# Public Relations Strategy in Building a Positive Image of Local Value-Based School

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| Article | Abstract |
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| | The importance of building a positive school image through public relations strategies based on local values amid increasingly fierce competition in education. The purpose of this study is to analyze the public relations strategies implemented by MA Miftahul Ulum Roto Krucil, with a focus on the integration of local values in school communication and its impact on the institution's image. The method used is a qualitative approach with a case study design, involving in-depth interviews, participatory observation, and documentation. The research findings indicate that public relations strategies based on local values, such as the implementation of Saturday Studies, alumni involvement, and the use of social media, are effective in strengthening emotional bonds between the school and the community. Additionally, the internalization of values such as mutual cooperation and solidarity in school activities, along with the preservation of local culture, are key factors in building a positive school image in the public eye. This research provides significant contributions to the understanding and application of public relations strategies based on local values in an educational context and serves as a reference for other schools in developing more effective and contextually relevant communication strategies. |

## INTRODUCTION

In facing the era of globalization and competition among educational institutions that are increasingly competitive, building a positive image of the school is a strategic need that cannot be ignored. A good school image is not only a representation of the quality of educational services but also a determining factor in building public trust, increasing the interest of prospective students, and strengthening the existence of educational institutions in the long term (Anwar, 2024). In the context of a modern society that is increasingly dynamic and critical of education services, public perception is a very valuable asset for the survival and growth of schools.

Education today is understood not only as a process of knowledge transformation but also as a social institution responsible for character building, moral integrity, and cultural values adopted by the community. Therefore, the communication strategy implemented by the school must reflect the closeness between institutional values and the social norms of the surrounding community (Astuti et al., 2024). This shows that the success of a school is not only seen from the academic output, but also from how the school is able to build positive reciprocal relationships with its community. To build these relationships, public relations strategies play an important role. Public relations in an educational environment has a function as a communication facilitator between the school and its stakeholders, be it students, parents, alumni, the general public, or the government. An effective public relations strategy can form a strong, consistent, and trusted image of the institution in the eyes of the public (Robby et al., 2024). The function of public relations is not only to convey information but also to build a strategic narrative that creates a distinctive and contextual school identity.

In the perspective of Grunig & Hunt's public relations model theory, the ideal public relations strategy in an educational environment should not solely function as a one-way information delivery channel, but rather as an active and reciprocal dialogue facilitator between the institution and its public (Paul, 2017). The symmetrical two-way communication model emphasises the principle of participation and balance of interests between the school and its stakeholders, such as students, parents, alumni, local communities and the government. In this framework, public relations is not only tasked with building a strong and credible image of the institution, but also acts as an agent of social reconciliation that is sensitive to community dynamics, aspirations and values (Noro et al., 2024; Marpaung et al., 2023).

Unfortunately, the implementation of public relations strategies in many educational institutions still tends to be dominated by a one-way approach or asymmetrical communication model, which only emphasises the dissemination of information without opening up space for dialogue or negotiation of meaning. As a result, many communication strategies are generic, not contextualised, and fail to accommodate local characteristics and cultural wisdom of the surrounding community (Edy et al., 2023). This insensitivity to local cultural identity leads to weak emotional resonance between educational institutions and their communities, which in turn erodes the social legitimacy and attractiveness of institutions (Yaqin et al., 2024). In the context of a pluralistic society rich in traditional values, as in many parts of Indonesia, the failure to establish symmetrical two-way communication is a serious obstacle in the effort to strengthen social relations between schools and communities.

MA Miftahul Ulum Roto Krucil serves as an inspiring example of a school that has successfully developed a public relations strategy based on local values. The school has effectively integrated the culture of gotong royong, kinship, and collective participation into its communication programs. One concrete example is the implementation of Kajian Sabtu, a routine forum that involves students, teachers, alumni, and the general public in religious and social discussions. This activity serves as both an educational tool and an informal communication medium that strengthens the emotional connection between the school and the community (Mashami et al., 2023). In addition, alumni involvement in various school activities is also a strategic strength utilized by MA Miftahul Ulum. Alumni are not only involved in ceremonial events such as Haflah Akhir Sanah but also in social activities and the development of school programs. This involvement adds value to the institution's image, as it shows the sustainability of alumni values and commitment to the success of the school (Fakhiroh et al., 2023). Thus, school public relations is not only formal-institutional but also relies on social relations and values in the surrounding community.

Previous studies confirm the importance of public relations strategies integrated with local values. (Rahmawati et al., 2024) showed that local culture-based communication can increase community loyalty and participation in schools. (Suleman et al., 2022) even found that communication approaches that reflect local identity are directly proportional to the increase in the number of students. This proves that a culturally-based public relation strategy is not just an ideal approach, but a practical strategy that has a real impact on institutional performance.

In strengthening the position of educational institutions in a pluralistic society, a cultural branding approach is also relevant (Hidayatun, 2017). As explained by Holt (2004), cultural branding involves creating a brand identity that is rooted in local values, historical narratives and cultural symbols that live in society. When the public relations strategy combines symmetrical two-way communication with the principles of cultural branding, the school's identity not only appears unique, but also authentic and contextualised (Cie la,

2022). Thus, the school is able to build an image that is not only communicative, but also has high social legitimacy.

Departing from this background, this research is urgent to examine the local value-based public relations strategy at MA Miftahul Ulum Roto Krucil in depth. This study will describe the school's communication patterns, analyze the community's and alumni's involvement, and evaluate the impact of these strategies on forming a positive image of the institution. This study is expected to contribute to the contextual and applicable educational public relations management literature and become a reference for other schools that want to develop communication strategies that align with local culture (Hizbullah et al.,2023).

## RESEARCH METHOD

This research uses a qualitative approach with a case study research type. The qualitative approach was chosen because it is suitable for exploring the meaning, understanding, and subjective experiences of informants involved in implementing local value-based public relations strategies. With this approach, researchers can observe the dynamics of social interactions and examine phenomena in depth in a natural and not contrived context (Rahmawati et al., 2024). The case study type is used because this research focuses on one specific research object, MA Miftahul Ulum Roto Krucil. Case studies allow researchers to conduct an in-depth exploration of public relations practices in one institution by considering the complexity and local distinctiveness that exists (Ummah et al., 2022a). The selection of MA Miftahul Ulum Roto Krucil as the research location was based on several strategic considerations: (1) the school actively implements local values-based PR strategies; (2) the school has a tradition of regular activities such as Saturday Studies and alumni involvement in institutional activities; and (3) the school is located in a community that still strongly holds cultural values such as gotong royong and social solidarity. This makes MA Miftahul Ulum a representative location for studying public relations strategies in the context of local culture.

Data collection techniques in this study were conducted through three main methods: in-depth interviews, participatory observation, and documentation. Interviews were conducted directly with the principal, public relations staff, teachers, alumni, and community leaders to obtain primary data about the communication strategies implemented (Hariyati,2023). This technique allows researchers to gain an understanding directly and in depth from the point of view of the actors. Observations were made to directly observe the implementation of public relations activities such as Saturday Studies, year-end halfah events, and daily communication patterns in the school environment (Hizbullah et al.,2022). This observation aims to strengthen and complement the data from the interviews. Documentation was used to collect secondary data, such as archives of activities, school publications, photographs, brochures, and other internal documents relevant to the research theme.

Data analysis in this study followed the Miles and Huberman model through the stages of data reduction, data presentation, and conclusion drawing (Wiharto et al., 2023). Data reduction was carried out to filter and focus information relevant to the research focus. Data presentation was done systematically in descriptive narrative form to facilitate reading and understanding of the data. Conclusions were drawn by interpreting patterns and trends that emerged during the data collection. This study used source and technique triangulation techniques to maintain validity and reliability, namely comparing the results of interviews, observations, and documentation to ensure data accuracy and consistency (Pande et al., 2024).

## RESULT AND DISCUSSION

### Saturday Study as a Local Value-Based Communication Strategy

This routine activity is held every weekend and is attended by students, teachers, alumni, and the community. Every week, the activity begins with the reading of Rotibul Haddad, which has become a spiritual tradition and a form of strengthening Islamic values in the school environment. The function of this activity is not only as a religious forum but also as a means of building strong social relations between the school and the community. Saturday studies have proven to be an effective informal communication tool in strengthening emotional closeness and improving the school's public image (Ummah et al., 2022b). This is in line with the statement of one of the teachers, "Saturday studies not only strengthen the relationship between school members, but also make the school part of the pulse of the community. The community feels that they own this school because they are also directly involved in its activities," said (Fauzi, 2025). This statement confirms that a local value-based approach is not only relevant, but also strategic in building inclusive and sustainable communication between the school and its environment.

### Internalization of Local Values in School Activities

The public relations strategy at MA Miftahul Ulum consistently carries the values of mutual cooperation, togetherness and solidarity in every activity. These values are reflected in community service activities, social actions, and community involvement in the physical development of the school. This approach shows that the school not only conveys information, but also builds identity through the practice of local values (Wulandari,2023). "We always involve students, teachers and even guardians in every school activity. When there is class construction, the surrounding community also contributes labor and materials. This is not just participation, but a form of togetherness that has become our culture," said (Nurhaliza, 2025).

### Alumni Involvement as an Imaging Agent

Alumni play an important role in supporting school programs, especially in major activities such as year-end haflah and religious events. Alumni participation is not only as participants, but also as sponsors, organizers, and facilitators (Diana et al., 2022). This shows high loyalty to the institution and helps expand the school's social influence through a wider network (Yustika, 2024). "MA Miftahul Ulum alumni are not only present when needed, they are often the main drivers of activities. In haflah activities, for example, they provide funds, equipment, and even bring in speakers or religious figures from out of town. This is proof that their emotional bond with the school is very strong," said (Zainudin, 2025), one of the teachers, in an interview. This statement illustrates that alumni are not just part of the institution's past, but strategic assets that help shape the school's image and existence in the eyes of the public.

### Utilization of Social Media and Digital Documentation

The strategy of utilizing social media such as Instagram and Facebook to build school external communication should not be done sporadically without structured planning. Social media management indicated by the absence of a dedicated content team is a major obstacle in reaching audiences consistently and effectively (Yustika, 2024). To overcome this, schools need to establish a Social Media Task Force consisting of teachers, students and public relations representatives, with the specific tasks of designing content calendars, managing visual narratives and monitoring public interactions on a regular basis. In an interview, one of the teachers who also handles documentation, revealed, "Actually, there are many school activities that are worth publishing, but because there is no special team, we are often

overwhelmed. Sometimes the documentation is just done on a whim and only uploaded a few days later" (Muniroh, 2025). This statement shows the importance of strengthening digital media management as part of the school's modern communication strategy, so that the potential for imaging and information delivery can be maximized consistently and professionally.

**School Identity as a Preserver of Local Culture**

The school actively promotes local culture in its programs and activities. The use of local languages, traditional art performances, and local symbols are part of the communication and imaging strategy. The community views schools as institutions that not only educate academically, but also maintain and care for local cultural values (Ubadillah et al.,2024). In an interview, one of the senior teachers, "We deliberately integrate local culture into school activities. For example, every official event is opened with Madurese folk songs and traditional *hadrah* performances. The local language is also often used in the opening of events so that the community feels closer and valued" (Latif, 2025). This statement shows that schools not only function as formal education institutions but also as cultural preservation centers that build identity and a sense of belonging in the community.

The results of this study reveal that the local value-based public relations strategy implemented by MA Miftahul Ulum Roto Krucil has proven effective in building internal and external communication, as well as creating a positive image of the institution in the community. This strategy is not only based on modern communication approaches, but also deeply rooted in tradition, culture, and local values (Salsabila et al., 2024). In this context, the results of this study generally reinforce previous findings, while offering a more contextualized and applicable approach in the public relations practice of educational institutions. The five main findings reflect how this approach runs systemically and is integrated in daily school life.

The findings on Saturday Studies as a communication strategy based on local religious traditions reinforce the results of the research by (Ummah et al., 2022b), which states that routine religious forums play an important role in building emotional closeness between educational institutions and the community. The Saturday study that begins with Rotibul Haddad not only has spiritual meaning, but is also a symbol of inclusive communication. This is in line with (Wardhana, 2024) who states that effective communication in pesantren-based schools is more successful if channeled through religious and participatory informal spaces.

The Saturday study, which is routinely held every weekend, is one of the unique communication strategies based on local religious values. This study begins with the reading of Rotibul Haddad, which is not only a spiritual practice, but also a symbol of the continuation of Islamic traditions that live in the surrounding community. This activity involves all elements of the school, students, teachers, alumni, and the general public, making the school a center of social and religious activities (Wardhana, 2024). Fauzi (2025) called this activity a bridge of emotional closeness between the school and the community. This confirms that communication based on local traditions is able to build strong and sustainable relationships, far beyond the formal institutional communication function (Rofiki et al., 2023).

The results regarding the internalization of local values such as gotong royong and solidarity support (Wulandari.,2023) findings that local culture is an important element in shaping the identity of educational institutions. This finding also extends the view of (Muttaqin et al., 2023) who examined the role of public relations as a cultural facilitator, where communication is not just the delivery of information, but also a collective effort to

shape school culture that is reflective of community values. The internalization of local values such as gotong royong, solidarity and togetherness is also the foundation of various school activities. This practice is not only seen in routine community service or social action, but also in the active involvement of the community in the physical construction of the school. Nurhaliza (2025) emphasized that this participatory culture has taken root and become the distinctive character of MA Miftahul Ulum. The public relation strategy in this case does not function only as a conveyor of information, but as a facilitator of local culture in institutional activities. These values not only strengthen the relationship between school members, but also strengthen the school's position as an integral part of the community (Muttaqin et al., 2023).

Alumni involvement as an imaging agent is a very influential social force. Alumni are not only present as moral supporters, but also play an active role in funding, planning, and implementing various school activities. the involvement of alumni as imaging agents reinforces the findings of (Diana et al., 2022) that alumni are important actors in shaping public perceptions of schools. In the context of MA Miftahul Ulum, alumni involvement even further reflects the loyalty that is maintained and strategically mobilized, as confirmed by (Yustika, 2024). This involvement is not only at the symbolic level, but also substantive in funding and managing activities, confirming the importance of social networks as part of a sustainable PR strategy (Hendrawan et al., 2024). As Zainuddin said, alumni are often the main drivers of activities such as the end-of-year haflah, from bringing in resource persons to providing logistical needs. This shows that alumni's emotional connection to the school is maintained, even developing into strategic support that expands the school's influence through wider social networks (Hendrawan et al., 2024).

The utilization of social media as part of the external communication strategy is an adaptive step to the times. The school has used platforms such as Instagram and Facebook to convey information and document activities. However, as acknowledged by Muniroh (2025), the absence of a dedicated content team has caused documentation and publication activities to run less optimally. This is a challenge in the digital era, where an institution's existence and image are often assessed through its presence in cyberspace (Noviani et al., 2023). Thus, the need to strengthen the capacity of digital media management is a priority in future public relations strategies so that school imaging remains relevant to today's communication dynamics. the use of social media and digital documentation shows that schools have adapted to the demands of the digital era, although they still face obstacles in its management. This finding is consistent with that the success of institutional branding is strongly influenced by an active and systematic presence on social media. However, unlike urban schools that have specialized digital content teams, MA Miftahul Ulum faces limited human resources, so this aspect needs to be improved for more effective external communication.

The school's identity as a preserver of local culture reinforces the study of (Sholeh et al., 2024), which emphasizes the importance of involving local cultural elements in building emotional connections with the community. The use of local languages and traditional arts in school activities not only serves as a cultural expression, but also as a communication strategy that strengthens the institution's image as part of the community's cultural life. This is also in line with (Afriansyah, 2021) view that the socio-cultural approach in educational public relations is more capable of building an authentic image than modern promotional strategies that are often artificial. the school's identity as a preserver of local culture is evident from how the school integrates elements of local culture in various activities. The use of Madurese language in official remarks, hadrah performances and traditional songs show that the school not only transmits academic values but also preserves the cultural heritage of the

community. According to Latif (2025), this effort makes the community feel valued and included in school life, resulting in a high sense of belonging. This approach not only creates a positive image but also strengthens the school's identity as an institution that respects its cultural roots (Sholeh et al., 2024).

Interestingly, the local value-based public relations strategy implemented by MA Miftahul Ulum also received appreciation from the madrasah supervisor. In the interview, it was mentioned that this approach can be used as a reference for education policy because it is able to bridge between educational institutions and the community, and maintain local identity amid the pressure of globalization (Wibowo et al., 2024). Overall, this discussion shows that the research findings not only strengthen previous findings but also broaden the perspective on the effectiveness of local value-based PR strategies. This strategy not only functions communicatively, but also builds emotional connections, shared identity and active participation of the community. Therefore, the local value-based public relations strategy at MA Miftahul Ulum can be used as a best practice in contextual and sustainable educational communication management (Afriansyah, 2021).

**CONCLUSION**

The local value-based public relation strategy implemented by MA Miftahul Ulum Roto Krucil has proven to be able to build a positive image of the institution in the eyes of the community. This approach does not only focus on promotional or informational aspects, but rather emphasizes emotional closeness, social involvement, and the preservation of local culture that lives in the community. Through programs such as Saturday Studies, the school has succeeded in creating an interaction space that brings together students, teachers, alumni, and the community in an atmosphere of togetherness that is close to the values of mutual cooperation and solidarity. The involvement of alumni in various major school activities, such as the end-of-year haflah, strengthens the ties between generations and forms loyalty to the institution. The role of alumni is also an important bridge in conveying the positive values of the school to the wider community. On the other hand, the use of social media and documentation of activities is a strategic step in disseminating the institution's image, although the management still needs improvement in terms of consistency and quality of content. The school's identity as a local value-based education institution is reflected in the community's acceptance of its programs. The school is not only seen as a place of learning, but also as a center for preserving local cultural values and a place for character building of the younger generation.

Based on these findings, future researchers are advised to further explore how local value-based public relation strategies can be systematically integrated into the curriculum and institutional policies to strengthen school identity and competitiveness. Further research could also explore the role of digital media in more depth, especially in building an authentic and sustainable institutional narrative. In addition, it is important to explore the perspectives of the wider community and alumni to gain a more comprehensive understanding of the long-term impact of public relation strategies on institutional image. Collaborative approaches across sectors and mapping good practices from similar institutions can also be rich objects of study to develop replicable and adaptive local wisdom-based public relation strategy models in various educational contexts.

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