

# Implementation of Excellence Public Relations and Coordinated Management of Meaning in the Socialization of the Four Main Pillars of SABar School Banyumas

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## ABSTRACT :

SABar School (Sekolah Alam Baturraden) applies four main pillars namely the pillars of morals, logic, leadership, and entrepreneurship in the student learning process. However, the view of the Banyumas community is that SABar School is only a school that involves more playing than learning activities. Parents are worried that sending their children to SABar School will be left behind in academics. This research aims to analyze the implementation of excellence in public relations and coordinated management of meaning towards the socialization of the four main pillars of SABar School. This research uses a qualitative descriptive research method with data collection techniques of observation and in-depth interviews with ten informants, supported by secondary data through literature studies. The research shows that SABar School's role in socializing activities on the four main pillars implements eight of the ten premises of public relations excellence. Two premises that have not been implemented are the integration premise because SABar School does not yet have a dedicated PR division and the independence premise. The management function of PR is still one with other management. Meanwhile, the results of coordinated management of meaning on the four main pillars show that SABar School has achieved a level of coordination.

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## INTRODUCTION

Indonesia has the opportunity to create high-quality human resources through education. A good education system will be the foundation of a nation's development. Efforts to build a quality education system can be implemented through the education curriculum. The role of the curriculum is to be a tool and program framework for achieving educational goals (Muttaqin, 2021). Regulations in the education sector are recorded in Law no. 20 of 2003 Chapter 1 Article 1 which states "Curriculum is a plan and arrangement regarding objectives,

content and learning materials as well as methods used as guidelines for implementing learning activities to achieve certain educational goals." (Vhalery et al., 2022).

The education curriculum in Indonesia has undergone several changes. In 2019 the Minister of Education Nadiem Makarim implemented a new curriculum, namely the independent learning curriculum. The advantages of this curriculum focus on developing students' potential to learn in a fun, in-depth and interactive way (Rahmadayanti & Hartoyo, 2022). The results of learning outcomes are adjusted to the level of personal development and characteristics, potential and needs of students. Apart from that, independent learning also provides confidence and freedom for schools, teachers and students to innovate, learn independently and be creative, by emphasizing teachers as drivers (Sherly et al., 2020).

Education in state schools only implemented the independent learning curriculum in 2019. Meanwhile, SABar School, which is a new school of education in Indonesia, has succeeded in integrating the implementation of the independent learning curriculum since 1998 (Safar, 2021). The nature school was initiated and built by Ir. Lendo Novo, a petroleum engineer who graduated from the Bandung Institute of Technology (ITB). Merdeka Belajar translated by Ir. Lendo Novo is the absence of a sense of compulsion in every student to learn. The implementation of independent learning is carried out by not limiting the space for exploration and providing guidance and attention to develop the talents and potential of each student. The success of natural schools in implementing the independent learning curriculum can be seen from the consistency and alignment of the implementation of the four main pillars of natural schools.

The four main pillars of the natural school consist of moral development, development of logical thinking, development of leadership traits, and development of business mentality. Each of the four main pillars is guided by the Koran and Sunnah. On the pillars of moral development, it contains an Islamic curriculum, which in its implementation prioritizes exemplary behavior and habituation. Moral values are in line with the pillars of forming leadership traits. This is because natural schools also focus on producing a generation with good morals and leadership qualities. Each student is expected to be able to adapt and lead themselves in facing current developments. The logical pillar of thinking is emphasized by the natural school, not referring to the final results of grades with numerical parameters in the report card, but rather the natural school is committed to realizing learning that respects the process and fosters a love of science. The end result of having good logical thinking is that students are able to have problem solving that is useful for facing life's problems in the future. Then the business mental pillar aims to foster students' entrepreneurial spirit, with direct practice through class projects, individual projects, and internships tailored to students' passions and talents (Safar, 2016).

Implementation of four main pillars Natural schools are practically based on curriculum, methods, physical environment and community. These four main pillars are the central educational guidelines for all natural schools in the archipelago. Each natural school applies learning methods while adapting to the environment and characteristics of each region. In Banyumas Regency, there is a natural school with the brand name SABar School (Baturraden

Natural School). SABar School was founded in 2012 at the initiation of the founder, namely Dr. Mira Purnamasari Safar, M.Pd. The development of SABar School to date has provided educational facilities at the Kindergarden (TK), Elementary School (SD), Middle School (SM) and Independence School levels for children with special needs.

The quality of education at SABar School is represented by upholding the value of independent learning, such as focusing on helping develop students' talents and potential, maintaining the nature of each student, and prioritizing happiness in the learning process. (Safar, 2021). SABar School is a private school, but SABar School can prove that studying in a natural school is not a worry for planning the future for students. This is proven by alumni of SABar School students who succeeded in occupying lecture seats at the Bandung Institute of Technology (ITB), Telkom University, and other leading universities. SABar School is now faced with another problem. After ten years of existence, the Banyumas community's knowledge of SABar School is still felt to be lacking, especially regarding knowledge regarding the concept of education in natural schools and the four main pillars of natural schools. Dr. Mira Purnamasari Safar, M.Pd. revealed that:

"The awareness of the people of Banyumas, especially Purwokerto City, actually already knows that there are natural schools, but this knowledge is not followed by the concept of education in natural schools. One indicator that influences people's knowledge of natural schools is the level of parental education and parental understanding of education. When SABar School first opened in Hutan Damar, the educational background of the parents was complete, from those who had not attended school to those who had graduated with doctoral degrees. However, the older the SABar School gets, the more the parents' educational background is selected, the majority are S1-S3 graduates, and high school graduates are a minority. "So, the concept of this natural school education must be understood first by parents whose children want to go to a natural school (Interview with Dr. Mira Purnamasari Safar, M.Pd., 15 August 2023)."

School fees at Sabar School are often considered expensive by the community. However, according to Dr. Mira SABar School's fees are relatively cheaper, even the same when compared to several other private schools in Purwokerto. SABar School also often gets the perception from the community as a "messing around" school or a school that does more playing than learning. Dr. Mira explained that natural schools are designed to maintain children's nature, learning through playing. So, studying in the school focuses on learning, but many learning methods are packaged in the form of games. That learning methodology in one hand is good for students but on the other hand make unexpected perceptions from prospective parents. Prospective parents who want to send their kids to study at SABar School think that the school only focus on play activities rather than learning activities. They are worried that their kids will not be able to continue their studies to a higher level at public schools. In turn, SABar School relatively accepts less students in every school year intakes.

Researchers conducted initial interviews with five members of the Banyumas community using the accidental sampling method. Interviews were conducted to explore the informants'

knowledge regarding the concept of education at SABar School and the core values of natural schools.

"I know that there is a natural school in Purwokerto, the one in Pabuwaran. However, I don't know yet about the detailed concept of education and the four main pillars. I only know a little, in natural schools you learn sometimes in the classroom, sometimes in nature. If you look at his social media, his activities are playing." (Interview with Latansa and Farkhan, 27 August and 7 September 2023).

The results of these interviews, researchers found that the community's statements were in line with the opinion of the founder of SABar School. Community awareness regarding the existence of natural schools in Banyumas, especially in Purwokerto has been formed, but it is not followed by knowledge about educational concepts, especially regarding the four main pillars of SABar School.

Based on this phenomenon, researchers found that there were things that needed to be evaluated in terms of SABar School's communication with the Banyumas community in socializing the four main pillars of natural schools. The research uses the theory of excellence in public relations and the theory of coordinated management of meaning regarding socialization activities for the four main pillars of natural school to internal stakeholders at SABar School.

The theory of excellence in public relations does not only view the role of public relations as a persuasive tool or as a communicator in disseminating information, but the role of public relations tends to be the role of managers who research and dialogue to build good relationships with the public. The development of excellence in public relations stems from four public relations models, including press agency, public information, two-way asymmetric, and two-way symmetric. Communication success according to excellence theory is guided by the two-way symmetric dimension, namely the dimension of two-way communication or the exchange of information, especially between the organization and the public. To realize an excellent public relations process, excellence theory adheres to ten premises or what is usually called ten excellence principles, namely: (1) Involvement, (2) Empowerment, (3) Integration, (4) Independence, (5) Managerial, (6) Symmetrical model, (7) Symmetrical internal communication, (8) Knowledge, (9) Role diversity, (10) Ethical public relations (Kriyantono, 2017).

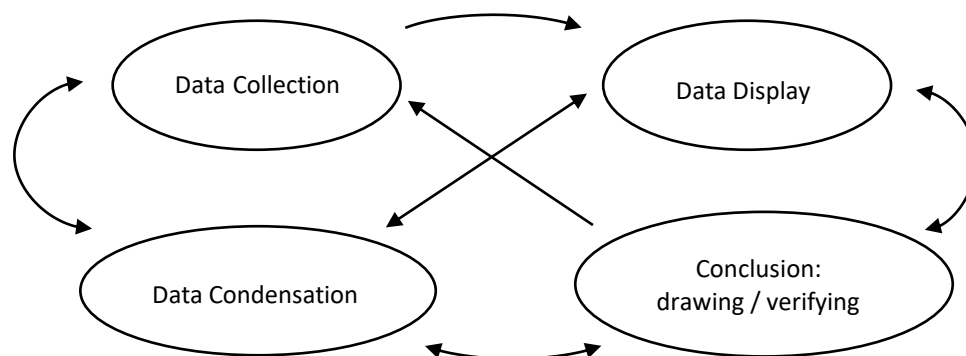
In addition, the research aims to analyze the implementation of excellence theory public relations at SABar School, researchers want to know the Coordinates Management of Meaning (CMM) or coordinated meaning management regarding the four main pillars of natural schools for internal stakeholders. CMM theory focuses on exploring the interpretation of meaning in a message from the communicator to the communicant. Apart from that, CMM plays a role in helping individuals to communicate with each other which creates meaning and builds social reality. The process that occurs in CMM aims to produce appropriate actions or reactions from the communicator so that it is hoped that they can build communication patterns that are considered important to follow established rules and minimize conflict. The CMM approach uses six levels of meaning, including (1) Content, (2) the Meaning of speech

acts, (3) the Meaning of episodes, (4) the Meaning of relationships, (5) The meaning of life scripts, (6) The meaning of cultural patterns (Yuwita et al., 2015).

## RESEARCH METHOD

This research uses a qualitative descriptive research method. The use of descriptive type research plays a role in exploring and presenting in depth the events or objects of research. Research data sources use primary and secondary data sources. Primary data sources were obtained through in-depth interviews using purposive sampling with informants from SABar School, as well as non-participant observation. Secondary data sources are obtained through library studies to complement primary data, such as books, journals and documents relevant to the research topic.

Data validity method uses the data source triangulation. After the results from the data source were obtained, the researcher sorted, grouped and connected the results of interviews, observations and literature studies to be studied according to the problem formulation. The data analysis technique uses Miles, Huberman, & Saldana's four-stage model (in Kriyantono, 2020), namely the stages of data collection, data condensation, data presentation, and conclusion drawing/verification.



Source: (Kriyantono, 2020)

**Figure 1 Miles, Huberman, & Saldana Data Analysis Techniques**

Figure 1 showed 1) Data collection stage. Researchers carry out the data collection process by recording and classifying data according to the problem topic being studied; 2) Data condensation stage. The researcher carried out the data condensation process which was carried out by selecting, simplifying, focusing on, and changing the field data into a complete paragraph; 3) Data presentation stage. At this stage, the researcher simplifies information from the data by emphasizing conclusions; 4) Conclusion and verification stage. At this stage, the data analysis process must be deemed sufficient to conclude. The meaning of the construction of the informant's answers needs to be re-tested for its validity through data triangulation.

In the flow of the data analysis stages above, they are mutually interactive and can occur simultaneously, such as in the data collection process, the data condensation stages can be carried out simultaneously. The conclusions in this research are made in descriptive form based on the interpretation of data obtained from the research results. The researcher's

interpretation is objective because it is guided by the results of interviews with informant answers that can be accounted for.

## RESULTS AND DISCUSSION

### Implementation of Public Relations Excellence in Socialization of the Four Main Pillars of Natural Schools at SABar School

Public relations excellence theory in this research aims to analyze the implementation of the excellence theory of public relations in outreach activities regarding the four main pillars of SABar School to the Banyumas community. This research will help SABar School to know and strengthen communication strategies in socializing activities on the four pillars of natural schools. Based on the ten premises of public relations excellence, the results of the analysis can be described as follows:

1. Involvement. Organizations must involve public relations activities in every strategic management function. Organizational activities to produce quality policies for good relations with the public require consideration from a public relations perspective.

SABar School in its activities has involved public relations activities. SABar School activities to communicate with internal stakeholders are carried out by establishing communication with students' parents or guardians. Communication activities take place every day both online and offline, such as at student drop-off and pick-up times. Apart from that, SABar School holds several activities, namely 1) internal parent school, 2) daily report, 3) project pitching, and 4) progress report. SABar School's communication activities with students' parents are connected with the following activities: 1) Internal parent school, which is a SABar School activity that provides space for parents or guardians of students to broaden their knowledge on topics related to education, psychology and skills that are relevant for students in present time. In this forum, parents can ask questions and consult about relevant material and the essence of SABar School. 2) Daily report activities are daily activities of facilitators (teachers) to parents or guardians of students to convey information regarding attendance, things students learn and do during a day at school, as well as lesson plans for the week. 3) Project pitching is a once-a-quarter activity, with the agenda of showing the results of all students' projects. The implementation of the pitching project in the independent curriculum is equivalent to a mid-semester exam. This activity invites parents of students to see the progress of learning and the results of students' work. The pitching project agenda includes moments to introduce the concept of education at SABar School to parents. 4) Progress report is an activity for distributing student report cards at SABar School. Once every six months during the progress report activity, the facilitator will provide information regarding student progress at school. Parents of students will be given a detailed explanation regarding their child's development, one of which is in terms of the four pillars of a natural school.

External stakeholders, SABar School implements the story of the I program. Story of I is a method of telling beautiful things to tell about oneself or activities in a particular agency. Through the story of I, facilitators have an obligatory role in disseminating information to the audience by documenting and telling the essence of learning activities in a day. Then the story of I that has been created is uploaded to the facilitator's social media. The purpose of

uploading the story of I to a personal account is to expand the message distribution network. After becoming the story of I, at the weekend SABar School will create a story of us which will be uploaded to SABar School's official social media account. Every school activity is integrated from the implementation of the four main pillars of natural schools, but in conveying the story of I, the four main pillars are conveyed implicitly from the activities carried out. The story of the I program on the role of public relations such as publications that focus on introducing the institution's activities, which ultimately aims to be increasingly known and liked by the public (Sidharta et al., 2021).

Apart from that, in socializing itself and the educational model it teaches, SABar School often holds activity programs such as open houses during PPDB (New Student Admissions), parent schools for the general public, little explorers, nature children's holidays, special children's holidays, and SCBD (SABar School Business Day) which is specifically held at Gor Satria Purwokerto.

Public relations activities at SABar School are in line with previous research entitled "Analysis of the Role and Function of Public Relations in Islamic Educational Institutions". In this research, researchers revealed that the role and function of public relations in educational institutions is important. Management of public relations communications in educational institutions relates to internal and external publics, both formally and informally. The role of public relations is carried out by holding various forums with parents or guardians of students, the school providing services related to the school's information needs to the community, as well as the role of the school in utilizing social media to disseminate information (Syahritha Maulana & Afifi, 2021).

2. Empowerment. A public relations person must have direct access to communicate with dominant groups and senior managers.

In practice, SABar School already has direct access to communicate with the community and the Banyumas Regency Education Office. This was proven during the founding period, SABar School had carried out grassroots activities, namely mobilizing the local community to find out more about SABar School. During this movement, outreach and meetings were held with residents, community leaders, village officials, business and tourism actors in the Baturraden area, as well as government agencies (Safar, 2015). Until now, every school principal actively participated in attending meetings and coordinating with the education office. At every event such as parent school for the public, little explorer, nature children's holiday, special children's holiday, and SCBD (SABar School Business Day) there is direct access to interact with external stakeholders.

Another dominant group is the parents or guardians of students. SABar School has the principle that parents are school partners. Parents are an element that cannot be separated from the school. Therefore, SABar School always maintains open relationships and communication with parents or guardians of students. This can be seen from the attitude of the facilitators who always respond to messages, questions, and even criticism from students' parents in a friendly and polite manner, both offline and online. If there are students who are

experiencing internal conflict at school, the facilitator will mediate and help resolve the conflict, after that the facilitator will give a personal report to the student's parents so they will be present immediately on the day the conflict occurs.

Communication with parents at SABar School is not limited to progress report activities or what is usually called report card receipt activities, but SABar School often communicates with students' parents, such as carrying out daily reports to students' parents via the WhatsApp group, to notify them regarding student absences, activities carried out by students in a day, as well as lesson plans for a week.

In research entitled "The Role of Public Relations between Schools and the Community to Improve the Quality of Education in Elementary Schools" it is revealed that the relationship between schools and the community needs to be carried out through internal and external communication. Educational institutions and society are two elements that cannot be separated. The school will help the community improve the quality of education, while the community will help the school achieve the goals of the planned program. Therefore, holding special meetings involving the community to exchange opinions is an important thing to implement (Sumendap, 2022).

3. Integration. The public relations function needs to be integrated into a separate department or division.

Currently, SABar School does not have a public relations division. Previously in 2015, SABar School had a public relations division, but the strategy and implementation were not successful because the program implemented to increase public awareness was not successful. Finally, now SABar School has chosen to focus on applying the story of the I method to internal stakeholders, especially facilitators.

The application of these communication techniques is a reflection of the principle 'everybody is a PR or you are doing homework on yourself'. Each individual in the organization can carry out public relations activities, whether planned or not. The context of these communication methods and techniques are correlated with each other because communication has an overall nature, namely individual and organizational behaviour influence each other (Kriyantono, 2018).

4. Independence. The management function of public relations must be separated from other management.

The public relations division at SABar School means that management functions are still mixed. According to research observations and interviews, this is why SABar School is still not optimal in producing widespread and in-depth public relations products related to the four main pillars of natural schools for the people of Banyumas. This factor could be due to the large amount of work carried out by founders and facilitators so that work related to communication with external parties intensively needs to be handled strategically by special public relations management.



Based on observations and interview results, researchers strongly recommended that Sabar School reform the PR division with people who have public relations competence. They should be able to become an expert prescriber, communication facilitator, and problem-solving facilitator. An expert prescriber has an ability to define problems, propose alternative solutions to problems, and carry out problem-solving efforts. Then as a communicator facilitator is the ability to become a facilitator in implementing two-way communication between the organization and the public. In problem-solving facilitator, he should act as a partner or friend for senior management in overcoming various problems in the organization.

5. **Managerial.** The manager of public relations must be someone who has the characteristics of a 'communications manager', not a 'communications technician'. This is because public relations programs need to be managed strategically.

The role of SABar School's communications manager is in the role of the founder as educational manager. The founder also plays a role in planning, managing the program, providing input and advice, creating communication policies, for example implementing story of I obligations to all facilitators, as well as monitoring program implementation at SABar School. Meanwhile, the role of communication technicians is carried out by the principals of each unit and all facilitators. The strategic role at SABar School has been planned with a grand design designed for the next twenty-five years. So in its management and practice, SABar School strives to realize the grand design. If the education manager cannot play a direct role at SABar School, the role delegation is carried out by unit managers such as the principal in each unit.

6. **Symmetrical model.** Public relations implement the two-way symmetric model as the main guideline for establishing public relations. However, it cannot be denied that in practice it is combined with two-way asymmetric along with a mixed-motive model.

SABar School in establishing communication with parents, especially in socializing the four main pillars of the community, has in practice used a two-way symmetric model. The ongoing two-way communication is reflected in progress reports for parents or guardians of students, parents' schools for the public, as well as various activity events. SABar School also utilizes social media to provide information and services to answer audience questions.

Activities to socialize the four main pillars of natural schools at SABar School, prioritizing the delivery of quality education at SABar School, both in terms of curriculum and implementation methods. Based on this, SABar School prioritizes below-the-line promotional methods, one of which is word of mouth.

Word of mouth is an important factor and has a positive impact on an agency. The spread of positive word of mouth will influence individual attitudes and behaviour. The presence of word of mouth is a reflection of the public who tends to be satisfied with products, services and relationships created with the organization (Oh & Ki, 2019).

7. Symmetrical internal communication. In the internal organization, the communication system is established in a two-way symmetric manner. Organizational communication takes the form of two-way dialogue, with a decentralized structure that guarantees autonomy between departments and provides opportunities for members to be involved in decision-making mechanisms.

In practice, organizational communication at SABar School is established in a two-way dialogue. This can be seen in SABar School's internal activities, which routinely carry out upgrading forums, namely learning activities and evaluations of facilitators with education managers, both for each unit and all units as one. Upgrading activities have a function that is in line with the role of public relations internally, which is to develop employee innovation to carry out quality control in the agency (Prasetya & Kusumajanti, 2020). Other communication activities are established through programs such as the teaching clinic. The teaching clinic is a forum for facilitators to consult and discuss issues such as daily teaching problems. Then, in communication activities both within the forum and outside the forum agenda, the facilitators can communicate both ways, both to each school principal and to the education manager.

8. Knowledge. The public relations function in implementing the symmetric model public relations function, managerial roles, training and professionalism are carried out based on knowledge and knowledge of managerial roles in a symmetric system. The knowledge referred to is public relations science.

SABar School's managerial role in socializing the four main pillars of natural schools is carried out by studying the story of I theory, which was inspired by the phenomenon of the success of the character Barack Obama when he was running for president. The SABar School education manager understands the knowledge regarding appropriate school promotion channels for SABar School, namely implementing a below-the-line system. Then educational managers know the implementation of distributed management systems. The implementation of this system is implemented using a bottom-up method, which has an impact on the openness system of all internal stakeholders at SABar School.

The SABar School education manager understands that communication activities to market something ideally are by realizing the AIDA (Attention, Interest, Desire, Action) model. Supported by Kotler and Keller's statement in (Alvin et al., 2020), which states that "Ideally the message should gain attention hold interest, desire, and action (AIDA) model." However, in reality at SABar School, to reach the action level, the role and strategic activities of public relations are still an evaluation that needs to be improved again.

9. Role diversity. An excellent public relations function will carry out role diversity. Public relations will provide opportunities for multicultural harmonization, as well as avoiding gender, race, ethnicity and background discrimination.

SABar School has students and facilitators from various cultural, ethnic and religious backgrounds. Students and facilitators not only come from the Banyumas Regency area but some come from outside the city and even outside Java. SABar School was once the school of

choice for parents of students who moved from abroad. This reflects that SABar School creates a harmonious multicultural environment that does not discriminate between gender, race or ethnicity.

10. Ethical public relations. Public relations practitioners in carrying out their functions, are obliged to prioritize the code of ethics and professional integrity.

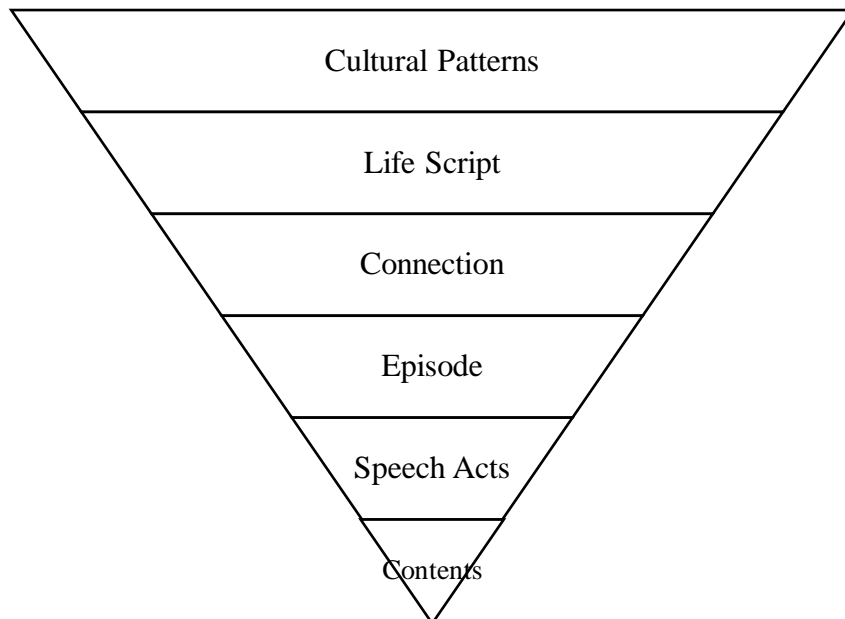
Regarding the ethical dimension, according to Grunig's theory of excellence (in (Kriyantono, 2017) it includes three sub-dimensions, namely theology, openness, and social responsibility. The implementation at SABar School includes these three sub-dimensions. The theological dimension is reflected by a sense of responsibility towards the public in all impacts of behaviour and public relations programs, such as openness and social responsibility. The founder of SABar School and the facilitators have a personal commitment to forming students according to the four main pillars of a natural school, as well as aligning the implementation of learning with the vision, mission and goals school. Then, the dimension of openness is reflected by SABar School in the establishment of internal and external communication ethically and serving the information needed. In the dimension of social responsibility, SABar School's behaviour is following the mission seen among educational managers, facilitators, with parents or guardians of SABar School students who collaborate for the development of the school. Implementation of events and activity programs is a shared responsibility as an effort to improve the welfare of the surrounding community.

The results of research based on the theory of excellence in public relations, SABar School has not applied two of the ten premises, including integration and independence. The underlying factor is that SABar School does not yet have a specific public relations division and the management function of public relations is still one or not separate from other management. This can be one of SABar School's evaluation media for planning more optimal communication strategies in socializing the four main pillars of natural schools. It is hoped that this evaluation will have an impact on planning communication strategies that build community action to find out more about the four main pillars of SABar School, as well as community action to make SABar School the first choice for sending children to school.

The ten premises above have five cores, namely, involvement, empowerment, integration, symmetrical model, and symmetrical internal communication (Kriyantono, 2017) . Of the five cores, SABar School has not implemented the premise of integration, namely the existence of a special public relations division. Even though it has not implemented excellence in public relations, SABar School has the principle of marketing the school with a below-the-line promotional strategy. This strategy focuses on communicating the urgency of the quality of SABar School education, one of which is through the story of I and word of mouth. In socialization and promotional activities, SABar School does not prioritize the speed of information dissemination but rather focuses on the essence of the quality of education at SABar School.

## Coordinated Management of Meaning (CMM) Theory

The theory of coordinated management of meaning is a practical theory of interpersonal communication. According to Cronen & Pearce (in, there are six hierarchical levels of meaning. The CMM hierarchy is depicted in an inverted pyramid shape, the higher levels will help understand the meaning of the lower levels. The results of the theory of coordinated management of meaning can include achieving coordination, not achieving coordination, and achieving some levels of coordination.



Source: (Yuwita et al., 2015)

**Figure 2 CMM hierarchy**

1. Contents. The content level is the first step in converting raw data into meaning.

This research interprets the content level, namely the harmony of meaning regarding the four main pillars of natural schools. The founder (education manager), facilitator, and parents of SABar School students interpret the main pillars of natural schools as the basic urgency in learning at natural schools. The four pillars of a natural school are considered to be very important things to implement in students' lives. SABar School implements the four main pillars of natural school as the main basis for its activities. These four pillars are described in more detail as a natural school curriculum and detailed with learning methods.

a) The first pillar is morals. Moral pillars are an urgent matter to be taught in all-natural schools. This pillar weighs 70% of the total pillar. The moral pillar emphasizes the exemplary method, which starts with the facilitators being good examples of the students' morals. Implementing the pillars of morals at SABar School includes implementing good etiquette, then forming good manners towards older people by smiling, greeting, saying hello and kissing hands, as well as behaving in a way that is not detrimental to peers. Apart from that, in the moral pillar, there are activities such as carrying out obligatory worship, carrying out routine Dhuha prayers, tasmi' tahfidz

activities, Friday blessings, and memorizing daily prayers. For each lesson taught by the facilitator, at the end of the activity, students will be given a reference to a verse from the Koran that is in line with the learning theme. This aims to ensure that every student is able to read, memorize and understand the meaning of the contents of the Koran. It is hoped that the development of moral pillars can foster good morals, such as forming a virtuous character, as well as being able to foster strong morals, such as having the courage to say no to something that is not right.

- b) The second pillar is the logic of science. In the logic pillar, all SABar School stakeholders agree that logical thinking is an important thing to develop in students. The development of moral pillars is carried out using the integrated learning method. The integrated learning method is a learning method that integrates the natural school curriculum with the education service curriculum. In this method, student learning is carried out by stimulating the right brain and left brain (Safar, 2015). Every student is trained in logical thinking and stimulated by the sharpness of their analytical skills. The aim of developing logical thinking is that it is hoped that every student will be able to find solutions to problems in life.
- c) The third pillar is the development of leadership traits. Education at SABar School aims to fulfil two human functions in the world, namely as *abdullah* and *caliph*. *Abdullah* means a person who understands his position as a servant of Allah SWT, while *caliph* means a leader on this earth (Safar, 2015). Students at SABar School, before they can lead a group, each student is taught first to be able to lead themselves. Leadership knowledge is honed using the SASS (Student Scout Natural School) method. The implementation of the SASS method is adjusted to the student's abilities based on the student's growth and development and age. With the SASS method, every student will learn to be responsible for the choices they make, learn to make decisions in various situations, learn to care both for fellow humans and for nature. Another urgent matter in this pillar is the provision of life skills for all SABar School students, both regular students and children with special needs.
- d) The fourth pillar is developing the nature of business (entrepreneurship). In this pillar of business or entrepreneurship, students are stimulated and equipped with skills to be able to create original work that can produce results. By honing students' creativity and talents, the aim of this pillar is that it is hoped that every student will be able to have a tough mentality to create their creations, which will ultimately be able to produce results in a halal and blessed way. Learning from the business pillars, one of which is carried out through market day and SCBD (SABar School Business Day) activities. During market day activities, kindergarten and elementary school students are guided directly by facilitators to be able to calculate buying and selling transactions, behave and act honestly in buying and selling activities, and be wise in using daily pocket money. Meanwhile, at the SM (Secondary School) level, market day activities are carried out with a joint production process related to the output to be sold.

The implementation of the four pillars of natural schools is carried out using thematic and integrated learning methods. Learning with integrated learning is learning that is integrated from several subjects. Several subjects can actually be linked in correlation, this is to stimulate students to develop an integral mindset. With the hope that when students face problems, the students themselves will look for solutions to the problems with a comprehensive view (Safar, 2015) . The learning design at SABar School prioritizes students learning happily and happily. The principle of nature schools is to maintain and respect children's nature, namely play. Learning at SABar School is done by playing while learning, this is done so that learning will feel more fun and make it easy for students to understand because of the sense of joy that is built. The perception that natural schools are just schools that play games in the eyes of society is a reflection of society's lack of understanding regarding children's nature.

"It is very important to implement these four pillars in children's lives. The pillars of morals, logic, leadership and entrepreneurship are felt and seen in children's growth and development. So, they learn in an integrated manner, sourced from the Koran, and they come to understand the Koran from games, outbound. Children don't just read or memorize the Koran, but practice it directly, and children can catch it. In my opinion, it's not just a tagline, but actually put into practice. Like my child is active, maybe he feels that at school he is playing, but actually he is also paying attention, he can see at home that he can memorize letters, can lead prayers well. "I think this is really needed for children's provisions (Interview with Widya, parent of SABar School Elementary School student, 10 October 2023)."

Overall, for both regular students and students with special needs, the learning provided is integrated from the four main pillars of natural schools. Researchers found a comparison of the views of representatives of parents of regular students and students with special needs. Shared meaning regarding the implementation of the four pillars is considered very important. However, in the situation of parents of students with special needs, the parents' orientation in interpreting the four pillars of natural school is not a priority, because these parents prioritize developing life skills at school.

"I know there are moral pillars and so on, but I don't go into it any more. In my opinion, the application of these four pillars can focus more on regular children but also does not rule out the possibility of children with special needs. "I look more at the development of children with special needs, such as vocabulary, self-control and life skills (Interview with Wiji, parent of ABK SABar School, 11 October 2023)."

2. Speech acts, at the speech act level are actions carried out by speaking such as praising, insulting, promising, threatening, stating and asking. Speech acts are configurations that are built together from the logic of meaning and action of conversation.

The speech acts carried out by the founder, principal, facilitator and parents of SABar School students are directed towards declaring and praising. The logic of meaning and action from conversations regarding the four main pillars of natural schools is built with dialogue. Dialogue occurs to align the four main pillars of natural schools, such as upgrading forum

activities, teaching clinics, and monthly coordination meetings between SABar School founders and facilitators, then for parents, namely through internal parent schools, pitching projects, daily reports, and progress report, carried out by parents with facilitators and founders of SABar School.

3. Episode. The episode level is the context in which someone acts. This level looks at the influence of context on meaning. Tracing the episode level can be done through speech act interpretation.

At the episode level, the context of socializing the four main pillars of natural school is carried out through interaction activities such as a) upgrading forum, b) internal parent school, c) daily report, d) project pitching, and e) progress report.

- a) Upgrading forums can be held once a week or once every two weeks with the founder and facilitator of each unit. Meanwhile, the forum for upgrading all units is held once a month. The upgrading forum is filled with material planting including improving facilitator skills, and broadening horizons both educationally and psychologically. At the upgrading forum, this can be carried out with a joint evaluation of the activities that have been carried out and the planning of activities that will be carried out. Apart from upgrading, to increase insight regarding natural schools, every SABar School facilitator must read the main reference books, such as the Natural Roots Book which contains details of the four main pillars of the natural school curriculum.
- b) Internal parent school is an activity of SABar School to be able to learn together regarding parenting science as well as being a forum for socializing natural schools to all parents or guardians of students. This activity has a forum that is only attended by each level of education from Kindergarten to SM (Secondary School), as well as a whole level of education. Each meeting material is filled with a different theme each time. Parent school material can be in the form of education classes, psychology classes, talent classes, mothering/fathering classes, as well as discussions about urgent educational situations, education about children's education, and can discuss activities that will take place at SABar School.
- c) Project pitching is an activity once every quarter at SABar School, to show the results of all students' projects. In this activity, parents are invited to see their children's learning progress and work results. The pitching project agenda was used as a moment to introduce the concept of education at SABar School to parents. Results from pitching, the project is a form of implementation of learning that is integrated with the pillars of natural schools.
- d) The daily report is a daily report from the homeroom facilitator to provide information regarding student attendance, what students learn and do during a day at school, as well as lesson plans for the week. The daily report is formed in the form of a narrative and some photo documentation.
- e) Progress report is an activity once every six months at SABar School, in the form of reporting student progress during the learning process. On the progress report agenda,

parents will be given a detailed explanation regarding the child's development in the four pillars of the natural school.

4. Relationship. The level of relationship, namely the perspective of two people who are aware of their interpersonal potential and limitations as partners in the relationship. Relationships are defined as contracts, in which there are guidelines for behaviour.

At the relationship level, in the context of the four main pillars of natural schools, the founder of SABar School cements relationships with facilitators and parents or guardians of students as things that are mutually bound and cannot be separated from each other. The facilitators appreciated the SABar School founder for the knowledge and example he provided. From the start, when parents register their children to attend SABar School, the facilitator first equates the perception of the parents' expectations regarding the child's education, after that the facilitator explains the concept of education and the four pillars of a natural school. So it is hoped that things taught at school can be developed again with parents at home.

"When communicating with Mother Mira, the facilitator must of course be polite, there must be limits to professionalism as a partner. I admit that he practices exemplary methods. If you listen to the words of colleagues at nature schools outside the city, we are lucky because the source of knowledge is close, namely Mother Mira. Apart from events that can socialize the four pillars of school, when parents register their children at SABar School, we also explain the four pillars again, especially at SABar what is emphasized is morals (Interview with M. Yunus Syahputra, Puput Russianningtyas, Larasati Dwi Anggita, 5 -6 October 2023)."

5. Life scripts. The life script level is the result of grouping past and present episodes.

The life script of the four pillars of natural school was first passed by Mira the founder of SABar School in her journey to find educational methods and schools that could provide space for exploration for her children. Through an article, Mira discovered the concept of natural schools, so she met Eko Kurnianto as the founder of Bandung Natural School to explore the concept of education and the values of natural schools. Until 2010, Mira had the opportunity to meet Ir. Lendo Novo (Safar, 2015). Until now, Mira, through upgrading activities and parent schools, is channeling the essence of the four main pillars of natural schools and other sciences that are relevant to the urgency of educational conditions.

6. Cultural pattern. The level of cultural pattern is related to a broad picture of the structure of the world and (a person's) relationship with that structure.

The context of the four main pillars of natural schools at the level of cultural patterns, in the parents of students, can be described as individuals with an average educational background of Bachelor's degree or above, including young parents from the millennial generation, with varying economic levels. Some parents have not chosen SABar School because they know the concept of a natural school as a whole. For example, there are reasons why parents choose natural schools because the child is active and needs free space to move around, or because the child cannot participate in learning at a conventional school. It is not



uncommon for SABar School parents to have more knowledge about natural schools only when they send their children to SABar School.

Then at the facilitator, the level of cultural patterns comes from various backgrounds. The SABar School education manager prioritizes character that is in line with the values at SABar, then a humble personality, a willingness to learn, and a love of the world of children. The most important thing is the character of the facilitator and the humility to want to learn. With upgrading activities at SABar School, facilitators will be formed to become individuals who can be role models for the surrounding environment, and instill values according to the concept of natural school education.

The research results, the overall analysis of the theory of coordinated management of meaning is the achievement of a level of coordination. This level of coordination was achieved because SABar School as the communicator had socialized the four pillars to all internal stakeholders. The meaning of internal stakeholders as communicators of the four pillars is influenced by their background and orientation in joining SABar School.

In the above conditions, at the content level, it can be understood that there are differences in parents' orientation in interpreting the four pillars because there are differences in the conditions of children who are sent to school at SABar School. In line with the assumptions of coordinated meaning management theory, the meaning of messages formed can vary, this depends on the attitudes and desires of the individual who makes the meaning (Fajar, 2016).

At the cultural level, it can be understood that not all individuals who join have natural school knowledge due to various backgrounds and factors that influence individuals. All internal stakeholders understand the four main pillars and concepts of SABar School education when they join as a large family at SABar School, through upgrading activities as well as internal parent schools. The theory of coordinated management of meaning emphasizes that it is full of the individual values of the interpreter. In this theory, the main thing is the role of the communicator and communicant who understand each other's position and understand the object being communicated. What is hoped for in aligning the meaning of the four main pillars of SABar School, is the realization of Indonesian education resulting in human resources who have noble morals, good logical thinking, leadership and an entrepreneurial spirit.

## **CONCLUSION**

The research results, it can be concluded that the implementation of excellence in public relations in the socialization activities of the four main pillars of SABar School does not appear to have been implemented optimally. Based on the theory of coordinated management of meaning towards the four main pillars at SABar School, the results show that some levels of coordination have been achieved.

Ten premises of excellence in public relations, which need to be strengthened again, namely, integration and independence. The underlying factor is that SABar School does not yet have a special public relations division, and the management function of public relations is still one or not separate from other management. The results of the research can be one of

the media for SABar School's evaluation of planning a more optimal communication strategy in socializing the four main pillars of natural schools. It is hoped that this evaluation will have an impact on planning communication strategies that build community action to find out more about the four main pillars of SABar School, as well as community action to make SABar School the first choice for sending children to school.

In the theory of coordinated management of meaning, the socialization of the four main pillars of natural schools has reached a level of coordination. SABar School as a communicator has socialized the four pillars to all internal stakeholders. The meaning of internal stakeholders as communicators of the four pillars is influenced by their background and orientation in joining SABar School.

In terms of management strategy, SABar School has attempted various activities to socialize the four main pillars of internal and external stakeholders. However, other factors are obstacles in disseminating SABar School information, one of which is the perception of parents in the Banyumas community who separate playing from learning, and not following parents' curiosity about the quality of good education for their children. SABar School's efforts in socializing four pillars prioritize below-the-line and word-of-mouth strategies. This problem must be the basis for developing a communication strategy in the context of socializing the 4 pillars to the wider community. Even though it takes a long time, SABar School prioritizes good quality education through word of mouth, which is based on real experiences from students' parents or the surrounding community. Other than that, a professional public relation should be considered to be employed to well manage the socialization of the 4 pillars.

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