community trust and participation in a sustainable manner, so that the research objective to understand the role of *Alang Tulung traditional values* in school public relations management is achieved comprehensively.

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