

Strategic Public Relations Management through Community Da'wah Practice (PDM) in Enhancing Educational Quality

Siti Nor Faizah^{1*}, Khoirul Ulum², Abdul Haq As³

^{1,2,3} Institut Agama Islam At-Ta'qwa Bondowoso, Indonesia

¹sfaizah780@gmail.com, ²k.ulumbws@gmail.com ³abduh14888@gmail.com

*Correspondence

DOI: [10.38073/aijis.v4i2.4847](https://doi.org/10.38073/aijis.v4i2.4847)

Received: 1 May 2026

Revised: 12 June 2026

Accepted: 8 October 2026

Published: 25 October 2026

Abstract

This study examines the implementation of public relations management through the Community Da'wah Practice Program (PDM) in improving educational quality at Madrasah Aliyah Nurul Huda al-Banat Kapongan Situbondo. The research is grounded in the importance of education as a strategic instrument for national development and the role of madrasahs in integrating academic and religious values. Using a qualitative intrinsic case study approach, data were collected through observation, in-depth interviews, and documentation, involving school leaders, public relations staff, teachers, students, and community members. The findings reveal that public relations management is conducted systematically through planning, organizing, actuating, and controlling, with emphasis on internal and external communication. The PDM program serves as an innovative medium that strengthens students' communication skills, leadership, and social awareness while simultaneously enhancing public trust and institutional image. However, challenges remain in terms of structured planning, documentation, and evaluation systems. Overall, the study concludes that strategic and integrated public relations management significantly contributes to improving educational quality, particularly in strengthening stakeholder satisfaction, community engagement, and institutional credibility.

Keywords : *Public Relations Management, Educational Quality, Madrasah, Community Da'wah Practice, Stakeholder Engagement*

INTRODUCTION

Education is a fundamental element in nation building because through the educational process, generations are born that determine the direction of the future¹. In the context of Islamic education, madrasahs have a strategic role not only as an institution for knowledge transfer, but also as a vehicle for the formation of the religious, social, and

¹ D. Setyawan, "Membangun Generasi Emas: Peran Pendidikan Dalam Membentuk Masa Depan Bangsa," *Jurnal Pembelajaran, Kurikulum Dan Teknologi Pendidikan* 1, no. 1 (2025): 1–9.

How to Cite this Article

Faizah, Siti Nor, Khoirul Ulum, and Abdul Haq As. "Strategic Public Relations Management through Community Da'wah Practice (PDM) in Enhancing Educational Quality." *Afkaruna: International Journal of Islamic Studies (AIJIS)* 4, no. 2 (October 2026): 282–302. <https://doi.org/10.38073/aijis.v4i2.4847>.

moral character of students². Madrasah Aliyah (MA) as a formal educational institution under the Ministry of Religion is required to be able to integrate the national curriculum with Islamic values in a whole, applicative, and contextual manner³.

Juridically, the management and development of madrasahs has a strong foundation through Law Number 20 of 2003 concerning the National Education System which emphasizes the importance of equitable distribution and improvement of the quality of education, including religious education. This regulation is strengthened by PMA Number 90 of 2013 jo. PMA Number 60 of 2015 which provides autonomy to madrasahs in the development of local content curriculum and religious programs, as well as the Decree of the Director General of Islamic Education Number 7265 of 2019 which encourages the implementation of project-based learning, character strengthening, and integration of Islamic values in educational practices. The regulatory framework opens up opportunities for madrasahs to develop program innovations that are not only academically oriented, but also have a social and contextual impact⁴.

In practice, Madrasah Aliyah Nurul Huda Al-Banat Kapongan Situbondo takes advantage of this opportunity through the Community Da'wah Practice Program (PDM), which is a mandatory program for final grade students as a graduation requirement. This program is a form of innovation that integrates theoretical da'wah learning with direct practice in the community. Students not only learn the concept of da'wah in class, but also actively engage in religious activities such as leading recitations, reading Yasin, tahlil, and managing social religious activities. This condition shows that PDM has an applicative and contextual orientation that contributes to the development of students' communication, leadership, and social care skills.

Empirical findings show that this program has received a positive response from the community, which assesses that students are able to interact well, have confidence, and adequate communication competence⁵. In addition, there has been a change in public perception of madrasahs to be more positive, especially in terms of students' readiness to be involved in social life. This indicates that PDM not only has an impact on academic aspects, but also contributes to the quality of non-academic education, such as public speaking skills, social empathy, and readiness to live in society.

From the perspective of education quality theory, Sallis emphasized that the quality of educational institutions is not only measured by academic achievements, but also by stakeholder satisfaction, public trust, the relevance of graduates, and continuous

² N. Nurhabibi et al., "Strategi Lembaga Pendidikan Islam Dalam Membentuk Karakter Siswa Di Era Digital," *Jurnal Pendidikan Indonesia: Teori, Penelitian, Dan Inovasi* 5, no. 2 (2025).

³ Kementerian Agama Republik Indonesia, *Standar Pendidikan Madrasah Aliyah Dan Akreditasi Madrasah* (Jakarta: Kementerian Agama RI, 2023).

⁴ S. A. Sutrisno and A. Arifi, "Politik Kebijakan Pendidikan Agama Islam Era Reformasi Dalam Implementasi UU No. 20 Tahun 2003," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 10, no. 03 (2025): 330–51.

⁵ M. Pd. Rusdianah, "Wawancara Mengenai Manajemen Humas Dan Program Praktek Dakwah Masyarakat (PDM) Di MA Nurul Huda Al-Banat Peleyan," preprint, Peleyan, Situbondo, 2025.

improvement⁶. PDM has factually met some of these indicators, especially in terms of stakeholder satisfaction and relevance of graduates. However, the implementation of this program still faces obstacles in aspects of the management system, such as not optimal planning, documentation, monitoring, and evaluation, as well as fluctuating community participation.

In this context, public relations management is a strategic element as a communication bridge between madrassas and the community to build trust, a positive image, and mutual relationships⁷. Conceptually, the principles of modern public relations are in line with the values of Islamic da'wah as reflected in QS. An-Nahl verse 125 which emphasizes a wise, persuasive, and humanist approach to communication⁸. The implementation of PDM reflects the principles of *da'wah bil hikmah* and *mau'izhah hasanah*, where students are trained to convey Islamic messages in a polite, communicative, and in accordance with the social context of the community.

A number of previous studies have shown that public relations has an important role in building the image of institutions and improving the quality of education, such as Fitriyani's research⁹ which emphasizes public relations communication strategies, and Maulana¹⁰ which shows the importance of stakeholder involvement in improving the quality of madrasahs. Meanwhile, the research of Laily Mahmudah¹¹, Lestari¹², and Nashihin¹³ confirmed that the practice of da'wah and community service is able to improve the character, leadership, and social concern of students. However, most of the research still separates the functions of public relations and da'wah practices, and has not specifically examined the integration of the two in the strategic management framework for improving the quality of madrasahs.

Thus, there is a gap between the great potential of the Community Da'wah Practice Program (PDM), the ideality of public relations management theory and the quality of education, and its management practices in the field that have not been systematically structured. This gap shows the need to examine in depth how integrated strategic public relations management through PDM can be optimized in improving the quality of

⁶ R. P. Bendriyanti, "Manajemen Mutu Layanan Akademik Dalam Meningkatkan Kompetensi Lulusan Di Perguruan Tinggi Swasta Di Provinsi Bengkulu," *Tarbawi* 1, no. 01 (2017): 1–22.

⁷ H. Zahro Rohimah, A. Basith, and M. A. Nur, "Strategi Humas Dalam Muwujudkan Transparansi Publik Menuju Madrasah Zona Integritas," *JlIP-Jurnal Ilmiah Ilmu Pendidikan* 8, no. 7 (2025): 7301–7.

⁸ M. Masran et al., *Dakwah Di Era Kontemporer Dalam Perspektif Al-Qur'an-Hadis* (Star Digital Publishing, 2025).

⁹ Fitriyani, "Manajemen Kehumasan Dalam Meningkatkan Citra Madrasah Di MAN 1" (Universitas/Institut (tidak disebutkan), 2020).

¹⁰ B. A. Santoso, "Strategi Hubungan Masyarakat Dalam Meningkatkan Citra Madrasah Di Madrasah Aliyah Muhammadiyah 1 Plus Malang" (Universitas Islam Negeri Maulana Malik Ibrahim, 2025).

¹¹ Laily Mahmudah, "Implementasi Praktik Dakwah Mahasiswa IAIN Tulungagung Dalam Pemberdayaan Masyarakat Desa" (IAIN Tulungagung, 2020).

¹² Lestari, "Efektivitas Program Dakwah Sekolah Dalam Membentuk Karakter Siswa" (UIN Maliki Malang, 2021).

¹³ M. N. Amin, M. Nashihin, and M. Nursikin, "Peningkatan Karakter Religius Siswa Melalui Internalisasi Nilai Dalam Kegiatan Keagamaan Dan Sosial," *Madinah: Jurnal Studi Islam* 11, no. 2 (2024): 295–312.

madrasahs. Therefore, this study aims to analyze the planning, implementation, as well as obstacles and solutions strategies in public relations management based on Community Da'wah Practices as an effort to improve the quality of education at Madrasah Aliyah Nurul Huda Al-Banat Kapongan Situbondo, as well as make a theoretical and practical contribution to the development of da'wah-based public relations models in Islamic educational institutions.

METHOD

This research uses a qualitative approach with the type of intrinsic case study to understand in depth the practice of public relations management through the Community Da'wah Practice Program (PDM) in improving the quality of education at Madrasah Aliyah Nurul Huda Al-Banat Peleyan Kapongan Situbondo. The focus of the research includes planning, implementation, as well as obstacles and strategies for program completion. The research subjects were determined purposively, involving the head of the madrasah, PDM supervisors, the public relations team, students participating in the program, and the community involved. This study places the researcher as the main instrument (human instrument) that plays a direct role in the entire research process, supported by auxiliary instruments in the form of observation guidelines, semi-structured interviews, and documentation that is prepared according to the focus of the study.

Data collection was carried out through passive participatory observation, in-depth interviews, and documentation studies. Observations were carried out by directly observing the implementation of PDM without the active involvement of researchers, while semi-structured interviews were used to flexibly extract information from key informants regarding the experience, perception, and strategy of program implementation. Documentation is used to complete the data through the collection of archives, activity reports, madrasah policies, and relevant visual documentation. The data obtained consisted of primary data sourced from observations and interviews, as well as secondary data derived from supporting documents and literature. The validity of the data is maintained through triangulation techniques of sources, techniques, and time to ensure consistency and credibility of findings.

Data analysis was carried out in a qualitative descriptive manner with an inductive approach using an interactive analysis model which includes data collection, data condensation, data presentation, as well as drawing conclusions and verification. The data condensation process is carried out through the stages of selection, focusing, simplification, and transformation of data into main themes relevant to the focus of the research. Furthermore, the data is presented in the form of a descriptive narrative to facilitate understanding of the patterns and relationships between findings. The analysis process takes place repeatedly until the data reaches saturation, so as to produce valid conclusions and be able to comprehensively describe the practice of public relations management through the PDM Program in improving the quality of madrasah education.

RESULTS AND DISCUSSION

The results of this study show that public relations management at Madrasah Aliyah Nurul Huda Peleyan Kapongan Situbondo is carried out systematically through the stages of planning, organizing, implementing, and supervising, with an emphasis on strengthening internal and external public relations as the main strategy in improving the quality of education. In general, these findings indicate that the practice of public relations management in madrassas has led to the application of modern management principles that view management as an integrated process in managing resources effectively and efficiently to achieve organizational goals¹⁴. Thus, public relations not only functions as a conveyor of information, but has developed into a strategic function that supports the achievement of educational goals.

Planning of Public Relations Management

The findings of this study indicate that the planning of public relations programs at Madrasah Aliyah Nurul Huda Peleyan Kapongan Situbondo is conducted by considering the needs of the madrasah and the expectations of the community. This planning is manifested in several activities, including the socialization of educational programs, publication of student achievements, and improvement of communication with parents. These findings indicate that public relations planning is not merely an administrative activity, but has become an important instrument for aligning the madrasah's institutional programs with the expectations and needs of its stakeholders.

From a management perspective, planning constitutes the initial function that determines the direction of organizational activities. Planning involves identifying organizational objectives, determining the strategies required to achieve those objectives, and selecting appropriate activities and resources. In the context of public relations management, this function is particularly important because public relations programs deal directly with various stakeholders, including teachers, students, parents, community members, and other parties who have an interest in the development of educational institutions. Therefore, public relations planning needs to be based not only on the internal interests of the institution but also on an understanding of the social environment in which the institution operates.

The findings show that the planning process at the madrasah has incorporated community expectations as one of its considerations. The socialization of educational programs, for example, indicates that the madrasah seeks to communicate its institutional direction and programs to the community. Likewise, the publication of student achievements functions not merely as a means of disseminating information, but also as an institutional communication strategy for demonstrating the outcomes of educational

¹⁴ E. M. Duhani, "Manajemen Humas Dalam Meningkatkan Mutu Madrasah Studi Kasus Di Madrasah Ibtidiah Terpadu (MIT) As-Salam Ambon," *Al-Iltizam: Jurnal Pendidikan Agama Islam* 2, no. 2 (2017): 167–89.

processes. Meanwhile, improved communication with parents indicates an effort to establish a continuous relationship between the madrasah and families as important educational stakeholders. These activities demonstrate that the planning of public relations programs is connected to the broader objective of building understanding, trust, and support for the madrasah.

Analytically, needs-based planning demonstrates that the madrasah has begun to position public relations as a strategic management function rather than merely a communication or information-distribution function. When public relations programs are formulated by considering community expectations, the planning process becomes more responsive to the external environment. This responsiveness is important because educational institutions operate within a social context in which community perceptions can influence institutional trust, participation, and support. Consequently, the relevance of a public relations program depends not only on the institution's internal agenda but also on its ability to identify and respond to the expectations of its stakeholders.

The planning process also reflects an effort to establish a two-way relationship between the madrasah and its public. Communication with parents, for instance, does not only provide an opportunity for the madrasah to convey information concerning educational programs, but also creates space for parents to understand, respond to, and provide feedback regarding institutional activities. From the perspective of public relations management, such interaction is important because effective public relations is based on the development of mutually beneficial relationships between an organization and its publics. Therefore, the inclusion of community and parental expectations in program planning can be interpreted as an indication that the madrasah is moving toward a more participatory model of public relations.

The findings are also relevant when compared with previous research indicating that public relations planning in some educational institutions tends to be reactive. A reactive approach generally means that public relations activities are conducted primarily in response to emerging situations, requests, or problems rather than being designed as part of a systematic institutional strategy. In contrast, the findings of this study indicate a more proactive orientation because the madrasah prepares public relations activities around identified institutional needs and community expectations. This difference suggests that public relations at Madrasah Aliyah Nurul Huda Peleyan Kapongan Situbondo has begun to function as an anticipatory mechanism for strengthening institutional relationships with its stakeholders.

Nevertheless, the findings also indicate that the planning process can still be developed further. The existing planning practices demonstrate responsiveness to needs and expectations, but the available findings do not yet show the existence of comprehensive and measurable planning instruments, such as specific public relations performance indicators, stakeholder mapping, communication targets, annual communication plans, or systematic evaluation criteria. Therefore, although the planning process can be regarded as proactive, its strategic quality would be strengthened if the identification of stakeholder needs were followed by measurable objectives, clearly

defined target audiences, communication strategies, implementation indicators, and periodic evaluation mechanisms.

From the researcher's perspective, the most important point is that the effectiveness of public relations planning cannot be measured solely by the number of activities conducted. A program may be considered strategically planned when each activity has a clear objective, a defined target public, an appropriate communication method, and an identifiable contribution to institutional goals. For example, publication of student achievements should not only focus on disseminating information about achievements but should also contribute to strengthening the madrasah's institutional image and public confidence. Similarly, communication with parents should not be limited to the delivery of announcements but should develop into a continuous communication mechanism through which the madrasah can obtain feedback and build parental participation.

Thus, the planning of public relations at Madrasah Aliyah Nurul Huda Peleyan Kapongan Situbondo can be understood as a process of aligning institutional objectives with stakeholder expectations. The practice demonstrates several characteristics of strategic public relations management: needs-based planning, stakeholder orientation, proactive communication, and an effort to strengthen institutional relationships. However, the development of measurable indicators, systematic stakeholder analysis, and data-based planning remains necessary to ensure that public relations activities can be evaluated objectively and continuously improved.

Overall, the findings confirm that effective public relations planning has the potential to contribute to the broader development of educational quality. When institutional programs are communicated appropriately, student achievements are publicly recognized, and communication with parents is strengthened, the madrasah can build greater understanding and support from its stakeholders. Therefore, public relations planning should not be positioned as a supplementary administrative activity, but as an integral component of institutional management that supports trust, participation, institutional image, and ultimately the improvement of educational quality.¹⁵

Organization of Public Relations Management

The findings of this study show that the organization of public relations activities at Madrasah Aliyah Nurul Huda Peleyan Kapongan Situbondo has been implemented through the division of tasks and responsibilities among personnel involved in public relations activities. In practice, the responsibilities related to public relations have already been distributed, indicating that public relations activities are not carried out without an organizational arrangement. However, the division of tasks has not yet been supported by a fully professional and specialized public relations organizational structure. This condition indicates that the madrasah has established a basic mechanism for organizing

¹⁵ Choirun Niswah, "Perkembangan Lembaga Pendidikan Madrasah Di Indonesia: Sebuah Tinjauan Sejarah Pendidikan," *EDUCATOR: Jurnal Inovasi Tenaga Pendidik Dan Kependidikan* 5, no. 2 (2025): 74–83.

public relations activities, but the institutional structure supporting these activities still requires further development.

The division of tasks found in the field demonstrates that the madrasah has recognized the importance of distributing responsibilities in the implementation of public relations programs. The existence of task division allows each person involved to understand the activities that need to be performed and the responsibilities that must be carried out. Thus, even though a specialized public relations structure has not been fully established, there is already an organizational basis that enables public relations activities to operate. This finding is important because public relations activities involve various forms of communication and interaction with internal and external stakeholders, so their implementation requires coordination and clarity of responsibility.

From the perspective of management theory, organizing is a fundamental management function that follows the planning process. Organizing involves grouping activities, distributing tasks, determining responsibilities, and establishing relationships among members of an organization so that organizational objectives can be achieved effectively. Hasibuan's concept emphasizes that organizing is concerned with grouping activities and determining responsibilities in order to achieve organizational goals. Therefore, the division of tasks found at Madrasah Aliyah Nurul Huda Peleyan Kapongan Situbondo can be understood as an implementation of the organizing function because responsibilities for public relations activities have been distributed among personnel involved in the program.

The theoretical perspective above provides an important basis for interpreting the empirical findings. The existence of task division demonstrates that public relations management at the madrasah has not been left entirely to individual initiative. Instead, there is an organizational mechanism through which responsibilities are distributed. In this sense, the madrasah has already fulfilled one of the essential elements of organizing, namely the allocation of responsibilities. However, organizing is not limited to distributing tasks. Effective organization also requires an appropriate organizational structure, clear authority, coordination mechanisms, specialization, and the availability of human resources capable of performing the assigned responsibilities.

From the researcher's perspective, the most significant issue revealed by the findings is the gap between the existence of task division and the absence of a fully professional public relations structure. Task division provides a basic organizational foundation, but it does not automatically guarantee optimal public relations performance. When public relations responsibilities are distributed without being accompanied by adequate specialization and a clear institutional structure, personnel may have to perform public relations functions alongside other responsibilities. Such a condition can potentially limit the continuity, consistency, and professionalism of public relations activities.¹⁶

¹⁶ Ghina Sa'adah Hasibuan, Martyarini Budi Setyawati, and Fauziah Hanum Nur Adriyani, "Gambaran Waktu Munculnya Peristaltik Usus Pada Pasien Dengan Post General Anestesi Di Rumah Sakit Umum," *Jurnal Penelitian Perawat Profesional* 6, no. 2 (2023): 615–24, <https://doi.org/10.37287/jppp.v6i2.2241>.

This condition can also be interpreted in terms of human resource optimization. Public relations requires personnel who are able to manage communication, establish relationships with stakeholders, disseminate institutional information, build a positive institutional image, and respond to public expectations. When these functions are not supported by a sufficiently specialized organizational structure, the potential of human resources may not be fully optimized. Therefore, the organizational challenge faced by the madrasah is not merely the absence of a formal public relations unit, but also how to ensure that the personnel responsible for public relations have clearly defined roles, adequate competencies, and sufficient authority to perform their functions effectively.

The organizational condition identified in this study also shows that there is a distinction between the formal structure of public relations and the functional implementation of public relations. Functionally, public relations activities are already being conducted through the division of tasks. Structurally, however, public relations has not yet developed into a fully professional and specialized organizational unit. This distinction is analytically important because an institution may conduct public relations activities without possessing a dedicated public relations unit, but the effectiveness and sustainability of such activities may differ from those of an institution with a clearly established public relations structure.

When compared with educational institutions that have established specialized public relations units, the condition at the madrasah indicates an organizational gap. A specialized unit generally provides clearer responsibility, more focused coordination, and greater specialization in managing relationships between the institution and its stakeholders. In contrast, when public relations responsibilities are distributed within a less specialized structure, there is a possibility that public relations activities become dependent on the availability and initiative of personnel rather than being institutionalized as a continuous management function. However, this finding should not necessarily be interpreted as evidence that the madrasah's public relations management is ineffective. The existence of task division demonstrates that the institution has already developed an organizational response to the need for public relations management. The limitation lies primarily in the degree of institutionalization and professionalization of that arrangement. Therefore, the appropriate interpretation is that the madrasah has reached a basic stage of public relations organization but still has room to strengthen its structure, specialization, and human resource capacity.

From the researcher's perspective, strengthening the organization of public relations can be undertaken by clarifying the structure of responsibility, defining specific public relations functions, establishing coordination mechanisms, and developing the competencies of personnel responsible for public relations activities. The development of a specialized unit does not necessarily mean creating a large organizational structure. Rather, what is essential is establishing a clear chain of responsibility and ensuring that public relations functions have identifiable personnel who are accountable for planning, implementing, documenting, communicating, and evaluating public relations programs.

Furthermore, the organization of public relations should be connected with the broader management structure of the madrasah. Public relations cannot operate independently from educational programs, student affairs, human resource management, and institutional development. Therefore, an effective organizational structure should facilitate coordination between public relations personnel and other units within the madrasah. Such coordination is important because information concerning educational programs, student achievements, institutional activities, and community relations originates from different areas of the institution. The findings therefore suggest that the organization of public relations at Madrasah Aliyah Nurul Huda Peleyan Kapongan Situbondo is in a developmental stage. The basic organizing function has been implemented through the distribution of tasks and responsibilities, but professionalization and specialization remain areas requiring strengthening. This condition provides an important basis for institutional improvement because the madrasah already possesses an organizational foundation upon which a more systematic public relations structure can be developed.¹⁷

Implementations of Public Relations Management

The implementation of public relations at Madrasah Aliyah Nurul Huda Peleyan Kapongan Situbondo is carried out through active and continuous communication, both within the madrasah and with external stakeholders. Internally, public relations activities are implemented through regular meetings, coordination among educators, and human resource development. Externally, public relations activities are realized through interaction with the community, communication with students' parents, and publication of madrasah activities. These practices indicate that the implementation of public relations is integrated into the daily management activities of the madrasah rather than being limited to occasional communication activities.

The internal implementation of public relations demonstrates that communication among members of the madrasah constitutes an important element in maintaining organizational coordination. Regular meetings provide a forum for conveying information, discussing institutional programs, coordinating activities, and addressing issues that arise within the organization. Coordination among educators further strengthens the flow of information and cooperation between members of the madrasah. Meanwhile, human resource development represents an effort to strengthen the capacity of personnel so that they can contribute more effectively to the achievement of institutional objectives. Thus, the implementation of internal public relations is closely related to the creation of an organized, communicative, and collaborative institutional environment. The external implementation of public relations is reflected in the madrasah's interaction with the community and students' parents, as well as through the publication of madrasah activities. Interaction with the community provides an opportunity for the institution to establish social relationships and communicate its

¹⁷ R. Fogarty, *The Mindful School: How to Assess Authentic Learning* (Palatine, IL: Skylight Professional Development, 2002).hal.56

educational activities. Communication with parents strengthens the relationship between the madrasah and families, while publication of institutional activities provides the wider public with information about the programs and activities undertaken by the madrasah. These activities demonstrate that external public relations is directed toward maintaining relationships between the madrasah and its surrounding public.

The empirical findings can be analyzed through the public relations perspective developed by Cutlip, Center, and Broom, who position public relations as a management function concerned with establishing and maintaining mutually beneficial relationships between an organization and its publics through effective communication. From this perspective, the communication practices identified in this study are not merely technical activities for transmitting information. They constitute part of the management process through which the madrasah maintains relationships, coordinates internal members, communicates institutional programs, and develops understanding among external stakeholders.

The theory of public relations therefore provides an important interpretive framework for understanding why communication becomes central to the implementation of public relations. Regular meetings and coordination among educators can be interpreted as mechanisms for maintaining internal organizational relationships, while communication with parents and the community represents mechanisms for maintaining external relationships. In this sense, the distinction between internal and external public relations does not mean that the two operate separately. Rather, both are interconnected because the quality of internal communication can influence the institution's ability to communicate effectively with external stakeholders¹⁸.

From the researcher's perspective, the most important characteristic of public relations implementation at the madrasah is the continuity of communication. Public relations cannot function optimally if communication occurs only when the institution has information that needs to be delivered. Continuous communication allows the madrasah to establish familiarity, maintain relationships, understand stakeholder expectations, and respond to emerging issues. Therefore, the practice of conducting regular meetings, maintaining coordination, interacting with parents and the community, and publishing institutional activities indicates an effort to make communication part of the institutional routine.¹⁹

The findings also indicate that public relations implementation has moved beyond a one-way communication model. Although publication of madrasah activities involves the dissemination of information from the institution to the public, interaction with parents and the community creates opportunities for reciprocal communication. In the perspective of Cutlip, Center, and Broom, this relational dimension is important because

¹⁸ S. M. Cutlip, A. H. Center, and G. M. Broom, *Effective Public Relations (9th Ed.)* (Upper Saddle River, NJ: Pearson, 2006). Hal.78

¹⁹ Abdul Syukur, "Silaturahmi Education in KH. M. Hasyim Asy'ari's Thought: An Adab-Based Framework for Social Cohesion and National Unity," *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 4, no. 2 (October 2026): 181–208, <https://doi.org/10.38073/pelita.v4i2.5891>.

public relations is not simply concerned with informing the public but with developing harmonious relationships between organizations and their publics. Accordingly, the communication practices identified in this study can be interpreted as having both an informational and relational function.

The two-way communication perspective also helps explain the potential contribution of public relations to community participation. When parents and community members are treated not merely as recipients of information but as stakeholders with whom the madrasah interacts, communication can become a mechanism for building involvement and support. In this context, the role of public relations extends from conveying institutional messages to facilitating interaction between the madrasah and its stakeholders. The researcher therefore interprets the communication practices found in the field as an indication of an emerging participatory orientation in public relations management.

Nevertheless, the findings need to be understood critically. Active communication does not automatically guarantee effective public relations. The effectiveness of communication depends on the quality of interaction, clarity of information, continuity of communication, responsiveness to feedback, and the institution's ability to use stakeholder responses in subsequent decision-making. Therefore, the existence of meetings, coordination, interaction, and publication should not be regarded merely as evidence that public relations is effective; rather, these activities constitute the mechanisms through which effectiveness can potentially be achieved.

From the researcher's perspective, an important area for further development is the strengthening of feedback mechanisms. Two-way communication becomes more meaningful when information received from parents, educators, and community members is documented, considered, and followed by appropriate institutional responses. Without such a feedback process, communication may remain largely informational even when interaction occurs. Therefore, the implementation of public relations would become more strategic if communication activities were accompanied by systematic mechanisms for receiving, documenting, analyzing, and responding to stakeholder feedback.

The publication of madrasah activities can also be interpreted from a strategic communication perspective. Publication provides visibility for institutional programs and achievements and enables the public to obtain information about the activities conducted by the madrasah. However, the strategic value of publication does not lie merely in the frequency of information dissemination. Its effectiveness depends on whether the information communicates the values, achievements, programs, and identity of the institution in a way that can strengthen public understanding and trust. Thus, publication should ideally be connected with a broader communication strategy rather than functioning only as documentation of institutional activities.

Similarly, human resource development as part of internal public relations has a strategic dimension. The quality of relationships between an institution and its public is influenced by the capacity of the people who represent and implement the institution's programs. Educators and institutional personnel who possess adequate communication

and coordination competencies can contribute to a more effective internal organizational climate and can also strengthen interactions with external stakeholders. Therefore, the inclusion of human resource development within public relations implementation indicates that the madrasah recognizes the relationship between internal organizational capacity and the quality of external institutional relations.²⁰

The findings consequently demonstrate that the implementation of public relations at Madrasah Aliyah Nurul Huda Peleyan Kapongan Situbondo operates through three interconnected dimensions: internal communication, external communication, and relationship development. Internal communication supports coordination and organizational cohesion; external communication facilitates interaction with parents and the community; while publication expands public awareness of institutional activities. These dimensions collectively indicate that public relations has become embedded in the broader management of the madrasah.

Supervision of Public Relations Management

Regarding the supervision function, the field findings indicate that the evaluation of public relations activities was conducted through internal meetings and assessments of community responses. Internal meetings served as a forum for reviewing the implementation of public relations activities, identifying obstacles, and assessing the responses generated by various madrasah programs. Meanwhile, community responses were considered an important source of feedback for determining the extent to which the madrasah's communication and publication activities were accepted by the public. Thus, supervision had been incorporated into the management of public relations, although its implementation still relied primarily on direct communication, observation, and the experiences of the personnel involved.²¹

Theoretically, these findings are consistent with Handoko's view that supervision is a process intended to ensure that activities are implemented in accordance with predetermined plans and to facilitate corrective action when deviations or discrepancies are identified.²² In the context of public relations management in madrasahs, internal meetings can be understood as a control mechanism for comparing planned communication activities with their actual implementation. Meanwhile, assessments of community responses constitute a form of feedback that is essential because the success of public relations is not determined solely by whether a program has been implemented, but also by how the program is perceived and received by its target public.

Nevertheless, the findings indicate that the supervision mechanism has not yet been fully supported by measurable performance indicators. Evaluation remains predominantly qualitative and is conducted through discussions, observations, and

²⁰ Cutlip, Center, and Broom, *Effective Public Relations (9th Ed.)*. hal.87

²¹ Dias Maulana, "Needs Analysis on the Implementation of the Window Shopping Learning Model in Islamic Religious Education to Enhance Creative Thinking Skills," *Afkaruna: International Journal of Islamic Studies (AIJIS)* 3, no. 2 (March 2026): 137–46, <https://doi.org/10.38073/aijis.v3i2.4467>.

²² T. H. Handoko, *Manajemen (Edisi 2)* (Yogyakarta: BPFE-Yogyakarta, 2013).

perceptions of community responses. This condition suggests that the supervision function is already operational, but has not yet developed into a systematic monitoring and evaluation system. Effective supervision requires measurable indicators that enable an institution to assess the level of achievement objectively. Auf et al. emphasize the importance of value-based monitoring and evaluation supported by indicators for assessing the achievement of governance objectives in Islamic education.²³ Therefore, from an interpretive perspective, the public relations supervision practices identified in this study can be characterized as being at the stage of experience- and response-based evaluation, rather than data-driven performance evaluation.

In the researcher's view, this condition does not necessarily imply that the existing supervision system is ineffective. Internal meetings and observations of community responses remain valuable, particularly because madrasahs are educational institutions whose relationships with communities are strongly influenced by social and emotional bonds. However, to strengthen the strategic contribution of supervision, madrasahs need to develop simple and relevant evaluation instruments. These may include indicators such as the number of public relations activities, levels of parental involvement, community responses, social media reach, community participation in madrasah programs, and stakeholder satisfaction. Such indicators would enable supervision to function not merely as a mechanism for determining whether activities have been implemented, but also as a means of assessing how effectively those activities achieve the objectives of public relations.

The findings further reveal that public relations practices in the madrasah can be classified into two principal forms: internal public relations and external public relations. The field findings demonstrate that internal public relations is implemented through communication and coordination among members of the madrasah community, including school leaders, teachers, and educational staff. Such communication serves to maintain harmonious working relationships and create a conducive organizational environment. Meanwhile, external public relations is implemented through communication and interaction with the community, students' parents, and other stakeholders. These activities are also supported by the publication of madrasah programs and activities as a means of communicating institutional activities and achievements to the wider public.

Theoretically, these findings are consistent with the concept of internal public relations, which positions internal communication as an instrument for strengthening coordination, loyalty, organizational commitment, and cooperation among members of an institution. Salam, Santoso, and Nasution demonstrate that public relations management is closely related to the development of organizational behavior within madrasahs.²⁴ This indicates that internal communication does not merely function as a

²³ M. A. Auf et al., "Value-Based Monitoring and Evaluation in Islamic Education Governance: Monitoring Dan Evaluasi Berbasis Nilai Dalam Tata Kelola Pendidikan Islam," *Indonesian Journal of Innovation Studies* 26, no. 4 (2025): 10–21070.

²⁴ Ahmad Salam, Dedy Santoso, and Irsan Nasution, "Public Relations Management in Shaping Organizational Behavior at Madrasah Aliyah," *Al-Ishlah* 16, no. 3 (2024), <https://doi.org/10.35445/alishlah.v16i3.5660>.

mechanism for transmitting information but also contributes to shaping working relationships and organizational behavior, which may subsequently influence staff performance. When communication is conducted openly and coordinatively, the potential for misunderstanding can be reduced and cooperation among personnel can be strengthened.

On the external side, communication between the madrasah, parents, and the wider community demonstrates that public relations functions as a bridge between the educational institution and its social environment. Ruslan explains that external public relations is directed toward establishing positive relationships with the public and gaining public trust and support for an organization.²⁵ In the context of madrasahs, such relationships are particularly important because the sustainability of a madrasah is closely connected to community support. Parents are not merely recipients of educational services; they are also important stakeholders whose experiences and perceptions directly contribute to the formation of the institution's public image. Therefore, communication with parents and the community serves both as a channel for information dissemination and as a means of building institutional legitimacy.²⁶

The integration of internal and external public relations indicates that public relations activities in the madrasah do not operate independently or in isolation. Internal communication creates organizational readiness, while external communication connects that organizational capacity with the wider community. Interpretively, this finding indicates a reciprocal relationship: a harmonious internal organizational environment supports the development of a positive external image, while positive community responses can strengthen the confidence and motivation of the madrasah community. Anayarahma and Rochmaniah demonstrate that the role of public relations in developing an educational institution's image is closely associated with integrated institutional programs and communication strategies.²⁷

In the researcher's view, the balance between internal and external public relations represents one of the strengths of the public relations practices identified in this study. A positive institutional image cannot be effectively constructed through external publications alone if internal communication remains problematic. Conversely, strong internal communication will not produce optimal institutional benefits if the madrasah is unable to communicate its programs and achievements effectively to the public. Therefore, public relations should not merely be positioned as a unit responsible for disseminating information or documenting institutional activities, but rather as a strategic

²⁵ R. Ruslan, *Hubungan Masyarakat Dalam Pengelolaan Lembaga Pendidikan* (Jakarta: Rajawali Pers, 2010). Hal.45

²⁶ Nila Nabilatul Rizqiya, As'aril Muhajir, and Agus Zaenul Fitri, "The Implementation of Quality Management in Improving the Quality of Qur'an Learning," *Afkaruna: International Journal of Islamic Studies (AIJIS)* 4, no. 2 (October 2026): 267–81, <https://doi.org/10.38073/aijis.v4i2.5557>.

²⁷ N. Anayarahma and A. Rochmaniah, "Public Relations Roles Building School Image Through Islamic Character Programs: Peran Humas Dalam Membangun Citra Sekolah Melalui Program Karakter Islami," *Academia Open* 10, no. 2 (2025): 10–21070.

function that connects the internal interests of the institution with the expectations of external stakeholders.²⁸

From the perspective of public relations management, the overall findings reinforce the view that public relations constitutes an integral component of organizational management. Public relations is not limited to information dissemination but encompasses planning, communication implementation, relationship building, feedback collection, and evaluation of communication outcomes. This perspective is consistent with Ruslan's concept of public relations management, which emphasizes the importance of establishing mutually beneficial relationships through continuous two-way communication. Accordingly, public relations in madrasahs can be understood as a managerial mechanism for developing and maintaining relationships between the institution and its various publics.²⁹

However, the field findings also reveal limitations in the utilization of digital media and communication technologies. This issue is particularly important in interpreting contemporary public relations practices in madrasahs. On the one hand, direct communication through meetings, community gatherings, and interpersonal interaction offers significant advantages in developing closeness and trust. On the other hand, limited utilization of digital media may restrict the reach of institutional information and reduce the madrasah's ability to communicate its institutional image rapidly and consistently in the public sphere. Arifin and Maqfirah explain that the development of Islamic educational public relations management is increasingly influenced by digitalization, requiring educational institutions to adapt their communication strategies to technological developments.³⁰

Interpretively, this limitation indicates that public relations practices in the madrasah are situated between conventional communication patterns and the demands of modern communication. Conventional approaches remain relevant because the relationship between madrasahs and their communities is strongly influenced by social proximity, religious values, and interpersonal trust. Nevertheless, these approaches need to be complemented by digital communication strategies, including the systematic management of official websites and social media, consistent publication of institutional activities, documentation of achievements, and the provision of accessible channels for public communication and feedback. Digitalization should therefore not be viewed as a replacement for face-to-face communication, but rather as a means of extending its reach and strengthening its effectiveness.³¹

In the researcher's view, the future development of public relations in madrasahs should focus on the integration of internal communication, external communication, indicator-based supervision, and digital technology. Such an approach would position

²⁸ Syukur, "Silaturahmi Education in KH. M. Hasyim Asy'ari's Thought."

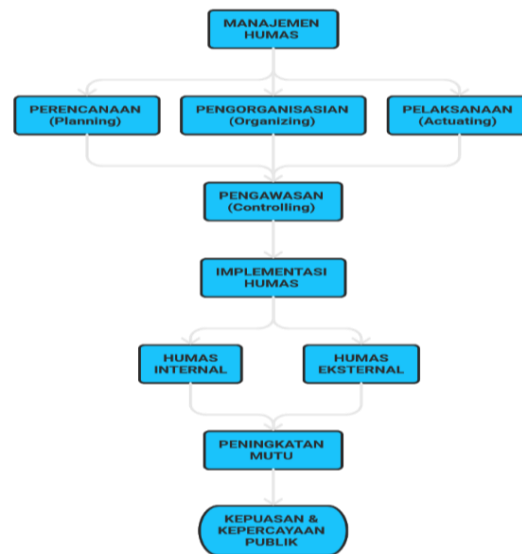
²⁹ Subkhana Adzim Baqi and Miftakhus Sifa' Bahrul Ulumiyah, "Evaluation And Analysis Of The Integration Of Islamic Values Through Religious Practices In Building Student Character Atmi Darul Hikmah Mojosari," *DAS CONFERENCE INTERNATIONAL SERIES 2* (September 2025): 13–23.

³⁰ Anayarahma and Rochmaniah, "Public Relations Roles Building School Image Through Islamic Character Programs: Peran Humas Dalam Membangun Citra Sekolah Melalui Program Karakter Islami."

³¹ Misbahul Arifin and Muflihatul Maqfirah, "Analisis Trend Manajemen Humas Pendidikan Islam," *AKSI: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (2025): 1–13, <https://doi.org/10.37348/aksi.v4i1.744>.

public relations not merely as an administrative function responsible for publishing institutional activities, but as a strategic component of madrasah management capable of providing information, building public trust, receiving stakeholder aspirations, measuring public perceptions, and contributing to institutional decision-making. Strengthening public relations would therefore not be limited to improving institutional image, but would also contribute to improving the overall quality of madrasah governance.

Picture 1 Public Relations Management Flow



Based on the foregoing discussion, it can be concluded that public relations practices in the madrasah have implemented internal and external communication as well as supervisory functions, but still require substantial strengthening in terms of measurable evaluation and digital communication. These findings demonstrate that the effectiveness of public relations is determined not only by the intensity of communication, but also by the institution's capacity to manage communication systematically, transform feedback into evaluative data, and use evaluation results as a basis for program improvement. Accordingly, the development of a more measurable and technologically adaptive public relations system represents a strategic step toward strengthening the madrasah's relationships with its stakeholders and enhancing public trust in the institution.

CONCLUSION

This study concludes that the management of public relations at Madrasah Aliyah Nurul Huda al-Banat Peleyan Kapongan Situbondo has been implemented in a relatively systematic and integrated manner through the core management functions of planning, organizing, actuating, and controlling, which collectively support the achievement of institutional goals, particularly in improving educational quality. The findings indicate that planning activities grounded in institutional needs and community expectations, supported by structured though not yet fully professional organizational arrangements, as well as the implementation of active and participatory communication both internally and

externally, have enabled public relations to function as a strategic instrument in building relationships, fostering collaboration, and enhancing public trust. Furthermore, the evaluation process, although still largely qualitative, reflects an ongoing effort toward continuous improvement, demonstrating that public relations management contributes not only to strengthening internal organizational climate but also to enhancing external institutional image and stakeholder engagement. Synthesizing these findings, it can be affirmed that effective public relations management significantly influences the quality of education across input, process, and output dimensions, particularly through the development of a conducive work environment, increased community participation, and strengthened institutional credibility. While these results are broadly consistent with established management and public relations theories emphasizing coordination, communication, and stakeholder involvement, the study also identifies gaps in professional specialization and data-driven evaluation systems that require further development. In terms of its contribution to psychology as a science, this research provides empirical insight into how organizational communication, social interaction, perception, and trust-building processes operate within educational institutions, highlighting the central role of psychological factors such as motivation, interpersonal relationships, and collective engagement in shaping organizational effectiveness and supporting sustainable improvements in educational quality.

DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this work, the authors used the AI tool/service, e.g., ChatGPT, Claude, Grammarly in order to state the purpose, e.g., translate the manuscript from Indonesian into English, improve language and readability, and refine the structure of several paragraphs. The AI tool was not used to generate research data, to formulate the core arguments, or to produce the findings of this study. After using this tool/service, the authors carefully reviewed, verified, and edited the content as needed, including all references and citations, and takes full responsibility for the content of this publication.

AUTHOR CONTRIBUTION STATEMENT

This manuscript was prepared collaboratively by two authors. The first author was primarily responsible for conducting the research process, including data collection, analysis, verification, and the preparation of the manuscript. The second author contributed by providing academic guidance, reviewing the research and manuscript, and offering constructive feedback to improve the quality and readiness of the article for publication.

DATA AVAILABILITY STATEMENT

The data supporting the findings of this study are available from publicly accessible sources. The primary data were obtained from open-access scholarly literature retrieved through Google Scholar and other relevant academic sources.

DECLARATION OF INTERESTS

The authors declare that they have no known financial or personal conflicts of interest that could have influenced the research, analysis, or conclusions presented in this manuscript.

REFERENCES

- Amin, M. N., M. Nashihin, and M. Nursikin. "Peningkatkan Karakter Religius Siswa Melalui Internalisasi Nilai Dalam Kegiatan Keagamaan Dan Sosial." *Madinah: Jurnal Studi Islam* 11, no. 2 (2024): 295–312.
- Anayarahma, N., and A. Rochmaniah. "Public Relations Roles Building School Image Through Islamic Character Programs: Peran Humas Dalam Membangun Citra Sekolah Melalui Program Karakter Islami." *Academia Open* 10, no. 2 (2025): 10–21070.
- Arifin, Misbahul, and Muflihatul Maqfirah. "Analisis Trend Manajemen Humas Pendidikan Islam." *AKSI: Jurnal Manajemen Pendidikan Islam* 4, no. 1 (2025): 1–13. <https://doi.org/10.37348/aksi.v4i1.744>.
- Auf, M. A., S. A. Widodo, R. Pradipa, S. Huda, and R. K. Nazikhah. "Value-Based Monitoring and Evaluation in Islamic Education Governance: Monitoring Dan Evaluasi Berbasis Nilai Dalam Tata Kelola Pendidikan Islam." *Indonesian Journal of Innovation Studies* 26, no. 4 (2025): 10–21070.
- Baqi, Subkhana Adzim, and Miftakhus Sifa' Bahrul Ulumiyah. "Evaluation And Analysis Of The Integration Of Islamic Values Through Religious Practices In Building Student Character Atmi Darul Hikmah Mojosari." *DAS CONFERENCE INTERNATIONAL SERIES* 2 (September 2025): 13–23.
- Bendriyanti, R. P. "Manajemen Mutu Layanan Akademik Dalam Meningkatkan Kompetensi Lulusan Di Perguruan Tinggi Swasta Di Provinsi Bengkulu." *Tarbawi* 1, no. 01 (2017): 1–22.
- Cutlip, S. M., A. H. Center, and G. M. Broom. *Effective Public Relations (9th Ed.)*. Upper Saddle River, NJ: Pearson, 2006.
- Dhuhani, E. M. "Manajemen Humas Dalam Meningkatkan Mutu Madrasah Studi Kasus Di Madrasah Ibtidiah Terpadu (MIT) As-Salam Ambon." *Al-Iltizam: Jurnal Pendidikan Agama Islam* 2, no. 2 (2017): 167–89.
- Fitriyani. "Manajemen Kehumasan Dalam Meningkatkan Citra Madrasah Di MAN 1." Universitas/Institut (tidak disebutkan), 2020.
- Fogarty, R. *The Mindful School: How to Assess Authentic Learning*. Palatine, IL: Skylight Professional Development, 2002.
- Handoko, T. H. *Manajemen (Edisi 2)*. Yogyakarta: BPFE-Yogyakarta, 2013.
- Hasibuan, Ghina Sa'adah, Martyarini Budi Setyawati, and Fauziah Hanum Nur Adriyani. "Gambaran Waktu Munculnya Peristaltik Usus Pada Pasien Dengan Post General Anestesi Di Rumah Sakit Umum." *Jurnal Penelitian Perawat Profesional* 6, no. 2 (2023): 615–24. <https://doi.org/10.37287/jppp.v6i2.2241>.

- Indonesia, Kementerian Agama Republik. *Standar Pendidikan Madrasah Aliyah Dan Akreditasi Madrasah*. Jakarta: Kementerian Agama RI, 2023.
- Lestari. “Efektivitas Program Dakwah Sekolah Dalam Membentuk Karakter Siswa.” UIN Maliki Malang, 2021.
- Mahmudah, Laily. “Implementasi Praktik Dakwah Mahasiswa IAIN Tulungagung Dalam Pemberdayaan Masyarakat Desa.” IAIN Tulungagung, 2020.
- Masran, M., A. Rojalih, A. M. F. Bakti, N. Khoiriyah, H. Mahmud, F. Jamal, and R. Rubiyanah. *Dakwah Di Era Kontemporer Dalam Perspektif Al-Qur'an-Hadis*. Star Digital Publishing, 2025.
- Maulana, Dias. “Needs Analysis on the Implementation of the Window Shopping Learning Model in Islamic Religious Education to Enhance Creative Thinking Skills.” *Afkaruna: International Journal of Islamic Studies (AIJIS)* 3, no. 2 (March 2026): 137–46. <https://doi.org/10.38073/aijis.v3i2.4467>.
- Niswah, Choirun. “Perkembangan Lembaga Pendidikan Madrasah Di Indonesia: Sebuah Tinjauan Sejarah Pendidikan.” *EDUCATOR: Jurnal Inovasi Tenaga Pendidik Dan Kependidikan* 5, no. 2 (2025): 74–83.
- Nurhabibi, N., A. Arifannisa, D. Ismail, D. Kuswandi, A. F. D. G. Anggraeni, and Y. A. Aji. “Strategi Lembaga Pendidikan Islam Dalam Membentuk Karakter Siswa Di Era Digital.” *Jurnal Pendidikan Indonesia: Teori, Penelitian, Dan Inovasi* 5, no. 2 (2025).
- Rizqiya, Nila Nabilatul, As'aril Muhajir, and Agus Zaenul Fitri. “The Implementation of Quality Management in Improving the Quality of Qur'an Learning.” *Afkaruna: International Journal of Islamic Studies (AIJIS)* 4, no. 2 (October 2026): 267–81. <https://doi.org/10.38073/aijis.v4i2.5557>.
- Rusdianah, M. Pd. “Wawancara Mengenai Manajemen Humas Dan Program Praktek Dakwah Masyarakat (PDM) Di MA Nurul Huda Al-Banat Peleyan.” Preprint, Peleyan, Situbondo, 2025.
- Ruslan, R. *Hubungan Masyarakat Dalam Pengelolaan Lembaga Pendidikan*. Jakarta: Rajawali Pers, 2010.
- Salam, Ahmad, Dedy Santoso, and Irsan Nasution. “Public Relations Management in Shaping Organizational Behavior at Madrasah Aliyah.” *Al-Ishlah* 16, no. 3 (2024). <https://doi.org/10.35445/alishlah.v16i3.5660>.
- Santoso, B. A. “Strategi Hubungan Masyarakat Dalam Meningkatkan Citra Madrasah Di Madrasah Aliyah Muhammadiyah 1 Plus Malang.” Universitas Islam Negeri Maulana Malik Ibrahim, 2025.
- Setyawan, D. “Membangun Generasi Emas: Peran Pendidikan Dalam Membentuk Masa Depan Bangsa.” *Jurnal Pembelajaran, Kurikulum Dan Teknologi Pendidikan* 1, no. 1 (2025): 1–9.
- Sutrisno, S. A., and A. Arifi. “Politik Kebijakan Pendidikan Agama Islam Era Reformasi Dalam Implementasi UU No. 20 Tahun 2003.” *Pendas: Jurnal Ilmiah Pendidikan Dasar* 10, no. 03 (2025): 330–51.

- Syukur, Abdul. "Silaturahmi Education in KH. M. Hasyim Asy'ari's Thought: An Adab-Based Framework for Social Cohesion and National Unity." *Pelita: Jurnal Studi Islam Mahasiswa UII Dalwa* 4, no. 2 (October 2026): 181–208. <https://doi.org/10.38073/pelita.v4i2.5891>.
- Zahro Rohimah, H., A. Basith, and M. A. Nur. "Strategi Humas Dalam Muwujudkan Transparansi Publik Menuju Madrasah Zona Integritas." *JIIP-Jurnal Ilmiah Ilmu Pendidikan* 8, no. 7 (2025): 7301–7.