



Implementation of Public Relations in Building the Image of Educational Institutions in Madrasah Aliyah

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A positive public image can enhance trust and interest in educational institutions. This study aims to examine: (1) the concept of public relations management, (2) the concept of institutional image, and (3) the implementation of public relations programs in building the institution's image. The research employs a qualitative method with a case study approach, involving the principal, vice principal of public relations, students, alumni, and the community. Data were collected through interviews and observations, then analyzed through data condensation, presentation, and conclusion drawing. The validity of the findings was verified through source and method triangulation. Results indicate that public relations management is conducted through several stages: (1) Planning is done at the beginning of the school year, aligning with the institution's vision, mission, and objectives; (2) Organizing involves collaboration across different departments; (3) Implementation adheres to principles of integration, sustainability, and honesty; and (4) Evaluation is routinely carried out by the internal public relations team. Furthermore, the public relations team works to build the institution's image by fostering trust and good relationships with local pesantren, providing optimal services to parents, and establishing institutional identity through flagship programs like "Sapa Tetangga" and "Bakti Bahrul Ulum." These programs not only enhance student engagement and talent development but also contribute to the positive image of Madrasah Aliyah Unggulan K.H. Abdul Wahab Hasbullah. Public relations play a crucial role in effectively communicating these initiatives to the public through various media platforms, both digital and traditional.

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INTRODUCTION

The growth of educational institutions in Indonesia has intensified competition among schools, each striving to surpass others. According to data from the Central Statistics Agency (BPS) in the

2023 Indonesian Statistical Report, the total number of schools in the 2022/2023 academic year reached 339,376 units, distributed across all regions of Indonesia. This represents an increase of 1.18% compared to the previous year.

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Specifically, at the upper secondary level, there were 14,236 Senior High Schools (SMA), 14,265 Vocational Schools (SMK), and 9,827 Islamic Senior High Schools (Madrasah Aliyah), with the majority being private institutions (Finaka, 2023). The annual increase in the number of educational institutions has further heightened the competitiveness among them. Each institution strives to highlight its unique characteristics and strengths. A key factor in attracting public interest to a school is the institution's positive image within the community. A well-established and favorable image can significantly enhance a school's reputation and contribute to its overall success.

An image is a perception, impression, or sentiment held by the public regarding an entity, which can shift from negative to positive or vice versa (Fadiyah & Simorangkir, 2021). In an institutional context, a positive image is essential as it reflects the community's recognition of the institution's reputation and achievements. This recognition contributes to the institution's credibility and success. Therefore, maintaining a positive institutional image is crucial for ensuring favorable perceptions among both internal and external stakeholders (Khorotunniswah, 2020).

A positive image within the community can significantly enhance public trust and interest in an educational institution. In addition, the institution can benefit from increased enrollment and greater external support (Winarto, Mahmud, & Muadin, 2023). The image of an institution is one of its most valuable assets. Whether the image is positive or

negative depends largely on the institution itself (Wahid, 2023). An incomplete understanding derived from insufficient information can result in an inaccurate or flawed perception. Therefore, fostering a positive institutional image can be achieved by providing the public with clear information about the institution's programs, events, and new policies, all of which are important for both students' guardians and the wider community. This information must be presented in a way that is understandable, logical, comprehensive, and trustworthy (Cendekia Sandyakala, 2020).

In efforts to establish a positive image for an institution, an active role from within the educational institution, particularly in the area of public relations, is essential. Public relations (PR) in educational institutions has specific responsibilities, including evaluating public attitudes and perceptions towards the institution, formulating and implementing effective communication strategies with the public, coordinating communication programs between the institution and the public, fostering relationships through effective communication processes, and developing positive attitudes and relationships between the institution and the public to create favorable public perceptions and a positive image for the institution (Ma'sum, 2020).

The image of an institution is not achieved instantaneously; it requires several processes, one of which involves establishing a public relations department responsible for promoting, informing, and communicating all aspects of the

institution to the community in order to foster public interest (Faridah, 2020). Additionally, to create a positive image and attract public interest, it is crucial for the institution to maintain high standards of quality and excellence (Azizah & Budiyo, 2023). This can be accomplished, in part, through building collaborative relationships between the institution and the community, which is also significantly influenced by the role of the public relations department.

Public relations (PR) in educational institutions transcends the role of mere publicity or communication. Beyond this, PR is responsible for establishing collaborative relationships with external parties, effectively functioning as a networking entity (Hakim, 2019). As social beings, both individuals and institutions cannot operate in isolation. Each educational institution requires cooperation and input from the community to develop programs that align with the institution's objectives. Conversely, the community needs educational services to access education that meets its needs. Thus, the external role of the community is essential in implementing educational programs (Muttaqien, Mustofa, Yumnansa, Malik, & Buzairi, 2024).

According to Law No. 20/2003 on the National Education System, Chapter XV, Article 54, the role of the community in education is outlined in two main points. First, it addresses the role of individuals, groups, family organizations, and professional organizations in both the implementation and quality control of educational services. Second, it highlights that the community's role in education

extends beyond being mere consumers of educational outcomes; they also serve as sources and implementers of education (Dwiyama, Adriani, Ismia, & Oktafiana, 2020).

Effective public relations management at Madrasah Aliyah Unggulan K.H. Abdul Wahab Hasbullah is integral to the institution's mission, which emphasizes "establishing close cooperation with the community, government, and agencies through the scientific development and utilization of community potential, grounded in faith and devotion to Allah SWT." The establishment of this madrasah within the community acknowledges its existing social fabric. Therefore, the presence of this educational institution is expected to exert a positive influence, particularly on its surrounding environment.

In this context, it is essential to implement public relations management that fosters trust, appreciation, achievement, and a solid reputation for the madrasah. The execution of public relations within the madrasah prioritizes relationships with parents, the community, and external organizations. To build a positive institutional image and gain the trust of the public, Madrasah Aliyah Unggulan K.H. Abdul Wahab Hasbullah undertakes various initiatives to establish itself as a reliable educational institution that is well-regarded by the community.

In relation to Public Relations (PR) within educational institutions, numerous studies have examined the roles and responsibilities of PR in the execution of education. One such study by Sumendap (2021) investigates the role of PR at

SMKN 2 Tondano and its impact on building the institution's image. Another study by Ningsih (2022) focuses on the PR strategies employed by SMPN 1 Tellu Siattinge to enhance the school's reputation. Additionally, research conducted by Supriani (2022) discusses the functions of PR management, its objectives, core responsibilities, and its implementation in madrasahs to improve educational quality. Munir (2023) explores the effectiveness of PR management in shaping the educational image at Universitas Islam Negeri Ar Raniry Banda Aceh, while Finawati (2022) delves into the nature, objectives, and implementation of PR management at Pondok Pesantren Annasyi'in in Pamekasan.

These studies serve as references for the researcher in crafting this article. A significant innovation in this research compared to previous studies is the focus on management conducted by institutions, particularly in the area of public relations, to enhance public understanding of outstanding activities that can foster a positive image. By prioritizing exemplary programs as distinguishing characteristics of the institution, a favorable impression and assessment from the public can be achieved. Furthermore, this study will explore how PR is involved in communicating the institution's standout activities to the community to establish a positive image.

This study aims to examine: 1) the concept of Public Relations Management; 2) the concept of image within institutions; and 3) the implementation of Public Relations programs in building the

institution's image. The research focuses on the efforts made by Madrasah Aliyah Unggulan K.H. Abdul Wahab Hasbullah (MAUWH), particularly by the public relations team, in establishing a positive image and promoting the values and programs that signify the institution's strengths, in alignment with its name. The findings of this research are expected to serve as a reference and guideline for public relations teams in educational institutions to foster community trust and attraction towards the institution.

METHOD

This research was conducted at Madrasah Aliyah Unggulan K.H. Abdul Wahab Hasbullah (MAUWH) in Tambakberas, Jombang. The research method used is qualitative, which is a technique for explaining a phenomenon, symptom, or specific social situation through narrative or words (Waruwu, 2023). This type of research is a case study, which explores a phenomenon or activity, such as a program, process, or social group within a specific time frame. The researcher collects the necessary information through in-depth data collection procedures (Yohanda, 2020).

Primary data sources were obtained through interviews with six relevant informants for this study, including the assistant head of public relations as the main source regarding public relations aspects, the head of the madrasa as the driving force of the institution, as well as the community, students, and parents to gather information about the image of the educational institution. Additionally, the researcher conducted observations through the institution's website and social

media as supporting data for the study. Secondary data sources were obtained from photos, texts, files, and other documents related to the research topic.

Data collection techniques were carried out through interviews and observations. Interviews were conducted with the assistant head of public relations to obtain specific information regarding the management implemented by public relations in building the institution's image, as well as with the head of the madrasa regarding the efforts made to create a positive image. Interviews were also conducted with the community, students, and parents to gain insight into the image of the educational institution. The researcher observed the institution's website and social media to assess the activity of communication through digital media.

Data analysis techniques utilized the Miles and Huberman model along with Saldana (Arbainah, Habibi, & Wibowo, 2024), which consists of the following stages: 1) Data Condensation: In this stage, the researcher selects, simplifies, and focuses on the data obtained regarding the steps of public relations management in building the institution's image; 2) Data Display: The researcher presents or visualizes the data in a format that is easy to understand, such as graphs or tables, or transforms the data into narrative form; and 3) Drawing and Verifying Conclusions: As the final stage, the researcher analyzes patterns and relationships within the data, then verifies the conclusions drawn to ensure consistency and alignment with the focus of the discussion. The validity of the

findings is checked through triangulation of sources and data collection techniques.

RESULT AND DISCUSSION

The Concept of Public Relations Management at Madrasah Aliyah Unggulan K.H. Abdul Wahab Hasbullah

Madrasah Aliyah Unggulan K.H. Abdul Wahab Hasbullah, abbreviated as MAUWH, is an Islamic secondary education institution operating under the auspices of the Yayasan Pondok Pesantren Bahrul Ulum Tambakberas Jombang. Since its establishment, MAUWH has consistently organized and implemented its programs based on educational management principles, thereby creating an effective system within the madrasa. Central to its educational management is the significant attention given to public relations (PR), which serves as a vital conduit for disseminating information related to the institution. This aligns with the role of public relations as articulated by Mutiara Cendekia Sanyakala, which emphasizes that PR functions as a medium for disseminating information, fostering, maintaining, and building harmonious relationships to achieve a positive image. The dissemination of information occurs both directly and indirectly, leveraging the rapidly evolving digital media landscape through social media platforms such as websites, WhatsApp, Instagram, TikTok, Facebook, and YouTube (Cendekia Sandyakala, 2020).

In addition to disseminating information, the PR team at MAUWH also acts as a two-way communicator, as educational institutions fundamentally consist of both internal and external

publics (Pohan, 2018). The role of PR within educational institutions encompasses two primary aspects: internal and external scope (Afkarina, 2018; Oktafia & Halwati, 2023). Within the internal framework, MAUWH's PR efforts focus on fostering communication and building harmony among internal stakeholders to successfully implement school programs. This is accomplished through coordination between the PR department and other units, such as guidance counselors or student affairs coordinators, in planning activities aimed at developing student interests and talents, which may require external participation. The PR function acts as a liaison between the school and the participants involved in these programs. In the external context, PR seeks to establish two-way communication and relationships between the institution and external parties, including students' parents, community leaders, governmental bodies, and other institutions, facilitated by effective communication from the school through its PR department.

The presence of a PR department within an educational institution undoubtedly yields significant benefits. PR serves as the voice or communicator for all components within the madrasa (Rahman, 2020). The primary goal of the PR department at MAUWH is to socialize the developments occurring within the institution, the achievements attained, and the programs currently underway and planned for the future, specifically targeting the broader community, particularly the students' parents. This ensures that information does not remain confined within the madrasa's internal

scope. Such socialization undoubtedly contributes to shaping public opinion regarding the madrasa. Furthermore, PR can serve as a bridge for parents and the surrounding community to communicate important matters that need addressing. Consequently, it is essential for the PR department to cultivate positive communication with the community to foster favorable public perceptions, ultimately benefiting the madrasa by enhancing its image (Faridah, 2020; Ma'sum, 2020).

As an educational unit that emphasizes effective management systems, the PR department at MAUWH engages in planning, organizing, implementing, and evaluating the programs it oversees. This approach aligns with the description provided by Zohriah, Faujiah, Adnan, and Nafis Badri (2023), who assert that educational management is closely related to the POACE framework: Planning, Organizing, Actuating, Controlling, and Evaluating. In managing the madrasa's PR-related programs, collaboration with other stakeholders is imperative throughout the process. The initial step in this management process involves communication and coordination between the head of the madrasa and the respective deputy heads during the planning of upcoming programs at MAUWH.

The planning of MAUWH's PR activities commences at the beginning of the academic year, during the preparation meeting for the new academic year. At this meeting, all sectors collaborate to formulate, design, and plan the programs to be implemented throughout the year,

ensuring alignment with the institution's vision and mission. This planning phase also takes into account evaluations from the previous academic year, serving as a basis for improvement and innovation. The PR department's planning process includes analyzing community needs concerning education, identifying targets and objectives for the planned programs, and determining necessary actions to be taken. This encompasses programs to be executed over an academic year or semester. For instance, if the PR department at MAUWH aims to enhance the institution's positive image through flagship school programs, they must develop a strategic management plan and appropriate strategies to ensure high-quality implementation that positively reflects on the institution's image through effective communication, both directly and via digital media. In this planning process, the PR team collaborates with the head of the school, the Quality Control Unit, the student affairs coordinator, and the curriculum coordinator.

In terms of organization, the PR team at MAUWH operates under the leadership of the head of the madrasa, who supervises four deputy heads responsible for different domains: the curriculum, student affairs, facilities, and public relations. Each deputy head is supported by staff members who assist with their respective responsibilities, including the deputy head of PR. In this structure, the PR department acts as a bridge among the curriculum, student affairs, and facilities sectors in relation to external parties. This organization stage involves the distribution of tasks for the execution of

designated programs to each department according to their expertise, subject to the approval of the head of the school. As highlighted by Juhji et al. (2020), the significance of effective organization requires a solid team to ensure that all objectives are achieved optimally. In this context, the head of MAUWH strives to coordinate each component of the institution to the best of their ability. Additionally, the head of MAUWH fosters positive communication with all members to facilitate coordination of each individual's performance.

The implementation of MAUWH's PR programs is conducted under the oversight of the head of the madrasa and the Quality Control Unit. During regular meetings held every Thursday, the PR team reports on the preparations made for upcoming programs, along with updates from other departments, to ensure directed implementation that meets established objectives. In the execution of public relations management at MAUWH, the PR team adheres to several principles that guide the implementation of planned programs. These principles include: First, Integration, wherein all information conveyed to the public about school-related matters encompasses both academic and non-academic activities. Thus, the PR function does not focus solely on one area but rather integrates and balances these two aspects. Second, Continuity, emphasizing that the PR department's role as a communicator involves continuously disseminating information about the school to the community, not just at the beginning of the academic year during student enrollment

but consistently throughout the year. Consequently, all school activities that warrant communication, as well as initiatives that may attract community interest, must be regularly shared. Third, Honesty, indicating that the information communicated by MAUWH's PR department is presented accurately and authentically, without fabrication, and originates directly from the institution. This is supported by the findings of Saleh (2024), which state that the implementation of principles such as honesty, transparency, integrity, and ethics, particularly in PR communication, can contribute to achieving success in meeting quality standards and gaining consumer trust.

Within the management of PR at MAUWH, the evaluation process begins with monitoring the execution of previously planned programs. Following this oversight, the PR team conducts internal meetings to discuss the monitoring results, identify positive and negative aspects, and determine subsequent actions to be taken. The outcomes of these internal meetings are subsequently presented during weekly evaluation meetings with the head of the madrasa and the heads of each department, which occur every Thursday.

In these weekly meetings, alongside discussing evaluations of completed programs, the readiness percentage for upcoming programs is also addressed. For example, regarding the upcoming Campus Study program, the preparations made by the PR team, along with any shortcomings, challenges, and proposed solutions, are discussed. This approach aims to ensure

that implemented programs are directed, measurable, high-quality, and valuable, thus achieving their objectives and eliciting positive assessments from external parties regarding MAUWH's quality programs. This aligns with Rahmawati's (2023) assertion that evaluation serves not only as a measure of a program's achievement but also as a mechanism for quality assurance and program efficacy. Evaluation should not be viewed negatively; instead, it allows for an understanding of both the strengths and the success levels of the program in question.

Institutional Image and Its Importance in Building Positive Perception

The institutional image refers to the overall impression or representation that an individual has regarding an institution. In contemporary times, public relations (PR) are essential for cultivating a positive image of an institution, as PR is closely linked to the ability to shape opinions. In forming these opinions, the PR team at MAUWH prioritizes community trust, emphasizing that education at MAUWH can develop outstanding generations through various programs provided. This assertion is supported by Aryaningsih (2022), who found that PR plays a crucial role in shaping institutional image. PR acts as the spearhead of educational institutions in establishing partnerships and communication to build a positive image, as a good image is the primary objective that fosters public trust in the institution.

The institutional image is based on the realities experienced within the institution and can create either positive or negative impressions. According to Munir

and Ma'sum (2020), an institutional image encompasses the impressions and evaluations that individuals or the community hold about an institution, which correlates with the services received and the alignment between expectations and offerings. An educational institution invariably possesses an image, whether positive or negative, as perceived by the community. In this context, each educational unit has its own strategies to establish either a positive or negative image. Consequently, MAUWH's PR team undertakes efforts categorized into three primary points:

1. Maintaining Good Relations and Building Trust with Surrounding

Pesantren Situated within an area surrounded by numerous pesantren, MAUWH faces the challenge of earning the trust of students from the Tambakberas pesantren, especially with several nearby schools. Therefore, MAUWH endeavors to maintain positive relationships with the pesantren in the Tambakberas area, ensuring trust with the caretakers to uphold the institution's existence. This is particularly achieved through effective internal communication and addressing the educational needs of students via quality learning and outstanding programs offered at MAUWH.

2. Optimal Service Delivery

An institution is a provider of public service. The services provided by MAUWH as an educational service provider are directed towards students, ensuring quality, innovative, creative, and interactive learning that meets

their needs. A conducive learning environment is created through adequate facilities, quality interactions and communication, provision of counseling services, and development of students' skills and interests. Additionally, MAUWH offers open and responsive communication to the parents of students, both directly and through social media, providing friendly administrative services and accessible information technology systems. To facilitate this, MAUWH has developed the "Si Unggul MAUWH" application, allowing parents to access information related to their children, including attendance records, class materials, and academic performance. This initiative aims to enable parents to monitor their children, particularly as most students at MAUWH are residing at pesantren away from their families. Such efforts are intended to be well-received, generating positive responses from both students and parents. Educational institutions must strive to provide prompt and accurate services with a friendly demeanor, as emphasized by Sri, Wati, Mutohar, and Muhajir (2023). Furthermore, the pursuit of excellent service, particularly through PR, which frequently interacts with external parties, is vital for maintaining community trust and the institution's image (Wijaya, Subagyo, Pramono, & Pujiatun, 2022).

3. Institutional Characteristics

Distinctive traits of an institution are essential for capturing public attention. The characteristics of an

institution also play a significant role in differentiating it from other educational entities. According to Karsono et al. (2021), the identity of a school is a primary aspect that enables it to be easily recognized and distinguished from other schools, particularly private ones. Branding strategies for Islamic schools should align with Islamic values. MAUWH's prominent characteristics include being a madrasah situated within a pesantren environment and offering six distinguished programs: Arabic language, English language, scientific writing, Quran memorization, technical religious skills, and literary reading. These initiatives are designed to fulfill the noble aspirations of the madrasah, aiming to equip students to become "khairunnas anfa'uhum linnas" (the best of people, beneficial to others).

Additionally, MAUWH conducts regular monthly activities called "Sapa Tetangga" and "Bakti Bahrul Ulum," held on the 17th of each month. In the "Sapa Tetangga" program, students distribute food packages to approximately 40 families in the surrounding community. The "Bakti Bahrul Ulum" activity involves a collective effort from all components of the madrasah to clean the surrounding area. The primary aim of these activities is to instill social values in students, fostering empathy, sensitivity, and concern for their environment. Simultaneously, these programs seek to build good relationships with the community to

garner support, participation, and trust. Education involves not only internal components of the institution but also relies on the community's active role in ensuring educational success. Interview results with community members regarding these programs indicate that the "Sapa Tetangga" and "Bakti Bahrul Ulum" activities positively enhance MAUWH's image. These initiatives demonstrate that MAUWH excels not only in its educational programs but also in its interactions with the local community, particularly with neighboring residents. Beyond these two activities, the institution also engages the surrounding community in various other events, such as communal iftars, halal bihalal gatherings, and Muharram commemorations organized by MAUWH.

The positive aspects and activities conducted by MAUWH are communicated and disseminated by the PR team to the public through the institution's website and social media platforms. This underscores the vital role of PR as the institution's communicator in establishing quality communication that ultimately shapes a positive institutional image.

Implementation of Public Relations Programs in Building Institutional Image

PR communication serves as a bridge in fostering relationships with the public, which encompasses all parties supporting MAUWH's progress. Various relationships have been established as part of the institution's efforts to cultivate a

positive image, reflected in its motto: “Forming students who are Educated, Brilliant, Religious, and International Standard.” Through this motto, outstanding programs have been developed in English language, Arabic language, Quran memorization, scientific writing, technical religious skills, and reading traditional texts. Below are several implementations of MAUWH's distinguished programs, highlighting the role of PR in shaping an exemplary institution and building a positive image:

1. Arabic and English Language Programs

The outstanding Arabic and English language programs aim to produce international standard students in alignment with MAUWH's motto. One of the roles of PR in the success of this bilingual language program is establishing partnerships between MAUWH and the Language Development Center of UIN Maulana Malik Ibrahim Malang through a Memorandum of Understanding signed by the head of MAUWH with the director of the Language Development Center. This collaboration serves as a legitimization project for the Arabic and English language competencies of MAUWH students through the issuance of certificates upon completion of competency assessments.

This program has garnered recognition, evidenced by several students achieving awards in competitions and olympiads, which have been publicized by the PR team through MAUWH's social media

accounts. The significance of social media in educational institutions lies in its ability to facilitate information dissemination to the public, particularly to parents of students (Amilia, Rowindi, & Mubarog, 2022).

2. Quran Memorization Program

This program supports the religious motto, as demonstrated by PR activities such as the tasmi' Al-Qur'an, where students recite the Quran from memory, broadcast live via social media, accessible anytime and anywhere. This assertion is supported by Nurmalasari and Masitoh (2020), who indicate that utilizing social media in education during the 4.0 era is a timely and accessible choice for various audiences.

3. Writing Program

This initiative aims to cultivate students' skills in producing both fictional and non-fictional written works through various writing-related activities, such as news writing, poetry anthologies, short film production, and the preparation of scientific articles for publication in MAUWH's El-Hijaz journal every May and November. Writing skills are essential for individuals engaged in intellectual activities, enabling them to articulate ideas and concepts both verbally and in writing (Karim, 2023).

4. Religious Skills Program

This program aims to equip students with the skills necessary to engage in religious activities, incorporating various training sessions such as da'i training, Friday prayer leadership, and funeral management.

As an educational institution within a pesantren, religious knowledge forms the foundational basis that every student must acquire. Islam provides a robust foundation for cultivating a society that embodies rahmatan lil 'alamin, emphasizing social considerations as integral to civilizational and Muslim community development (Rivaldy, Gunawan, & Timahi, 2024).

5. Traditional Text Reading Skills Program

This program aims to develop students' proficiency in reading and understanding classical texts. It encompasses engaging and enjoyable learning activities such as sorogan, lalaran nadhom nahwu shorof, bahtsul masail, halaqah, and traditional text analyses. This aligns with Sajadi's (2021) findings that Indonesian madrasahs establish Islamic education as a fundamental component of their curriculum, with pesantrens specifically focusing on Islamic education supported by classical texts.

These programs represent MAUWH's efforts to create a favorable institutional image through its distinguished offerings, bolstered by the publication and communication initiatives of the PR team to the broader community, thereby enhancing public interest and engagement with the institution. Through effective publication, the community will become more acquainted with the institution. Hartati and Anwar (2023) assert that a significant role of PR in educational institutions involves disseminating vital information about the

school to the public, whether in the form of news, achievements, or future activities.

From the findings of this study, it can be concluded that efforts to construct a positive image are crucial for educational institutions. A positive institutional image increases public trust and has a direct impact on enrollment rates. The management of MAUWH's PR function operates effectively through structured planning, organized teams, and regular evaluations. The active involvement of the head of the school, PR teams, and quality assurance units ensures the execution of quality programs that enhance the positive image of the institution.

The surrounding community has given a positive assessment of MAUWH due to the institution's commitment to embracing and involving the local populace in various activities such as "Sapa Tetangga" and "Bakti Bahrul Ulum," along with the digital publications that foster community interest and trust in the institution.

CONCLUSION

This study outlines the stages of public relations management at Madrasah Aliyah Unggulan K.H. Abdul Wahab Hasbullah Jombang, aimed at enhancing the institution's educational image. The planning phase occurs at the beginning of the academic year, focusing on the institution's vision, mission, and objectives to ensure that the programs developed align with the institution's goals and targets. The organization stage involves the distribution of tasks prior to the program's implementation. In this regard, the public relations team collaborates with other structural units,

including the curriculum, student affairs, and facilities management.

During the implementation phase, the public relations team adheres to guiding principles that serve as a framework for executing the established work programs. These principles include Integration, Sustainability, and Honesty. The evaluation stage is conducted internally within the public relations team and involves routine assessments with the entire institutional structure every Thursday. The school principal, vice principal, and the quality assurance unit are actively engaged in overseeing and monitoring the programs being executed. Consequently, this management process is conducted in a structured and directed manner. Effective collaboration among the institutional structures fosters a harmonious environment, which serves as a foundation for the successful execution of MAUWH programs.

Efforts to cultivate a positive image by the MAUWH public relations team include maintaining good relationships with surrounding pesantren, providing optimal services to students' guardians, offering the "Si Unggul MAUWH" application, and highlighting the institution's characteristics through outstanding programs and community engagement activities, such as "sapa tetangga" and "bakti bahrul ulum." These initiatives have received positive responses from the local community. In this context, the public relations team's efforts to communicate and inform the public through both digital and non-digital media can foster community trust in MAUWH as a preferred educational

institution for their children. The establishment of a public relations team at MAUWH acts as a bridge for building relationships with the community, enhancing public awareness of the institution and facilitating connections with other agencies.

This research article is expected to serve as a reference for MAUWH to continually strive for positive responses from the community through various programs. It aims to attract public interest in choosing MAUWH as a preferred educational institution for their children by leveraging the positive image that has been cultivated. Moreover, it encourages ongoing improvements and innovations in education. It is hoped that this research can provide valuable insights for academics to continue developing and innovating to advance the nation's education.

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