

Research Article

Public Relations Strategies in Improving Brand Image and Institutional Competitiveness in the Digital Era

Fatimatus Zahro*, and Eka Diana

Department of Islamic Education Management, Universitas Nurul Jadid, Probolinggo, Jawa Timur, 67291, Indonesia

*Corresponding Author: mpi.2110900037@unuja.ac.id | Phone: +6282332849048

ABSTRACT

Competition among educational institutions in the digital age requires effective communication strategies to build a positive image and increase competitiveness. This study aims to analyze public relations strategies in shaping brand image and enhancing the competitiveness of MTs Walisongo 1 Maron amid the challenges of information technology development. The study employs a qualitative approach using a case study method, conducted through in-depth interviews, direct observation, and documentation of relevant parties within the madrasah environment. The results of the study indicate that public relations strategies at MTs Walisongo 1 Maron include the use of social media such as TikTok, Instagram, and Facebook to convey information and promotions, publish student achievements and school activities, and communicate directly with the community through print media and alumni involvement. The success of these strategies is supported by the school's A accreditation, student achievements in academic and non-academic fields, and the competitive quality of its graduates. However, the study also identified challenges such as limited human resources for content production, supporting facilities, and public relations staff working hours. Overall, public relations play a crucial role in building a positive institutional image and attracting community interest.

Keywords: Brand Image; Competitiveness; Public Relations; Social Media

1. INTRODUCTION

The advancement of time and technology, educational institutions continue to grow and develop, always striving to provide the best possible services to meet the needs of society as consumers of education. Schools, as educational institutions, play a crucial role in educating, managing, and producing high-quality human resources. To achieve this, appropriate efforts and strategies are necessary, given the increasingly selective and competitive nature of education (Sholihah, 2023). Education is one of the main pillars of national development and improving the quality of human life (Saini et al., 2024). As part of the National Education System, education aims to develop the potential of students to become individuals who are faithful, pious, have noble character, and possess skills that are beneficial to society (Warisno. et al., 2021). However, to achieve these objectives, effective education management is required. One of the elements supporting the achievement of these objectives is optimal public relations management within educational institutions (Sholeh et al., 2022). Good public relations management can build a positive image of a school in the public eye, which in turn will influence the quality of educational services provided.

Educational institutions must be able to adapt to technological developments and the ever-changing needs of society (Handayani, 2025). One of the major challenges they face is how to increase competitiveness by using effective communication strategies, such as utilizing public relations (Sarleni et al., 2022). Educational institutions that successfully integrate public relations into their strategic management can increase their positive image in society by up to 35% (Carvalho et al., 2021). This demonstrates that public relations is more than just a communication tool; it also plays a crucial role in supporting the sustainability and development of educational institutions. Brand image is an association or perception that arises in consumers' minds when they think of a particular brand. When an educational institution has a positive brand image, it is likely that the institution will be able to easily overcome such challenges. In the field of educational institutions, brand image reflects reputation, credibility, and the quality of education provided. Therefore, educational institutions need to strategically and systematically build a positive image that can influence the decisions of students, parents, and the broader community (Astuti et al., 2024).

In the world of education, public relations plays an important role as a bridge between the needs of the institution and the expectations of the community, while also helping to build public trust in the quality of educational services provided (Wahyunto et al., 2024). Therefore, a public relations strategy is needed to improve brand image as one of the efforts of educational institutions to win competition among schools and to accelerate the improvement of the professionalism of school management. In their theory, Grunig and Hunt state that strategic communication through public relations can create a mutually beneficial relationship between an institution and its community (Rolos, 2020). Public relations plays a crucial role in supporting the strategic management of an educational institution. With an effective approach, public relations can help create a positive image, strengthen relationships with the community, and increase appeal to prospective students and parents. However, research specifically addressing how to optimize public relations to enhance the competitiveness of educational institutions in this era of rapid change remains limited (Iman & Alfaridli, 2025).

Based on initial observations of the research object, MTs Walisongo 1 Maron is a private madrasah with an A accreditation rating. In addition, the excellence of this institution is evident in its many achievements, both academic and non-academic. For example, the students are known for their good character, and their diverse achievements have produced high-quality graduates, as evidenced by the large number of alumni. This undoubtedly gives MTs Walisongo 1 Maron a higher competitive edge compared to other educational institutions. Since MTs Walisongo 1 Maron is a high-quality and competitive institution, public interest has been increasing, as evidenced by the growing number of new students enrolling each year. In 2022, there were 230 new students enrolled, and this number increased to 237 new students in 2023. In 2024, only 250 new students were admitted. In 2025, there were 50 prospective new students who applied to MTs Walisongo 1 Maron, but this number is not yet significant as it is still in the first wave. The increase in the number of students is also accompanied by an increase in academic achievements. Student achievements are not only evident within the school environment but also in various competitions at different levels.

In addition to its high-quality education, the Public Relations or Communications Department of MTs Walisongo 1 Maron is also actively promoting the school's activities to the community and parents through various methods, including socialization during parent-teacher meetings and through short video content on social media platforms like TikTok, Instagram, and others. These factors have ultimately shaped the brand image of MTs Walisongo 1 Maron, which is already well-established in the community. This phenomenon highlights the importance of the role and strategies implemented by a public relations officer, as well as the brand image or reputation of an institution, in advancing and winning the intense competition in the digital age, with the aim of attracting and captivating the interest of students and their parents.

Although previous research related to the theme of public relations has been conducted extensively, such as the research by Dendy Musthofa, which shows that public relations strategies involving the use of social media, managing relationships with alumni, and involvement in social activities can have a significant impact on improving the brand image of educational institutions (Musthofa et al., 2024). Additionally, research by Yani Tri Astuti implies that effective public relations management can be a crucial factor in strengthening a school's image and reputation, which in turn contributes to improving educational quality. Collaboration between school principals, teachers, parents, and the local community must be strengthened to ensure that public relations programs run smoothly and align with the school's long-term goals. Furthermore, the use of social media and other digital platforms can be an efficient means of increasing school visibility and building a positive image (Astuti et al., 2024). Additionally, research highlights the importance of public relations strategies in the field of education. A study by Salafudin shows that public relations strategies play a role in building a positive image of basic educational institutions in the era of globalization (Salafudin, 2023).

The aforementioned previous studies will serve as the basis and literature review for this research. Although there are similarities in the discussion, the specific focus of this research and its case study differ from previous studies, so it is hoped that this research will complement previous studies. This research will examine public relations strategies in enhancing the brand image and competitiveness of institutions in the digital era. This study aims to analyze how the public relations strategies implemented at MTs Walisongo 1 Maron can contribute to improving the institution's brand image and competitiveness. This research will explore various approaches used in the institution's public relations activities and evaluate the extent to which these strategies have succeeded in improving the institution's image in the public eye (Roro et al., 2024). In addition, this research will also explore the obstacles faced in implementing public relations strategies and provide recommendations for improvements that can be made.

2. RESEARCH METHOD

This study uses a qualitative approach with a case study method to gain an in-depth understanding of how public relations strategies improve brand image and competitiveness at MTs Walisongo 1 Maron. This approach was chosen because it

allows researchers to gain a deep understanding of the strategies implemented by public relations in building a positive image of the madrasah (Hakim & Rozi, 2024). Data for this study were collected through in-depth interviews, direct observation, and analysis of documents related to public relations activities at the institution (Halik et al., 2019). The data sources in this study consist of two sources, namely primary data and secondary data. Primary data is information obtained directly from the main source at the location or object of research. In this case, primary data was collected through interviews with several informants, including the Madrasah Principal, Deputy Head of Public Relations, Head of Administration, and teachers at MTs Walisongo 1 Maron. Secondary data was obtained from indirect sources, such as relevant literature supporting the research topic. The data analysis techniques used in this study include data reduction, data presentation, and drawing conclusions (Sugiyono, 2015).

3. RESULTS AND DISCUSSION

3.1 Strategies for Improving Brand Image

The image of a madrasah encompasses various efforts made by educational institutions to increase their appeal and promote themselves to the public while also improving their competitiveness and acceptance (Munir & Toha, 2022). To build a good image, the implementation of effective strategies is very important. With effective strategies, the institution can establish harmonious and positive relationships with its community. This not only strengthens public trust but also increases their involvement and reinforces the identity and values that the school wishes to convey. Institutional Accreditation.

3.1.1 Institutional Accreditation

Institutional accreditation plays a crucial role in enhancing the brand image of MTs Walisongo 1 Maron. With accreditation, the school gains recognition and positive evaluation regarding its eligibility and performance. This serves as one of the indicators in the brand image elements, particularly in terms of credibility, reflecting the quality of the school principal's leadership, the professionalism of teachers and staff, as well as student achievements. To obtain a good diploma, education must be accredited, both at the institutional and program levels. Therefore, the government conducts accreditation at every level of education to assess the eligibility of programs or institutions that are granted autonomy in the accreditation process (Ikhwan, 2014). Accreditation at MTs Walisongo 1 Maron aims to obtain a comprehensive picture of the madrasah's performance in providing education. The results of this accreditation serve as an important foundation for efforts to develop and improve the quality of education at the madrasah. Through accreditation, the madrasah can identify institutions that require improvement and design appropriate development strategies to achieve higher educational standards (Zalukhu, 2024). MTs Walisongo 1 Maron, located at JL. Gending Maron KM. 05, Kedungsari, Maron District, Probolinggo Regency, East Java, has received an A accreditation based on Accreditation Decree Number 1179/BAN-SM/SK/2021 issued on November 16, 2021. This achievement demonstrates the madrasah's commitment to providing high-quality education and meeting the standards set by the National Accreditation Board. In addition to serving as an evaluation tool, accreditation also plays a role in enhancing public confidence in the quality of education provided by MTs Walisongo 1 Maron. This official recognition can motivate the madrasah to continue innovating and maintaining consistency in the quality of education provided (Azizah & Budiyo, 2023). Overall, the accreditation process at MTs Walisongo 1 Maron not only serves as a performance evaluation but also as a key driver in ongoing efforts to improve the quality of education and services to students and the community.

3.1.2 Student Achievement

The theory of student achievement in non-academic fields relates to achievements attained by students outside of formal academic activities, such as sports, arts, skills, and leadership. Howard Gardner argues that intelligence is not only related to academic abilities but also encompasses various other aspects, such as kinesthetic, musical, and interpersonal intelligence. Achievements in non-academic fields are generally related to these types of intelligence, such as in the arts, sports, and leadership (Rahmah, 2008). Albert Bandura argues that in learning theory, students acquire skills and knowledge through observation, imitation, and interaction with their social environment (Bandura et al., 2006). In terms of non-academic achievement, students can develop their abilities through extracurricular activities by learning from peers or coaches. According to David Mc Clelland, there are three main types of motivation (Ridha, 2020):

- a) Achievement motivation, the drive to achieve success and master skills.
- b) Affiliation motivation, the desire to establish good social relationships within a team or group.

c) Power motivation, the desire to lead and influence others, for example, in student organizations or extracurricular activities.

Based on field research findings, students at MTs Walisongo 1 Maron excel in achieving non-academic achievements. These achievements are particularly reflected in extracurricular activities that play a role in developing students' skills (Aisyah, 2024). Based on interviews with the school principal at MTs Walisongo 1 Maron, the school has achieved many notable accomplishments at the regional and national levels. The non-academic achievements include MTQ, calligraphy, English speech, Indonesian speech, badminton, table tennis, and other extracurricular activities. Of course, these achievements can involve the community in enhancing the institution's brand image. The non-academic achievements of MTs Walisongo 1 Maron at the regional and national levels are as Table 1.

Table 1. Trophy Achievement of MTs Walisongo 1 Maron

No	Activity	Description
1	1 st Place in English Speech	County Level
2	1 st Place in Quran Recitation	County Level
3	1 st Place in Calligraphy	County Level
4	1 st Place in Table Tennis Singles	County Level
5	1 st Place in Table Tennis Doubles	County Level
6	1 st Place in Badminton Doubles	County Level
7	2 nd Place in Singles Badminton	County Level
8	2 nd Place in MTQ	County Level
9	2 nd Place in Indonesian Language Speech	County Level
10	2 nd Place in Vlog Competition	County Level
11	2 nd Place in 100m Sprint	County Level
12	3 rd Place in 100 M Running Competition	County Level
13	3 rd Place in Silat Singles Competition	County Level

Skill-building activities conducted both inside and outside of school aim to broaden students' horizons and understanding of the connection between learning methods, skills, and talents in channeling their interests (Andriyani et al., 2025). Through these activities, students can develop practical skills, explore and channel their talents, connect theory with practice, enhance creativity, and prepare for the future. Various activities such as training, internships, collaborative projects, and extracurricular activities can serve as platforms for students to hone their abilities according to their interests (Sari et al., 2024). Student competencies are abilities that must be mastered after undergoing the learning process, encompassing a combination of knowledge, skills, values, and attitudes reflected in daily thinking and behavior (Azahra & Jannah, 2023). These competencies focus not only on academic aspects but also on the social and emotional skills needed in life. One important part of these competencies is life skills, which are an individual's ability to adapt to various demands and challenges in life (Hamdani, 2024). Life skills help a person make the right decisions, solve problems effectively, and exhibit positive behavior in various situations.

3.1.3 Graduate Quality

Field research findings indicate that MTs Walisongo 1 Maron is committed to ensuring the quality of its graduates so that they can continue their education to a higher level. The school focuses on developing students' competencies, both in academic and non-academic fields, to prepare them for competition at the next level of education. Thus, a brand image is formed through graduate quality. To obtain high-quality students, the selection process can be implemented by considering quality standards, without focusing on the number of admissions. By emphasizing quality, the school can ensure that the students admitted have academic potential and skills that align with the established educational criteria (Zakariyah et al., 2022). As a result, the graduates produced can be sought after by educational institutions at higher levels. This is important given that current conditions indicate that not all graduates from educational institutions have the necessary quality to continue to the next level or meet the standards required in the workforce. A school's image is not only determined by the excellence it develops but also by the quality of its graduates. At MTs Walisongo 1 Maron, graduate quality is one of the key aspects in building and strengthening the school's reputation in the community.

3.1.4 School Activities

Various activities designed and organized by the committee at MTs Walisongo 1 Maron serve as a means of introducing the

school to the community. However, sometimes the community wants more activities than those that have been held. Given that the school's image continues to be a public concern over time, this will ultimately form a positive view that spreads through communication from one person to another. Not all school activities at MTs Walisongo 1 Maron can run optimally. Therefore, educational institutions need to conduct evaluations to assess whether the services provided to the community meet expectations. These evaluations must remain guided by the elements of institutional image to ensure the school's brand image is maintained and strengthened.

3.2 Public Relations Strategies to Improve Brand Image and Competitiveness

Institutional Brand Image In an effort to build a brand image in the community, educational institutions must be able to create a positive image. This good image will ultimately influence the community's decision in determining whether they will send their children to the institution or choose another school. Therefore, educational institutions must demonstrate good performance to attract public interest. Kotler states that consumers' positive perceptions of a brand can increase their likelihood of making a purchase. Given the numerous factors that can influence brand image, strategic steps must be taken to ensure educational institutions can reap the positive benefits of the image they have built (Iranda et al., 2024). Educational institutions that are oriented toward progress must be able to clearly identify the environmental challenges they face (Kholis, 2022). To respond to these challenges, appropriate strategies are needed so that each problem can be resolved effectively to achieve organizational goals. Strategy is one of the factors that has a significant influence on the success of an organization. With a well-thought-out strategy, organizational goals can be achieved optimally. In line with Djoko's opinion, there are seven factors that influence organizational success, namely strategy and structure, which act as the organization's hardware, as well as style, system, staff, skills, and organizational culture, which function as the organization's software. To build a brand image and enhance the competitiveness of MTs Walisongo 1 Maron, strategies or steps are needed to create a strong brand image for the school. These strategies serve as the main guidelines in achieving the set objectives. Based on this opinion, there are various efforts and steps that can be implemented to achieve the target of enhancing the brand image of an educational institution.

The first step for organizations and institutions in building an image is to have community groups that play an important role in the success of their efforts and determine their future. In determining the target group, an institution can develop a targeted organizational image-building program. By determining the segments of society that are targeted by the image-building program, organizations and institutions can also communicate with them more effectively. Many efforts or strategies for school image building include improving the performance of school principals, educators, and teaching staff. School participation in school and student competitions. Building a network with parents and the community. Improving academic and non-academic services. Maintaining a good school accreditation rating. Based on the above description, the public relations department of MTs Walisongo 1 Maron collaborates with various parties, including parents, community members such as community leaders and religious figures, and other government and private institutions. This is done not only to enhance the school's image but also to improve the quality and competence of the human resources at MTs Walisongo 1 Maron itself. Meanwhile, the public relations strategy of MTs Walisongo 1 Maron, which is cyber-based, utilizes several social media platforms such as Instagram, Facebook, TikTok, and a website. The use of social media is an effective way to communicate indirectly with the community. The institution can disseminate information and even short promotions through its social media accounts (Rembulan et al., 2024).

The information dissemination carried out by the public relations department of MTs Walisongo 1 Maron is divided into two categories: social media and print media. The forms of publicity conducted are diverse, such as providing clearer information about the school, updating information on student activities both internally and externally, creating video content, and others. All of this is done to support the implementation of public relations in providing information to the public about the school by sharing information about the latest activities conducted by the school. Thus, the community is aware of the activities carried out by the school (Bahri, 2024).

In the implementation of social media utilization for this publication, MTs Walisongo 1 Maron categorizes its media into two categories based on the regulations set by the media itself. The categories are as follows: First, the video content category. This category is based on the ease and effectiveness of attracting the attention of the audience or public. The combination of audio, visuals, and engaging storytelling makes video content feel comprehensive and instant in conveying the institution's message. This is to make it easier for the public to access detailed information about the institution, student activities within the institution, and particularly technical aspects of the institution. As explained by Kholilullah, the head of MTs Walisongo 1 Maron, our institution creates video content and distributes it through the social media platforms we own. When creating videos, it is important to determine the appropriate duration to prevent the video content

from being automatically cut off by the platform used. For example, the TikTok platform features a profile of MTs Walisongo 1 Maron with a duration of approximately 12 minutes, showcasing student activities and highlighting the academic subjects studied, as well as the school's and students' achievements.

Meanwhile, short-duration video content is one of the simplest yet most complex forms of content, lasting under 60 seconds and relatively inexpensive to produce. It can be said that the shorter the video duration, the better, as most audiences tend to get bored quickly with videos that are too long (Muti'ah et al., 2021). In this context, MTs Walisongo 1 Maron shares short-form video content through the Instagram app and short videos featured on TikTok and Instagram. This is based on the institution's utilization of these platforms to communicate information about achievements and activity plans and as a medium for interaction or Q&A with its followers, as shown in the image below.

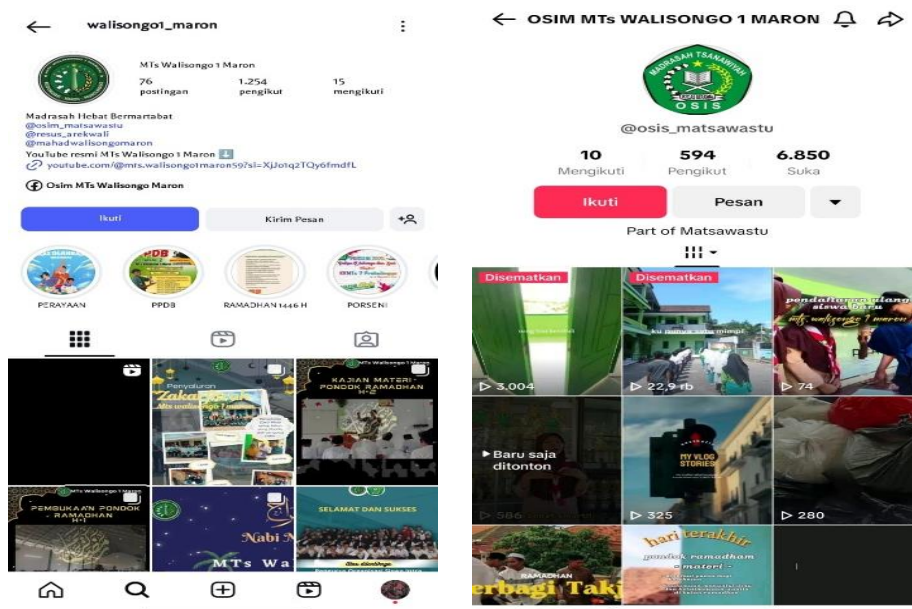


Figure 1. Social Media TikTok and Instagram MTs Walisongo 1 Maron

Long and short video content is one form of technology utilization in implementing cyber public relations-based communication methods to build and attract public trust. Kholilullah explained, "I am confident that the adaptation of media utilization by this institution will build public trust." Thus, the role of public relations currently being carried out will be the key to determining future strategies. This is done as a form of modernization and adaptation of public relations in the institution in line with the advancement of the times. The category of text or image News content is a text used to convey information to the public about current and factual events that are communicated in writing. It is called factual because news texts should be written based on facts, while current events are those that have recently occurred. It can be concluded that news texts contain information about events or incidents that have recently occurred and are currently being widely discussed by the public at that time. MTs Walisongo 1 Maron is indeed challenged in how to influence the public through these online techniques. However, MTs Walisongo 1 Maron must also remain active in print media marketing because not many people are still technologically illiterate or simply do not understand such matters. Print media such as brochures and banners can be distributed widely, and banners can be placed in strategic locations. Not only that, we also use other print media such as student newspapers, bulletins, and magazines. All of these are part of the world of journalism.

Based on the findings above, there are various strategies implemented in building a brand image to enhance the competitiveness of MTs Walisongo 1 Maron. The school has its own approach in achieving the factors that contribute to brand image formation, including achievements in school accreditation, student performance, graduate quality, and active school activities. The quality already possessed by the public relations of MTs Walisongo 1 Maron is then branded and published to the general public through several methods, such as utilizing social media like TikTok, Instagram, and Facebook. The content includes school activities, OSIM activities, student activities in class, student achievements, as well as information about new student admissions along with detailed requirements and costs. MTs Walisongo 1 Maron serves its customers with great attention, where the information customers wish to know can be obtained directly through the website mtswalisongosatumaron.my.id or viewed in short video clips or posters posted on TikTok, Instagram, and Facebook. Additionally, information about the school, such as new student admissions, is conducted offline through print media like

roadside billboards and through direct promotions via alumni or graduates. This aligns with research conducted by Rukmana (2016), which found that alumni play a role in building a brand image. The researcher discovered that MTs Walisongo 1 Maron also involves alumni in building a brand image for an educational institution.

3.3 Supporting and Hindering Factors for Brand Image and Competitiveness

A supporting factor in improving brand image and competitiveness at MTs Walisongo 1 Maron is its accreditation rating, which has reached an A grade. For a private school, this is a significant advantage. Additionally, in terms of student achievements, MTs Walisongo 1 Maron successfully won the Porseni competition, securing eight gold medals in 2024. Another factor is the quality of graduates who excel both academically and non-academically. For instance, the students tend to have good character, and academically, some alumni of MTs Walisongo 1 Maron have enrolled in advanced or prestigious high schools. Lastly, the school activities at MTs Walisongo 1 Maron are quite active, such as Islamic holidays, national holiday activities, Ramadhan camp, sharing iftar, and distributing zakat to the community around the school/madrasah. These activities add value to the school in the eyes of the local community. Additionally, these activities are promoted by the public relations team through short video content on Instagram and TikTok owned by MTs Walisongo 1 Maron.

As for the factors hindering the brand image and competitiveness of MTs Walisongo 1 Maron, some challenges in building the school's image include the limited availability of professional human resources for video editing, such as the engaging video content created by influencers or TikTokers. This is because one of the factors that can attract public sympathy, especially in the online world, is not only the content of the video but also the quality of the editing or animation. Another limitation is the lack of adequate computer facilities with specifications suitable for editing HD-resolution videos, which impacts the quality of the editing process in video content creation. Additionally, the limited time allocated specifically for public relations activities, as well as the lack of adequate facilities and infrastructure, hinders the performance of the public relations office in building the school's image.

4. CONCLUSION

The public relations strategy at MTs Walisongo 1 Maron plays an important role in building brand image and enhancing the competitiveness of educational institutions amid the challenges of the digital era. The institution's achievements in accreditation, student performance, graduate quality, and school activities form a strong foundation for the branding efforts undertaken by the public relations unit. This success is further strengthened by the creative and adaptive use of social media, particularly through platforms like TikTok, Instagram, and Facebook, which effectively present engaging and relevant video and text content. The consistent implementation of digital communication strategies by the public relations team has proven successful in shaping positive public perception of the institution, expanding the school's promotional reach, and increasing interest among prospective students year after year. However, the success of this strategy is not without internal support, including visionary leadership, collaboration among school elements, and a commitment to maintaining educational quality. On the other hand, challenges such as the limited availability of competent human resources for content editing, inadequate facilities for digital media production, and insufficient time allocated specifically for public relations activities present unique obstacles that need to be addressed promptly to ensure the school's communication strategy operates optimally.

RECOMMENDATIONS

Further research is recommended to conduct comparisons between institutions, both between public and private schools and between madrasahs in urban and rural areas. This approach will help identify patterns of success and unique challenges faced by each category of institution in implementing public relations strategies and institutional image management. Further research is also recommended to explore the concrete impact of social media strategies on parents' decisions regarding education, as well as to evaluate the effectiveness of digital content in enhancing public loyalty toward institutions. Additionally, aspects of public relations performance evaluation based on measurable qualitative and quantitative indicators such as social media engagement levels, conversion of publications into student enrollment, and public trust indices toward institutions can be developed to improve public relations management practices within the school environment.

REFERENCES

- Andriyani, A., Nopitasari, D., Herliani, L., & Munggaran, I. (2025). *Variety Of Extracurricular Islamic Religios Education*. 5, 9837–9844.
- Astuti, Y. T., Diana, N., Hadiati, E., & Maulidin, S. (2024). *Manajemen Humas dalam Membangun Citra Sekolah : Studi Multikasus di SD Muhammadiyah Pringsewu dan SD IT Cahaya Madani Pringsewu*. 6. <https://doi.org/10.58577/dimar.v6i1.246>
- Azizah, Y. A., & Budiyono, A. (2023). Implementasi Branding Sekolah Dalam Meningkatkan Mutu Pendidikan Sekolah Dasar. *EL-Muhbib Jurnal Pemikiran Dan Penelitian Pendidikan Dasar*, 7(1), 132–141.
- Bahri, S. (2024). Communication Strategies in Building Public Trust Based on Cyber Public Relations. *Proceeding of International Conference on Education, Society and Humanity*, 2(1), 535–546.
- Bandura, A., Bandura A, & Bandura, A. (2006). Bandura 1977.pdf. In *Self-efficacy beliefs of adolescents* (Vol. 84, Issue 2, pp. 307–337).
- Carvalho, M., Cabral, I., Verdasca, J. L., & Alves, J. M. (2021). Strategy and Strategic Leadership in Education: A Scoping Review. *Frontiers in Education*, 6(October), 1–10. <https://doi.org/10.3389/educ.2021.706608>
- Hakim, M. N., & Rozi, F. (2024). Strategi Manajemen Humas dalam Meningkatkan Animo Masyarakat terhadap Pendidikan Madrasah. *JoIEM (Journal of Islamic Education Management)*, 5(1), 28–45. <https://doi.org/10.30762/joiem.v5i1.2675>
- Halik, A., Wardah Hanafie Das, S., Aswad, M., Syakir Rady, M., Dangnga, M. S., & Nasir, M. S. (2019). Empowerment of school committee in improving education service quality at public primary school in Parepare city. *Universal Journal of Educational Research*, 7(9), 1956–1963. <https://doi.org/10.13189/ujer.2019.070915>
- Handayani, M. S. (2025). Strategi Peningkatan Daya Saing Madrasah di Era Digital. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 10, 535–549.
- Ikhwan, A. (2014). Akreditasi Madrasah Aliyah (MA) Dalam Kebijakan Pendidikan Nasional. *Edukasi*, 2(2, November), 182–200.
- Iman, D. Z., & Alfaridli, M. A. (2025). *Strategi Public Relations terhadap Peningkatan Daya Saing Lembaga Pendidikan di Era Globalisasi*. 1, 13–23.
- Imro'atus Sholihah, K. A. (2023). Strategi Public Relations Dalam Membangun Brand Image di Madrasah Aliyah (MA) Hidayatullah Pakisan Bondowoso. *Ihtimrom (Jurnal Manajemen Pendidikan Islam)*, 2(2), 93–109. <https://doi.org/E-ISSN 2829-4106>
- Iranda, D., Sari, S., & SM, A. E. (2024). Strategi Public Relation PT Sari Melati Kencana Dalam Mengukuhkan Brand Image Pada Pizza Hut Bengkulu. *Jurnal Multidisiplin Dehasen (MUDE)*, 3(1), 17–30. <https://doi.org/10.37676/mude.v3i1.5402>
- Kholis, M. (2022). Pengaruh Gaya Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru Sekolah. *Edukasi: Journal of Educational Research*, 2(2). <https://doi.org/10.57032/edukasi.v2i2.137>
- Khusnul Hamdani, M. (2024). Implementasi Penanaman Life Skill Pada Usia Dini Di Tpa Alba Mandiri Pacitan. *Al-ATHFAL: Jurnal Pendidikan Anak*, 5(1), 251–260. <https://doi.org/10.46773/alathfal.v5i1.1342>
- Munir, M., & Toha, M. (2022). Strategi Membangun Brand Image Lembaga Pendidikan. *Intizam: Jurnal Manajemen Pendidikan Islam*, 5(2), 23–41.
- Musthofa, M. D., Baharun, H., & Yakin, A. (2024). *Melibatkan Stakeholder : Strategi Kunci untuk Meningkatkan Loyalitas Merek Madrasah*. 3(2), 20–35.
- Muti'ah, Marsyaf, & Ahmad, Z. (2021). the Influence of Sales Growth, Debt Equity Ratio (Der) and Related Party Transaction To Tax Avoidance. *International Journal of Management Studies and Social Science Research*, 3(4), 237–244. www.ijmsssr.org
- Nabilla Azahra, & Fathul Jannah. (2023). Meningkatkan Aktivitas, Keterampilan Berpikir Kritis, Dan Hasil Belajar Muatan PPKn Kelas IV A Menggunakan Model Pesat Di SDN Manarap Lama 1. *Khatulistiwa: Jurnal Pendidikan Dan Sosial Humaniora*, 3(4), 299–315. <https://doi.org/10.55606/khatulistiwa.v3i4.2470>
- Puspita Sari, R., Solihah, A., Pendidikan Agama Islam, M., Sunan Kalijaga Yogyakarta, U., & Author, C. (2024). Evaluation of the Effectiveness of the Independent Learning Curriculum in Pai Subjects At Smkn 2 Depok Evaluasi Efektivitas Kurikulum Merdeka Belajar Pada Mata Pelajaran Pai Di Smkn 2 Depok. *Pendidikan Dan Humaniora*, 8(1), 493–506. <https://doi.org/10.36526/js.v3i2.3428>
- Rahmah, S. (2008). Teori kecerdasan Majemuk howard Gardner Dan Pengembangannya Pada Metode Pembelajaran Pendidikan Agamaislam Untuk Anak Usia Sekolah Dasar. *Jurnal Pendidikan Agama Islam*, V(1), 1–22.

- Rembulan, G. P., Cholidah, L. I., & Faizin, B. (2024). *Pengelolaan Cyber Public Relation Melalui Instagram @ Masjidrayaaljabbar*. 9(September), 1–20.
- Ridha, M. (2020). Teori Motivasi McClelland dan Implikasinya dalam Pembelajaran PAI. *Palapa*, 8(1), 1–16. <https://doi.org/10.36088/palapa.v8i1.673>
- Rolos, P. M. (2020). Model Komunikasi Public Relations Di Pemerintah Kota Salatiga Dengan Pendekatan Model Komunikasi Grunig & Hunt. *Jurnal InterAct*, 9(1). <https://doi.org/10.25170/interact.v9i1.1712>
- Roro, R., Yulianita, S., & Zakiyah, F. (2024). *Strategi Public Relations Perumda Pembangunan Sarana Jaya dalam Sosialisasi Program Hunian Terjangkau di Jakarta*. 4(4), 2575–2594.
- Saini, M., Nurvaniati, I. A., Sunoko, A., Choirudin, M., Miftahul, S., Nganjuk, U., Miftahul, S., Nganjuk, U., & Rembang, S. A. S. (2024). *The Role of Teachers in Enhancing Quranic Reading Skills Using the Tartil Method*. 5(2), 114–124.
- Salafudin, M. A. (2023). *Peran Public Relations dalam Membangun Citra Positif di Lembaga Sosial Peran Public Relations dalam Membangun Citra Positif di Lembaga Sosial*. December.
- Sarleni, S., Asrul, A., & Rosida, W. (2022). Peran Humas dalam Meningkatkan Citra Sekolah. *Jurnal Pendidikan Dan Pengajaran (JPP)*, 1(3), 139–148. <https://doi.org/10.51454/jpp.v1i3.68>
- Sholeh, M., Kholis, N., & Mufidah, N. (2022). Madrasah Principal Leadership in Digital Transformation at Madrasah Ibtidaiyah: A Case Study. *Dinamika Ilmu*, 22(1), 151–166. <https://doi.org/10.21093/di.v22i1.4241>
- Siti Aisyah, N. (2024). Manajemen Peserta Didik Dalam Meningkatkan Prestasi Akademik dan Non Akademik Di SMPN 1 Lembah Sorik Marapi. *Hikmah: Jurnal Studi Pendidikan Agama Islam*, 1. <http://etheses.iainponorogo.ac.id/25693/%0Ahttp://etheses.iainponorogo.ac.id/25693/1/skripsi%20zidane%20watermark.pdf>
- Sugiyono. (2015). *Metode penelitian pendidikan : Pendekatan kuantitatif, kualitatif, dan R&D* (Cet. 21). Alfabeta.
- Wahyunto, M., Hidayati, D., & Sukirman, S. (2024). Strategi branding Sekolah di era digital dalam meningkatkan animo masyarakat melalui pemanfaatan digital marketing. *Academy of Education Journal*, 15(2), 1260–1271. <https://doi.org/10.47200/aoej.v15i2.2419>
- Warisno., A., Penerapan, E., Sorogan, M., & Al, K. (2021). Standar Pengelolaan Pendidikan Dalam Mencapai Tujuan Pendidikan Islam. *An Nida: IAI An Nurlampung.*, 1(1), 18–25. <https://journal.an-nur.ac.id/index.php/AND/article/view/74/70>
- Zakariyah, Z., Muhamad Arif, & Nurotul Faidah. (2022). Analisis Model Kurikulum Pendidikan Agama Islam Di Abad 21. *At-Ta'Dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 14(1), 1–13. <https://doi.org/10.47498/tadib.v14i1.964>
- Zalukhu, S. (2024). Strategi Pengembangan Lembaga Pendidikan Islam Bermutu Yang Berkelanjutan. *Unisan Jurnal: Jurnal Manajemen Dan Pendidikan*, 3(1), 673–689. <https://journal.an-nur.ac.id/index.php/unisanjournal>