

The Role Of Public Relations Management In Building Public Trust In Islamic Schools

Susilo Surahman

UIN Sunan Kalijaga Yogyakarta

susilo.surahman@uin-suka.ac.id

Published: February , 2026

ABSTRACT

Public trust is a crucial social capital for the sustainability and competitiveness of educational institutions, including Islamic schools, which currently face challenges of perception, stereotypes, and demands for transparency amidst the dynamics of modern society. In this context, public relations (PR) management plays a strategic role as a liaison between schools and both internal and external publics. This article aims to analyze the role of PR management in building and strengthening public trust in Islamic schools through systematic communication planning, implementing programs oriented towards information transparency, and evaluating ongoing relationships with stakeholders. This research uses a qualitative approach with literature study methods and descriptive analysis of various scientific sources, both national journals in Indonesian and international journals in English, to obtain a balanced and comprehensive perspective. The results of the study indicate that effective PR management in Islamic schools is characterized by the ability to convey the institution's identity positively, manage the school's image and reputation, and build participatory two-way communication with the community, parents, and the media. Furthermore, the integration of Islamic values in PR strategies has been shown to strengthen moral legitimacy and increase public trust in a sustainable manner. This article emphasizes that successful public relations management depends not only on the technical aspects of communication but also on an institutional commitment to accountability, professionalism, and inclusive Islamic values. These findings are expected to serve as a conceptual reference for Islamic school administrators in designing adaptive public relations strategies oriented toward strengthening public trust.

Keywords: public relations management; public trust; Islamic schools

ABSTRAK

Kepercayaan publik merupakan modal sosial yang sangat penting bagi keberlangsungan dan daya saing lembaga pendidikan, termasuk sekolah Islam yang saat ini menghadapi tantangan persepsi, stereotip, dan tuntutan transparansi di tengah dinamika masyarakat modern. Dalam konteks tersebut, manajemen hubungan masyarakat (humas) memiliki peran strategis sebagai penghubung antara sekolah dan publik internal maupun eksternal. Artikel ini bertujuan untuk menganalisis peran manajemen humas dalam membangun dan memperkuat kepercayaan publik terhadap sekolah Islam melalui perencanaan komunikasi yang sistematis, pelaksanaan program yang berorientasi pada keterbukaan informasi, serta evaluasi hubungan yang berkelanjutan dengan para pemangku kepentingan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi literatur dan analisis deskriptif terhadap berbagai sumber ilmiah, baik jurnal nasional berbahasa Indonesia maupun jurnal internasional berbahasa Inggris, guna memperoleh perspektif yang seimbang dan komprehensif. Hasil kajian menunjukkan bahwa manajemen humas yang efektif di sekolah Islam ditandai oleh kemampuan dalam menyampaikan identitas institusi secara positif, mengelola citra dan reputasi sekolah, serta membangun komunikasi dua arah yang partisipatif dengan masyarakat, orang tua, dan media. Selain itu, integrasi nilai-nilai Islam dalam strategi humas terbukti dapat memperkuat legitimasi moral dan meningkatkan kepercayaan publik secara berkelanjutan. Artikel ini menegaskan bahwa keberhasilan manajemen humas tidak hanya bergantung pada aspek teknis komunikasi, tetapi juga pada komitmen kelembagaan terhadap akuntabilitas, profesionalisme, dan nilai-nilai keislaman yang inklusif. Temuan ini diharapkan dapat menjadi rujukan konseptual bagi pengelola sekolah Islam dalam merancang strategi humas yang adaptif dan berorientasi pada penguatan kepercayaan publik.

Kata kunci: manajemen humas; kepercayaan publik; sekolah Islam

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Attribution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit <http://creativecommons.org/licenses/by/4.0>

INTRODUCTION

Public trust is one of the fundamental factors that determine the sustainability and quality of an educational institution. In the context of modern education, schools no longer only play a role as academic institutions, but also as social organizations that must be able to build harmonious relationships with society (Khair, 2021). A high level of public trust will have an impact on increasing community participation, parental loyalty, and a positive image of educational institutions. On the contrary, low public trust can cause various problems, such as declining public interest, the emergence of negative stigmas, and weakening institutional legitimacy. Therefore, efforts to build and maintain public trust are a strategic need for every school. This applies to all types of educational institutions, including Islamic schools that operate in an increasingly critical and open society (Hasyim & Botma, 2013). These social dynamics require Islamic schools to be able to manage communication and public relations in a professional and sustainable manner.

Islamic schools as educational institutions based on religious values have their own characteristics and challenges in building public trust. On the one hand, Islamic schools carry moral and spiritual missions that are the main attraction for society (Islamic et al., 2024). But on the other hand, Islamic schools also often face various perceptions and stereotypes that develop in the public space. This perception can be related to academic quality, management openness, and the relevance of graduates to the needs of the times. In such conditions, public trust cannot be built automatically through Islamic identity alone. A planned and systematic strategy is needed to manage public perceptions and expectations. Therefore, Islamic schools need to optimize managerial functions that are able to bridge the interests of the institution with the needs of the public (Surahman, 2024). One of the strategic functions that plays an important role in this context is public relations management or public relations.

Public relations management is an integral part of an organization's management system that focuses on building and maintaining mutually beneficial relationships between institutions and their public. In the world of education, public relations plays a role as a mediator of communication between schools and various stakeholders, such as parents, the community, the media, and the government (Ezinwa, n.d.). The function of public relations is not only limited to delivering information, but also includes image formation, reputation management, and strengthening public trust. Through proper communication planning, public relations can help schools communicate their vision, mission, and programs transparently. In addition, public relations also serves as a feedback channel that allows schools to understand the aspirations and criticisms of the community (Kowalski, 2011). Thus, the existence of public relations management is an important element in creating a dialogical and participatory relationship. This is increasingly relevant in the digital era, where the flow of information moves quickly and public opinion is easily formed.

In practice, public relations management in Islamic schools is not only oriented to the technical aspects of communication, but must also be based on Islamic values. Values such as honesty, trust, openness, and social responsibility are moral principles that can strengthen the legitimacy of institutions in the eyes of the public. The integration of these values in the PR strategy will result in communication that is not only persuasive, but also ethical and sustainable. Islamic schools that are able to manage public relations professionally and with value will find it easier to build public trust. This trust is reflected in the increasing public support for school programs and active participation in education activities (Susanty, 2024). However, not all Islamic schools have adequate understanding and public relations management capacity. This causes the public relations function to often be seen as an administrative complement, not as a strategic instrument (Grunig, 2011). This condition has the potential to hinder the school's efforts to build public trust optimally.

Various previous studies have discussed the role of public relations in building the image and reputation of educational institutions. Some studies emphasize the importance of two-way communication between schools and the community as a basis for building trust (Surahman, 2025). Other research shows that information transparency and consistency of communication messages have a significant effect on public perception. However, most of these studies are still general and have not specifically examined the context of Islamic schools. In addition, studies that integrate the perspective of public relations management with Islamic values are still relatively limited (Al-Kandari et al., 2025). In fact, the characteristics of Islamic schools have peculiarities that distinguish them from other educational

institutions. The limitations of this study show that there is room for the development of more contextual and in-depth research. Thus, a study is needed that specifically discusses the role of public relations management in building public trust in Islamic schools.

The research gap can be seen in the lack of studies that comprehensively examine the management of Islamic school public relations from strategic aspects, values, and public relations. Some research focuses more on the operational aspects of public relations without linking it to sustainable public trust building. In addition, there is still limited research that uses literature references in a balanced manner between national and international sources. In fact, a global perspective can enrich the understanding of best practices of public relations management in educational institutions (Dakir, 2018). This condition shows the need for a conceptual study that is able to integrate these various perspectives. By examining the role of public relations management in more depth, this research is expected to make a theoretical and practical contribution (Aminda et al., 2025). This contribution is not only relevant for Islamic school managers, but also for the development of education management studies in general. Therefore, this research is important to do.

Based on this description, this article aims to analyze the role of public relations management in building public trust in Islamic schools. The focus of the study is directed at how communication strategies, image management, and the integration of Islamic values are carried out in school public relations practices (Kejora, 2021). This article is expected to be able to provide a conceptual overview of the strategic position of public relations in the Islamic school management system. In addition, this study also aims to identify factors that support and hinder the effectiveness of public relations management. The results of the discussion are expected to be a reference for policy makers and practitioners of Islamic education. Thus, Islamic schools can design public relations strategies that are more adaptive, professional, and oriented towards strengthening public trust. In the end, strengthening public trust is expected to be able to improve the quality and competitiveness of Islamic schools in the midst of the dynamics of national education.

METHODS

This study uses a qualitative approach with a literature study method to analyze the role of public relations management in building public trust in Islamic schools. The qualitative approach was chosen because it allows researchers to understand the concept, meaning, and context of PR management practices in depth. Literature studies are carried out by examining various relevant scientific sources, both Indonesian-language national journals and English-language international journals. The sources were selected to obtain a balanced and comprehensive perspective on the research topic. The focus of the study is directed to the concept of public relations management, public trust, and the characteristics of Islamic schools as educational institutions based on religious values. With this approach, the research does not aim to test hypotheses, but rather to build a systematic conceptual understanding. Therefore, this method is considered appropriate to answer analytical and descriptive research objectives.

Data collection was carried out through searching scientific journal articles published in the last ten years to ensure the relevance and novelty of the study. The search process was carried out by utilizing a database of national journals indexed by SINTA as well as a database of reputable international journals. Source inclusion criteria include the suitability of the topic with the focus of the research, the credibility of the publisher, and the clarity of the methodology and research findings. The number of references analyzed was twenty-five journal articles with a relatively balanced composition between Indonesian and English-language sources. The data collected is in the form of concepts, research findings, and public relations management models or practices that are relevant to the context of educational institutions. All selected sources are then classified based on the theme and focus of the discussion. This step aims to facilitate the process of systematic data analysis and synthesis.

Data analysis was carried out using descriptive-qualitative analysis techniques through the stages of data reduction, data presentation, and conclusion drawn. At the data reduction stage, the researcher filters out information relevant to the research objectives and eliminates inappropriate data. Furthermore, the data that has been reduced is presented in the form of an analytical narrative that describes the patterns, relationships, and tendencies of findings from various sources. The synthesis process is carried out by comparing and relating national and international research findings to obtain a more complete

understanding. The validity of the data is maintained through source triangulation, which is comparing information from various references that have similar study focuses. The final stage of analysis produced conceptual conclusions regarding the strategic role of public relations management in building public trust in Islamic schools. Thus, this methodology is expected to be able to produce credible and relevant findings for the development of Islamic education management.

RESULTS AND DISCUSSION

Results

The results of the literature review show that public relations management has a significant role in building public trust in educational institutions, including Islamic schools. Various sources analyzed confirm that public relations functions as the main link between schools and the community (Wahyudi et al., 2025). This function includes delivering information, image formation, and managing long-term relationships with the public. The existence of professionally managed public relations is able to increase the positive perception of the public towards schools. In addition, public relations also plays a role in minimizing misunderstandings of information that can reduce public trust. These findings are consistent with national and international literature that places public relations as a strategic element of the organization. Thus, public relations management is a key factor in strengthening the legitimacy of Islamic schools in the eyes of the public (Sari, 2025).

The results of the analysis show that communication planning is the initial stage that determines the effectiveness of public relations management. The literature reviewed emphasizes the importance of systematic and needs-based planning (Asamani et al., 2021). Islamic schools that have a clear communication plan tend to be able to convey their vision, mission, and programs in a more targeted manner. The planning includes determining key messages, communication media, and target audiences. In addition, good communication planning also considers Islamic values as the basis for preparing messages. This makes school communication not only informative, but also educational and moral value (Englund, 2016). Thus, communication planning contributes directly to increasing public trust.

The findings further show that the consistent implementation of public relations programs has an effect on the formation of a positive image of Islamic schools. An effective public relations program is characterized by information disclosure and two-way communication with the public (Tankosic et al., 2016). Islamic schools that actively involve parents and the community in various activities tend to gain a higher level of trust. This involvement creates a sense of belonging and emotional closeness between the school and the public. In addition, the use of digital media as a means of public relations communication is also an important finding in the literature. Digital media allows schools to reach the public more widely and quickly (Buckingham, 2007). Therefore, the implementation of adaptive public relations programs is a strategic need for Islamic schools.

The results of the study also show that the evaluation of public relations programs plays an important role in maintaining the sustainability of public trust. The evaluation allows schools to assess the effectiveness of the messages and communication strategies that have been implemented (Zhao et al., 2022). Through evaluation, schools can identify the strengths and weaknesses of the public relations program. These findings show that Islamic schools that routinely conduct evaluations tend to be more responsive to public input. This responsiveness has an impact on increasing public satisfaction and trust. In addition, evaluations also help schools adapt communication strategies to evolving social dynamics. Thus, evaluation is an integral part of effective public relations management (Fleisher & Mahaffy, 1997).

The literature analyzed reveals that the integration of Islamic values in public relations practice is the uniqueness of Islamic schools. Values such as honesty, trust, and social responsibility reinforce the school's communication message (Septiwiharti et al., 2024). The integration of these values makes school communication more authentic and trusted by the public. Public trust is not only built through formal information, but also through the consistency of institutional attitudes and behaviors. These findings show that Islamic values can be symbolic capital in building the school's reputation. Thus, Islamic school public relations has a moral dimension that distinguishes it from other educational institutions. This dimension contributes to the formation of sustainable public trust (Darvishi et al., 2020).

Overall, the results of the study show that effective public relations management has a positive impact on public trust in Islamic schools. The role of public relations is not only limited to the delivery

of information, but also includes the management of social relations and institutional values (Isnaini, 2025). These findings are supported by a variety of national and international sources that are analyzed comparatively. The similarity of these findings shows that there is a general pattern in the public relations practices of educational institutions. Islamic schools that are able to manage public relations strategically tend to have a better image and reputation. This has an impact on increasing public support for school programs. Thus, public relations management becomes a strategic instrument in building public trust.

Discussion

The results of this study confirm that public trust is a strategic asset for Islamic schools. This trust is not formed instantly, but through a continuous communication process. Public relations management plays a key role in the process. These findings are in line with relationship management theory that emphasizes the importance of long-term relationships with the public. In the context of Islamic schools, these relationships are strengthened by the dimensions of values and morals. Therefore, public relations cannot be separated from the school management system as a whole (Hakim, 2019). This discussion shows that strengthening public relations means strengthening educational institutions.

Systematic communication planning has proven to be the main foundation of successful PR management. The results show that without clear planning, communication messages tend to be inconsistent. Inconsistencies in messages can lead to confusion and lower public trust. Therefore, Islamic schools need to formulate a targeted communication strategy. The strategy must take into account the characteristics of the public and the social context. In addition, Islamic values need to be integrated in every communication plan. Thus, communication planning becomes a strategic instrument in building trust.

The implementation of an effective public relations program is also a determining factor in the formation of the school's image. The results of the study show that information disclosure increases positive public perception. The openness reflects the school's commitment to accountability. From the perspective of education management, accountability is an indicator of the professionalism of the institution. Transparent Islamic schools tend to gain stronger legitimacy. This shows that public trust is closely related to good governance practices (Beshi & Kaur, 2020). Thus, public relations contributes to the application of the principles of good governance in schools.

The use of digital media in public relations practice is a finding that is relevant to the development of the times. Digital media allows Islamic schools to reach a wider audience. In addition, digital media accelerates the flow of information and interaction with the public. However, the results of the study also show the need for wise and professional content management. Content that is not properly managed can lead to negative perceptions. Therefore, Islamic school public relations needs to have digital literacy competencies. This competence is an important prerequisite in building public trust in the digital era (Virnandes et al., 2024).

Evaluation of public relations programs is an aspect that is often overlooked in educational practice. In fact, the results of the study show that evaluation plays an important role in improving the quality of communication. Evaluation allows schools to tailor strategies to public needs. In addition, the evaluation reflects an open attitude to criticism and input. This attitude strengthens public trust in schools. In the context of Islamic schools, evaluation is also a form of institutional moral responsibility (Khikmiah & Fitriatin, 2025). Thus, the evaluation is not only technical, but also ethical.

The integration of Islamic values in public relations management is the main differentiator of Islamic schools. The value of honesty and trust strengthens the credibility of communication messages. The results show that the public tends to trust institutions that are consistent between values and practices. That consistency forms a positive and sustainable reputation. From a management perspective, reputation is the result of the accumulation of public trust. Therefore, Islamic values can be positioned as strategic capital for public relations. This strengthens the identity of Islamic schools in the midst of competition for education (Sari, 2025).

The findings of this study also show that there is a gap between the concept and practice of public relations management in Islamic schools. Some schools still view public relations as an administrative function. This view limits the potential of public relations as a strategic instrument. As a result, public trust is not optimally managed. Therefore, a paradigm shift is needed in school public relations

management. Public relations needs to be placed as part of managerial decision-making. Thus, public relations can contribute optimally to strengthening institutions.

From a theoretical perspective, the results of this study strengthen the concept of relationship management in the context of Islamic education. A harmonious relationship between the school and the public is the key to the success of the institution. Public relations management functions as a facilitator of this relationship. These findings are relevant to the international literature on public relations in education. However, this research also adds a dimension of Islamic values that has not been widely discussed. Thus, this research makes a conceptual contribution to the development of Islamic education management theory. This contribution enriches the scientific treasures in the field of education public relations (DARYONO et al., 2021).

The practical implications of this study show the need to increase the capacity of human resources in Islamic school public relations. Communication, managerial, and ethical competencies are important aspects that need to be developed. Islamic schools need to provide continuous training for public relations managers. In addition, the support of school leaders greatly determines the effectiveness of public relations. This support reflects institutional commitment to building public trust (Berg & Johansson, 2020). Without structural support, the role of public relations is difficult to optimize. Therefore, strengthening public relations needs to be done systemically.

Overall, this discussion shows that public relations management has a strategic role in building public trust in Islamic schools. This trust is built through planning, implementation, and evaluation of communication that is integrated with Islamic values (Khoir & Rosyidin, 2025). The results of this study confirm that public relations is not just a communication tool, but a strategic managerial instrument. With professional management, public relations can improve the image, reputation, and legitimacy of the school. These findings are expected to be the basis for the development of public relations management policies in Islamic schools (Astuti et al., 2024). In addition, this research opens up opportunities for further studies based on field research. Thus, the contribution of this research is theoretical and practical.

CONCLUSION

Based on the results and discussion of the research, it can be concluded that public relations management has a very strategic role in building and strengthening public trust in Islamic schools. Public trust is not only influenced by the academic quality of the school, but also by the institution's ability to manage communication and relations with the public professionally. Public relations management functions as a liaison between the school and the internal and external public through the delivery of information, image formation, and institutional reputation management. Systematic communication planning, consistent program implementation, and continuous evaluation are the main factors in the effectiveness of public relations. These findings show that public relations cannot be positioned simply as an administrative function. On the contrary, public relations must be seen as an integral managerial instrument in the Islamic school management system. Thus, the success of building public trust is highly dependent on the quality of public relations management carried out.

The conclusion of this study also confirms that the integration of Islamic values in public relations management practices makes an important contribution to increasing public trust. The values of honesty, trust, openness, and social responsibility are the ethical foundation in every school communication activity. Consistency between values and communication practices strengthens the credibility of Islamic schools in the eyes of the public. Public trust built through a value-based approach tends to be stronger and more sustainable. This shows that the moral and spiritual dimensions cannot be separated from the management of public relations in Islamic schools. By integrating Islamic values, public relations not only functions as a communication tool, but also as an educational and inclusive means of institutional da'wah. Therefore, Islamic values can be positioned as strategic capital in building the reputation of Islamic schools.

Overall, this research makes a conceptual contribution in understanding the role of public relations management in the context of Islamic schools. The findings of this research are expected to be a reference for Islamic school managers in designing public relations strategies that are more adaptive, professional, and oriented towards strengthening public trust. In addition, this research also opens up opportunities for follow-up studies based on field research to enrich empirical findings. The limitations

of research using the literature study approach indicate the need for further research with more diverse methods. Thus, the development of public relations management studies in Islamic schools can continue to be carried out on an ongoing basis. In the end, strengthening public relations management is expected to be able to improve the quality of governance and competitiveness of Islamic schools in the midst of the dynamics of national education. This conclusion emphasizes the importance of public relations as a strategic part of Islamic education management.

REFERENSI

- Al-Kandari, A. A., Gaither, T. K., & Dashti, A. A. (2025). Toward an Islamic Public Relations Theory (IPRT): A critical/cultural analysis of religious instagram posts of Islamic banks in Kuwait. *Public Relations Review*, 51(5), 102638.
- Aminda, H. R., Pujawati, E., & Hidayat, R. (2025). Implementasi Manajemen Humas dalam Membangun Hubungan Sekolah dalam Masyarakat di SDN 1 Mangli Jember. *Jurnal Manajemen Dan Pendidikan Agama Islam*, 3(6), 83–95.
- Asamani, J. A., Christmals, C. Dela, & Reitsma, G. M. (2021). The needs-based health workforce planning method: a systematic scoping review of analytical applications. *Health Policy and Planning*, 36(8), 1325–1343.
- 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. *DIMAR: Jurnal Pendidikan Islam*, 6(1), 12–26.
- Berg, M., & Johansson, T. (2020). Building institutional trust through service experiences—Private versus public provision matter. *Journal of Public Administration Research and Theory*, 30(2), 290–306.
- Beshi, T. D., & Kaur, R. (2020). Public trust in local government: Explaining the role of good governance practices. *Public Organization Review*, 20(2), 337–350.
- Buckingham, D. (2007). Digital Media Literacies: rethinking media education in the age of the Internet. *Research in Comparative and International Education*, 2(1), 43–55.
- Dakir, D. (2018). *Manajemen humas di lembaga pendidikan era global*. K-Media.
- Darvishi, M. R., Keshishian, S. G., & Tohid, F. M. (2020). *Sustainable urban development based on social capital and public trust indicators, case study: District 2, Tehran*.
- DARYONO, D., Firmansyah, M. B., Mariyanti, M., Budiman, M. F., Muhajir, A., Muthoharoh, D., Sari, A. M., Nufus, N. K., Ismalia, E. R., & Rohmah, S. (2021). *Kontribusi Landasan Pendidikan dalam Aspek Humas Pendidikan*. Lembaga Academic & Research Institute.
- Englund, T. (2016). On moral education through deliberative communication. *Journal of Curriculum Studies*, 48(1), 58–76.
- Ezinwa, O. I. (n.d.). *Original Paper School Public Relations: An Essential Tool for Fostering Effective Communication and Administration in Educational Institutions*.
- Fleisher, C. S., & Mahaffy, D. (1997). A balanced scorecard approach to public relations management assessment. *Public Relations Review*, 23(2), 117–142.
- Grunig, J. E. (2011). Public relations and strategic management: Institutionalizing organization–public relationships in contemporary society. *Central European Journal of Communication*, 4(06), 11–31.
- Hakim, M. N. (2019). Manajemen hubungan masyarakat dalam mengembangkan lembaga pendidikan (studi kasus di SMK Negeri 1 Dlanggu Mojokerto). *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 4(1), 121–139.
- Hasyim, M., & Botma, A. (2013). *Konsep pengembangan pendidikan Islam (telaah kritis terhadap pengembangan lembaga pendidikan madrasah dan pondok pesantren*. Kedai Aksara.
- Islamic, G., Ishaq, M., & Dayati, U. (2024). Character education through philosophical values in traditional Islamic boarding schools. *Kasetsart Journal of Social Sciences*, 45(1), 31–42.
- Isnaini, I. (2025). Urgensi Pengelolaan Humas bagi Keberlangsungan Lembaga Pendidikan Islam. *Matan: Journal of Islam and Muslim Society*, 7(2), 146–160.
- Kejora, S. C. (2021). Strategic management of public relations in Islamic education institutions to build public image and increase public interest. *J-Mpi*, 5(2), 112–120.
- Khair, H. (2021). Peran Lembaga pendidikan dalam masyarakat di era modern. *Darul Ulum: Jurnal Ilmiah*

- Keagamaan, Pendidikan Dan Kemasyarakatan*, 12(2), 24–36.
- Khikmiah, R. N., & Fitriatin, N. (2025). Prinsip Etika Tanggung Jawab dalam Administrasi Kesiswaan di Lembaga Pendidikan Islam. *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)*, 5(1), 276–289.
- Khoir, Q., & Rosyidin, M. A. (2025). INTERNALIZATION OF THE VALUE OF MUTUAL TRUST IN IMAM MUSLIM HADITH AS THE BASIS FOR RELIGIOUS CHARACTER FORMATION IN ISLAMIC EDUCATIONAL INSTITUTIONS. *International Journal of Multidisciplinary Reseach*, 1(4), 89–97.
- Kowalski, T. J. (2011). *Public relations in schools*.
- Sari, R. (2025). Membangun Branding Sekolah Islam: Studi Komunikasi Strategis Dalam Manajemen Pendidikan Islam. *Kordinat: Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam*, 24(1), 1–13.
- Septiwiharti, D., HemaFitria, H., Wahab, W., & Putra, P. (2024). Character-based thematic learning: Integrating the values of honesty and responsibility in elementary schools. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 16(2), 1007–1016.
- Surahman, S. (2024). Kualitas Pendidikan Islam Yang Unggul (Kontribusi Pendidikan Karakter Sebagai Perekat Utama). *ALACRITY*, 4(1), 68–74.
- Surahman, S. (2025). BRANDING AND DIGITAL MARKETING STRATEGIES TO INCREASE THE COMPETITIVENESS OF MADRASAH IBTIDAIYAH MUHAMMADIYAH WALIKUKUN IN THE ERA OF SOCIETY 5.0. *Bussman Journal : Indonesian Journal of Business and Management*, Vol. 5 No. 1 (2025): *Bussman Journal | Januari-April 2025*, 410–423. <https://bussman.gapenas-publisher.org/index.php/home/article/view/364/322>
- Susanty, S. (2024). Pemberdayaan dan partisipasi masyarakat dalam pendidikan menuju sekolah bermutu. *Jurnal Terapung: Ilmu-Ilmu Sosial*, 6(2), 221–238.
- Tankosic, M., Ivetic, P., & Vucurevic, V. U. K. (2016). Features of interactive public relations: Using web 2.0 to establish a two-way communication with the consumers. *International Journal of Economics and Management Systems*, 1.
- Virnandes, S. R., Shen, J., & Vlahu-Gjorgievska, E. (2024). Building public trust through digital government transformation: A qualitative study of Indonesian civil service agency. *Procedia Computer Science*, 234, 1183–1191.
- Wahyudi, I., Yusuf, S., Rustam, R., & Syafaruddin, S. (2025). Peran Hubungan Masyarakat Dalam Membangun Citra Sekolah. *El-Idare: Journal of Islamic Education Management*, 11(2), 28–36.
- Zhao, X., Toronjo, H., Shaw, C. C., Murphy, A., & Taxman, F. S. (2022). Perceived communication effectiveness in implementation strategies: a measurement scale. *Implementation Science Communications*, 3(1), 38.