



Social Media Management in Enhancing Educational Institutions' Reputation (A Multi-Case Study at SMK Muhammadiyah Lumajang and MAN Lumajang)

Bekti Sawiji*, Agus Maimun, Samsul Susilawati

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

*Corresponding Author. Email: mustbek@yahoo.com

Abstract: This research aims to analyze and discover the design, implementation, and results of social media in building the reputation of educational institutions. The approach used in this study is qualitative with a case study method using a multicase design. The study focuses on two case studies: SMK Muhammadiyah Lumajang and MAN Lumajang, both of which are renowned educational institutions in Indonesia with a commitment to optimizing social media. Data collection techniques employed include in-depth interviews, documentation, and observation. The data analysis method used is constant comparison. The technique for ensuring data validity include credibility, transferability, dependability, and confirmability. The results of this research are as follows: First, the design of social media to enhance the reputation of educational institutions consists of four managerial processes: (1) Identification of Core Resources and Supporting Resources, (2) Formulation of Goals and Objectives, (3) Selection of Social Media Platforms, and (4) Task Force Team. Second, the implementation of social media design includes activities such as: (1) Content Formulation, (2) Broadcast and Q&A, (3) Collaboration with Internal and External Human Resources of the Institution, (4) Control through System Control, Leadership Control, and Social Control approaches, and (5) Development of Platform Types, Expanding Audience Segments, Updating Strategies, and Revitalizing Social Media Orientation. Third, the outcomes and impact of social media include: Quantitative results manifested as an increase in new student admissions, and qualitative impact in the form of a New Work Culture and Institutional Engagement.

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Introduction

The existence of social media within educational institutions can serve essential roles in communication and public outreach (Fitriani, 2021). Social media offers various benefits to institutions across three key aspects: a reflection of institutional credibility, rapid information dissemination, and the maintenance of identity or reputation (Saputra & Saiddaeni, 2024). This theoretical basis is reinforced by empirical findings from Hasan Sazali's research, which indicates that social media use in educational institutions contributes to institutional popularity, brand image, and serves as an effective publication platform (Sazali & Sukriah, 2021).

In 2024, the use of social media in Indonesia experienced significant growth, according to a survey by the Indonesian Internet Service Providers Association (APJII). Among platforms, Facebook leads with 64.35% of users, followed by YouTube at 50.84%, TikTok at 34.36%, and Instagram at 29.68%. Platform preferences also vary by generation. Among Millennials, Facebook is the most popular, with 74.09% using it, followed by YouTube at 53.42%, TikTok at 31.72%, and Instagram at 22.14%. Generation Z, however,



shows a more balanced distribution, with 51.64% on Facebook, 51.90% on Instagram, 46.84% on TikTok, and 38.63% on YouTube. While Facebook remains dominant among Millennials, TikTok and Instagram are increasingly popular with Generation Z, and YouTube remains a top video content platform across both generations (APJII, 2024).

This data indicates that Millennials and Generation Z are the predominant users of diverse social media platforms, reflecting a high societal preference and attention toward information available on social media. This underscores the relevance and importance for educational institutions to optimize the role and function of social media within institutional management (Sugeng, 2022). Educational institutions must adapt to the informal and non-formal nature of social media, even though their organizational structure is typically formal. With effective management, social media's role and function can positively impact educational institutions.

Despite its potential, many educational institutions struggle to effectively manage social media platforms. Challenges include the lack of clear strategies for content creation, insufficient human resources with relevant skills, and limited understanding of how social media can influence institutional reputation. Without proper management, social media efforts may fail to achieve meaningful engagement, weakening public perception and institutional branding.

Given the competitive landscape of education, the reputation of an institution plays a pivotal role in attracting students and fostering stakeholder trust. Social media offers a powerful medium to bridge communication gaps, engage with communities, and build a strong institutional image. This study addresses the pressing need for educational institutions to optimize their social media presence as a tool for enhancing reputation and ensuring long-term sustainability. This research focuses on two leading educational institutions in Indonesia: SMK Muhammadiyah Lumajang and MAN Lumajang. Both schools are known for their proactive approach in leveraging social media for outreach and reputation building. By studying their practices, this research aims to uncover effective strategies and frameworks that can be replicated by other educational institutions.

Specific studies on social media's role in educational institutions have been conducted across several areas. Prior research covers the urgency of social media in educational institutions (Amilia, Rowindi, & Mubaroq, 2022), its position within institutional management (Al-Qaysi, Mohamad-Nordin, & Al-Emran, 2020), its role in institutional marketing (Nurmalasari & Masitoh, 2020; Trianto, 2021), and its use for public relations purposes (Wahyuni & Ernungtyas, 2020). Social media also plays a specific role in shaping institutional brand image (Amiruddin, Unde, & Akbar, 2021; Ayunisa & Sholeh, 2022) and serves as an interactive communication tool within educational institutions (Wardiana, Kadri, & Wahid, 2024). In terms of learning, social media has an integrative function, supporting the learning process (Martarini, Yulianti, & Sastaparamitha, 2021; Nasution, 2020).

The various previous studies highlighted above focus on three primary aspects: the urgency of social media in educational institution management, the models and forms of social media use for educational institutions, and the academic functions of social media. These three areas focus on the functional roles accessible via social media within educational institutions. This research centers on a comprehensive study of the managerial framework for social media in building institutional reputation, focusing specifically on social media design, design implementation, and the outcomes of social media execution. This focus serves as a distinctive feature of this study compared to previous research.

Research Method

The approach used in this study is qualitative (Lichtman, 2023), employing a case study method with a multi-case design (Coe, Waring, Hedges, & Ashley, 2021; Schoch, 2020). Data collection techniques include in-depth interviews, documentation, and observation (Adedoyin, 2020). The subjects of this research are SMK Muhammadiyah Lumajang and MAN Lumajang, two educational institutions selected based on their active use of social media to enhance institutional reputation. The sampling technique used is purposive sampling, where participants were selected based on their roles and relevance to social media management at both institutions, including school leaders, social media administrators, and public relations staff. For data analysis, the researcher uses constant comparison (Rifa'i Abubakar, 2021). Constant comparison involves systematically comparing data chunks or segments from various sources (e.g., interviews, observations) to identify recurring themes, patterns, or categories. This process allows the researcher to develop a grounded theory by continuously refining and relating data to emerging concepts. Data validation techniques employed in this study include credibility, transferability, dependability, and confirmability (Amin et al., 2020; Kyngäs, Kääriäinen, & Elo, 2020).

Results and Discussion

This research was conducted at SMK Muhammadiyah Lumajang and MAN Lumajang. Both institutions show a strong commitment to optimizing social media to support communication and outreach for school interests.

Table 1. Social Media Type of SMK Muhammadiyah Lumajang

Social Media Platform	Account name
Youtube	SMK Muhammadiyah Lumajang
Facebook	SMK Muhammadiyah Lumajang
Instagram	@smkMuhammadiyah Lumajang_official)
Tiktok	@smkMuhammadiyah Lumajang_official

Tabel 2. Social Media Type of MAN Lumajang

Social Media Platform	Account name
Youtube	MAN Lumajang
Facebook	MAN Lumajang
Instagram	man.lumajang
Tiktok	man_lumajang_official

The content shared by these two institutions can also be categorized into two types: informative content and educational content. Informative content relates to information on new student admissions, while educational content encompasses learning activities, event success stories, and inspirational quotes. SMK Muhammadiyah Lumajang focuses on three main types of informative content as follows:



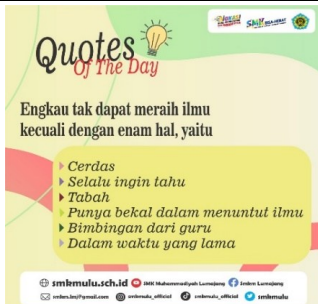
Learning	Event and Success Story	Quote
		

Figure 1. Social media content of SMK Muhammadiyah Lumajang



MAN Lumajang places an emphasis on information on social media, focusing on three aspects: learning activities, events or success stories, and extracurricular activities. The content includes the following:

Learning	Event and Success Story	Quote
		

Figure 2. Social media content of MAN Lumajang

The presence of social media within these institutions is a primary responsibility of the public relations department, which aims to conduct public communication and outreach. Social media serves as an instrument and tool to accelerate and promote the widespread dissemination of information to the community. This effort involves a series of social media management activities. The activities identified by the researcher at both institutions include design or planning, design implementation, and implementation outcomes. Data on these three managerial processes or activities identified by the researcher can be illustrated in the following table:

Table 3. Social media management of SMK Muhammadiyah Lumajang

Management	Activity Details	Reputation Output
Social Media Design	Identifying Formulating Goals and Objectives "Content Formulation and Social Media Platform Selection"	Planning Effectiveness
Design	Expert Involvement	Content Accuracy
Implementation	Sharing and Posting Collaboration	Positive Engagement
Implementation	Quantitative	Increased Student Enrollment
Outcomes	Qualitative	Internal Work Culture & New Work Culture Development

The social media management process implemented by SMK Muhammadiyah Lumajang illustrates a planned, measurable series with a clear goal orientation. In the same management practice, MAN Lumajang also carries out similar social media management at the school. An overview of the social media management activities at MAN Lumajang can be seen in the research findings through the table below:

Table 4. Social media management of MAN Lumajang

Manajemen	Detail Aktivitas	Output Reputasi
Social Media Design	Audience Preference Analysis Team Availability Analysis Timing Research	Planning Effectiveness
Design	Task Force Team	1. Technology and Digital Culture
Implementation	Sharing and Posting Broadcasting	2. Service Quality 3. Managerial Efficiency
Implementation	Increased Student Enrollment	1. Institutional Engagement
Outcomes	Institutional Collaboration Parental Interaction	2. Communication Effectiveness 3. Student Enrollment Growth



A cross-locus analysis of the two data sets above results in a formulated outcome that encompasses three key aspects of social media management within educational institutions. These include: social media design or planning, the implementation of social media design, and social media outcomes. All findings are examined based on their impact on the development of the institution's reputation. The detailed explanation is as follows:

1) Social Media Design and Planning

The design and planning of social media encompass identification in three core areas: [1] Core Internal Resources (HR and Technology), [2] Supporting Resources (Segmentation and Platform Selection), and [3] the Social Media and Branding Task Force. This managerial process aims to enhance the reputation of the institution through the effectiveness of its social media planning.

2) Social Media Design Implementation

The implementation of social media design involves four key processes: [1] Selecting, defining, and creating content, [2] Broadcasting and Q&A sessions, [3] Collaborating with various stakeholders, both internal and external, who have relevance and aligned interests with the educational institution, and [4] Control and Development. This comprehensive approach strengthens service quality, content effectiveness, new work culture, and managerial accuracy.

3) Implementation Outcomes

The outcomes of social media management for educational institutions come in the form of feedback, which requires mapping of diverse impacts, both quantitative and qualitative. Quantitatively, social media usage leads to an increase in student enrollment. Qualitatively, it fosters a new digital-age work culture and enhances institutional engagement.

Discussion

The theoretical basis for the analysis and point of view in this discussion is the Social Media Content Management (SMCM) framework proposed by Maria Giovanna Confetto. This theory encompasses three managerial aspects in social media management, which include: the Creation of Content Identity Resource, Formulation of Content, and Content Distribution and Results Control (Confetto & Siano, 2018).

Social Media Design in Educational Institutions

According to Maria Giovanna's Creation of Content Identity Resource (Confetto & Siano, 2018), this process involves identifying various resource aspects, both primary and supporting resources. The primary resources that are the focus of identification in this process include the availability of human resources (HR) with the necessary capabilities to manage social media, the digital technology tools to be used, and the segmentation of the target audience. Creation of Content Identity Resource consists of three main phases: Identifying the Target Audience, Defining Goals and Objectives, and Developing a Content Plan (Parveen, Jaafar, & Ainin, 2015). This theoretical foundation on social media design leads to the following framework of findings:

1) Identification

The identification process in this aspect includes a review of the main and supporting components and elements necessary for the continuity of social media management in educational institutions. The main elements, also referred to as core resources, include human resources (HR) with the necessary skills, as well as hardware and software. Meanwhile, supporting resources consist of internal standardized policies. These policies are considered supporting resources because, while social media management can



technically be done individually, effective management requires these internal policies to optimize productivity and performance.

2) Formulation of Goals and Objectives

Theoretically, the formulation of goals in social media management aims to build brand awareness, expand audience reach, and strengthen relationships with stakeholders (Aljumah, Nuseir, & Refae, 2023; Dedeoğlu, Van Niekerk, Küçükergin, De Martino, & Okumuş, 2020). Brand awareness in the educational context refers to the value or identity of the school that is created and understood by the public. Expanding audience reach involves increasing the spread of information from the institution through the public relations department. The availability of both core and supporting resources forms the basis for establishing goals and objectives for social media governance. In educational institutions, social media serves as a tool for communication and public outreach. These two purposes simultaneously function as branding strategies for the institution. Additionally, social media allows for public transparency, as stakeholders can easily and quickly access information and monitor the institution.

3) Selecting Social Media Platforms

The next step in this process is selecting the appropriate social media platforms to use. Each platform has its own distinct characteristics, audience segments, and affiliations. For example, TikTok is more suited for short, audio-visual content, Instagram (IG) is known for graphic visuals, Facebook (FB) is associated with narrative-based content, while YouTube is used for long-form video and live-streaming content.

4) Task Force Team

Once resources, management direction, and the type of tools to be used have been determined, the next step is to assign responsibility for overseeing each task. In social media management, at least several categories of HR are required, each with its specific duties. These include: A. Creative Team: responsible for generating ideas, choosing topics, and determining the outline for content. B. Design and Video Editing Team: focuses on creating and producing content. C. Content Management Team: ensures content quality and minimizes errors, overseeing the overall quality and accuracy of the posts.

The entire series of social media design or planning activities in educational institutions as described above is aimed at producing a managerial work reputation output, namely the effectiveness of planning. The indicator of planning effectiveness can be determined by the level of accuracy and readiness of the plan to be implemented (ready for use). This readiness level can be determined and known through an activity timeline that has been formulated based on the type of activity and time. Efforts to plan and design social media are also required in Islam. In this context, there are several Quranic verses and Hadiths that serve as its theoretical basis, as stated in the following verse:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ (الحشر: 18)

"O you who have believed, fear Allah, and let every soul look to what it has put forth for tomorrow (the Hereafter). And fear Allah; indeed, Allah is All-Aware of what you do." (Quran, Al-Hashr, 18)

Through this verse, the managerial function of planning and design is a step that must be taken in order to provide a real picture of the activities and goals that will be achieved in the future. By doing so, everyone will have a clear mission and guidance in carrying out their managerial functions, starting from the aspects of internal and external analysis to the



capacity of human resources (HR) involved. In the context of the HR that will be involved, the following hadith provides clear guidelines:

إِذَا سَاعِدَ فَإِنَّهُ تَنْظُرُ أَهْلَهُ غَيْرَ إِلَى الْأَمْرِ وَ سَدَّ إِذَا

“If a task is entrusted to someone who is not competent, then await its destruction.”
(HR. Muslim and Muslim), (Muhammad bin Futuh al Humaidi, n.d.)

This hadith emphasizes the importance of the capacity that a person must have to be part of the governance, including social media management. Adequate capacity will enable managers to work within a professional, measurable, and consistent framework. (Istiani, 2020).

Table 5. Social Media Design and Planning

Dimension	Management Component	Detailed Process	Reputation Output
Social Media Design	Identification	Core Resources Supporting Resources	Effectiveness of PlanningActivity Timeline
	Formulation of Goals and Objectives	Communication Socialization	
	Choosing Social Media Platform	Institutional Branding Audio Visual Narrative and Graphics	
	Taskforce Team	Creative Team Graphic Design and Editing	
		Control Team	

1) Content Formulation

Content formulation is the activity of creating scripts, narratives, and designs that will be posted on social media. At this stage, the creative team and design team formulate the content and then edit it until it is finalized. Content formulation also relates to content priorities, timing, and its relevance to the target audience segment.

2) Broadcasting and Q&A

The content that has been formulated and designed is then ready for publication by the social media admin. Consistency in the timing of posts is a crucial aspect at this stage. In the context of broadcasting, the social media algorithms play a significant role in the rapid spread of information, which makes consistency and precise timing essential. Additionally, this stage involves responding to interactions and answering questions raised by the audience regarding the posted content. Quick and helpful responses are an important factor in this process. Collaboration in spreading information is also a key success factor for social media management.

3) Collaboration

Collaboration in distributing and amplifying social media content plays a major role in increasing the rating of an educational institution's media. In this context, collaboration can take the form of endorsements from various public figures or local influencers. Collaboration spaces and advocacy can be created with two segments: internal (leaders, educators, and students) and external (parents, alumni, and supporters).

4) Control

Managerial performance requires regular control and monitoring of social media content products. While conventional management typically evaluates at the end of the process, modern management requires control throughout the process, even at each step. Social media management control is implemented in three forms: Standard Operating Procedures (SOP), leadership control, and social control. SOP control is known as system



control, leadership control refers to oversight by leaders, and social control involves audience-driven feedback.

5) Development

All feedback, criticisms, and suggestions from stakeholders serve as input for improvement and development. Social media development is carried out in four main areas: adding new social media platforms, updating strategies, expanding segmentation, and revising or formulating new directions for growth. Development reflects the importance of adapting and innovating in response to changes in the audience.

Here's a summary of the execution phase of social media design, with an emphasis on enhancing services and strengthening team collaboration. The quality of social media management services can be measured by time accuracy and service speed, while team cooperation can be assessed by the team's ability to perform tasks within their scope of authority. These two indicators contribute to the managerial reputation in social media governance within educational institutions. A brief overview is presented in the table below:

Table 6. Social Media Design Implementation

Dimension	Management Component	Detailed Process	Output Reputation
Social Media Design Execution	Content Formulation	Idea Generation Design Process Editing	Service Quality Team Work
	Broadcast and Q&A	Posting Time Consistency Active Interaction	
	Collaboration	Internal Institution Collaboration External Institution Collaboration	
	Control	System Control Leadership Control Social Control	
	Development	Adding Social Media Platforms Expanding Audience Segments Updating Strategy Revitalizing Orientation	

The implementation dimension in social media management is directly related to the quality of content and the form of information control. Social media has the potential to be a path of negativity (harmful) or a path of goodness (positive). Based on this concept, the Quran has explained the following:

لَقَدْ كَانَ فِي قَصَصِهِمْ عِبْرَةٌ لِّأُولَى الْأَلْبَابِ مَا كَانَ حَدِيثًا يُفْتَرَى وَلَكِنْ تَصْدِيقَ الَّذِي بَيْنَ يَدَيْهِ وَتَفْصِيلَ كُلِّ شَيْءٍ وَهُدًى وَرَحْمَةً لِّقَوْمٍ يُؤْمِنُونَ □ ١١١ (يوسف/12: 111)

"Indeed, in their stories there is a lesson for those of understanding. (The Qur'an) is not a fabricated tale, but a confirmation of the previous scriptures, detailing everything, as guidance and mercy for the believers." (Yusuf 12:111).

In this verse, it is conveyed that every story mentioned in the Qur'an contains moral information that can serve as a trigger for goodness (ibrah). The informative function of the Qur'an differs from that of social media in terms of its source of information. The source of information in the Qur'an is Allah SWT, while social media is managed by humans. Because



of this, the potential for hoaxes, slander, and misinformation is greater on social media. The Qur'an also addresses the negative potential of information that can lead to falsehoods and defamation.

From this verse, it is clear that digital citizens (netizens) must carry out clarification and validation of the information they receive. If the information has not been verified for its validity and truthfulness, they are forbidden from spreading it to others (Fitriani, 2021). Based on this, media, including social media, can be said to have several functions, as follows: (1). Teaching/education (taklim) (2). Enlightenment (tanwir) (3). Clarification/explanation (taudhih) (4). Renewal (tajdid) (5). Advice and awareness (al-wa'zhu or tau'yyah) (6). Strengthening between two things (tarjih) (7). Organization (tanzhim) 8. Means of dialogue (wasilah al-hiwar) (Fathurrijal & Saudi, 2023).

Results of Social Media Implementation

The theoretical framework used to examine the results and impact of social media is Content Distribution and Results Control. This stage is related to the broadcast of information, content control, and results in social media management (Confetto & Siano, 2018). The aspects of results and the impact of optimizing the role of social media are some of the outcomes that educational institutions achieve in improving their school reputation (Atherton, 2023). These achievements are categorized into two groups: qualitative impact and quantitative impact. A more detailed description is as follows:

1) Qualitative Impact

The results and qualitative impact are related to the development of human resources and internal work mechanisms within the institution. The optimization of social media in educational institutions has a qualitative impact on raising awareness about the importance of the digital world. Integrating social media facilities into internal human resource work processes has led to a new work culture that is more efficient and productive. Another impact is institutional engagement. This aspect encourages community involvement in school affairs. The community feels a sense of connection to the school due to the continuous flow of information provided through social media.

2) Quantitative Impact

The quantitative impact is the result of social media optimization related to the increase in the number of new student admissions. Although this is not the main goal of social media management efforts, the increase in the number of students has become inevitable. The information flow disseminated through all communication channels reaches the broader community.

Both the quantitative and qualitative impacts together form the multiplayer effect of the collective efforts of the involved human resources, both internally and externally. This, in turn, creates a positive reputation for the school. The reputation formed through this process is reflected in the emergence of a new work culture, the increase in new student admissions, and institutional engagement (active involvement of stakeholders). A more detailed description can be found in the table below:

Table 7. Social Media Impact

Dimension	Management Component	Detailed Process	Reputation Output
Results and Impact	Quantitative	Increase in new student admissions	New Work Culture
	Qualitative	New Work Culture	Institutional Engagement
		Institutional Engagement	

The Conceptual Formulation of Social Media Management for Educational Institutions is a theoretical construction aimed at shifting managerial practices of social media usage from business and industry environments to social media management within educational institutions. The discussion of research findings and the theoretical basis presented earlier is developed and constructed into a conceptual contribution to the study. This section provides a formulation of the social media management framework for educational institutions, which includes social media design, implementation of the design, and the results of social media implementation in enhancing the reputation of educational institutions.

Social media design or planning involves four main aspects: identification, formulation of goals and objectives, selecting social media platforms, and the task force team. Meanwhile, the implementation of social media design includes content formulation, broadcasting and Q&A, collaboration, control, and development. The results and impacts of social media implementation include both qualitative and quantitative outcomes. This management process can be seen in the following diagram:



Figure 3. Social Media Management in Educational Institutions

The findings of this study align with insights from a systematic review by Gil-Fernández and Calderón-Garrido (2021), which highlights the transformative role of social media as a mediator and facilitator in teaching-learning contexts. Their review identifies social media as a crucial tool for creating virtual environments, educational communities, and enhancing digital competence. These findings support the emphasis in this study on strategic social media design and implementation, particularly in fostering institutional engagement and facilitating effective communication within educational contexts.

The findings of this study have both conceptual and practical implications. Conceptually, the research contributes to understanding how effective social media management can enhance the reputation of educational institutions. It provides a framework linking social media design, implementation, and outcomes, such as increased student enrollment and improved institutional engagement. The study advances the Social Media Content Management (SMCM) framework, emphasizing the importance of resource identification, goal setting, and platform selection. Practically, the findings offer actionable insights for educational institutions to optimize their social media strategies. Institutions can apply these insights to create targeted content, engage stakeholders, and ensure consistency in messaging. The study also highlights the need for training programs to improve the skills of staff involved in social media management, enabling them to enhance the institution's reputation and foster stronger community connections.



Conclusion

Based on the findings of this study, it can be concluded that:

- 1) The design or planning of social media to improve the reputation of educational institutions consists of four managerial processes: (1) Identification of Core Resources and Supporting Resources, (2) Formulation of Goals and Objectives, including Communication, Socialization, and Institutional Branding goals, (3) Selecting Social Media Platforms, with emphasis on Audio Visual, Narrative, and Graphics, and (4) Taskforce Team, consisting of Creative Team, Graphic Design, Editing, and Control Teams. All these processes and forms of design are manifested in the form of an Activity Time Line to achieve Planning Effectiveness.
- 2) The implementation of social media design in the context of improving the reputation of educational institutions includes the following activities: (1) Content Formulation, consisting of Idea Generation, Design Process, and Editing, (2) Broadcast and Q&A, in which consistency of Posting Time and Active Interaction with the audience are required, (3) Collaboration with Internal and External Human Resources of the institution, (4) Control of each managerial process through System Control, Leadership Control, and Social Control, (5) Development, which includes Adding Platform Types, Expanding Audience Segments, Updating Strategies, and Revitalizing Social Media Optimization Orientation. All of these activities are intended to improve Service Quality and enhance Team Work.
- 3) The results and impacts obtained from optimizing social media management consist of two categories: quantitative impact, which manifests in the form of Increased New Student Admissions, and qualitative impact, which is reflected in the emergence of a New Work Culture and Institutional Engagement.

Recommendation

Based on the findings and limitations of this research, the researcher recommends the following to the relevant parties:

- 1) Educational institutions should optimize the school's social media to enhance the institution's reputation within the community.
- 2) Educational management scholars should address the limitations and shortcomings in the findings of this study, particularly by conducting further research in the form of developmental research.
- 3) Policy makers should develop and implement clear guidelines for social media management within educational institutions, ensuring that these platforms are utilized effectively to enhance the institution's reputation and communication with the community. Additionally, providing training programs for school leaders and public relations staff will help improve their skills in social media management and maximize its potential for institutional branding.

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