

DIGITAL-BASED PUBLIC RELATIONS MANAGEMENT IN ISLAMIC EDUCATIONAL INSTITUTIONS

Haris Maulana Safari

Universitas Islam Negeri Palangka Raya, Indonesia
harismaulanaalan2@gmail.com

Musyarapah

Universitas Islam Negeri Palangka Raya, Indonesia
musyarapah@uin-Palangkaraya.ac.id

Nurul Hikmah

Universitas Islam Negeri Palangka Raya, Indonesia
nurulhikmah@uin-Palangkaraya.ac.id

ABSTRACT

The rapid development of digital technology has significantly transformed educational management, particularly in school public relations (PR). This study aims to describe digital-based public relations management at SMP IT Al-Ghazali Palangka Raya, focusing on planning, organizing, and implementing digital communication programs. A descriptive qualitative approach was employed using interviews, observations, and documentation, with the principal and the head of public relations serving as key informants. The findings reveal that digital PR planning is conducted through annual coordination meetings with the foundation, monthly thematic planning, and collaborative weekly discussions. Organizationally, public relations management is structured through a clear division of roles among the principal, the PR coordinator, and a creative team responsible for digital content production. Implementation is carried out through various social media platforms, including Facebook, Instagram, YouTube, and TikTok, to strengthen two-way communication between the school and the community. The study concludes that digital public relations management at SMP IT Al-Ghazali Palangka Raya effectively builds a positive institutional image through adaptive and participatory communication grounded in Islamic values, such as wisdom (hikmah) and tabayyun, while highlighting the crucial role of principals' digital literacy in sustaining technology-based innovation in Islamic education.

Keywords: Public relations management, Digital, Communication, Islamic education

ABSTRAK

Perkembangan teknologi digital telah membawa perubahan signifikan terhadap sistem manajemen pendidikan, terutama pada fungsi hubungan masyarakat (humas) di sekolah. Penelitian ini bertujuan untuk mendeskripsikan manajemen humas berbasis digital di SMP IT Al-Ghazali Palangka Raya yang mencakup aspek perencanaan, pengorganisasian, dan pelaksanaan program komunikasi digital. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik wawancara, observasi, dan dokumentasi, melibatkan kepala sekolah serta kepala bidang humas sebagai informan utama. Hasil penelitian menunjukkan bahwa perencanaan humas digital dilakukan melalui rapat tahunan bersama yayasan, perencanaan bulanan bertema edukatif, serta perencanaan mingguan yang bersifat kolaboratif. Pengorganisasian humas dilaksanakan dengan pembagian tugas yang terstruktur antara kepala sekolah, koordinator humas, dan tim kreatif yang fokus pada produksi konten digital. Pelaksanaan humas digital diwujudkan melalui pemanfaatan berbagai platform media sosial seperti Facebook, Instagram, YouTube, dan TikTok untuk memperkuat komunikasi dua arah antara sekolah dan masyarakat. Temuan ini memperlihatkan bahwa manajemen humas digital di SMP IT Al-Ghazali Palangka Raya telah mampu membangun citra positif lembaga melalui strategi komunikasi yang adaptif, partisipatif, dan berlandaskan nilai-nilai Islam seperti hikmah dan tabayyun. Selain itu, hasil penelitian juga menegaskan pentingnya penguasaan digital kepala sekolah dalam mengarahkan inovasi dan memastikan keberlanjutan transformasi humas berbasis teknologi di lingkungan pendidikan Islam.

Kata kunci: *Manajemen, Humas, Digital, Komunikasi, Pendidikan Islam*

INTRODUCTION

The development of science and technology in the era of globalization has brought about major changes to almost all aspects of human life, including education (Nurrachmawati 2023). Digital transformation has changed the way individuals access information, interact socially, and communicate. Educational institutions are now faced with the challenge of adapting to the rapidly evolving digital ecosystem to keep up with the needs of an increasingly dynamic society (Castells 2010; Selwyn 2012). Educational services, as part of public services, have a significant impact on student and community satisfaction. In an increasingly competitive environment, schools are required to innovate and improve service quality to meet and even exceed public expectations (Manajemen Pemasaran 2016). Educational institutions that fail to adapt to developments in information technology risk losing relevance and public trust (Huang and Hung 2017; Waters and Jamal 2011).

In this context, Rahman et al., (2025) in their Journal of Management and Education Science (IMPian) emphasized that digital is a key factor in ensuring the transformation of educational services is adaptive to technological developments. Utilizing digital platforms not only improves communication efficiency but also strengthens public trust through information transparency. This phenomenon shows that the success of educational institutions depends not only on academic quality alone, but also on the institution's ability to build a positive

image, establish effective communication, and create public trust (Winarto 2023; Doorley and Garcia 2020). Therefore, the ability of educational administrators to understand the concepts of educational marketing and digital-based public relations management is very important (Huang and Hung 2017). This view is in line with research Khairida & Nurhalimah (2024) in the *Al-Muallimun Journal* which shows that digital-based school public relations management must be accompanied by technological literacy competencies and public communication ethics so that the institution's message is conveyed professionally and effectively in the digital space.

The importance of public relations (PR) in educational institutions has been reinforced through various national regulations. One such regulation is Law Number 14 of 2008 concerning Public Information Disclosure, which requires every public institution, including schools, to provide open, accurate, and accountable information. Furthermore, Minister of Education, Culture, Research, and Technology Regulation Number 8 of 2022 concerning Educational Unit Standards emphasizes the importance of professional and participatory institutional relationship management (Yuliandari 2020). These two regulations reinforce the principle of good governance which is based on transparency, accountability and public participation. In this context, the role of human resources in schools becomes increasingly strategic. Public relations not only serves as a conveyor of information, but also maintains the credibility and credibility of an institution through open, adaptive, and trustworthy communication.

According to Dakir, (2018), "public relations management in educational institutions plays a crucial role in building harmonious relationships between schools and the community through planned and ethical communication strategies". Similarly, (Safari and Hikmah 2025) "emphasize that the function of public relations in educational institutions includes managing internal and external information flows, supporting promotional activities, and building a positive image of the institution in the eyes of the public". Findings (Sultan and Musyarapah 2022) reinforce this view, stating that the success of public relations management is determined not only by communication strategy but also by the effectiveness of planning, organizing, and implementing an integrated digital public relations program. In their research at SMP Islam Darussalam Palangka Raya, public relations played an active role in developing annual plans, involving school stakeholders, and utilizing digital media to strengthen transparency and public trust in the educational institution. Professional public relations also plays a crucial role in creating two-way communication between the school, parents, the community, and the mass media, both conventionally and through digital channels (Valentini 2015).

A similar study was also presented by Rahmawati, (2020) who found that the effectiveness of human resources in educational institutions is influenced by the ability to creatively and consistently manage digital media. Through the use of social media platforms like Instagram and Facebook, schools are able to build positive public interactions and increase public trust in the institution. These findings are reinforced by Datunsolang & Kakatua, (2021) in the *Al-Mudarris Journal*, which revealed that the effectiveness of public relations management in madrasas depends heavily on the ability of public relations personnel to utilize

information technology professionally. A lack of digital competency results in public relations activities being largely ceremonial and failing to reach broad public participation.

Meanwhile, Suliyah, (2024) "emphasized that human success in the digital era is not only determined by the availability of technology", but also by the competence of human resources in managing transparent and responsive communication to the needs of society. In line with this, Kefi et al., (2023) in the Journal of Management and Education Sciences (IMPian) highlighted that the transformation of school public relations communications in the digital era requires the integration of information technology and two-way communication strategies. With this approach, schools can build participatory, transparent, and adaptive relationships to the dynamics of the digital society.

From an Islamic perspective, the principle of good communication is also an important part of public relations practice. *Allah says:*

"Call (people) to the path of your Lord with wisdom and good lessons and refute them in a good way. Indeed, it is your Lord who knows better those who stray from His path and He knows better those who are guided"(QS. An-Nahl: 125)

According to Ibn Kathir's interpretation, this verse emphasizes the importance of a wise approach, good advice, and polite dialogue in conveying messages (Syakir 2012). This approach is also relevant in the context of institutional communication, including public relations in schools. Furthermore, Allah says:

"O you who believe, if a wicked person comes to you bringing news, then examine it carefully so that you do not cause a disaster to a people without knowing the circumstances that will cause you to regret your actions"(QS. Al-Hujurat: 6)

This verse teaches the principle of tabayyun, or verifying information before it is conveyed. In the context of public relations, this principle serves as an important guideline for conducting public communication carefully, accurately, and responsibly (Noor 2019). Thus, the Qur'an provides an ethical and spiritual basis for professional public relations practices in Islamic educational institutions.

Al-Ghazali Integrated Islamic Junior High School (IT) in Palangka Raya is one of the educational institutions that has implemented a digital public relations concept based on Islamic values. Established in 2013, the school's vision is "Al-Ghazali Modern Integrated Islamic Junior High School, based on Tawhid (theology), caring for the environment, and fostering national insight, using an e-learning approach." This vision demonstrates the school's commitment to building a modern communication system that remains aligned with Islamic spiritual values. This research is motivated by the understanding that public relations within educational institutions is not merely a promotional tool, but also functions strategically as a key instrument in building image, reputation, and public trust. In many other educational institutions, public relations activities have indeed utilized information technology, yet most have not explicitly integrated Islamic values into their communication practices. This represents the research gap that this study seeks to address. SMP IT Al-Ghazali Palangka Raya was

chosen as the research object because it not only has a well-structured and well-organized digital public relations system, but also integrates Islamic values into every public relations activity undertaken. Therefore, this study aims to explore more deeply how digital-based public relations management integrated with Islamic values is implemented at SMP IT Al-Ghazali Palangka Raya, and how such integration strengthens the relationship between the school and the wider community.

METODE

Research Approach and Duration

This study employs a descriptive qualitative approach aimed at providing an in-depth overview of digital-based public relations management at SMP IT Al-Ghazali Palangka Raya. This approach was chosen because it allows for a comprehensive understanding of institutional communication processes, strategies, and dynamics within their natural context (Creswell, 2018). Through this approach, the researcher can more deeply interpret the integration of Islamic values in digital public relations practices. The research was conducted over six months, covering the proposal preparation stage, data collection process, and final report writing, with the research location at SMP IT Al-Ghazali Palangka Raya, Jl. Rajawali VII No. 006, Palangka Raya.

Data Sources

The data sources in this study include the principal, the head of the public relations division, teachers, and other parties involved in public relations management.

Data Collection Techniques

The data collection techniques include semi-structured interviews, observation, and documentation. Semi-structured interviews were chosen because they provide flexibility for the researcher to explore information in depth while maintaining research focus (Creswell 2014). The interview guide was developed based on three main dimensions of public relations management, namely planning, implementation, and evaluation or monitoring. These dimensions refer to the public relations management framework proposed by Cutlip, Center, and Broom (2013), which explains that public relations functions systematically include problem identification through program planning, implementation of strategic communication, as well as monitoring and evaluation of activity effectiveness. Based on this theoretical foundation, the interviews were directed to understand how these three processes were carried out in digital-based public relations management at SMP IT Al-Ghazali.

In addition to interviews, observation was conducted to examine communication, publication, and promotional activities displayed on various digital media platforms of the school. The observation used a passive-participant approach, in which the researcher was present solely as an observer without being involved in activities (Sugiyono 2019). To complement the data, the researcher also conducted document analysis, such as work programs, activity reports, digital publications, and social media content, to obtain an objective picture of the school's public relations policies and practices (Bowen 2009).

Data Validity

Data validity was examined through source triangulation and technique triangulation. Source triangulation was carried out by comparing information obtained from various informants, while technique triangulation was conducted by combining the results of interviews, observations, and documentation (Sugiyono 2019). The application of triangulation ensures that the collected data is valid, consistent, and scientifically accountable.

Data Analysis Techniques

Data analysis employed the interactive model by Miles et al.(2014), consisting of three stages: data condensation, data display, and conclusion drawing or verification. In the data condensation stage, the researcher simplified and organized relevant data according to the research focus. The data were then presented in the form of narrative descriptions and thematic patterns to facilitate interpretation. The final stage, conclusion drawing, was carried out continuously alongside verification to ensure that the conclusions truly reflected the research findings. Through these stages, the researcher developed a valid interpretation regarding the implementation of digital-based public relations management and the integration of Islamic values in building the school's positive image within the community.

RESULTS

Digital-Based Public Relations Activity Planning

Based on interviews with the Principal and the Head of Public Relations at SMP IT Al-Ghazali Palangka Raya, digital-based public relations planning is carried out through three main stages, namely annual, monthly, and weekly planning, with weekly planning being more spontaneous in nature. As stated by the principal "UU," according to him:

perencanaan kami lakukan sebanyak tiga kali dalam setiap tahun ajaran.

Meanwhile, the results were strengthened by the statement of the head of public relations "UW," who stated:

Biasanya kami melakukan tahap perencanaan besar dengan pihak Yayasan setahun sekali, kemudian kami lanjutkan perencanaan bulanan dengan kepala sekolah, staff Humas dan beberapa Guru, terakhir kami melakukan perencanaan mingguan yang biasanya kami libatkan juga Osis.

The interview results were supported by observational data conducted on August 5, 2025, which showed the existence of documentation in the form of annual, monthly, and weekly meeting records that the researcher directly observed in the field. Document analysis in the form of activity reports also supported the interview and observation findings. Thus, it can be concluded that planning at SMP IT Al-Ghazali Palangka Raya is truly carried out by the Principal, the Head of Public Relations, and Public Relations staff, and is directly supervised by the Foundation. This is conducted at several times, namely once a year before the beginning of the academic year, then monthly and weekly.

In the annual planning stage, the public relations team, together with the foundation, conducts cross-unit coordination meetings ranging from PIAUD, Kindergarten, Elementary School, to Junior High School to formulate communication and publication programs for the entire year. These meetings focus on designing promotional strategies for student admissions (PPDB), which include developing digital content, creating banners and billboards, producing invitation and testimonial videos, and managing various platforms such as the school's website and social media. At this stage, the public relations team also schedules potential collaborations with local sponsors and external partners as additional support in carrying out promotional and publication activities.

Monthly planning is carried out by developing thematic content ideas that align with students' needs and current educational issues. These themes include environmental cleanliness campaigns, anti-bullying initiatives, strengthening discipline, study motivation, and instilling Islamic values such as honesty, responsibility, and social awareness. The public relations team then develops a content calendar for all of the school's digital platforms, such as Instagram, Facebook, TikTok, and YouTube, so that content production and distribution can run in a more structured and consistent manner.

Meanwhile, weekly planning is flexible and usually emerges spontaneously based on school activities and urgent communication needs. Content ideas may come from the principal, teachers, or students and are then processed by the public relations team into digital materials that are suitable for publication and reflect the school's identity. This adaptive workflow enables SMP IT Al-Ghazali to respond quickly to internal dynamics and significant moments, helping the school remain relevant in the digital space. Overall, the research findings indicate that SMP IT Al-Ghazali Palangka Raya implements a public relations planning model that is systematic, adaptive, and integrated with the institution's needs in the digital era. The planning process not only covers technical and media aspects but also strengthens the school's commitment to presenting content aligned with Islamic values and the vision of integrated Islamic education.

Organizing Digital-Based Public Relations Activities

The research findings show that the organization of public relations activities at SMP IT Al-Ghazali Palangka Raya is carried out through a clear and structured division of roles. The principal serves as the main person in charge and the highest policymaker, including overseeing content management on the school's Facebook platform. As stated by the Principal "UI", according to him:

I am the one directly responsible and delegating these public relations activities.

This is reinforced by the Public Relations Coordinator, "UW", who stated that

I am responsible for managing all of the school's social media platforms such as Instagram, YouTube, and TikTok under the supervision of the Principal, and I coordinate two PR staff members who handle photography, videography, and the editing process for digital content.

The observations conducted on August 5, 2025, show that the support of the foundation in public relations activities is clearly evident through the presence of documentation of large-scale content production processes, such as PPDB materials, graphic designs for annual events, and institutional branding visuals stored in the school's media archive. The author directly observed these digital files in the PR room and witnessed routine coordination between the PR team and the foundation's media team regarding visual planning and content distribution across the institutional network. In addition, there were also records of the school's collaboration with professional vendors, in the form of documentation of the profile video production process and promotional materials all stored in the school's official documentation folder.

Document analysis in the form of PR activity reports, design portfolios, and content distribution logs also supports the results of the interviews and observations. These documents show that all members of the PR team are specifically assigned to the field of public communication without teaching responsibilities, allowing every process of content production, editing, and publication to be managed more professionally and in a more measurable manner. In addition, the PR SOP documents also show the integration of Islamic values in every stage of the workflow, from message formulation, information filtering, to the delivery of polite content that represents the identity of integrated Islamic education.

Thus, it can be concluded that the organization of public relations at SMP IT Al-Ghazali Palangka Raya is truly carried out systematically through the synergy between the internal PR team, the support of the foundation's media team, and collaboration with professional vendors. All of these processes are proven through interview findings, direct observations, and document studies that reinforce each other and demonstrate the consistency of public relations implementation that is modern, technology-based, and Islamic in identity.

C. Implementation of Digital-Based Public Relations Activities

The implementation of public relations activities at SMP IT Al-Ghazali Palangka Raya is carried out based on the planning and organizational structure that has been previously established, with a focus on producing and publishing digital content across the school's official social media platforms. As stated by the Head of Public Relations "UW" who said:

The implementation of the main public relations activities includes event coverage, photo documentation, educational videos, and the dissemination of school information through Instagram, Facebook, TikTok, and YouTube.

All members of the public relations team perform their duties according to their respective roles under the coordination of the principal and the public relations coordinator, ensuring that the workflow remains directed and integrated. Implementation is also supported by daily technical coordination to ensure that each piece of content meets visual standards and conveys the intended message. Thus, the implementation of digital public relations at the school runs systematically and consistently with the institution's communication objectives.

However, the public relations team still faces various challenges while carrying out activities in the field. The principal “UU” explained that

The obstacles that most often occur during the implementation of public relations activities include weather conditions, changes in activity schedules, and the absence of individuals who should be involved in the documentation process. Such situations require adjustments so that the activities can still be published optimally.

The results of the interview are supported by observational data conducted on August 6, 2025, which show that challenges in the field do indeed occur frequently and demand quick responses and adaptability from the public relations team. The author's direct observation showed how the public relations team rescheduled, adjusted the workflow, and even changed the content format when sudden changes arose in school activities, allowing publication to continue smoothly. A review of documents in the form of digital publication archives, editing process records, and daily coordination notes also supports the interview and observation results. These documents show that the production of digital content at SMP IT Al-Ghazali consistently incorporates Islamic values into every published material and is always adjusted to the school's communication needs. Thus, it can be concluded that the implementation of digital public relations at SMP IT Al-Ghazali Palangka Raya is carried out adaptively, collaboratively, and value-oriented, and is proven to maintain the school's identity consistently through the integration of Islamic values in every process of content production and publication.

DISCUSSION

Planning Digital-Based Public Relations Activity

According to Suryosubroto (2012), planning for school–community relations consists of six main stages, namely: (1) formulating objectives, (2) identifying problems and needs, (3) collecting and mapping available resources, (4) selecting alternative actions, (5) preparing work programs, and (6) determining the implementation schedule. These six stages emphasize that planning must be systematic, rational, and based on real data in the field. The research findings at SMP IT Al-Ghazali Palangka Raya show alignment with this framework, and even expand it. This can be seen from the existence of three layers of planning—annual, monthly, and weekly—which each accommodate stages of goal formulation, needs analysis, resource mapping, and detailed program preparation. Annual planning is formulated through cross-unit meetings with the foundation, monthly planning is directed toward developing character-value content, while weekly planning is participatory and responsive to the dynamics of school activities. In addition, SMP IT Al-Ghazali incorporates Islamic values into the planning process through the practice of consultation (musyawarah) as stated by Allah Azza Wa Jalla in Surah Ali Imran verse 159:

...and consult with them in matters (of importance). (QS. Ali Imran: 159)

As well as the principle of dakwah bil-hikmah explained in Surah An-Nahl verse 125:

“Call to the way of your Lord with wisdom and good instruction.” (QS. An-Nahl: 125)

These two verses do not appear in Suryosubroto's planning theory, yet they serve as strategic foundations in integrated Islamic education. The integration of these values shows that digital public relations planning at SMP IT Al-Ghazali is not only rational and technical but also spiritual, grounded in Islamic communication ethics, and aligned with the institution's vision.

When compared to the study of (Mesiono *et al.*, (2021), the PR planning found is simpler because it only emphasizes annual meetings, resource mapping, and the preparation of informative programs for the public. Suwandi has not shown multi-layered stages or the integration of religious values in the planning process. Meanwhile, Nurdi, (2023) research at Pondok Pesantren Sabilurrosyad Gasek shows a planning process that includes determining objectives, analyzing public needs, selecting appropriate digital media, and program planning through annual work meetings. Although Syifa's study is more digital-oriented than Suwandi's, the planning structure used is still limited to one level of planning (annual meetings) without detailed breakdowns at the monthly and weekly levels. Syifa's research also focuses more on audience interest analysis such as the need for registration information and fiqh content as well as platform selection strategies (Instagram for youth, Facebook for parents, TikTok for all groups). In comparison, planning at SMP IT Al-Ghazali is more holistic because it not only considers audience needs and media usage patterns as in Syifa's research but also develops character-value content, involves teachers and students in generating weekly content ideas, and binds the entire planning process to Islamic values that shape the school's identity.

Based on this comparison, it is clear that digital public relations planning at SMP IT Al-Ghazali Palangka Raya is more comprehensive than previous studies. Suwandi's research has not addressed digital elements and religious values, while Syifa's research is digitally oriented but has not developed layered planning structures or value integration. The researcher argues that most previous studies have focused only on managing social media and analyzing audience needs, but have not positioned Islamic values as a conceptual foundation in digital public relations planning. Based on field findings, the researcher observes that the existence of well-documented annual, monthly, and weekly meetings through minutes, content calendars, and PR work reports shows that SMP IT Al-Ghazali has built a planning mechanism that is not only strategic but also operationally consistent. Thus, the researcher concludes that digital public relations planning at SMP IT Al-Ghazali represents a value-based strategic planning model, namely planning that integrates technological professionalism, inter-unit collaboration, school community participation, and the internalization of Islamic values as the main foundation in developing institutional communication strategies in the digital era.

Organizing Digital-Based Public Relations Activities

The research findings on the organization of digital public relations at SMP IT Al-Ghazali Palangka Raya show that the school implements a structured, professional, and inter-institutional collaborative work pattern. The public relations organizational structure consists of the Principal as the main person in

charge, the Head of Public Relations as the coordinator, public relations staff as technical executors, as well as the involvement of external partners such as design or documentation vendors when needed. This organizational model differs from conventional public relations patterns because it positions public relations as an independent strategic unit without the burden of teaching duties. This collaborative organization aligns with the principle of cooperation in Islam as stated by Allah ﷻ in QS. Al-Māidah verse 2:

And cooperate with one another in (conducting) good deeds and piety, and do not cooperate in sin and wrongdoing. (Q.S Al-Māidah:2)

This verse becomes the foundational value for SMP IT Al-Ghazali that synergy between school units and the foundation is not merely a professional strategy, but part of implementing the principle of cooperation in goodness.

When compared with the study of Faseha et al., (2025), the public relations structure found in their research is more administrative in nature. Faseha emphasizes that digital public relations in schools are carried out through website management, social media, and the use of Google Maps as a publication tool. Its organizational structure only focuses on digital administration and has not demonstrated a strong internal division of roles between the school, leadership, and external partners. Similarly, the study by Harditia & Sudadi (2025) on public relations management strategies in building school reputation highlights the importance of message consistency, two-way communication, and the use of digital media to improve institutional reputation. However, the study does not discuss the establishment of a separate public relations organizational structure, does not elaborate on the division of technical tasks, and does not integrate local or religious values as the basis for organizing public relations. These two studies are relevant as comparisons but do not yet describe a complex system of digital public relations organization as found at SMP IT Al-Ghazali.

Meanwhile, field research findings at SMP IT Al-Ghazali show that the organization of digital public relations is carried out through a far more comprehensive mechanism. Not only is there a clear division of roles, but there is also a structured coordination flow through weekly meetings, monthly meetings, and annual meetings that are well documented in the form of minutes, content calendars, and public relations activity reports. Every technical and strategic decision is taken jointly through the practice of deliberation by the public relations team and the foundation, ensuring that every digital content remains aligned with the school's vision as an integrated Islamic educational institution. In addition, the presence of external partners in design, documentation, or digital media strengthens the dimension of professionalism in the implementation of public relations. The integration of Islamic values in this structure and working mechanism becomes the main differentiator from previous studies—showing that for integrated Islamic schools, public relations organization is not only technology-based but also based on institutional spiritual values.

Thus, the author concludes that the organization of digital public relations at SMP IT Al-Ghazali Palangka Raya is a form of a value-based organizational model, namely a public relations organizational model that combines digital professionalism, cross-unit collaboration, and the internalization of Islamic values. This model not only goes beyond the administrative and reputational

approaches described in the studies of Faseha et al., (2025) and Harditia & Sudadi (2024), but also contributes new insights to the literature on digital public relations in Islamic educational institutions, namely that the strength of public relations lies not only in technology, but in the values, ethics, and institutional identity that underlie its digital communication strategies.

Implementation of Digital-Based Public Relations Activities

The implementation of digital public relations found in this study shows that SMP IT Al-Ghazali Palangka Raya carries out adaptive, structured, and value-based communication management through the optimization of various digital platforms, namely YouTube, Facebook, Instagram, and TikTok. The use of these four social media platforms follows audience segmentation: Facebook for parents and the general public, Instagram for teenagers and students, TikTok for all groups, and YouTube as the center for publishing educational videos and documentation of school activities. Each platform has a different content style and visual standard, requiring the public relations team to adapt technically and creatively. This practice aligns with the study of Valentini (2015), which states that the effectiveness of digital public relations is determined by the team's ability to respond to the demands of social media quickly and flexibly. At SMP IT Al-Ghazali, this adaptive capability is reflected in the adjustment of content formats (reels, short videos, carousels, documentation highlights) as well as rescheduling publications when there are changes in activities or technical constraints in the field.

When compared to the study of (Harditia & Sudadi 2025), which shows that the implementation of digital public relations in schools generally focuses on increasing social media interactions and producing attractive content for the public, SMP IT Al-Ghazali demonstrates a more complex practice. In addition to meeting the technical needs of social media such as engagement and visual quality, the school also incorporates Islamic values into every upload. This integration of values is evident in the choice of diction, educational language style, visualization of Islamic activities, and the editing of content that maintains sharia ethics. This integration of Islamic elements is rooted in the principle of dakwah bil-hikmah as stated by Allah ﷻ in QS. An-Nahl verse 125:

“Invite (people) to the way of your Lord with wisdom and good instruction...”

According to Tafsir Ibn Kathir, dakwah must be delivered with gentleness and wisdom. In the context of digital public relations, this is reflected in the preparation of content narratives that are educational, polite, and reflect Islamic character, whether in the form of documentation videos, digital posters, or short educational series on the school's social media. The implementation of public relations activities at SMP IT Al-Ghazali also prioritizes the principle of tabayyun or verification of information before publication, as Allah states in QS. Al-Hujurat verse 6:

“...verify (the truth)...”

This principle is translated into the public relations workflow in the form of checking the accuracy of information, verifying images, and content review by the

public relations coordinator and the principal before publication. This mechanism is not mentioned in the study of Nurdi (2023) at Pondok Pesantren Sabilurrosyad Gasek, which focuses on documenting and disseminating information through popular social media without detailing value verification or sharia ethics. At SMP IT Al-Ghazali, the process of tabayyun becomes part of quality control and the strengthening of moral narratives in each content.

Based on these findings, the implementation of digital public relations at SMP IT Al-Ghazali not only involves the use of social media as a publication tool, but also combines technological adaptation, publication flexibility, information verification, and Islamic values as work guidelines. The author assesses that the success of digital public relations implementation at this school cannot be separated from the team's ability to maximize the characteristics of each digital platform such as YouTube for long educational videos, Instagram for visual storytelling, TikTok for the dissemination of light and fast moral messages, and Facebook for the publication of formal information all of which are framed with Islamic communication ethics. Therefore, the implementation model of public relations at SMP IT Al-Ghazali can be referred to as value-based digital PR execution, namely the implementation of digital public relations that combines technological professionalism, platform sensitivity, and the internalization of spiritual values as the foundation of every communication activity. This model also fills the research gap that the ideal implementation of digital public relations in Islamic educational institutions must combine digital competence with ethics, verification, and moral conduct in the process of public communication.

CONCLUSION

This study concludes that the digital public relations management at SMP IT Al-Ghazali Palangka Raya has been implemented systematically through integrated stages of planning, organizing, and execution. Planning is carried out at three levels annual, monthly, and weekly and combines technical dimensions with Islamic values as strategic foundations. The organization of public relations activities is implemented through a clear division of tasks among the principal, the PR coordinator, PR staff, the foundation's media team, and external partners, ensuring that the entire publication process runs professionally and in a controlled manner. The execution phase utilizes various digital platforms such as YouTube, Facebook, Instagram, and TikTok to disseminate educational information, document school activities, and publish Islamic character content. These findings address the research questions and demonstrate that a value-based digital public relations model can strengthen the school's identity as an integrated Islamic educational institution and has positive implications for managing institutional communication in the digital era.

This study has limitations in its scope, as it focuses on a single institution, making the results not yet generalizable to all Islamic schools or digital-based schools. Additionally, the research examines only the aspects of planning, organizing, and implementation without deeply assessing the effectiveness of digital content, audience response, or long-term PR performance. Future studies are recommended to expand the research objects to multiple schools with different characteristics, develop comparative analyses across digital platforms, and incorporate quantitative approaches to measure the actual impact of digital

public relations strategies on institutional image, public engagement, and message effectiveness. Such extended research would provide a more comprehensive understanding of digital PR innovations in Islamic educational institutions as well as in general educational settings.

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