



Analysis of Social Media Usage Management to Increase the Number of Prospective New Students at State Islamic Junior High Schools in Bekasi City

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Abstract: Competition between educational institutions in the digital era requires madrasas to develop more adaptive promotional strategies through the use of social media. State Islamic Junior High Schools (MTsN) in Bekasi City face challenges in attracting prospective new students because social media management has not been carried out optimally and integrated into the institution's management strategy. Data from the Bekasi City Ministry of Religious Affairs in 2024 shows that the number of MTsN applicants has decreased by around 15% compared to public schools. This study aims to analyze the management of social media use in increasing the number of prospective new MTsN students in Bekasi City, including planning, implementation, monitoring, and evaluation of digital strategies. The study used a descriptive qualitative approach with a case study design at three MTsN in Bekasi City. Data collection was carried out through in-depth interviews with madrasah principals and social media management staff, observation of official social media accounts, and analysis of promotional documents. Data analysis used the Miles and Huberman model through data reduction, data presentation, and drawing conclusions. The results showed that social media management was still weak at the content planning and digital performance evaluation stages. Optimizing creative content strategies and strengthening human resource capacity has the potential to increase the attractiveness of madrasas.

Keywords: digital marketing; Islamic education; junior high school; prospective new students; social media management.

Introduction

State Islamic Junior High Schools (MTsN) in Bekasi City find themselves in an increasingly dynamic and competitive educational landscape. These secondary Islamic educational institutions face significant pressure to attract new students amidst the presence of state schools, private schools, and various non-state Islamic schools offering similar educational programs. Data from the Bekasi City Ministry of Religious Affairs in 2024 shows a decline in new student enrollment at MTsN, ranging from 15 to 20 percent compared to the previous period. This phenomenon not only reflects changing public preferences regarding educational options but also reveals strategic issues in institutional communication management. One aspect frequently mentioned in various educational discussions is the limited promotional strategies that can reach a broad audience and adapt to developments in information technology. In this context, the use of social media, despite its significant potential, has not been systematically maximized. Digital platforms such as Instagram, TikTok, and WhatsApp are still used sporadically without structured planning. This

condition gives rise to the need to examine more deeply the social media management practices that can encourage increased interest from prospective new students and build positive perceptions of madrasah institutions (Purwanti et al., 2025).

The declining number of applicants is also inextricably linked to changes in societal communication patterns in the digital era. Information about educational institutions is now more frequently obtained through online platforms, allowing the public to access a variety of content quickly and visually. For parents and prospective students, social media has become a platform for seeking information about the institution's reputation, learning activities, student achievements, and the values fostered by the institution. In such a situation, the existence of an official madrasah account serves not only as a means of documenting activities but also as a medium for representing the institution's identity. Structured content management can create an image of the institution that is professional, open, and relevant to community needs. This study seeks to examine in depth how social media management practices within MTsN influence public perception of madrasas. Aspects analyzed include content planning patterns, publication frequency, forms of interaction with audiences, and their influence on prospective new student interest. This approach aligns with studies highlighting the relationship between digital communication strategies and the formation of an educational institution's image in the digital public sphere (Fitriyanti, 2023).

The urgency of this research is further heightened when linked to the national education development agenda, which positions madrasas as a pillar for strengthening the character and religious literacy of the younger generation. The government, through various education policies, seeks to expand public access to educational institutions based on moderate and inclusive Islamic values. The decline in the number of new students at state madrasas has the potential to impact the sustainability of institutional management, both in terms of learning, academic program development, and achievement of key performance indicators set by the Ministry of Religious Affairs. Bekasi City, known as an urban area with a very large Muslim population, actually holds significant social potential for the development of state madrasas. With a Muslim population of approximately 95 percent, effective digital communication strategies offer significant potential for expanding the reach of information about madrasas to the public. Several studies in the Greater Jakarta area have shown that strategic use of social media can increase enrollment by approximately 30 percent at Islamic educational institutions that consistently implement a digital promotional approach. These findings demonstrate that social media functions not only as a means of communication but also as a strategic instrument in educational marketing (Sholeh et al., 2022).

The development of social media in recent years has also demonstrated a shift in audience characteristics, leading to increasingly active interactions with digital content. The younger generation, the primary target audience for educational institutions, tends to access information through engaging visual and audiovisual formats. Short videos, documentation of student activities, alumni testimonials, and inspirational narratives about madrasah life often attract public attention. Madrasahs that can creatively package this content have the opportunity to build a positive image in the eyes of the public. In this context, research on social media management strategies is crucial, as the success of digital promotion is determined not only by the presence of social media accounts but also by the quality of consistent content management. Previous studies have shown that the use of Instagram and TikTok by Islamic educational institutions can increase brand awareness and expand communication reach to a wider audience (Yaqin & Aini, 2025).

Although various studies have examined the use of social media in the context of educational marketing, studies specifically focusing on social media management in public madrasas in urban areas are still relatively limited. Most national literature on madrasas emphasizes character education, Islamic values-based curricula, and strengthening religious moderation. The digital communication dimension as part of educational institution management strategies has not received adequate attention in academic studies. This situation creates a knowledge gap regarding how social media management strategies can be applied contextually in public madrasas in urban areas such as Bekasi City. Bekasi's demographic characteristics, characterized by high urbanization, dynamic social mobility, and diverse educational institutions, present unique challenges for public madrasas in maintaining their attractiveness. The absence of a structured social media management model means that the available digital potential has not been optimally utilized to expand the institution's communication reach.

This gap becomes even more apparent when compared to research on educational marketing in public schools, which has systematically utilized digital strategies. Studies published in various international educational marketing journals show that strategically designed digital campaigns can increase student enrollment through more personalized and interactive communication approaches. In the context of madrasas, such an approach requires adaptation that takes into account the character of Islamic values and the institutional culture that develops within Islamic education environments. This study seeks to fill this gap by conducting a comprehensive analysis of social media management practices at MTsN Kota Bekasi. The research focuses on digital content management, audience interaction patterns, and their impact on increasing prospective student interest. This approach also considers digital communication practices developing within modern Islamic boarding schools (*pesantren*), which have utilized social media as a means of creative *da'wah* and educational promotion (Handriyanto & Wiyani, 2023).

The conceptual framework of this research is based on strategic educational management theory, which places planning, organizing, implementing, and evaluating as key elements in managing educational institutions. This perspective emphasizes that the success of an educational marketing strategy depends on the institution's ability to systematically integrate each management stage. In the context of digital communication, social media is understood as an interactive space that enables educational institutions to build closer relationships with the community. The digital communication theory developed by McQuail provides a theoretical foundation for how new media can shape audience perceptions through social networking mechanisms and message personalization. The combination of a strategic management approach and digital communication theory provides a comprehensive analytical framework for understanding educational promotion practices in the digital era (Indrioko, 2023).

The management approach proposed by George R. Terry is an important reference in analyzing social media management practices in Islamic schools. The management concept, consisting of planning, organizing, implementing, and controlling, provides an operational framework that can be used to evaluate the effectiveness of an educational institution's digital communication strategy. In practice, each stage of management plays an interrelated role in ensuring the success of a program. Planning relates to determining communication objectives and developing a content strategy that aligns with audience characteristics. Organizing includes the division of roles within the social media management team. Implementation relates to the process of producing and publishing digital content. Meanwhile, controlling focuses on evaluating communication performance through various digital indicators such as content reach, interaction levels, and audience response. This framework enables research to understand how social media management practices are implemented in the context of Islamic educational institutions (Aisyah et al., 2024).

In addition to the theoretical foundation, this study also considers national policy developments that encourage the digitalization of education services. Digital transformation in the education sector is a key government agenda for improving access to and the quality of learning. Policies related to educational digitalization encourage educational institutions to utilize information technology in various management aspects, including promotion and public communication. These digitalization initiatives open up opportunities for madrasas (Islamic schools) to expand their communication reach to the public through social media. Digital platforms enable educational institutions to convey information more quickly, transparently, and interactively to prospective students and parents. Within this policy context, social media management by madrasas is understood not only as an institutional communication strategy but also as part of the digital transformation in educational management.

Based on this background, this study aims to answer the question of how social media is planned, organized, implemented, and evaluated at State Islamic Junior High Schools (Madrasah Tsanawiyah) in Bekasi City. This study examines the dynamics of social media management as part of an educational marketing strategy that adapts to developments in communication technology. Furthermore, this study proposes an innovative idea in the form of developing a hybrid management model called Social Media Integrated Leadership for Enrollment (SMILE). This model is designed as an integrative approach that combines digital data analysis with a content strategy based on Islamic values. The use of digital analytics in this model allows

educational institutions to understand audience behavior more deeply and adapt their communication strategies accordingly. This data-driven approach provides a new perspective on Islamic educational marketing practices, which have traditionally relied heavily on conventional promotional methods. Therefore, this study is expected to provide both academic contributions and practical recommendations for the development of digital communication strategies in Islamic schools in Indonesia.

Method

The research approach used in this study is based on a qualitative paradigm with a case study design. This design was chosen to allow researchers to explore in-depth the dynamics of social media management within the context of Islamic educational institutions, specifically State Islamic Junior High Schools (MTsN) in Bekasi City. Case studies provide a broader analytical framework for complex social phenomena because they focus on a concrete and specific context. This perspective aligns with Yin's view that case studies are an appropriate approach for understanding managerial practices within specific organizational environments (Yin, 2018). Through this approach, the research seeks to uncover how social media management is implemented by Islamic schools in an effort to increase the number of prospective new students. The focus of the study lies not only in the final results of digital promotion strategies but also in the processes involving various institutional actors, organizational dynamics, and the interactions formed between the Islamic schools and the community through digital communication spaces. The qualitative approach provides researchers with the opportunity to understand the evolving meanings behind these social media management practices, including how digital communication strategies are interpreted by both Islamic school managers and the target audience for educational promotion.

The use of a qualitative approach in this research is related to the nature of the phenomenon being studied, namely social media management practices in educational settings. This phenomenon cannot be fully understood through numbers or statistical indicators alone, as it involves experiences, interpretations, and social practices that develop within the life of madrasah organizations. Qualitative methods provide researchers with a more contextual understanding of the decision-making process, communication strategy planning, and the dynamics of interactions that emerge in social media management. The exploratory nature of this approach allows the research to explore various aspects that shape digital management practices in Islamic educational institutions, including the background of internal policies, the organizational structure that manages social media, and public perceptions of information conveyed through digital platforms. Thus, the research not only examines how social media is used as a promotional tool but also explores how these practices shape communication relationships between madrasah institutions and prospective students. This perspective provides a more comprehensive picture of the social media management process in the context of public madrasah education (Azizah & Widiyati, 2023).

The case study design used in this research is instrumental. This means that the case studied is not merely viewed as a stand-alone object but also as a means to understand the broader phenomenon of social media-based educational marketing practices in Islamic educational institutions. The Islamic Junior High School (MTsN) in Bekasi City was chosen as the sole unit of analysis due to its representative characteristics in the context of public madrasah management in urban areas. Bekasi City is known as one of the metropolitan areas in the Greater Jakarta (Jabodetabek) region experiencing rapid population growth and quite dynamic educational infrastructure development. This condition creates an intense competitive environment among various educational institutions, both public schools and private madrasahs. In this situation, several MTsN in Bekasi have begun to demonstrate initiatives in utilizing social media as a means of public communication and educational promotion. The digitalization initiative for new student admissions developing within the madrasah environment is a key reason for selecting this research location. By focusing on a single institutional case, the research can explore in depth how social media management strategies are designed, implemented, and interpreted by the various parties involved.

Focusing on a single case study provides researchers with the opportunity to more intensively explore the internal dynamics of madrasah organizations. These dynamics include digital communication planning practices, the organization of social media management teams, and the coordination between madrasah leaders and the implementation team in the field. Furthermore, this approach also allows for analysis of external factors influencing educational institutions' communication strategies, such as the characteristics of urban communities, social media usage patterns among the younger generation, and parental perceptions of Islamic educational institutions. Case studies focused on a single institution provide researchers with the opportunity to understand the relationship between managerial policies and digital communication practices within the madrasah organization. This type of analysis provides insight into how digital promotion strategies evolve as part of educational institution management practices in response to social changes influenced by information technology (Azizah & Widiyati, 2023).

The research subjects in this study involved various actors who have direct and indirect roles in social media management at MTsN Kota Bekasi. Informants were selected purposively, considering their involvement in the planning, implementation, and reception of information conveyed through the madrasah's social media. The madrasah principal was one of the primary informants because he has the authority to formulate strategic policies related to institutional communication management. Within the madrasah organizational structure, the principal holds a crucial position in determining the direction of educational promotion program development, including policies regarding the use of digital technology as a means of public communication. The madrasah principal's perspective provides insight into how digital communication policies are formulated within the management framework of Islamic educational institutions. Furthermore, interviews with the madrasah principal provided information on the strategic considerations behind the use of social media as part of efforts to increase the interest of prospective new students (Anggraini & Sukaris, 2023).

The research informants also included the vice principal in charge of student affairs and public relations. This position plays a crucial role in coordinating the school's various communication activities related to the wider community. The vice principal, in charge of student affairs and public relations, serves as a liaison between the leadership's strategic policies and the operational practices of the social media management team. In the context of this research, this informant provided information regarding the internal coordination process, the division of responsibilities within the social media management team, and the decision-making mechanisms related to content published to the public. The perspective from this position provides insight into how the school's digital communication strategy is operationally implemented in the educational institution's daily activities (Fitriyanti, 2023).

In addition to the institution's leadership, this study also involved members of the madrasah's social media management team, consisting of teachers and information technology staff. This team is responsible for producing digital content, managing social media accounts, and responding to interactions from digital platform users. In practice, the social media management team carries out various activities related to the development of promotional materials, documentation of madrasah activities, and dissemination of information related to educational programs to the public. The involvement of teachers and information technology staff in this team demonstrates the integration of pedagogical and technological aspects in managing the educational institution's digital communications. Information obtained from the social media management team members provides an overview of the creative process that occurs in digital content production and the challenges faced in maintaining consistent madrasah communications in the social media space (Miranda, 2019).

This study also involved prospective new students and their parents as informants representing the audience perspective. This group was chosen because they are the ones who directly receive promotional information delivered by the madrasah through digital platforms. Informants from among prospective students and parents were selected based on their involvement in interacting with the madrasah's social media accounts, such as providing comments, sharing content, or accessing information related to new student admissions. The perspective of this audience group provides insight into how the information conveyed by the madrasah is received, interpreted, and influences their interest in considering the madrasah as an educational option. The

presence of an audience perspective in this study enriches the analysis of the effectiveness of digital communication conducted by educational institutions (Anggraini & Sukaris, 2023).

Data collection in this study was conducted through three main techniques: in-depth interviews, participant observation, and document analysis. In-depth interviews were used to obtain narrative information regarding informants' experiences, views, and interpretations of social media management practices in madrasahs. This technique allowed researchers to explore more detailed explanations regarding digital communication policies, educational promotion strategies, and the various challenges faced in managing social media in educational institutions. Through interviews, researchers gained insight into the decision-making process related to digital content development and the communication strategies implemented by madrasahs in reaching prospective new students (Miranda, 2019).

Participatory observation was conducted by directly observing social media management activities within the madrasah environment. This observation provided researchers with the opportunity to understand digital communication practices in real-world settings, including how the social media management team produces content, publishes information, and responds to interactions from digital platform users. Through observation, researchers were able to capture teamwork dynamics, internal coordination patterns, and the forms of organizational member involvement in the madrasah's digital promotional activities. This observational approach provided empirical data that complemented the information obtained through interviews with research informants (Mutaqin et al., 2022).

Document analysis was conducted by examining various materials related to the management of madrasah social media. The documents analyzed included digital promotional content published through social media platforms, archives of internal policies regarding madrasah public communication, and other documents related to the new student admissions program. Document analysis provided additional perspectives on how digital communication strategies are formulated and presented in the form of content published to the public. Data obtained through these documents were then compared with information from interviews and observations to gain a more comprehensive understanding of social media management practices within MTsN Kota Bekasi (Mutaqin et al., 2022).

The use of various data collection techniques enabled the study to obtain rich information and strengthen the validity of the findings through the process of triangulation. Triangulation is conducted by comparing information obtained from various data sources and data collection methods. This approach helps researchers check the consistency of information and identify differences in perspectives emerging from various research informants. The triangulation process provides a strong methodological foundation in qualitative research because it allows researchers to understand the phenomenon being studied from multiple perspectives. In the context of this study, triangulation serves as a means to obtain a more comprehensive picture of social media management practices in madrasahs and their impact on increasing the interest of prospective new students.

Results and Discussion

Overview of Social Media Management Implementation at MTsN Bekasi City

The research results show that social media management at the State Islamic Junior High School (MTsN) in Bekasi City follows a systematic, structured management process. These management practices include planning digital communication activities, organizing resources involved in online platform management, implementing information publication strategies, and periodically evaluating the effectiveness of promotional activities. Data collected through field observations, interviews with various informants, and reviewing internal madrasah documents demonstrate that social media is no longer used merely as a means of documenting institutional activities. Digital platforms have evolved into strategic communication instruments used to expand the distribution of information about the madrasah to the public. The use of digital communication technology provides opportunities for educational institutions to reach a wider audience, particularly prospective students and parents seeking educational resources. Previous studies have also confirmed that the use of social media in educational institutions can strengthen institutional communication

while increasing the institution's visibility in the digital public space (Najmy Hanifah & Istikomah Istikomah, 2022).

Social media management within madrasas demonstrates a transformation in communication patterns between educational institutions and the community. The presence of digital platforms opens up a more dynamic space for interaction, so communication is no longer one-way, as with conventional promotional media. Instagram, Facebook, and YouTube are utilized as primary channels for conveying various information related to learning activities, extracurricular activities, and students' academic and non-academic achievements. This information is presented in visual and narrative formats designed to capture public attention. The flexibility of social media allows madrasas to communicate quickly and easily to the wider community. The inherent digital nature of these platforms allows information dissemination to occur without the constraints of space and time, enabling educational institutions to build more intensive communication with their audiences. In this context, social media serves as a medium that facilitates the direct exchange of information between madrasas and the community seeking information about religious-based secondary education.

Observations indicate that madrasas' use of social media also serves as a means of building their institutional image in the digital public sphere. Content published through various digital platforms is designed to project the madrasa's identity as an active, religious educational institution with a variety of student development programs. Publications about academic, religious, and extracurricular activities demonstrate the dynamics of educational life within the madrasa. This information not only provides an overview of the educational facilities and programs available but also fosters a positive perception of the learning environment offered by the madrasa. The presence of well-managed digital content contributes to strengthening the reputation of educational institutions in the public eye. Research examining digital communication within educational institutions indicates that consistent publication of information through social media can increase public trust in educational institutions and expand the reach of institutional communication.

The Instagram platform plays a significant role in the digital communication strategy implemented by MTsN Kota Bekasi. The platform's distinctive visual character provides educational institutions with the opportunity to convey messages through a combination of images, videos, and short narratives that are easily understood by audiences. The use of visual formats allows information to be presented in a more engaging and communicative manner, enabling the message to be more effectively received by social media users. The madrasah utilizes Instagram features such as Stories, Reels, and photo and video uploads to showcase various educational activities taking place within the school. Documentation of learning activities, religious activities, and student activities in various madrasah programs serves as the primary material for digital content publications. This visual presentation provides a realistic picture of the academic and social life at the madrasah.

Observations of content publication activities indicate that visual formats have a strong appeal to audiences, particularly the younger generation, the primary target audience of secondary educational institutions. Content presented in the form of short videos or visual documentation of student activities is able to capture the attention of social media users more quickly than lengthy informative text. The narratives that accompany visual content are usually designed to be concise and communicative, making it easier for audiences to understand the message. The presentation of information through visuals and narratives helps create a positive impression of the educational atmosphere at madrasahs. This content depicts a learning environment that is oriented not only toward mastering knowledge but also toward strengthening the religious values that are characteristic of madrasah education. The depiction of a religious and active learning environment influences public perception of the quality of education offered by these institutions.

The increasing use of social media in educational communication also reflects changes in people's information consumption patterns. Modern society is increasingly favoring information through digital platforms easily accessible via smartphones. This situation is driving educational institutions to adapt their communication strategies to the fast, visual, and interactive nature of digital media. Madrasas that effectively utilize social media have a greater opportunity to reach a wider audience and build closer relationships with prospective students and parents. In this context, social media serves not only as a channel for disseminating information but also as a space for interaction, allowing the public to gain a direct view of educational activities taking place at the

madrasa. This transformation of educational communication toward the digital space is a crucial characteristic of the development of educational marketing strategies in the information technology era (Setiawan et al., 2024).

Research examining the use of Instagram in educational institution promotion shows that interactive visual content can increase audience attention and strengthen the institution's image in the public eye. Presenting information through an engaging visual format helps educational institutions build an institutional identity that is more easily recognized by the public. Interactions that occur through comments, direct messages, and various forms of audience response provide indicators of the level of public engagement with published content. These communication activities demonstrate that social media functions not only as a means of publishing information but also as a space for dialogue between educational institutions and the public. Interactions fostered through digital platforms help strengthen the relationship between madrasas and their surrounding social communities. In this context, the use of Instagram as a medium for educational promotion plays a crucial role in building the institution's image while expanding its communication network with the wider community.

Social Media Usage Planning

The planning stage for social media management at MTsN Kota Bekasi begins with identifying the characteristics of the target audience for the institution's digital communications. Interviews with the head of public relations revealed that the school first mapped the profiles of prospective students and parents who were potentially interested in the educational programs offered. This identification process included understanding the social background, information preferences, and digital media usage patterns commonly accessed by the target audience. This analysis also took into account the institution's internal and external conditions, formulated through a SWOT analysis approach, an analytical framework that maps the strengths, limitations, opportunities, and challenges related to educational promotion activities. The results of this mapping served as the initial foundation for formulating the direction of digital communications that the school would develop in introducing educational programs to the wider community.

The strategic analysis conducted during the planning stage provides an overview of the institution's position within the competitive environment among educational institutions. The mapping of the institution's strengths includes the madrasah's identity as an Islamic-values-based educational institution, its growing academic reputation within the community, and the presence of various student development activities that attract public attention. At the same time, the internal evaluation also addresses various limitations related to promotional reach and the optimization of the use of digital communication technology. Consideration of external opportunities and challenges also forms part of the institutional reflection process in designing a promotional strategy relevant to societal developments. The madrasah's strategic planning document shows that the results of this analysis were then formulated into digital communication objectives related to increasing the number of applicants for the new student admissions program. The target of increasing the number of applicants by approximately twenty percent was set as the orientation to be achieved through the use of social media, particularly Instagram and TikTok, which are known to have a broad audience reach among the younger generation.

The next planning stage involved establishing a digital promotion team with specific responsibility for managing the school's digital communications. Observations conducted at the beginning of the academic year indicated that the school established a working group specifically tasked with designing digital promotional materials and managing content publication activities on various social media platforms. The team consisted of several educators and staff with interests and skills in digital communications. The team's existence reflected institutional awareness that social media management requires planned work coordination and the involvement of human resources with an understanding of the characteristics of digital media. The formation of the digital promotion team also served as part of the school's efforts to ensure that all published content reflected the institution's identity while conveying relevant information to the community.

In practice, the digital promotion team designs various forms of communication content tailored to the characteristics of the target audience for educational promotion. The communication materials produced combine information about educational programs with the Islamic values that are

the primary identity of the madrasah institution. The content developed not only focuses on conveying administrative information regarding new student admissions but also showcases the dynamics of educational life within the madrasah environment. One type of content produced is video testimonials from students and alumni who share their experiences during their education at the madrasah. These personal narratives provide insight into the learning atmosphere, social relationships between students, and character-building activities that occur within madrasah life. This type of content has narrative power that can provide a more personalized educational experience for prospective students and parents considering educational options.

A documentary study related to the implementation of the new student admissions program in 2025 shows that digital promotional activities are also supported by budget planning specifically allocated by the madrasah. Administrative documents reveal budgeting intended to support digital content production and the use of paid promotional features on social media platforms. The use of digital advertising features allows the madrasah's promotional content to reach a wider audience beyond its existing network of followers. This budget support reflects managerial awareness that educational promotion activities through social media require adequate resources to ensure effective communication messages reach the public. The financial planning accompanying digital communication activities demonstrates that the use of social media has become part of the institutional strategy for introducing madrasah educational programs to the public.

The digital communication planning strategy implemented by MTsN Kota Bekasi aligns with various research findings highlighting the importance of social media in educational program outreach activities. Digital platforms serve not only as a means of disseminating one-way information but also as a space for social interaction that enables educational institutions to build more intensive communication relationships with the community. Studies on educational promotion through social media indicate that platforms such as Instagram and TikTok have significant potential to reach a broad audience and build public engagement with the information provided by educational institutions. The visual characteristics, speed of information distribution, and ease of interaction available on digital platforms provide opportunities for educational institutions to develop communication strategies that are more adaptive to developments in information technology (Maolana et al., 2024).

The development of social media also demonstrates a shift in communication patterns between educational institutions and the public. The public is increasingly accustomed to obtaining information about educational institutions through digital platforms that can be quickly accessed through personal communication devices. This situation is encouraging educational institutions to adapt their communication approaches to the more interactive nature of digital media. Utilizing social media as part of an educational communication strategy allows madrasahs to build closer relationships with the community. Information conveyed through digital platforms relates not only to educational programs but also describes academic life and character-building activities taking place within the madrasah environment. This easily accessible information helps the public gain a clearer picture of the educational environment offered by the institution.

Social media also provides a more flexible communication space compared to conventional promotional media, which tend to be one-way. Platforms like Facebook, WhatsApp, and Instagram enable direct conversations between madrasah administrators and prospective students and parents seeking information about educational programs. This interaction provides a more personal form of communication, allowing the public to obtain clarification on various matters related to the new student admissions process. Madrasah administrators can respond quickly to questions raised by the public through direct messaging features and comments sections available on digital platforms. This form of communication demonstrates how social media opens up a broader dialogue between educational institutions and the communities that make up their social environment.

Research examining digital education promotion strategies shows that communication flexibility and the ability of digital platforms to facilitate direct dialogue are crucial factors influencing the effectiveness of education promotion in the information technology era. Interactions through social media not only expand the distribution of information about educational institutions but also help build more open communication with the public. Dialogues fostered through digital conversations provide educational institutions with the opportunity to understand the public's information needs while also introducing their various educational programs. In this

context, social media serves as a communication space that connects educational institutions with the public more closely. Various studies on digital education promotion confirm that educational institutions' ability to utilize digital communication spaces is a factor supporting the success of educational promotion activities amidst the increasingly rapid development of information technology (Budiyatmo & Iriani, 2022).

Organizing Resources

The organizational stages of social media management at MTsN Kota Bekasi were realized through the establishment of a work structure involving various elements within the madrasah organization. This process demonstrated the existence of a task arrangement designed to ensure coordinated digital communication activities. The madrasah established a public relations division with specific responsibility for managing public communication through various social media platforms. This division comprised several teachers with knowledge and skills in information technology, and was supported by a vice principal who served as coordinator of digital promotion activities. The existence of this work structure reflected institutional efforts to integrate digital communication activities into the educational institution's management system. A clear division of roles within the organization enabled each team member to understand their responsibilities in managing digital content while maintaining continuity of communication between the madrasah and the target community.

The organizational structure established for social media management allows for a more systematic distribution of tasks among team members. Each element involved in digital promotional activities plays a distinct role according to their capacity and competency. Teachers with experience in information technology management contribute to the digital content production process, while madrasah leadership plays a role in providing strategic direction regarding communication messages to be conveyed to the public. This work arrangement helps maintain alignment between social media publication activities and the madrasah's institutional vision and values. In the context of educational organizations, human resource management is a crucial element in ensuring that every communication activity carried out by the institution is directed and consistent with the identity of the educational institution it represents.

Interviews with members of the social media management team revealed a fairly structured division of roles in implementing digital communication activities. Several team members function as content creators, tasked with compiling visual materials and narrative texts for publication on the madrasah's official social media accounts. This content production process involves processing images and videos, as well as creating short narratives that describe educational activities taking place within the madrasah. Content creators also strive to present information with an engaging visual approach so that communication messages are more easily understood by the audience. This role is crucial because the nature of social media places visual content as a key element in attracting public attention. A well-planned content production process helps ensure that all information conveyed through social media continues to reflect a positive image of the educational institution.

In addition to the role of content creator, there are also team members who serve as administrators of social media accounts. The administrator's primary responsibilities relate to managing the content publication process and monitoring audience response to the information presented. The administrator sets the upload schedule, ensures content is published at times deemed effective for reaching the audience, and manages various forms of interaction that arise through comments and direct messages. This monitoring activity helps the madrasah understand how the public responds to published information. The madrasah's official social media accounts, such as the Instagram account @mtsn1kotabekasi, serve as the center of digital communication activities, serving as the primary channel for conveying various information regarding educational activities. The existence of these official accounts allows the public to directly access information regarding the dynamics of the madrasah's activities.

Organizing resources for social media management also involves cross-sector coordination within the madrasah. The social media management team does not operate in isolation from other work units, but rather collaborates with various parties involved in educational activities. Subject teachers, administrative staff, and extracurricular activity managers frequently provide documentation of student activities, which is then used as digital content. This documentation

includes classroom learning activities, religious activities, and various activities aimed at developing students' interests and talents. The visual materials obtained from various work units are then processed by the social media management team into promotional content published through digital platforms. This collaboration demonstrates that digital communication activities are part of a collective effort involving various elements within the educational organization.

In addition to content management, the school also focuses on improving the capacity of human resources involved in social media management. Members of the social media management team were given the opportunity to participate in training related to the use of various digital tools that support online communication activities. This training covered the use of visual design applications such as Canva, which is used in the graphic design process, and the use of Google Analytics, which helps analyze the performance of digital content. Mastery of these tools helps team members understand how published content is received by audiences and the extent of the reach of information generated through social media. These efforts to improve technical skills demonstrate the school's attention to the quality of digital communication management carried out by the promotions team.

Field observations indicate that social media content publication activities are carried out on a schedule in accordance with the operational guidelines outlined in the madrasah's digital promotion standard operating procedures document. This publication schedule serves as a working guide for the social media management team in determining the frequency and type of content to be published to the public. This scheduling helps maintain consistency in the madrasah's communication with its audience and ensures that information about educational activities is delivered continuously. Consistency in content publication also plays a role in maintaining public attention to the madrasah's social media accounts. With clear operational guidelines, digital promotion activities can be carried out in a more structured manner and facilitate team coordination.

Various studies on digital promotion management in educational institutions indicate that the existence of a dedicated team for social media management plays a crucial role in ensuring the effectiveness of digital communications. Educational institutions that develop a dedicated organizational structure for social media management tend to produce more consistent content and improve communication quality. Furthermore, developing human resource capacity through training activities also influences the quality of digital content produced by educational institutions. The technical competence of social media management team members helps them understand the characteristics of digital media and optimize the use of various features available on online platforms. Various studies have shown that strengthening human resource capacity in digital communications management contributes to improving the quality of educational promotion in the digital public space (Qarlina et al., 2023).

Social Media Strategy Implementation

The implementation stages of the digital communication strategy at MTsN Kota Bekasi are reflected in the ongoing publication of content on various social media platforms managed by the school. This activity demonstrates how social media is used as a communication space to present information about educational life within the school to the wider community. The published content includes various forms of visual materials that showcase the dynamics of student activity, both in classroom learning and in various self-development activities outside the classroom. Furthermore, the publications also include information on academic and non-academic achievements by students as a form of recognition of the educational achievements of the school. Information regarding the new student admission program is also an important part of the communication content published through social media. The presentation of this information helps the public gain a clearer picture of the various educational activities taking place at the school.

Communication materials delivered through social media are designed in visual formats that are easily understood by digital audiences. Content documenting student activities is presented through photos and videos that depict the live atmosphere of educational activities. One form of content that has garnered significant attention from social media users is short videos in reel format that showcase various student activities in the madrasah environment. These short videos contain clips of student activities in learning, extracurricular activities, and religious activities that are part of educational life at the madrasah. Presenting content in short video format provides a dynamic visual

experience for the audience. This format aligns with the tendency of social media users to show a high interest in short video content that can be accessed quickly through digital devices.

The use of the reels format as a medium for content publication provides madrasas with the opportunity to present more engaging communication messages in the digital space. Visualizing student activities in short videos provides a realistic glimpse into the educational landscape. Through this format, madrasas can showcase the active learning environment, social interactions between students, and the various activities that shape the learning experience in an educational environment. A dynamic visual approach helps enhance the content's appeal, making it easier to capture the attention of audiences browsing various information on social media. In the context of digital communication, engaging visual content plays a crucial role in building a positive impression of educational institutions. The use of short videos also facilitates the delivery of communication messages concisely without diminishing the meaning of the information being presented to the public.

In addition to utilizing visual content publications, madrasas also utilize various interactive features available on social media platforms to strengthen communication with the community. One form of communication activity undertaken is hosting live broadcasts through the live streaming feature, which is used to hold question-and-answer sessions regarding the new student admissions process. This activity provides an opportunity for prospective students and parents to receive direct explanations regarding various aspects related to the madrasah's educational program. Information regarding registration requirements, selection schedules, and available educational activities can be explained directly by madrasah administrators to the community who watch the broadcasts. The interaction that occurs through live broadcasts provides a more intimate communication experience between the educational institution and the audience involved.

The live Q&A session also demonstrated how social media provides a more open communication space between the madrasah and the community. Audiences could submit questions directly through the comments section during the broadcast. Madrasah administrators then provided explanations to questions raised by prospective students and parents. This form of communication provided the community with an opportunity to obtain more detailed information about the educational programs offered by the madrasah. This live communication activity also helped build public trust in the openness of educational institutions in providing information. In this context, social media serves not only as a means of disseminating information but also as a space for dialogue that brings educational institutions and the community together more intensively.

Observational data shows that posts related to new student admissions activities receive a relatively high level of interaction compared to other types of content. During the registration period, each post containing information about the new student admissions process attracted responses from hundreds of social media users. This response was evident through various forms of interaction, such as likes, comments, and re-shares of information by users. This high level of interaction indicates a significant public interest in information related to the education registration process. The interactions that occur on social media posts also provide insight into how people utilize digital platforms as a source of information in determining educational choices for their children.

Interviews with the new student admissions committee revealed that the social media management team strives to maintain responsiveness in communicating with the community. Every question submitted via direct messages or the comments section is answered within a relatively short time. This rapid response is seen as crucial in creating the impression that the madrasah is open to communication with the community. The responses provided by the social media management team helped address various doubts or questions that prospective students and parents had regarding the registration process. Interactions through social media demonstrate that digital communication can be an effective means for educational institutions to build closer relationships with communities seeking information about education.

In its digital communications management practices, the social media team also utilizes the interactive story feature to answer frequently asked questions from parents of prospective students. This feature provides brief explanations regarding various aspects of the new student admissions process. Frequently asked questions are then collected and answered through story posts, making the information accessible to a wider audience. This approach helps make it easier for the public to obtain information without having to ask the same questions repeatedly. The use of this interactive feature

demonstrates how social media can be utilized as a flexible communication tool to address the public's information needs.

Digital documentation obtained from the madrasah's official account also shows the integration of social media platforms with the online registration system used in the new student admissions process. A link to the registration page is placed on the madrasah's Instagram profile so prospective students can access the registration form directly through their digital devices. This initiative demonstrates the educational institution's adaptation to the growing digitalization of educational services in society. The integration of social media and the online registration system makes it easier for the public to obtain information and complete the registration process conveniently without having to visit the madrasah in person. Various studies on digital education promotion have shown that the integration of social media and online registration services can increase ease of access to information and expand the reach of educational institutions' communication with the public (Budiaymo & Iriani, 2022).

Strategy Evaluation and Improvement

The evaluation phase of social media management at MTsN Kota Bekasi was implemented through the use of digital data and the collection of responses from various parties involved in the institution's communication process. This evaluation activity served as a means of reflection on the digital communication practices implemented by the madrasah in introducing educational programs to the public. Data analysis was conducted using digital analytics tools, one of which was Google Analytics, which was used to monitor the performance of content published through various social media platforms. This analytics tool provided an overview of the reach of information conveyed, the level of audience engagement, and the patterns of interaction emerging from the public towards the madrasah's communication content. Data collected through this analysis process showed an increase in the number of prospective students of approximately fifteen percent compared to the previous year. This increase was related to digital promotional activities carried out through social media as a means of institutional communication.

Evaluation activities not only rely on digital statistical analysis but also involve observing audience response patterns to various forms of published content. Observations of social media management activities show that the management team regularly reviews the level of interaction with each post. Indicators considered in the evaluation process include the number of content views, the level of user engagement in the form of comments and appreciation, and the various responses given by the public to information conveyed through social media. Reviewing these indicators provides an overview of the extent to which the communication messages delivered by the madrasah reach and capture the attention of digital audiences. This type of evaluation activity helps the management team understand the dynamics of information reception in the ever-evolving digital public space.

The process of reviewing social media content performance also provides the management team with an opportunity to identify the types of content that resonate most strongly with audiences. Each publication uploaded through digital platforms generates a different response from the public. Some content garners high levels of interaction because it presents information relevant to the public's needs, while other content demonstrates more limited engagement. Through this analysis, the social media management team can understand audience preferences for consuming information in the digital space. Understanding audience preferences is crucial for developing a more effective communication strategy. By understanding the types of content that resonate most with the public, social media managers can design publications that better align with the characteristics of the educational institution's target audience.

The evaluation conducted by the social media management team also revealed several challenges faced in the madrasah's digital communication practices. One frequently encountered challenge relates to the need to provide a variety of content that is constantly updated to maintain audience engagement. The dynamic nature of social media encourages educational institutions to provide fresh and relevant communication materials to reflect evolving digital trends. Repetitive content presented without innovation has the potential to diminish audience engagement with published information. This situation requires the social media management team to continuously develop creativity in designing communication materials that can maintain public interest in the

madrasah's social media accounts. These challenges are part of the dynamics of digital communication management faced by educational institutions in the era of information technology development.

In response to the various findings obtained from the evaluation process, the social media management team adjusted its communication strategy by expanding the use of various digital platforms with different audience characteristics. One step taken was to increase the use of TikTok as an additional communication medium that could reach a wider generation of young people. This platform is known for its active audience and high interest in short video content that is both informative and entertaining. Developing a communication strategy through new platforms provides opportunities for madrasahs to reach a more diverse group of people. This approach reflects the educational institution's efforts to adapt to the ever-changing digital communication landscape in society.

The evaluation process was also supported by activity documentation demonstrating the use of a data triangulation approach to assess the effectiveness of the madrasah's digital communication strategy. This approach involved comparing various sources of information obtained during the research process. Digital analytics data generated through social media performance measurement tools were compared with the results of interviews with various informants involved in digital communication management. Furthermore, observations of communication practices within the madrasah environment also served as part of the assessment process to determine the effectiveness of the implemented strategy. The use of data triangulation provided a more comprehensive picture of how social media is utilized in educational promotion activities.

A triangulation approach helps strengthen the validity of the findings obtained from the digital communication strategy evaluation process. Statistical data generated through digital analytics tools provides quantitative information regarding the level of audience reach and engagement with social media content. Meanwhile, interviews with informants provide insight into the practical experiences of social media managers in implementing digital communication strategies. Field observations provide a picture of how these communication practices occur in daily activities within the madrasah environment. Combining these various sources of information helps generate a more comprehensive understanding of the effectiveness of communication strategies implemented by educational institutions in utilizing social media as a means of educational promotion.

Continuous evaluation provides educational institutions with the opportunity to adapt their communication strategies to evolving social media trends. The dynamics of digital communication require educational institutions to continually update their communication approaches to reach the public. The evaluation process serves not only as a means to assess the success of implemented strategies but also as a basis for developing communication innovations that are more adaptive to audience needs. Regular strategy adjustments help educational institutions maintain communication relevance in the increasingly competitive digital space.

Various studies on digital promotion management in educational institutions confirm that ongoing evaluation plays a crucial role in maintaining the effectiveness of institutional communication strategies. Analyzing digital content performance, understanding audience responses, and adapting communication strategies are all part of an organization's learning process in the face of changes in the digital communication environment. Educational institutions that conduct systematic evaluations have a greater chance of maintaining the quality of public communications through social media. In the long term, consistent evaluation practices help educational institutions develop communication strategies that are more adaptive to developments in information technology and the changing needs of society.

Conclusion

Social media management at the State Islamic Junior High School (MTsN) in Bekasi City has transformed from a mere documentation tool into a strategic communication tool to increase the number of prospective new students. This process is carried out through systematic managerial stages, starting with SWOT analysis-based planning and organizing a dedicated promotional team, and continuing content publication. The use of visual platforms such as Instagram and TikTok has proven effective in reaching both young and older audiences in urban Bekasi, ultimately contributing to a 15% increase in enrollment compared to the previous period. The success of this strategy depends

heavily on the quality of the creative and interactive content created by the management team. Visual content in the form of reels and short videos showcasing the madrasah's daily activities, student achievements, and alumni testimonials are key draws for prospective students. Furthermore, the integration of interactive features such as live streaming and embedding online registration links on social media profiles provides easy access to information. This demonstrates that social media serves not only as a promotional tool but also as a space for dialogue, strengthening the institution's professional and transparent image. Despite positive results, challenges in consistent content innovation and digital performance evaluation remain a major concern for madrasah management. Efforts to improve human resource capacity through graphic design training and the use of analytical tools like Google Analytics are ongoing to ensure the strategy remains adaptive. Through an integrated management model, public madrasahs in Bekasi City can maintain their competitiveness in the digital era and ensure the sustainability of their institutions by continuously increasing community engagement.

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