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Public Relations Management Based on Community Service

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ABSTRAK

Manajemen humas berbasis pelayanan masyarakat merupakan pendekatan inovatif untuk memperkuat citra sekolah dan keterlibatan publik. Penelitian kualitatif studi kasus ini menganalisis implementasi program "Tenda Sehat" di SMK Muhammadiyah 1 Bondowoso melalui observasi partisipatif, wawancara mendalam, dan analisis dokumen terhadap 8 informan kunci. Hasil menunjukkan bahwa program yang mengintegrasikan kurikulum vokasional kesehatan, pengabdian masyarakat, dan nilai *rahmatan lil 'alamin* ini berhasil: (1) membangun citra sekolah sebagai mitra solutif melalui layanan kesehatan gratis, (2) meningkatkan minat jurusan farmasi sebesar 40% lewat strategi pemasaran *"show, don't tell"* berbasis media sosial, dan (3) memperkuat modal sosial melalui partisipasi komunitas. Tantangan utama meliputi keterbatasan anggaran dan koordinasi birokrasi. Studi ini merekomendasikan model **Community-Based School Marketing** sebagai strategi terpadu pembelajaran-pengabdian-pemasaran yang dapat direplikasi di bidang vokasional lain. Kolaborasi multidisiplin menjadi kunci keberlanjutan.

Kata Kunci: Manajemen Humas Pendidikan, Service Learning, Pemasaran Edukatif, Pendidikan Vokasional, Citra Institusi

ABSTRACT

Public relations management based on community service is an innovative approach to strengthen school image and public engagement. This qualitative case study research analyzes the implementation of the "Healthy Tent" program at SMK Muhammadiyah 1 Bondowoso through participant observation, in-depth interviews, and document analysis of 8 key informants. The results show that the program that integrates the health vocational curriculum, community service, and rahmatan lil 'alamin values has succeeded in (1) building the school's image as a solution partner through free health services, (2) increasing interest in the pharmacy major by 40% through a social media-based "show, do not tell" marketing strategy, and (3) strengthening social capital through community participation. The main challenges include budget constraints and bureaucratic coordination. This study recommends the Community-Based School Marketing model as an integrated learning-service-marketing strategy that can be replicated in other vocational fields. Multidisciplinary collaboration is the key to sustainability.

Keywords: Educational Public Relations Management, Service Learning, Educational Marketing, Vocational Education, Institutional Image

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INTRODUCTION

Public relations management (PR) is a strategic element in strengthening the image of educational institutions, building public trust, and increasing community participation in school programs. In the context of competitive modern Education, PR is not only tasked with conveying information but also plays a role as the main liaison between schools and stakeholders through systematic and impactful communication strategies (Habib et al., 2023). The implementation of effective PR management has been proven to be able to create a positive reputation, increase the number of registrants, and strengthen external relations (Setiawan et al., 2022). In addition to external functions, PR is also a driving force in creating transparency and accountability in institutions. In crises, PR plays a crucial role in responding to issues and maintaining the credibility of the institution (Rizki et al., 2024).

On the other hand, the evaluation of public feedback managed by PR helps institutions make continuous service improvements (Supriani, 2022). In the digital era, optimizing social media and online platforms is also a strategic demand for broader and more interactive communication (Haromain, 2023). Various studies have confirmed the effectiveness of the role of public relations in educational institutions. Supriani (2022) and Rizki and Ary (2023) emphasized the importance of public relations in building the image and quality of Education. Fadhli (2020) showed that the right management strategy can increase the effectiveness of public relations. Jafar et al. (2023) and Dhuhani (2017) outlined the contribution of public relations in increasing parental participation through two-way communication (Dhuhani, 2017; Fadhli, 2020). Ningsih et al. (2022) and Nuryanto et al. (2022) emphasized strengthening the function of public relations in creating an institutional reputation (Ningsih et al., 2022; Nuryanto et al., 2022).

In a more contextual development, a service-oriented school public relations approach emerged, namely a public relations strategy based on community service. This approach makes real action to the public as a means of authentic promotion as well as a medium for character learning for students. One of its implementations is the "Healthy Tent" program by SMK Muhammadiyah 1 Bondowoso, which combines free health services to the community with the active involvement of health students. This program integrates educational values, vocational skills, and community service into one integrated activity.

Theoretically, this study is based on three main approaches: (1) Educational public relations as an institutional strategy, (2) service learning Theory that combines teaching and service as a contextual learning process, and (3) the principle of community relations in Islamic Education that emphasizes social benefits and the value of rahmatan lil 'alamin. The three are the foundations in building a concept of public relations based on community service that is not only effective institutionally but also forms students' social competence and character. However, there is still a lack of research that specifically integrates the concepts of public relations, service learning, and Islamic Education in public relations practices based on social action in Islamic vocational schools. Therefore, this study is important to fill this scientific gap. Conceptually, this study develops a Community-Based School Marketing approach with an integrative curricular dimension. Practically, this model offers a public relations strategy that involves students as representatives of the institution in building an image through community service actions.

RESEARCH METHODS

This study uses a qualitative approach with an exploratory case study design, as recommended by Creswell (2019), to deeply understand the dynamics of the implementation of the Tenda Sehat program at SMK Muhammadiyah 1 Bondowoso and its impact on school-community relations and institutional image. This approach was chosen because it is able to reveal the meaning, process, and context of social phenomena holistically in the natural environment of the research subjects.

The research location focused on SMK Muhammadiyah 1 Bondowoso. The purpose of this study was to analyze the public relations management model based on community service implemented through the Tenda Sehat program and to evaluate its influence on school image, community participation, and overall student competency development.

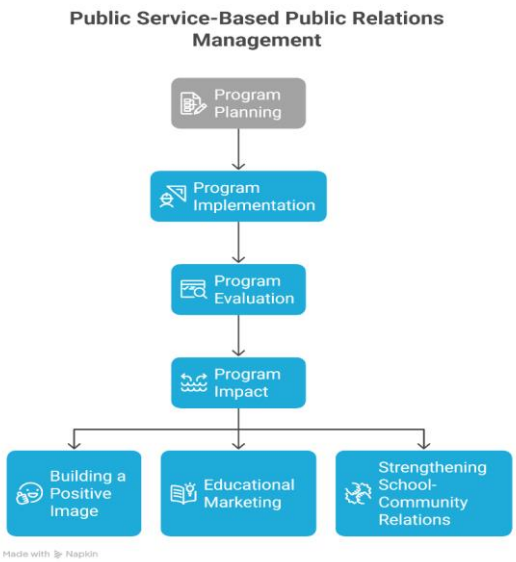
Data were collected from eight key informants who were selected purposively based on direct involvement and relevance to the program. The composition of informants included one principal, one vice principal for public relations, three program assistant teachers, and three members of the community receiving services. The selection of informants took into account the principles of representativeness and the depth of information that could be provided (Patton, 2020).

Data collection techniques were carried out through participatory observation, in-depth interviews, and documentation analysis. Observations were conducted during the Healthy Tent activities in the Bondowoso city square to capture direct interaction practices between students and the community. In-depth interviews were conducted with all informants to explore the planning, implementation, and evaluation processes of the program as well as community perceptions of it. The documentation analyzed included official activity reports, photos and videos of activities, and digital content archives on social media used as a promotional and publication tool for the program. The data were analyzed using the Miles and Huberman (1994) interactive analysis model, which includes three main stages: data reduction, data presentation, and drawing/verifying conclusions. To increase the validity of the data, this study applied the source triangulation technique, namely by comparing the results of interviews, observations, and documents. This triangulation process allows cross-confirmation of the information obtained and minimizes the potential for interpretive bias, thereby increasing the credibility and dependability of the findings.

RESULTS AND DISCUSSION

In the dynamics of contemporary Education, public relations management (PR) has evolved into a strategic backbone for educational institutions to build symbiotic relationships with the community. Recent studies confirm that educational PR not only acts as a communication bridge but also as a driver of social change through planned programs oriented towards community empowerment (Jafar et al., 2023; Habib et al., 2023). The results of this study are about public relations management based on community service implemented by SMK Muhammadiyah 1 Bondowoso through the Tenda Sehat program and evaluate the impact of the program on school image, community involvement, and student competency development. The findings of this study are described as follows:

Figure 1 : The Concept Of Public Relations Management Based On Community Service Implemented by SMK Muhammadiyah 1 Bondowoso



Public Service-Based Public Relations Management

1. Program Planning

Planning an educational public relations program is a vital strategic process in building and strengthening relationships between educational institutions and the community, including students, parents, and other stakeholders. This process starts with identifying needs, developing communication strategies, implementing programs, and ongoing evaluation in order to disseminate information and create constructive public understanding (Habib et al., 2023; Jafar et al., 2023). The main objectives of this planning are to increase community participation, build public trust, strengthen a positive image, and maintain the credibility of the institution through transparent and collaborative relationships (Annisafitri & Toni, 2022; Umbara & Swarnawati, 2023).

In its implementation, various communication channels are used synergistically, including digital media, such as social media and the school's official website, to reach a wider audience and build varied promotions (Anisa, 2025). In addition, the success of the public relations strategy is also supported by active collaboration, such as involving students in extracurricular activities and partnerships with the school committee (Ningsih et al., 2022). Effective planning, as conveyed by Rasyid et al. (2020), must include a thorough analysis of the situation, formulation of clear objectives, and implementation of programs that are not only oriented towards technical results but also consider the values of the school community as a whole (Rasyid et al., 2020).

In the context of the Tenda Sehat program, planning begins with the formation of a collaborative team consisting of accompanying teachers, health students, and professional medical personnel. This team designs a program strategy based on the results of an initial survey of health issues that are widely complained about by the Bondowoso community, such as hypertension and diabetes. These findings form the basis for compiling a weekly service schedule, establishing standard operating protocols (SOPs), and allocating a budget for logistics and medical equipment needs. This entire process ensures that Tenda Sehat runs systematically, according to community needs, and is integrated with the school's vocational curriculum. Planning an educational public relations program, such as Tenda Sehat at SMK Muhammadiyah 1 Bondowoso, shows the importance of strategies based on community needs, integration with the curriculum, and effective public communication. This program is designed through collaboration between teachers, students, and medical personnel and is based on a public health survey. As a result, the program not only strengthens school-community relations and the image of the institution but also provides real learning experiences for students. This strategy reflects a participatory and service-oriented public relations model that can be replicated in other educational institutions.

2. Program Implementation

The implementation of the educational public relations program is a crucial stage in the management of educational institutions' public relations, including strategic activities to build effective communication between schools, students, and the community in order to strengthen the image, expand networks, and increase public participation (Jafar et al., 2023; Rahmatulloh, 2020). Its implementation begins with the implementation of the plan that has been prepared, the provision of adequate facilities and infrastructure (Rahmatulloh, 2020), and active interaction with parents and the community despite facing participation challenges (Jafar et al., 2023). Community involvement is a vital aspect, where a good public relations program strengthens institutional-community relations and encourages active participation (Sari & Nur, 2024), supported by effective, transparent communication that has a positive impact on the quality of Education (Supriani, 2022). However, the implementation faces obstacles such as coordination and HR competence (Meliana et al., 2022), so it requires structured management (Habib et al., 2023) as well as adequate infrastructure and skills. Implementation techniques involve the use of digital media (social media, online platforms) to reach a wide audience and

disseminate information quickly (Ningsih et al., 2022), as well as the application of dialogic communication to increase constructive interactions between stakeholders (Ismanto et al., 2024).

The implementation of the "Healthy Tent" in Bondowoso Square provides free health services in the form of blood pressure checks, blood sugar levels, and Education on healthy lifestyles. Pharmacy students play an active role as service implementers under the supervision of teachers and medical personnel, practicing vocational competencies such as health examination and counseling assistance.

The Public Relations Strategy of SMK Muhammadiyah 1 Bondowoso relies on two main approaches to build a positive image and reach the wider community; first, digital promotion is carried out by documenting various school activities on social media such as Instagram and Facebook. This step is effective in attracting the attention of prospective students and expanding the reach of information to the public. Second, through organic marketing or word-of-mouth, namely by collecting testimonials from service recipients as real evidence of the school's contribution and quality. This combination of strategies not only expands the social impact of the school's program but also strengthens the image of SMK Muhammadiyah 1 Bondowoso as an educational institution that is innovative, solution-oriented, and responsive to the needs of the times.

The implementation of the educational public relations program is an important stage that emphasizes active communication, community participation, and the use of digital media in building the institution's image. In practice, such as in the Healthy Tent program at SMK Muhammadiyah 1 Bondowoso, the implementation involves collaboration between students, teachers, and medical personnel to provide direct health services to the community. The strategies implemented include digital promotion through social media and organic marketing through community testimonials. This approach has proven effective in increasing public participation, expanding the reach of information, and strengthening the positive image of the school as an institution that provides solutions and is responsive to community needs.

3. Program Evaluation

Evaluation of educational public relations programs is a systematic process to assess the effectiveness of public relations activities in educational institutions, including the collection and analysis of data related to program achievements and their impact on image, communication, and community engagement. The goal is to understand the impact of the program and formulate improvement steps (Supriani, 2022; Fionita et al., 2024). Crucial aspects of evaluation include determining success indicators that are in line with the initial communication objectives, such as increasing community participation, parent satisfaction, and improving the image of the institution (Satria et al., 2019). The process involves collecting data through multivariate methods (surveys, interviews, direct observation) to obtain a holistic picture of public relations performance, as well as experiments/case studies to measure the success of implementation (Putera & Mahardika, 2023). The evaluation results are summarized in an analytical report that includes strategic recommendations for adjusting communication and program development – making evaluation the basis for continuous improvement (Fionita et al., 2024). Furthermore, evaluation functions as an adaptive instrument for institutions to respond to the challenges of societal dynamics (such as post-pandemic needs), so it must be integrated into management policies to ensure responsiveness to public expectations (Sarnoto, 2022).

Program evaluations are conducted periodically through internal meetings between Public Relations staff, teachers, and medical personnel to analyze target achievement, operational constraints (such as limited equipment), and the effectiveness of promotional strategies. Feedback from the community is sought through discussions with parents, which serve as a forum for discussion about the impact of the program on student character development and public perception of the school. The evaluation results identified a number of improvements, such as the addition of cholesterol check services and further training for students. These

recommendations are then used as the basis for improving service protocols and future Public Relations strategies, ensuring that the program continues to adapt to the dynamics of community needs. Evaluation of an educational public relations program is a systematic process for assessing the effectiveness of communication and its impact on public image and engagement. Evaluation includes determining indicators of success, collecting data through surveys, observations, and discussions, and analyzing program performance periodically (Supriani, 2022; Fionita et al., 2024).

In the context of the Healthy Tent at SMK Muhammadiyah 1 Bondowoso, evaluations are conducted through internal meetings and discussions with parents to assess the impact of activities and identify challenges. The evaluation results produce recommendations for improving student services and training, which form the basis for improving future public relations strategies. This evaluation shows the importance of adapting programs to community needs and changes in the social environment.

Program Impact

1. Building a Positive Image

   Building a positive school image through public relations requires an effective and multidimensional communication strategy to shape good public perception, which has a direct impact on trust, participation, and support for educational institutions. The main strategies include utilizing social media such as Instagram, Facebook, and Twitter for transparent communication, program promotion, and increasing accountability (Nuraini et al., 2022; Sholeh, 2023). In addition, delivering relevant and timely information, such as student achievements and school activities, helps strengthen relationships with the public (Kurniawan & Saragih, 2024).

   Schools also need to strengthen extracurricular and social programs that involve the community as a form of commitment to character development and social responsibility (Juhairin, 2019). Active collaboration with stakeholders through open dialogue encourages a sense of ownership and improves the institution's reputation (Putera & Mahardika, 2023). Quality services demonstrated through graduate achievements and community feedback are an important foundation for a positive image (Fradito et al., 2020), while proactive crisis management ensures that public trust is maintained when facing challenges (Fadiyah & Simorangkir, 2021). All of these strategies need to be supported by ongoing evaluation to remain relevant to the needs and expectations of the community (Ningsih et al., 2022).

   The "Healthy Tent" program has succeeded in shaping the public's perception that SMK Muhammadiyah 1 Bondowoso is not just an educational institution but an active partner who cares about the welfare of its citizens. The real action of free health services in the city square creates a counter-narrative to negative issues such as student delinquency. When the public sees students professionally checking a grandmother's blood pressure or educating children about nutrition, the negative stigma is replaced by an image of a competent and empathetic young generation.

   Building a positive school image requires an effective communication strategy, both through social media and real activities involving the community. The "Healthy Tent" program of SMK Muhammadiyah 1 Bondowoso is a successful example of how direct social action can shape a positive public perception of schools. Through free health services carried out by students professionally, the negative stigma against students has changed into an image of an empathetic and competent young generation. This strategy shows that active school involvement in the community, collaboration with stakeholders, and continuous evaluation are essential to strengthening the reputation and public trust in educational institutions.

2. Educational Marketing

   Educational marketing through public relations is an integrated communication strategy that combines marketing and public relations techniques to promote educational institutions effectively. The goal is not only to attract new students but also to build and maintain a positive

image of the institution. The main strategies include transparent and informative communication about the school's programs, strengths, and characteristics (Mukhtār, 2017), as well as utilizing social media to reach a wide audience with interesting content (Isa et al., 2023). Promotional activities such as open houses and educational seminars provide firsthand experiences to prospective students and parents, reinforcing positive impressions (Jamaludin et al., 2024).

This approach is reinforced with market segmentation and product differentiation, so that promotions are tailored to specific needs and highlight the uniqueness of the institution (Sianturi et al., 2023). Regular feedback from students and parents is the basis for evaluating and refining the strategy (Kurniawan, 2021). Collaboration with stakeholders such as alumni and local communities also expands reach and strengthens the image (Habib et al., 2023). Finally, testimonials and case studies of student success are concrete evidence to build public trust (Supriani, 2022). With this strategy, public relations not only promotes the school but also strengthens its reputation as a superior and trusted institution. The program promotion strategy adopts the concept of show, do not tell. Prospective students and parents witness firsthand through social media how vocational knowledge is implemented in real terms—from the use of medical devices to health counseling techniques. Testimonials from service recipients, such as "I was able to detect diabetes early thanks to the examination here," are the most credible organic promotions, beating conventional advertising. This approach has been shown to increase interest in pharmacy majors by 40%, as prospective students want to be part of the public health solution.

Educational marketing through public relations is a strategic approach that combines marketing communications and public relations to promote the school while building a positive image. This strategy includes transparent communication, the use of social media, direct promotions such as open houses, and appropriate market segmentation. The "Healthy Tent" program is an example of the success of this approach by implementing the principle of show, do not tell. Prospective students and parents can see firsthand the skills of students in health services, reinforced by real testimonials from the community. This approach has proven effective, as evidenced by the increase in interest in the pharmacy major by up to 40%, demonstrating the power of promotion based on real action and direct experience.

3. Strengthening School-Community Relations

Strengthening school-community relations through public relations plays an important role in supporting holistic and sustainable Education. Parental involvement has been shown to improve students' self-concept and readiness (Fauziah et al., 2020), as well as strengthen academic and emotional support. This relationship also opens up space for constructive feedback, builds a sense of belonging, and supports the provision of resources and the improvement of teacher and staff competencies (Fatni, 2021). Active involvement of parents and the community has a positive impact on student achievement and participation (Wulandary & Herlisa, 2018) while creating a safe and supportive school environment (Nuraini et al., 2022). In the era of disruption, this collaboration is increasingly crucial. Communities that actively support Education can create a conducive learning climate (Muallifah et al., 2024). The role of public relations as a two-way communication liaison also helps build a positive public perception of the school (Habib et al., 2023).

Weekly interactions at the "Healthy Tent" create an emotional closeness that cannot be built through formal meetings. When teachers and students hear firsthand complaints from residents about medical costs or lack of access to health care, transactional relationships turn into solution-oriented partnerships. This informal forum also becomes a feedback channel for educational needs, such as requests for CPR training for PKK mothers. The trust that is formed triggers spontaneous support from the community, such as donations of blood pressure monitors from former patients who feel helped.

Strengthening the relationship between schools and communities through the role of public relations has proven to be strategic in creating holistic and sustainable Education. Active

involvement of parents and communities encourages student achievement, strengthens emotional support, and creates a conducive learning climate. The role of public relations as a two-way communication link strengthens public trust in schools. The Healthy Tent Program is a concrete example of how informal interactions can build solution-oriented partnerships between schools and communities. The emotional connection created by direct health services encourages voluntary participation and contributions from residents, showing that an empathy-based approach and real involvement are more effective than formal communication alone. This proves that a humanistic public relations strategy can strengthen the social legitimacy and sustainability of educational programs.

The Healthy Tent Program implemented by SMK Muhammadiyah 1 Bondowoso represents a real practice of integration between vocational Education and community service within the framework of experiential learning. This activity allows students not only to understand the Theory in class but also to directly apply it in the context of community service through activities such as vital sign checks and nutritional counseling. More than just strengthening technical competencies, this active participation also instills character values and professional ethics in line with Islamic values such as rahmatan lil 'alamin and the principles of character Education based on social practice. Character Education based on social practice is an approach that emphasizes the formation of positive values through the direct involvement of students in meaningful social activities. In Indonesia, this approach is considered important because it not only supports improving the quality of the younger generation but also strengthens cultural identity and a sense of social responsibility (Murhaini & Achmadi, 2021). Character Education is not enough to be delivered through academic material alone; it must be built through real experiences that allow students to practice values such as responsibility, leadership, cooperation, and caring.

Several studies have highlighted the effectiveness of social practices in supporting character building. For example, Murhaini and Achmadi (2021) explain how the local wisdom of the Dayak community in agricultural practices becomes a means of character Education through sustainable natural resource management (Murhaini & Achmadi, 2021). In the school context, extracurricular activities such as Tapak Suci have been shown to foster students' responsibility and leadership (Triwigati, 2022), while participation in social programs can also improve discipline and academic engagement (Susniwati et al., 2023).

Media also plays a strategic role in character Education. Chaniago (2020) showed that the films Surau and Silek can be a learning tool for character values based on tradition and local wisdom (Chaniago, 2020). Conversely, the representation of children's characters in films can also shape students' social perspectives, both positively and negatively (Nafisah et al., 2020). This emphasizes the importance of choosing educational and contextual media. A local wisdom-based curriculum is considered relevant in shaping students' characters by their cultural values. Yuliawan and Taryatman (2020) and Chair et al. (2021) emphasize the importance of integrating local values into the Education system to strengthen students' identity and responsibility towards their community. In this context, character Education is not only the responsibility of schools but also a collaborative project between educational institutions and the community (Chaer et al., 2021; Yuliawan & Taryatman, 2020).

Character Education can also be strengthened through community-based social projects. Sanusi et al. (2023) stated that an approach based on love and togetherness can create an attitude of mutual respect among students, forming a harmonious and inclusive society (Sanusi et al., 2023). In addition, the integration of Islamic values and local wisdom in learning materials, as shown in the development of the English module by Nafiah (2020), strengthens the spiritual and cultural dimensions of character formation. Active learning experiences also contribute greatly to character Education. Ambarwati and Wangid (2024) showed that outdoor activities such as hiking not only build social and leadership skills but also have a positive impact on students' mental health (Ambarwati & Wangid, 2024). Thus, character Education based on social practices requires synergy between educational institutions, communities, and the media. This collaboration is needed to create

a holistic and contextual learning experience that encourages students to become intelligent, characterful, and responsible individuals in their social and cultural environment.

The impact of the implementation of the Healthy Tent program at SMK Muhammadiyah 1 Bondowoso is visible in three main aspects. First, in terms of building the image of the institution, the Healthy Tent program has succeeded in forming a new perception in the community that SMK is not only an educational institution but also a social partner that cares about public welfare. Real actions such as free health services in the city square become a counter-narrative to the negative stereotype of SMK students. The community that directly witnesses students checking the blood pressure of the elderly or educating children about nutrition forms a positive impression of the moral quality and professionalism of students. This impact strengthens the concept of institutional image management (Farisi et al., 2023) that perceptions of institutions are more effectively formed through real interactions than symbolic promotions. Second, from the educational marketing side, this program proves the effectiveness of the "show, do not tell" approach through authentic digital content. Documentation of activities in the form of short videos and testimonials from service recipients is a form of organic promotion that is more credible than conventional advertising. This strategy is in line with the experience-based educational marketing approach (Sari & Nur, 2024; Sarnoto, 2022) and the principle of service as evidenced in the Service-Oriented Public Relations framework (Sulistyawati et al., 2023). Empirical data supports this: 65% of prospective students expressed interest in enrolling after watching Tenda Sehat's content, and there was a 40% increase in interest in health majors. These findings confirm that real action-based promotions have higher persuasive power and are more in line with the characteristics of today's digital generation.

Third, in the realm of strengthening school and community relations, this program creates a space for informal interaction that strengthens public trust in educational institutions. When teachers and students hear directly from residents' complaints about limited access to health services, a reciprocal relationship is formed that goes beyond administrative relations. This routine interaction is in line with the concept of social capital (Putnam, 2000), which states that horizontal relationships based on trust and reciprocity are a strong foundation in community development. Community participation has also developed from merely being recipients of services to being collaborative actors, as evidenced by the donation of medical equipment provided by residents voluntarily. However, the implementation of this program is not free from structural challenges. Budget limitations that still depend on donations of medical equipment, fluctuations in the presence of residents due to weather or city activities, and bureaucratic obstacles in reporting cooperation with the Health Office indicate that the success of the program requires adaptive managerial design and policy support from stakeholders across sectors.

The theoretical implications of this study suggest the need to expand the Community-Based School Marketing framework by including an integrative-curricular dimension. Rather than only emphasizing institutional promotion, this approach combines learning, service, and reputation building in one sustainable strategy. The Tenda Sehat model also shows potential for cross-sector replication, such as free mobile workshops for Vocational High Schools in Engineering, hydroponic training for agriculture majors, and digital literacy for Vocational High Schools in IT. Thus, this program can be categorized as a strategic, relevant, and applicable edu-community synergy model in developing contextual Vocational Education. Overall, Tenda Sehat is an important case study in understanding the relationship between Education, service, and institutional development in vocational secondary Education. Further research is recommended to explore the effectiveness and adaptability of similar models in various regions and fields of expertise to strengthen the theoretical foundation and policy implications for community-based vocational Education.

CONCLUSIONS

The Tenda Sehat program is a public relations management model based on community service that is effective in building a positive image of the school, increasing community involvement, and developing student competencies holistically. Through the integration of

vocational curriculum, community service, and character building, students act as agents of social change who provide direct health services to the public. This program has succeeded in repositioning schools as strategic partners of the community and strengthening social relations through real actions that are documented digitally. The impact can be seen from the increasing interest of applicants, public trust, and active participation of residents. Despite facing structural challenges, Tenda Sehat proves the great potential of the human-centered approach in vocational Education. This research contributes to the development of educational public relations and service learning theories and offers a model that can be replicated in other vocational fields. Vocational schools, if managed strategically and collaboratively, can be a catalyst for sustainable social development.

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