## Use of Social Media in Branding Management of Educational Institutions

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**ABSTRACT**

This study aims to determine the effect of social media utilization in supporting the implementation of educational institution management in Integrated Islamic Schools at the First Intermediate Levels A, B and C in Palembang City. This research includes descriptive qualitative research, namely data collection methods used with interview techniques, observation, and literacy studies. The data analysis stage in this research is data collection, data reduction, data presentation and conclusion drawing (verification). The results of this study indicate that the utilization of social media in schools A, B and C has a significant influence where the utilization of social media in supporting the implementation of school management in school branding, learning media, and means of communication between schools and parents of students and the public can be carried out well. This research aims to determine the influence of social media in supporting the implementation of management of educational institutions at Integrated Islamic Schools for Junior High Levels A, B and C in the city of Palembang. This research is a type of descriptive qualitative research; the data collection method used is interview techniques, observation and literacy studies. The data analysis stages in this research are data collection, data reduction, data presentation and concluding (verification). The results of this research show that the use of social media in schools A, B and C has a significant influence where the use of social media in supporting the implementation of school management in school branding, learning media and communication facilities between the school, parents and the general public can be implemented well.

**Keywords;** Social Media; Management; Educational Institutions

## INTRODUCTION

Education is a universal thing that continues unbroken from generation to generation anywhere in the world (Fatkuroji, F., 2017). Education is a corporation where educational institutions are understood as production organizations that produce services, namely Education purchased by consumers (Iqbal, M., 2019). A school is an institution in which there are teaching and learning activities for students and teachers. Mulyadi (2019) said that the existence of a school is something that lives together with community members. The community needs guidance, and the school needs the community for the teaching

and learning process to run well. The development of social media platforms coincides with the open innovation paradigm, where each institution integrates new ideas and feedback from various internal and external sources (Lee et al., 2012).

The use of social media in educational communication management has significant opportunities in the dynamic landscape of the digital era. This medium can increase information accessibility, encourage knowledge sharing, and facilitate collaboration among students, teachers, and parents. Social media platforms can be valuable for encouraging community engagement and increasing involvement in educational efforts (Ohara et al., 2023). Kurniawan in Sazali, H & Sukriah, A. (2021) defines social media as online media where users of this media can easily participate, share and create content such as blogs, social networks, wikis, forums and virtual worlds. Social media is a technology that creates effectiveness and efficiency in building relationships between each user. Utilizing social media to support the implementation of educational institutions' programs in this digital era is the right choice because it is increasingly easily accessible to various groups (Nurmalasari et al.; I., 2020).

According to Tam in Elyus & Sholeh (2021), there is a lot of pressure and competition in the current situation. Schools must be able to make promotional management changes by developing productive relationships with the surrounding community. Social media as a medium for information and publication has been widely used by the management of an institution. So, in this case, research was conducted on using social media in the management of educational institutions in three Integrated Islamic-based Junior High Schools (SMPIT) in the city of Palembang using descriptive qualitative research methods.

## RESEARCH METHODS

This research uses a descriptive-qualitative research method based on appropriate conditions at the research location. This is similar to what Sugiyono explained in Warpindyastuti and Sulistyawati (2018); qualitative research methods are also known as naturalistic research methods because the research is carried out in natural conditions (natural settings). Data was collected by observing the social media of integrated Islamic educational institutions at the junior high school level (SMPIT) A, B, and C in Palembang, interviewing several teachers, parents, and management staff, and conducting literacy studies.

## RESULTS AND DISCUSSION

The educational process is changing something into something else. Something that influences the ongoing process is called input, while something resulting from the process is called output, where one of the processes is the institutional management process (Syamsuddin, 2017). The implementation of management of an educational institution includes many things, one of which is managing the continuity of educational activities, which can happen if the school is always in high demand, meaning that many students register at the school in question. One way to make this happen is the institution's management program. Managing and creating a good image is essential to form customer loyalty.

The results of the analysis from schools A, B and C, which are Integrated Middle School Islamic Schools in the city of Palembang, state that the use of social media has a significant influence on school management, in this case, the introduction of institutional (school) profiles, the distribution of academic activities and the creation of teaching materials which also can be consumed by the public where these three things indirectly build the school's image and institutional development facilities.

At school A, the results of data obtained from the public relations team show that from 2020 to 2023, since the activation of the institution's social media activities in the form of activities sharing information on activities and learning materials as well as the activities of the homeroom teacher who shares class activities and daily teaching materials on WhatsApp status, it is aimed at The parents concerned showed a positive response from each parent and stated that it was beneficial in finding out about their children's activities, knowing the material they had received or the material their children were studying every day. In this case, School A's steps are perfect for increasing integration. Hu and Wu (2020) also state that the school's communication with parents is essential. The existence of communication between teachers and parents will increase the integration of schools, parents, and students. By using social media to communicate between schools and parents, parents can easily share their children's activities and teaching materials on their personal social media accounts. which, of course, indirectly also has a positive impact on school A because it indirectly becomes a means of promoting the school.

School B shows that the use of social media in school management plays a vital role because a survey conducted by the school on parents and new students regarding the introduction of school profile information, including vision and mission, facilities, facilities and infrastructure, school accreditation and the curriculum implemented shows that more than They get 50% by accessing school social media in the form of Instagram accounts, school admin WhatsApp, or the school website. This aligns with research by Rushek (2019), which found that social media can help schools publicize institutions. Apart from that, school B stated that social media is beneficial in school public relations management, including using social media to share tausyiah, lectures or da'wah materials to the general public by posting or doing live Instagram. This has systematically become a management work program for Institution B, which is scheduled at least 1 Once a month, Institution B's social media account posts the preaching content, and once a semester, it conducts online studies, which can also be accessed via Institution B's live Instagram account. This provides space for Institution B to make a small contribution to the general public and human resource development in Institution B itself by utilizing social media. This is similar to research conducted by Tikerperi (2018), where the results of his research stated that schools in Estonia utilized online channels as communication media by developing school social media as school public communication accompanied by managing exciting content.

The analysis results at educational Institution C show that social media significantly impacts building institutional branding. One of the institutional management staff who plays a marketing or public relations role said that using social media helps and makes it easier to carry out marketing or institutional branding, which if, In previous years, public relations or management staff specifically had to create complex marketing strategies, including distributing brochures to elementary schools (SD) by visiting the schools

directly or by providing compensation to the information provider if a child registered at institution C based on information from him. However, after the use of social media as institutional branding and as time goes by, institutional social media becomes increasingly well known, this no longer needs to be done; the school management only needs to manage an excellent social media management strategy and reflect quality activities from institution C to attract customers or create loyalty to customers. This statement is in line with the results of research conducted by Iqbal, M (2019) at SMP Muhammadiyah 1 Depok Sleman, where using social media as a means of marketing educational services succeeded in increasing the number of students registering for SMP Muhammadiyah 1 Depok Sleman up to 4 times compared to before marketing and using social media.

Interviews conducted with 30 guardians of grade 7 students at educational institutions A, B and C resulted in the finding that most students' parents find out about the educational institution they want their sons and daughters to go to more often by asking. *Stalker* or looking for information through the target institution's social media accounts is similar to the results of research conducted by Setyanigsih (2020), namely that public relations strategies in communicating the branding of Integrated Muhammadiyah Primary Schools (SDMT) to the public can be done through social media including (Facebook et al.), then proven by the achievements obtained.

## CONCLUSION

From this research, it can be concluded that the use of social media in supporting the implementation of school management for image development, branding, and communication facilities between schools, students, parents and the general public in educational institutions A, B and C has a significant effect, so the use of social media is categorized as a supporting tool. Good in management in educational institutions.

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