

Human Relations In Socio-Cultural Based Educational Organizations In High School

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Abstract

The school as an organization certainly has an organizational culture that plays an important role in realizing the school's vision and mission. School organizational culture is the norms adopted and implemented by all components of the school to achieve the vision and mission of the school effectively. This study aims to describe the school organizational culture at SMK Negeri 1 Bireuen in preparing superior human resources and school programs to support school culture. The method used in this observation is a qualitative approach with data collection techniques through observation, interviews, and documentation. The subjects of the study included elements of school residents, namely vice principals, teachers, and students. The results of this observation show that (1) SMK Negeri 1 Bireuen has three excellent cultures, namely a culture of discipline, cooperation, and industrial work culture, (2) there are several supporting programs for students in the application of school culture, (3) there are supporting factors and obstacles to the realization of an effective school organizational culture. According to the observations, the school organizational culture at SMK Negeri 1 Bireuen can already be said to be effective.

Keywords: *Human Relations, Educational Organizations, Socio-Cultural*

INTRODUCTION

Human relations is a human relationship that is more emphasized on spiritual elements which include: nature, disposition, behavior, personality and other psychological aspects contained in man towards happiness and satisfaction of heart (Widjaja, 2008: 163). This spiritual process with a feeling of happiness takes place in two or three people involved in a communicative relationship, namely communication between persons that are dialogical in nature, so that each one knows, is aware, and feels the effects. If everyone feels happy, then *the human relations* activity is successful. If it does not cause satisfaction, then *human relations* fails (Effendy, 2009: 47).

In *human relations* activities, it is inseparable from the existence of leaders in providing motivation to employees to increase employee work productivity. Therefore, an organization must continue to pay attention to the needs of its employees, because employees are important assets for a company, as well as providing a comfortable environment so that employees feel at home and loyal in working with a feeling of pleasure and satisfaction, without any burden or compulsion in accordance with the vision and mission that the company or organization wants to achieve. The goal is to arouse excitement and work activities with a productive spirit of cooperation with perasaan bahagia dan hati who are satisfied both economic, psychological and social satisfaction (Yuningsih, 2011: 193).

To realize the company's goals requires full support from all parties in the organization, both managers or leaders and subordinates or employees. Thus companies or organizations must be able to create *Human relations* is a humanitarian relationship that is more emphasized on spiritual elements which include: nature, disposition, behavior, personality and other psychological aspects contained in humans towards happiness and satisfaction of heart (Widjaja, 2008: 163).

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To realize the goals of the company needs the full support of all parties in the organization, both managers or leaders or subordinates or employees. Thus the company or organization must be able to create a conducive atmosphere, where the leader must be able to cooperate with subordinates by directing, supervising subordinates and convincing that this is a common goal that must be achieved (Moore, 2000: 6). When a company is established, the expectation to be achieved is to get success and then survive for a long period of time. However, this is not easy, to achieve all that is needed first establish good internal communication, namely communication between managers and employees who are in the organization, namely employees reciprocally (Effendy, 2009: 17).

The key to human relations is motivation. Motivation is an activity that gives impetus to someone or yourself to take a desired action. So, how to motivate employees to work harder, more passionately based on their needs satisfactorily, both the need for wages, satisfied, for the sake of self-advancement of the employee (Effendy, 2009: 52).

Based on the opinions of various sources above, it can be understood that relationships in cultural-based education organizations are inseparable from several indicators as stated by Widjaja, namely: nature, disposition, behavior, personality and other psychological aspects contained in humans towards happiness and contentment.

RESEARCH METHODS

The method used in this research is a qualitative approach with data collection techniques through observation, interviews, and documentation. The subject of research includes elements of school residents, namely vice principals, teachers, and students.

RESULT AND DISCUSSION

Relationships between People in organizations

An organization is a consciously coordinated social unity with a relatively continuous boundary to achieve a common goal or a social group. An organization is an association or forum for a group of people to work together, be controlled and guided for a specific purpose. In an organization there is a relationship between people which is one of the main factors that can affect the person's performance in organizing. The existence of a good relationship will certainly affect a person's performance because someone will feel comfortable and there seems to be a morale from that person, but vice versa if the relationship between people in the

organization is not harmonious, of course this will hinder one's performance in organizing. Therefore, it is necessary to pay attention to how the influence of human relations in the organization to support the performance of organizational members to be even better in the future.

1. Human relations are one of the factors that affect employee morale. According to (Ermita, 2012) there are several opinions of some experts who say that to others face-to-face in work situations and in organizations berkaya with the aim of arousing excitement and activities to work in a productive spirit of cooperation with a feeling of happiness and satisfaction.
2. According to Hasibuan: human relations are harmonious human relations created by awareness and willingness to fuse individual desires for the common good.
3. According to Siagian: relationships between people are a whole series of formal relationships between superiors and subordinates, superiors and superiors, as well as between subordinates and other subordinates that must be fostered and maintained in such a way, so as to create a *team* work and an intimate and harmonious work atmosphere in order to achieve goals.

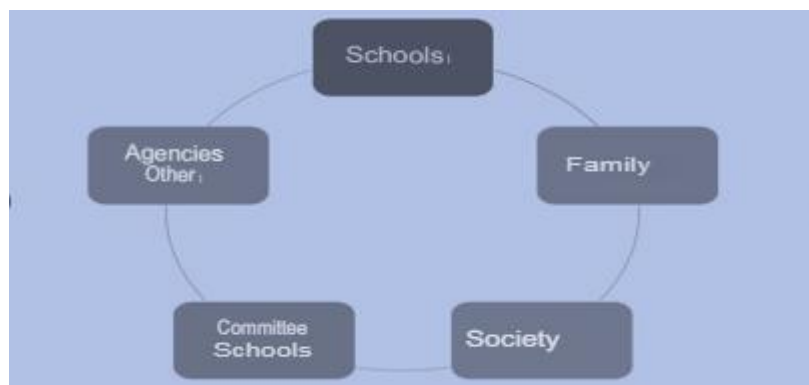
Educational Organizations

Educational organizations and educational patterns are like one currency with two inherently inherent sides. In an educational organization, the pattern of education is clearly depicted; Similarly, in the pattern of education is clearly contained the organization of its education. Indonesian educational organizations, for example, divide educational institutions as stated in Law No. 20 of 2003 concerning the National Education System into differentiations between educational pathways, levels, types and units. The educational path is a vehicle that students go through to develop their potential in an educational process that is in accordance with educational goals. Meanwhile, what is meant by the level of education is the stages of education that are set based on the level of development of students, the goals to be achieved, and the abilities developed, in early childhood education (PAUD), primary education, secondary education, and higher education. There is also a type of education defined as a group that is based on the specificity of the educational objectives of an educational unit; and the unit of education itself means educational service groups that provide education on formal, non-formal and informal pathways.

There was a time when simple community groups were not familiar with the official institutions that govern or organize and distribute their various needs and interests in life. For example, the Indian community at that time did not need to ask for the help of school institutions to teach archery skills to the next generation. For them, with just a helping hand from their elders and siblings, it is certain that almost all teenagers are able to master archery techniques from elementary to advanced categories (Horton and Hunt, 1999: 333). Along with the rolling wheels of life history, the achievements of knowledge and skills acquired by man become so complex, that it is in this phase that the concept of knowledge and its glorious abilities have become the determinants of the future direction of life. Several factors have been behind the formation of certain institutions to manage the allocation of meeting needs including (1) Growth in the number of human populations that affect the level of control and availability of natural resources; (2) The complexity of cultural institutions and knowledge mechanisms along with applied technology; and (3) Implications of an increasingly rational level of human reason and mentality (Horton and Hunt, 1993:339).

Briefly, the formation of an educational institution is a logical consequence of the level of development of society for which the devices of knowledge and skills do not allow to be handled directly by each family. The need for other parties who specifically take care of the organization and appreciation of knowledge and strive to be transformed to the younger generation to ensure their sustainability is the blueprint of the strength behind the establishment of schools as educational institutions. Although the form varies from country to country, the existence of schools is one indication of the realization of modern society. Educational organizations have a close relationship in people's lives as illustrated in the picture below.

Figure.1. Human Relations in Educational Organizations



It has become a common opinion that education is a process that lasts a lifetime and is carried out within the environment of households, schools and communities. Education is therefore a shared responsibility between the family, the community and the government. The contact of the school with the community is one of the fields of work of the Educational Organization in the form of a direct and indirect relationship.

The cooperative relationship between the school and the community is by involving parents, and the community as well as the issues that arise and how to resolve these issues. The more advanced the community's understanding of the importance of their children's education, it is a vital need for schools and communities to cooperate. This collaboration is intended for the smooth running of education in schools in general and to improve student learning achievement. So the relationship between the school and the community with the intention of increasing the understanding of community members about educational needs and practices and encouraging the interest and cooperation of its citizens in efforts to improve the school.

Schools as educational institutions that educate children who later live as members of a society consisting of various groups, positions, social status, and various jobs really need that cooperative relationship. With this relationship, schools can ask for help from other institutions, both in the form of teaching staff, lectures on matters related to the procurement and development of curriculum materials as well as assistance in the form of facilities and tools needed for the smooth running of the school program.

Human relations in socio-cultural-based educational organizations Culture according to

Tyler (1871) is "a complex whole which includes knowledge, belief, art, law, morals, customs, and any other capabilities and habits acquired by man as a member of society". Meanwhile, there is another definition that states that culture is a whole pattern of human

behavior and the products it produces that carry mindsets, oral patterns, patterns of action, and artifacts, and are highly dependent on a person's ability to learn, to convey their knowledge to the next generation through diverse tools, languages, and patterns of reason.

Departing from this, inevitably education must be managed more optimally by providing the widest possible place for community participation with the content of value cultur (local policies) as part of the purpose of the content of education. As an implication, education becomes a collaborative effort that involves the participation and role of cultural value system wisdom in it. Participation in this context is in the form of cooperation between citizens and the government in planning, implementing, maintaining and developing educational activities. As a cooperation, the community with its culture is assumed to have aspirations that must be accommodated in the process of planning and implementing an educational program that is based on the roots of its own cultural value system

CONCLUSION

Nature, disposition, behavior, person and other psychological aspects contained in human beings towards a happiness and satisfaction some of these factors greatly affect the relationship in the organization of Education in a socio-cultural approach because in the process of needs Community education is an inseparable cycle between society, family and government. So in practice the relationship of educational organizations in socio-cultural needs has a very lagsung or indirect impact.

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