



School Image Management during the Covid-19 Pandemic Era at Budi Mulia Dua Junior High School of Yogyakarta

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ABSTRACT. This research is aimed to describe the school image management during the era of the Covid-19 pandemic in Budi Mulia Dua Junior High School Yogyakarta. This type of research belongs to qualitative research. The subjects of this research were the headmaster, teacher, employees, and student representatives, parents, and local authorities. The data collecting techniques applied were interview, observation, and documentation. The data analysis techniques were data reduction, data display, and conclusion drawing. Credibility, transferability, dependability, and confirmability tests were applied to test the data validity. The research was conducted through four stages. The first stage was preparing activities based on field situations and conditions, referring to the vision and mission, designing methods and techniques, and equipping facilities and infrastructure. The second stage was the organization dividing the work team based on the teachers' and employees' abilities. The third stage was the implementing principal, leading, mobilizing, and motivating teachers and employees to carry out the tasks according to the plan by minding the health protocols. Program activities that used online media used the website, Instagram, Zoom meeting, Google classroom, Youtube, Tik Tok, and WhatsApp Groups. The fourth stage was the supervision utilizing holding evaluation meetings to obtain data of the report results of the report, followed by revisions.

Keywords: *Management, School Image, Covid-19 Pandemic*



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INTRODUCTION

Islam has taught its adherents always to perform the process of education until death. It is supported by the words of the Prophet Muhammad Peace be upon him in his hadith: "Seek knowledge from the time you are in the cradle until you die (Hadith narrated by Ibn 'Abd al-Bar). According to Islam, this hadith supports the concept that public relations have a very far reach, namely the world and the hereafter (Yusuf, 2012). In Law No. 20 of 2003, the affirmation of lifelong education is stated in article 13 paragraphs (1), which reads: "The educational path consists of formal, nonformal, and informal education that can complement and enrich each other". Therefore, it can also be said that education can be obtained in 2 ways, which include the school education pathway and the out-of-school education path (Jannah, 2013).

Yogyakarta is also known as a miniature of Indonesia, which provides various education at every level of education, starting from playgroups, kindergartens, elementary schools to university with good quality education and guaranteed quality facilities (Yu, & Setiyaningrum, 2019). Hence, Yogyakarta City has a brand image as a student city. The emergence of a competitive climate that

occurs in educational institutions in Yogyakarta is evident at the time of admission of new students (PPDB). The essential factor that can encourage users (stakeholders) to purchase or use the services offered is public perceptions that place a product or service position based on its attributes. Perception is formed from a series of information and attributes related to needs. This information can be intrinsic that is directly related to the product; it can also be extrinsic and not directly related to the product, such as brand placement (identity), costs, image, and services (Suprpto, 2016). To achieve customer loyalty, one of which is by creating a solid brand image in the minds of customers and professional service quality by providing good service for consumers so that it is possible to make repeat purchases (Utami & Khasanah, 2016).

The Covid-19 pandemic that hit the world in December 2019 has caused unrest in all communities and changed various aspects of life, including the field of education (Astini, 2020). Covid-19 is a disease that transmits so fast; the government has taken several preventive steps that are widely implemented around the world, which are social distancing, lockdown (closing access in and out of an area and restricting the movement of people who are within the regional area), Large-Scale Social Restrictions (PSBB) (Agustian, 2020). This situation is one of the challenges for educational institutions, especially schools, to maintain the quality of service and not experience a crisis of trust in the community, prospective students and parents. Schools need to force themselves to use online media (distance learning through online media) (Aji, 2020). Schools can also provide continuous and transparent information about school programs, student achievement and other information through social media such as Facebook, Twitter, Instagram and websites (I. Nugroho, interview, 23rd September 2020). Apart from social media, schools can also use print media such as magazines, newsletters, and newspapers.

In Yogyakarta, one of the schools that experienced a decline in the number of new students during the Covid-19 pandemic was Budi Mulia Dua Junior High School. According to the explanation given by Mr Ichsan as the public relation, coordinator stated that in the 2020/2021 school year, Budi Mulia Dua had Junior High School accepted 54 students, but due to the covid-19 pandemic, seven students resigned because the students chose to go to school in a place close to their home and the parents who objected to school fees. After all, when this pandemic, their family's economy was unstable, and their businesses were affected (I. Nugroho, interview, 23rd September 2020).

The several phenomena that occur provide an excellent opportunity for schools to answer the concerns in shaping and enhancing a positive image or school branding and trust in society, especially students and parents. Two things to consider in the management of existing resources to maintain the school's image are internal and external images designed with image management. Several researchers have researched school image management. Suprpto (2016) stated in his research that madrasah image management is based on several aspects, including the vision and mission of madrasah, madrasah background/ history, the tendency of people's mindsets, and opportunities for a madrasah to become the choice. The image management pattern uses the BPD marketing approach (branding, positioning, and differentiating). It is also reinforced by research conducted by Sahliani *et al.* (2020), which described the strategy of building a brand image with an inter-class subsidy program, providing excellent school programs and increasing student achievement in various fields and forming a noble student personality. Furthermore, Azoury *et al.* (2014) explained that the affective component of the image affects the cognitive component of the university image and the overall image and affective component has a significant effect on student satisfaction.

According to Kristiawan *et al.* (2017), management comes from the Latin word "manus", which means "hand", and "agere", which means "to do". These words are combined into "manager", which means handling something, organizing, making something to become what it wants by utilizing all available resources (Irmayani & Wardiah, 2017). Management of the school image for internal and external parties is needed to create loyalty from stakeholders. A good

corporate image cannot be bought but obtained by reputable companies. Anggoro said that generally, companies with a good reputation have six things, namely: (1) Good relations with community leaders, (2) positive relationships with local government, (3) better risk of crisis, (4) pride in the organization and among target audiences, (5) Mutual understanding between internal and external target audiences, (6) Increasing the loyalty of company staff (Anggoro, 2005).

The image management element cannot be separated from the education system. A good image of an institution will provide many benefits, both when the organization is prosperous and when the organization is facing various kinds of crisis. A good image is obtained through a systematic process and management. One of the challenges for educational institutions in image management is to adapt to the Covid 19 pandemic by making innovations to maintain a good image for internal and external stakeholders. This study aims to describe the image management of schools in the era of the Covid-19 pandemic at Budi Mulia Dua Junior High School Yogyakarta, which is equipped with a discussion of the supporting and inhibiting factors.

METHOD

Research on school image management in the Covid-19 pandemic era is field research using qualitative methods. This study explains events that take place in absolute terms and facts by collecting data and information objectively about school image management in the Covid-19 pandemic era. The data collection technique used is that researchers conducted structured interviews with Budi Mulia Dua Junior High School Yogyakarta, public relations assistant, curriculum assistant, student representatives, representatives of parents and local government representatives by asking general and specific questions. It is intended that the information obtained from several informants can be in-depth, and researchers can explore and understand the facts that occur in the field.

In addition, researchers also make direct and indirect observations to observe and obtain actual data and examine documentary evidence to complement the research data. Then the data is analyzed, and conclusions are drawn. The data were analyzed using the data analysis model of Miles and Huberman, namely data reduction, data display and conclusion drawing. To test the validity of the data, credibility, transferability, dependability, and confirmability tests were conducted (Sugiyono, 2011).

RESULT AND DISCUSSIONS

Result

According to the results of interviews with the Principal of SMP Budi Mulia, the two stages of planning for school image management at the beginning of the Covid-19 pandemic were to hold a meeting to formulate programs to be implemented during the Covid-19 pandemic. The meeting was attended by the director of the foundation, the quality assurance management team and school principals from the Play Group to Vocational High School levels because planning an activity program during the Covid-19 pandemic was the first step to the continuity of the education process in different circumstances. Program planning includes goals, methods and strategies that are creative, innovative, out of the box, effective and efficient in existing budgets and resources. Planning school activity programs still refers to the vision and mission of the school so that the values and identity of the school are maintained and achieved. After obtaining the decision results, the Principal deliberates with the teachers and employees by considering the situation and circumstances. The Principal and the curriculum, student and public relations assistant, formulated activities in one semester in the school's academic calendar. The planned activities include regular learning activities and examinations, taking report cards and diplomas, welcoming days, commemorating Islamic holidays, activities with other institutions, and community social activities.

In the planning dimension, the Director of Budi Mulia Dua Foundation and Principal agreed to improve the image of the school, especially during the Covid-19 pandemic, with the establishment of a working team capable of supporting and maintaining a relationship between school and community so that the results of the agreement can be implemented at the beginning of the 2020/2021 school year. The public relations team consists of 6 people with details of the duties of the head of public relations, internal public relations or in charge of school households, the person in charge of social media, the person in charge of school events, the person in charge of public finances, and the person in charge of public administration. School forms work teams based on the abilities possessed by each teacher and employee and based on the experience of the Principal. It is an effective way of formulating and implementing activities.

In the implementation dimension, the principle applies the rules from the local government that during the Covid-19 pandemic, learning is carried out online or distance learning until face-to-face learning is permitted, then health protocols are applied in every activity for all stakeholder members. Efforts are made to make distance learning successful with online learning designs through the Zoom meeting platform, google classroom, youtube and WhatsApp group, so the school provides facilities for teachers, in the form of microphones, tripods, lighting tools, video editing software, ring light (ring light) and laptops for teachers who do not have laptops, as well as video doing workshops. Social activities for employees, student parents and the community include Ramadan sharing, handing over *Qurban* animals to communities around the school, distributing hampers, webinars, charity covid-19, Budi Mulia Dua Award, onsite drive-thru graduations with stringent health protocols. Schools also take advantage of offline media to promote schools through the installation of billboards and making magazines. Meanwhile, online media is used to promote schools and publish school activities to the community through the website, Instagram, YouTube, Tik Tok and Facebook.

The success of implementing school activities related to the school's image during the Covid-19 pandemic is influenced by several factors, including the school principal's leadership and assisted by the support of a progressive, active and innovative foundation director. Teachers and employees involved in each activity are allowed to have positive opinions or input channels to develop school activities, support students and parents in positive responses in finance and other school support facilities. In addition, in implementing the activity, obstacles were found; with these obstacles, the school tried to find solutions and be better. The solution to this problem is to have a common perception between teachers and employees who are not present at the meeting by requesting the results of meetings with their colleagues so that perfect communication is established; provide support for teachers who object to their predetermined responsibilities at the beginning of the division of the team by the Principal so that they understand their position and can work well and voluntarily. For example, the similarities in the study/homestay visit program abroad, TOP (Talent Optimizing Program) and several other activities. Hence, the solution is that schools always try to improve the quality of the activity programs that have been implemented, increase the competence of human resources and create innovative marketing strategies. School facilities and infrastructure are scheduled to monitor their functions and uses. The state of the Covid-19 pandemic does not know how long it will end, and various changes in policies and systems from the government have made schools strive to be creative and develop innovative activities.

There are several ways that school principals conduct in the dimension of supervision on school image management, including the Principal being able to find out the success of the program being implemented and the shortcomings or obstacles faced through field observation activities either directly or indirectly. At the time of observation, the Principal can receive data in the form of input, suggestions or criticism from teachers, employees, student parents and the local community. In addition, there is an evaluation meeting schedule once a week, face-to-face or via zoom. In the evaluation meeting, the Principal conveyed the progress of activities for one

week, then asked each team coordination to convey the achievements or obstacles faced and input and suggestions from related parties. Occasionally, the evaluation meetings discuss information in preparation for further activities. The Principal also follows the foundation's evaluation meeting agenda held once a month attended by the foundation's director and the quality assurance team. Discussions related to image management programs in general and budgeting for infrastructure facilities to support school activities are discussed effectively.

Discussions

Planning

The planning dimension in school image management is based on several things, including referring to the vision and mission of the school and analyzing the needs of community involvement. The activity program formulated by the principal and public relations has been included in the academic calendar. This finding supports previous studies (Suprpto, 2016; Sholihah, 2018; Nurul, 2018; Sari *et al.*, 2020); activity programs arranged are also based on the situation and conditions in the field and are creative and innovative. During the Covid-19 pandemic, online activity programs were designed, especially distance learning. This policy also refers to government regulations, to be precise on March 24th, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 the year 2020 concerning Implementation of Education Policies in an Emergency for the Spread of Covid-19 that the study process must be performed at home through online/distance, it is implemented to provide meaningful learning experiences for students. Budi Mulia Dua Junior High School Yogyakarta designs online learning using the zoom meeting application, google classroom, youtube, and WhatsApp group. It supports the research conducted by Salehudin (2020), which states that educators and education personnel use social media to learn distance learning in situations that e-learning facilities limit.

The need for facilities and infrastructure in each activity program is also prepared at the beginning of planning as a form of budget submission in the School Revenue and Expenditure Budget Plan. Budi Mulia Dua Junior High School Yogyakarta can make breakthroughs so that the vision and mission of the school can be realized. At the early of the Covid-19 pandemic, program activities focused on the quality of teaching and learning provided to students. Over time, programs developed for employees, student parents and the general public began to be developed with strict health protocols.

Organizing

The organizing dimension in school image management in the Covid-19 pandemic era involves teachers and employees planning program activities and forming work teams. In addition, there is a coordination meeting every one week to form a solid team and create an understanding of the same perception of the goals to be achieved. The results of this study support previous research (Nurul, 2018) that since there is no separate public relations section, it is carried out in a solid team under the coordination of the Madrasah Principal and madrasah council staff to achieve the objectives of the activity program. Teachers and employees are asked to provide ideas, exchange opinions, help each other and support each other to spur enthusiasm. Furthermore, the school forms a work team based on the abilities possessed by each teacher and employee and based on the experience of the school principal. These efforts are an effective way to formulate and implement activities. These studies support previous research that the division of tasks is by their respective functions and positions, which are reflected in the organizational structure. Organizing allows every member who is placed, each of whom has superior work professionalism, and makes it easy to improve the quality of both the individual quality and the quality of work (Dwiyama *et al.*, 2020)

One of the school's efforts in the organizing dimension is forming a team at the beginning of the 2020/2021 school year. It aims to form a solid, organized work system and create creative and dynamic activity programs so that school goals can be achieved and have a positive impact on the school.

Actuating

The dimension of actuating in school image management in the Covid-19 pandemic era is by referring to the planning of program activities. The school policy by implementing health protocols in each activity program is a preventive step from the Covid-19 pandemic, a form of participation in maintaining the health of the family of Budi Mulia Dua Junior High School Yogyakarta and the surrounding environment as well as compliance with local government policies so that it has a positive impact on the image of the school with the emergence of an understanding and mutual support among stakeholder members.

The first focus of implementing school image management in the Covid-19 pandemic era is optimizing Distance Learning through online media, a challenge for schools, especially teachers, to provide knowledge that students can understand. Teachers must be active, creative, and innovative so that learning is not boring; thus, there is interactive two-way communication with students. It supports the research of Dewi (2020), which explains that with online learning, students have the flexibility of study time; they can study anytime and anywhere. Students interact with teachers through apps such as classrooms, video conferences, telephone or live chat, zoom, or WhatsApp groups. The use of these applications in learning is an educational innovation to answer the challenges of diverse learning resources. The success of the learning model or media depends on the characteristics of the student and the learning environment.

Furthermore, if students find it difficult or get a score below the Minimum Completeness Criteria, the teacher provides a particular consultation room to help students understand the subject matter to get a maximum deepening of knowledge and improve the marks are still lacking. Good cooperation between teachers and students also needs to be fostered and improved to improve the school's vision and mission. Other supporting activities are taking hampers, report cards, diplomas, Budi Mulia Dua award and graduation, which is conducted on a drive-thru basis. The drive-thru system is that the school provides a schedule, flow and procedure of taking goods to be more systematic and controlled.

Development of program activities to optimize the image, publication and promotion of schools include competitions on virtual Islamic holidays, webinars, submission of Qurban animals on Eid al-Adha, charity covid-19 at community health centres, and activities with other institutions, namely Hosan High School South Korea. Technical activities with other institutions are students of Budi Mulia Dua Junior High School Yogyakarta and students of Hosan High School showing each other their talents which have been packaged in a video via a zoom meeting forum. School employees also get an appreciation for Ramadan sharing activities. In addition, appreciation is given to teachers and employees by the holding of the *Konmari* challenge activity. Involving internal and external stakeholders in the school activity program supports previous research from Suprpto (2016), Eferi (2015) and Nurul (2018), which stated that including the participation of student parents, the community and other educational institutions, especially those at the top level, can collaborate in activities and other educational matters through information and communication from the school which is mutually helpful and beneficial to all parties.

Publication and promotion of school activities use print and online media. The printed media used to promote schools are installing billboards in front of the school gates and printing brochures given to guests as school information seekers. Distribution of school magazines at the end of the semester, which contains information on school activities. Meanwhile, the online media used are the website, Instagram, YouTube channel and Tik Tok. This study supports

previous research that the implementation of image management, one of which is to introduce and notify school activities to the public through print and online media. The school attempts to establish good communication and relationships with all stakeholders by providing precise and systematic information (Qoimah, 2018; Sholihah, 2018; Jannah *et al.*, (2018).

Furthermore, online media is the most effective promotional tool during the Covid-19 pandemic. The school's public relation team makes an effort to optimize online media by presenting creative, innovative and exciting information. The school also invites collaboration with influencers, celebrities or TikTok celebrities to help promote school activities to the public.

The implementation dimension is closely related to the supporting and inhibiting factors of school image management in the Covid-19 pandemic era. Supporting factors in school image management include a) School leadership; in this case, the principal is the benchmark. However, because SMP Budi Mulia Dua is a foundation school, the involvement of the director of the foundation has contributed to its success. The director of the foundation Budi Mulia Dua Junior High School of Yogyakarta plays an active and progressive role to get full support from the principal. In addition, it gets positive support from teachers and employees to provide ideas and help the implementation of the program by the policies applied. All Budi Mulia Dua Junior High School (such as principals, teachers, employees, students, and parents) make the school's image management suitable. The procurement of facilities and infrastructure used to support the management of school imagery during the Covid-19 pandemic was prepared by the school as in making instructional videos provided microphones, tripods, lighting tools, video editing software, ring lights, and the provision of laptops for teachers who do not have laptops. Research by Sholihah (2018) and Dwiyama *et al.* (2020) found that the success factors of the activity program include the role of the principal as a leader, divisions that compile work programs, teachers who are involved in the success of every activity and administration who take care of administration, to the implementation of activities. Research of Nurul (2018) also revealed that the supporting factors for the implementation of activities are human resources consisting of teachers who have high motivation and performance and are young on average, high school achievement both academic and non-academic, high public interest in enrolling their children in school, and support from stakeholders and the auspices of superior school foundations.

The inhibiting factors include a) Absorption of imperfect information between work teams causes misinformation received, hence in this case, the principal allows asking questions during the coordination or evaluation forum; b) Multiple tasks that several members of the team owners, namely as subject teachers, so that the principal needs to provide unique understanding and support to the parties concerned that they are believed to have the ability in the field of public relations; c) There are school competitors that have similarities in several excellent programs and several other activities; thus, the solution is that school always attempts to improve the quality of the activity programs that have been implemented, increase the competence of human resources and create innovative marketing strategies. School facilities and infrastructure are also scheduled to be monitored for their functions and use continuously; d) The state of the Covid-19 pandemic that does not know how long it will end and various changes in policies and systems from the government have made schools creative and develop innovative activities.

Controlling

The dimension of controlling or its terms is evaluation is the last element of the management process. Even though it is the last element, evaluation has a considerable function. The controlling process is performed by holding an evaluation meeting once a week, either face to face or via zoom. In the evaluation meeting, the principal conveyed the progress of the activity for one week then reviewed the results of each coordinator's report. The evaluation meeting contains coordination, delivery of information for further activities, discussion of obstacles encountered during the implementation of activities. The principal also follows the agenda of the

foundation's evaluation meeting held once a month, attended by the director of the foundation and the quality assurance team. The results of this study support the research Nurul (2018), which stated that an organization should not evaluate itself without involving stakeholders; their perceptions of the school become a reference for future development so that it reflects excellent ideas and considerations of rules, norms and practical realities in the field. Eferi (2015) explained that the evaluation activity would be used as a benchmark for the success of implementing the activity and as a forum for providing input during the meeting after the implementation activity is completed, especially the evaluation of external stakeholders in detail and detail. Follow-up of the evaluation results is evidenced by the attitude and decision of the principal in providing solutions towards problems that occur.

CONCLUSION

Management of the image of schools at Budi Mulia Dua Junior High School of Yogyakarta in the era of the Covid-19 pandemic was performed by strictly implementing health protocols in each of the four dimensions of management, namely, planning, organizing, actuating and controlling. In the planning dimension, schools plan activities at the beginning of the semester based on the situation and conditions in the field, referring to the vision and mission of the school, making methods and preparing adequate facilities and infrastructure. The organizing dimension is how the principal divides the work team with the abilities of the teacher and employees and the division of tasks in precise detail. The implementation dimension is how the principal leads direct, motivates internal stakeholders, and forges harmonious relationships with external stakeholders. The online media used are the website, Instagram, zoom meeting, google classroom, youtube, Tik Tok and WhatsApp group. Finally, in the dimension of controlling, utilizing evaluation meetings every week and every month to observe activities to obtain data on the report results, which is then followed up with further improvements.

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