



Navigating Public Relations Ethics in Educational Communication: A Qualitative Case Study of Information Services

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Abstract

This study aims to analyze the implementation of public relations ethics in managing information services and institutional communication within an educational institution using Talcott Parsons' AGIL functionalism paradigm as the analytical framework. The research employed a qualitative case study approach to obtain an in-depth understanding of ethical communication practices in a real-world educational context. Data were collected through direct observations, semi-structured interviews, and document analysis and were analyzed using an interactive model involving data condensation, data display, and conclusion drawing and verification. The credibility of the findings was ensured through source triangulation, technique triangulation, and crystallization. The findings reveal that public relations ethics are implemented through transparency, integrity, politeness, and accountability in information services, contributing to stronger stakeholder trust and more effective institutional communication. Nevertheless, the study also identifies challenges, including limited digital communication competence, insufficient collaboration with external stakeholders, and the absence of formal ethical guidelines for digital communication. These findings imply that educational institutions should develop comprehensive ethical communication frameworks to strengthen organizational integration, improve stakeholder engagement, and sustain public trust amid ongoing digital transformation.

Article History

Received : January 2026

Revised : March 2026

Accepted : June 2026

Keywords:

*Public Relations Ethics,
Institutional Communication,
Information Services,
Stakeholder Trust*

INTRODUCTION

Educational institutions are increasingly expected to establish transparent, accountable, and ethical communication with the public to maintain institutional legitimacy and strengthen stakeholder trust. In the contemporary educational environment, effective communication has become a strategic requirement because schools are expected not only to deliver educational services but also to demonstrate openness, responsibility, and responsiveness toward the communities they serve. The rapid expansion of digital communication has accelerated the dissemination of institutional information while simultaneously increasing public expectations regarding communication quality and ethical standards. Consequently, public relations has evolved into a strategic management function responsible for facilitating reciprocal communication between educational institutions and their stakeholders. Anisa and Nasution (2025) explain that public relations practitioners in madrasas play a crucial role in communicating institutional policies, educational achievements, and organizational programs to parents and other stakeholders. Furthermore, Anshari and Aarsal (2023) argue that the growing utilization of digital media requires communication managers to possess not only technological competence but also strong ethical awareness to ensure that institutional communication remains credible, transparent, and socially responsible. Therefore, examining public relations ethics has become increasingly important for strengthening accountability and sustaining public confidence in educational institutions.

Despite the growing importance of ethical communication, educational institutions continue to face substantial challenges in maintaining professional public relations practices amid rapid digital transformation. The increasing reliance on online communication platforms has improved the speed of information dissemination but has also intensified the risks of misinformation, inconsistent communication, and declining public trust when ethical principles are inadequately implemented. These challenges are particularly evident in educational organizations that experience limited digital competence, fragmented communication management, and insufficient coordination among institutional units. Sidiq and Musyarapah (2023) identify weak internal coordination and limited digital communication capabilities as significant barriers affecting the effectiveness of educational public relations. Similarly, Maulana et al. (2025) emphasize that professionalism and adherence to ethical standards are fundamental prerequisites for maintaining the credibility of Islamic educational institutions. In addition, Khofi et al. (2025) demonstrate that institutional transparency contributes significantly to strengthening public participation and enhancing institutional reputation. These findings indicate that ethical public relations is no longer merely an administrative responsibility but a strategic organizational necessity for ensuring sustainable stakeholder relationships and maintaining institutional accountability.

The implementation of public relations ethics in educational institutions has become increasingly complex due to the expansion of digital communication and the diversity of stakeholder expectations. In practice, educational institutions are expected to provide accurate, timely, and accountable information while responding professionally to public inquiries and feedback. However, field conditions indicate that the integration of ethical communication into institutional management remains uneven. Public relations personnel continue to encounter technical and organizational

challenges in managing digital communication, including limited competence in handling online platforms, inadequate communication guidelines, and delays in responding to stakeholder concerns. These conditions may create inconsistencies between institutional policies and public expectations, potentially affecting stakeholder trust and institutional credibility. Rosmayani et al. (2025) emphasize that maintaining institutional image and public confidence depends on the consistent presentation of valid and transparent information. Likewise, Djahuno et al. (2025) report that communication barriers, differences in stakeholder expectations, and limited digital infrastructure require educational institutions to adopt integrated communication strategies that combine conventional and digital approaches while maintaining ethical standards.

Previous studies have extensively examined public relations in educational institutions from perspectives such as institutional image, stakeholder engagement, communication effectiveness, and digital communication management. Anisa and Nasution (2025) highlighted the strategic role of public relations practitioners in communicating institutional policies and educational achievements to stakeholders. Anshari and Aarsal (2023) emphasized the importance of ethical competence in responding to the challenges of digital communication, while Khofi et al. (2025) demonstrated that transparency contributes significantly to strengthening institutional reputation and attracting prospective students. Other studies also identified internal coordination, communication professionalism, and institutional credibility as critical determinants of effective educational public relations (Sidiq & Musyarapah, 2023; Maulana et al., 2025; Rosmayani et al., 2025). Nevertheless, these studies primarily focused on communication strategies, institutional branding, or digital communication practices without comprehensively explaining how ethical public relations principles are operationalized within institutional communication systems. Consequently, limited empirical evidence remains regarding the integration of ethical values into everyday public relations practices, particularly when viewed through the perspective of organizational functionalism.

Although previous studies have contributed substantially to understanding public relations management in educational institutions, several important issues remain insufficiently explored. Existing research has largely emphasized communication effectiveness, institutional image, digital media utilization, and stakeholder engagement, whereas the ethical dimensions of public relations have generally been treated as complementary aspects rather than the primary focus of investigation. Furthermore, limited attention has been given to understanding how ethical communication functions as an organizational mechanism that supports institutional stability, coordination, and public accountability. The rapid expansion of digital communication further increases the complexity of ethical decision-making, requiring educational institutions to balance transparency, responsiveness, and organizational responsibility simultaneously. Zaman et al. (2025) argue that organizational communication structures must function effectively to minimize communication distortions and maintain institutional stability. Likewise, Kurniawati et al. (2025) emphasize that the effectiveness of organizational functions can be understood through Talcott Parsons' structural functionalism, which explains how institutional subsystems collectively maintain organizational equilibrium. These limitations indicate a significant research gap concerning the practical implementation of public relations ethics from a functional organizational perspective.

This study addresses the identified gap by positioning Talcott Parsons' AGIL framework as the primary analytical perspective for examining the implementation of public relations ethics in educational institutions. Unlike previous studies that mainly focused on communication strategies or institutional reputation, this research investigates how ethical public relations contributes to organizational adaptation, goal attainment, integration, and pattern maintenance within the educational system. According to Hafinda and Zuhilmi (2024), the AGIL framework explains that every social system must fulfill the four functional prerequisites of Adaptation, Goal Attainment, Integration, and Latency to maintain organizational stability. Similarly, Ariyanti and Prasetyo (2021) explain that organizational communication achieves effectiveness when institutional values, ethical principles, and communication norms are consistently integrated into everyday practices. By combining public relations ethics with structural functionalism, this study provides a broader understanding of how ethical communication not only regulates interpersonal interactions but also supports institutional governance, organizational resilience, and sustainable stakeholder relationships in the context of digital educational transformation.

Based on these considerations, this study aims to analyze the implementation of public relations ethics in managing information services and institutional communication within an educational institution through the perspective of Talcott Parsons' AGIL structural functionalism. The study is grounded in the argument that ethical public relations functions as a strategic organizational subsystem that strengthens institutional adaptation to digital transformation, facilitates the achievement of organizational objectives, promotes integration among educational stakeholders, and preserves institutional values through responsible communication practices. It is further assumed that the consistent implementation of transparency, accountability, integrity, and professionalism contributes to stronger stakeholder trust and sustainable institutional legitimacy. Therefore, the findings are expected to enrich the theoretical development of educational public relations by integrating ethical communication with structural functionalism while also providing practical recommendations for school leaders and public relations practitioners in designing communication systems that are adaptive, ethical, accountable, and capable of responding effectively to contemporary communication challenges.

RESEARCH METHOD

This study employed a qualitative approach with a case study design to obtain an in-depth understanding of the implementation of public relations ethics in managing information services and institutional communication within an Islamic secondary educational institution. A qualitative approach was selected because the study sought to explore participants' experiences, communication practices, and ethical values within their natural organizational setting rather than examine causal relationships among variables. According to Yin (2018), a case study design enables researchers to investigate contemporary phenomena within their real-life context, particularly when the boundaries between the phenomenon and its context are not clearly evident. The research was conducted at MTs Negeri X, which was purposively selected because the institution has actively implemented public relations activities involving digital communication, information services, and stakeholder engagement. The institution also represents an appropriate setting for examining how ethical

principles are integrated into institutional communication practices amid the challenges of digital transformation in educational management.

Data were collected through direct observations, semi-structured interviews, and document analysis to obtain comprehensive and credible information regarding public relations ethics. Informants were selected using purposive sampling based on their direct involvement in planning, implementing, and evaluating institutional communication activities. The participants consisted of the principal, the vice principal responsible for public relations, administrative staff, and representatives of the school committee and parents. Observations focused on communication practices during information service delivery, stakeholder interactions, and the management of official communication platforms. Semi-structured interviews were conducted to explore participants' perceptions, experiences, and ethical considerations in carrying out public relations functions. Documentary evidence, including institutional regulations, correspondence, public relations reports, and communication records, was analyzed to complement and verify information obtained from interviews and observations, thereby providing a more comprehensive understanding of ethical communication practices within the institution.

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2020), consisting of data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, simplifying, coding, and organizing relevant information obtained from interviews, observations, and documentation to identify patterns related to public relations ethics. Subsequently, the condensed data were systematically presented through narrative descriptions and thematic matrices organized according to the dimensions of Talcott Parsons' AGIL framework, namely Adaptation, Goal Attainment, Integration, and Latency, to facilitate interpretation of the findings. The final stage consisted of drawing conclusions and continuously verifying emerging interpretations throughout the research process to ensure that the findings accurately reflected the empirical evidence collected in the field. This interactive analytical process enabled continuous refinement of categories and themes while maintaining consistency between the data and the resulting interpretations.

To ensure the trustworthiness of the findings, data validity was established through source triangulation, technique triangulation, and crystallization. Source triangulation was conducted by comparing information obtained from different participants, whereas technique triangulation involved cross-checking findings generated through interviews, observations, and document analysis. In addition, crystallization was employed to strengthen interpretation by incorporating multiple analytical perspectives, allowing the researcher to understand the complexity of ethical public relations practices from broader organizational and sociological viewpoints. Donkoh (2023) emphasizes that triangulation enhances the credibility and dependability of qualitative findings by minimizing researcher bias through multiple sources of evidence. Similarly, Morgan (2024) explains that crystallization enables researchers to construct richer and more multidimensional interpretations of social phenomena. The integration of these validation strategies ensured that the research findings were credible, consistent, and capable of providing an in-depth representation of ethical public relations practices in educational institutions.

RESULT AND DISCUSSION

Result

The findings indicate that the implementation of public relations ethics has become an integral component of institutional communication management. Public relations activities are no longer limited to disseminating information but have evolved into a strategic mechanism for strengthening institutional accountability, improving stakeholder engagement, and maintaining public trust. Field observations revealed that the institution has gradually shifted from conventional communication methods, such as printed circulars, bulletin boards, and face-to-face meetings, toward digital communication through its official website and social media platforms. This transformation has expanded the accessibility of institutional information while requiring stronger ethical standards in managing communication. Interviews with participants consistently showed that communication activities are guided by principles of transparency, responsibility, politeness, and institutional integrity. Nevertheless, the findings also reveal several operational constraints that influence the effectiveness of ethical public relations implementation.

Table 1. Summary of Findings on the Implementation of Public Relations Ethics

Theme	Empirical Findings	Organizational Implications
Information Transparency	Academic programs, institutional achievements, financial information, and school activities are communicated openly through digital platforms.	Strengthens institutional accountability and stakeholder trust.
Stakeholder Response	Parents and school committee members actively participate in monitoring and supporting institutional programs through digital communication.	Improves collaboration and community engagement.
Integrity and Religious Values	Communication is guided by honesty, politeness, respect, and Islamic ethical values in responding to stakeholder concerns.	Enhances institutional credibility and positive public perception.
Information Quality	All publications undergo internal verification before dissemination to ensure factual accuracy and consistency.	Prevents misinformation and reinforces communication reliability.
Digital Competence	Some public relations personnel experience limitations in digital communication and crisis management skills.	Slows communication effectiveness and digital innovation.
Partnership Networks	Collaboration with external media and public institutions remains limited.	Restricts institutional visibility beyond the local community.
Ethical Communication Guidelines	No formal written guideline exists regarding digital communication ethics for institutional members.	Creates inconsistencies in communication practices and ethical decision-making.

Table 1 summarizes the principal findings regarding the implementation of public relations ethics. The findings demonstrate that institutional communication is characterized by several interconnected dimensions that collectively influence communication effectiveness. Transparency, stakeholder participation, integrity, and information quality function as supporting factors that strengthen institutional trust, whereas limited digital competence, weak external partnerships, and the absence of formal ethical communication guidelines represent significant barriers. These dimensions indicate that ethical public relations is influenced not only by individual

communication behavior but also by organizational policies, institutional culture, and communication management systems operating within the educational institution.

One of the dominant findings concerns the institution's commitment to information transparency. Interviews with school leaders and public relations personnel revealed that transparency is regarded as an organizational responsibility rather than merely an administrative obligation. Institutional policies, academic programs, student achievements, committee activities, and school events are communicated openly through official digital platforms to ensure that stakeholders receive timely and accurate information. Observations further showed that information is presented using language that is easily understood by parents and community members. Public access to institutional information has become more systematic following the adoption of digital communication platforms, allowing stakeholders to monitor educational activities without relying exclusively on direct meetings. Documentary evidence also indicates that major institutional announcements are archived and publicly accessible, reflecting a consistent commitment to openness in institutional communication.

Another important finding relates to the positive response demonstrated by educational stakeholders toward the institution's communication practices. Parents acknowledged that the availability of official digital communication channels enabled them to obtain educational information more efficiently and to monitor their children's academic activities more effectively. Committee representatives reported that communication with school management has become more interactive because suggestions, questions, and concerns can be communicated through multiple channels without waiting for formal meetings. Observational findings further indicate that stakeholders actively respond to institutional publications through comments, feedback, and online discussions, illustrating increased public participation in educational activities. This interaction creates a communication environment characterized by reciprocal engagement rather than one-way dissemination of information. The increasing involvement of stakeholders also contributes to stronger collaboration between the institution and the surrounding community.

The findings additionally reveal that integrity and religious values constitute the ethical foundation of institutional communication. Public relations personnel consistently demonstrated respectful communication practices while responding to public inquiries, complaints, and criticism. Participants explained that honesty, politeness, patience, and mutual respect guide communication with stakeholders regardless of the nature of the issue being discussed. Complaints are generally resolved through dialogue emphasizing consensus, empathy, and institutional responsibility rather than confrontation. Observations confirmed that public relations officers avoid emotionally driven responses when managing sensitive communication, particularly through digital platforms where information can spread rapidly. These ethical values have become embedded within the organizational culture and influence everyday communication practices among school leaders, teachers, administrative personnel, and stakeholders. Consequently, ethical communication is perceived not only as a professional obligation but also as an institutional value that supports sustainable relationships between the school and its community.

Another important finding concerns the quality of institutional information disseminated through official communication channels. The study found that every

publication undergoes an internal verification process before being released to the public. Public relations personnel prepare communication materials by collecting information from relevant units, verifying factual accuracy, and obtaining approval from the school leadership before publication. This procedure is consistently applied to academic announcements, institutional achievements, student activities, and administrative information. Interviews indicated that this verification process minimizes inconsistencies in communication and reduces the possibility of misinformation reaching stakeholders. Observational findings also revealed that official publications maintain consistent language, institutional identity, and communication style across digital platforms. Documentation further confirmed that communication records are systematically archived, enabling institutional information to be traced and reviewed whenever clarification is required. These practices demonstrate that information quality is regarded as an essential component of ethical public relations and organizational accountability.

The findings also reveal several challenges associated with the digital competence of public relations personnel. Although digital communication has become the primary medium for institutional information dissemination, not all personnel possess comparable technical skills in managing communication technologies. Interviews showed that several public relations officers simultaneously perform teaching or administrative duties, limiting the time available to develop professional communication competencies. Participants acknowledged difficulties in producing visually attractive digital content, utilizing graphic design applications, managing institutional social media analytics, and responding rapidly to communication issues emerging in online environments. Observations further indicated that publication schedules occasionally experienced delays because communication activities depended on limited human resources. These constraints reduced the effectiveness of institutional communication, particularly during periods requiring rapid dissemination of information. Despite these limitations, public relations personnel demonstrated strong commitment to maintaining communication quality by maximizing available resources and collaborating with other institutional members when necessary.

Another significant finding relates to the limited development of external partnership networks supporting institutional communication. The study found that collaboration with local media organizations, governmental institutions, universities, and community organizations remains relatively limited despite the institution's active educational programs and student achievements. Interviews revealed that institutional publications are primarily distributed through internal communication channels rather than broader public media. Consequently, many educational achievements receive limited exposure beyond the immediate school community. Participants also explained that the absence of formal cooperation agreements with external communication partners reduces opportunities for expanding institutional visibility and strengthening public recognition. Observational findings indicated that communication activities remain largely dependent on internally managed digital platforms, while opportunities to establish strategic partnerships with journalists, educational organizations, and regional media have not yet been fully utilized. This situation limits the institution's capacity to promote educational innovations and achievements to wider audiences.

The absence of formal written guidelines governing ethical digital communication emerged as another important finding. Although public relations

personnel consistently apply ethical principles based on institutional and religious values, no standardized document specifically regulates communication behavior across official and personal digital platforms. Interviews demonstrated that communication decisions are generally based on individual judgment, professional experience, and leadership direction rather than comprehensive institutional regulations. Participants expressed the need for written ethical communication guidelines to ensure consistency among educators, administrative personnel, and public relations officers when publishing institutional information or responding to public comments through digital media. Observations similarly revealed variations in communication styles among institutional members because standardized communication procedures have not yet been formally established. These findings indicate that institutional communication relies heavily on shared organizational values but would benefit from more structured ethical governance capable of supporting consistency, accountability, and professional communication standards in digital environments.

Overall, the findings demonstrate that the implementation of public relations ethics is influenced by both organizational strengths and institutional challenges. Transparency, stakeholder participation, integrity, and information verification collectively strengthen communication quality and contribute to maintaining institutional trust. Conversely, limitations in digital competence, restricted external collaboration, and the absence of formal ethical communication guidelines reduce the effectiveness of institutional communication management. These findings indicate that ethical public relations is not solely determined by individual communication skills but also depends on organizational policies, institutional culture, leadership commitment, and communication governance. Collectively, the empirical evidence suggests that ethical communication has become a strategic organizational resource supporting institutional accountability, sustainable stakeholder relationships, and the continuous development of educational communication in an increasingly digital environment.

Discussion

The findings demonstrate that the implementation of public relations ethics can be effectively interpreted through Talcott Parsons' AGIL framework, particularly regarding the institution's capacity to adapt its communication system to the rapidly evolving digital environment. The transition from conventional communication methods to integrated digital platforms reflects the organization's adaptive response to increasing public demands for transparency, accessibility, and responsiveness. This finding supports Parsons' proposition that adaptation enables organizations to adjust continuously to external environmental changes while maintaining organizational stability (Kurniawati et al., 2025; Hafinda & Zuhilmi, 2024). The results are also consistent with Zaman et al. (2025), who argue that digital transformation requires educational institutions to redesign communication structures to sustain institutional effectiveness. Similarly, technological advancement has fundamentally changed the strategic role of educational public relations, requiring organizations to manage digital communication more systematically (Munif, 2025; Nasution, 2022). However, unlike previous studies that primarily emphasize technological adoption as the principal indicator of successful adaptation, this study demonstrates that adaptation is equally dependent on the integration of ethical principles into digital

communication practices. Despite the institution's successful implementation of digital information services, limitations in staff digital competence continue to constrain communication effectiveness, confirming the observations of Djahuno et al. (2025). These findings further support the argument that organizational adaptation requires simultaneous development of technological infrastructure, human resource capacity, and ethical communication competence (Ansori et al., 2025; Thomais Gkrimpizi et al., 2023; Sinaga et al., 2024). Consequently, the adaptation function should be understood as an organizational learning process that integrates technological innovation with ethical responsibility rather than merely introducing digital communication tools.

The findings further indicate that the Goal Attainment dimension extends beyond achieving institutional publicity and encompasses the strategic realization of public trust through ethical communication. The institution consistently aligns its public relations activities with organizational objectives by promoting transparency, accountability, and reliable information management. This finding corroborates Rosmayani et al. (2025), who emphasize that institutional reputation is strengthened through continuous communication that reflects organizational credibility. Likewise, Singun (2025) argues that adaptive managerial capacity is essential for designing communication strategies capable of responding to local social issues. The present findings expand this perspective by demonstrating that organizational goals become more attainable when ethical values are integrated into communication planning, implementation, and evaluation. Nevertheless, interviews also revealed the absence of measurable communication performance indicators and a comprehensive long-term public relations roadmap. This observation differs from the recommendations proposed by Fathoni et al. (2026), who advocate systematic planning and measurable organizational targets to maximize institutional communication effectiveness. Similarly, Gong (2024) and Özgen and Saydam (2022) emphasize the necessity of evidence-based evaluation for measuring communication outcomes and stakeholder engagement. Therefore, the present study contributes to the literature by demonstrating that ethical communication should not be evaluated solely through message dissemination but also through institutional capacity to achieve sustainable trust, stakeholder satisfaction, and organizational legitimacy. This finding suggests that ethical public relations functions as a strategic governance mechanism rather than merely an operational communication activity.

Another significant finding concerns the Integration dimension, which illustrates how ethical communication strengthens coordination among organizational members and fosters collaborative relationships with stakeholders. The empirical findings reveal that regular coordination meetings, collaborative decision-making, and shared responsibility among school leaders, teachers, administrative personnel, and public relations officers contribute substantially to reducing communication inconsistencies. These findings support Sidiq and Musyarapah (2023), who conclude that effective internal coordination enhances communication quality within educational institutions. Likewise, Karmila et al. (2024) identify interpersonal collaboration as a crucial factor in minimizing organizational miscommunication, while García-Martínez et al. (2021) demonstrate that collaborative organizational cultures positively influence institutional quality. The present study extends these findings by showing that ethical values serve not only as interpersonal

communication principles but also as integrative mechanisms connecting diverse organizational units toward shared institutional objectives. Furthermore, the findings align with Balcı and Arabacı (2024), who argue that participatory management strengthens organizational commitment and creates healthier working environments. Consistent with Egid and Lyamuya (2026), collective awareness among organizational members also functions as a preventive mechanism against conflicts of interest. Similarly, Widaswara, Muna et al. (2024) emphasize that effective coordination among institutional actors contributes directly to improving public service quality. Collectively, these findings indicate that ethical public relations reinforces organizational integration by harmonizing communication practices, institutional values, and stakeholder participation, thereby strengthening the institution's overall communication system.

The Latency dimension highlights the importance of preserving organizational values, ethical norms, and institutional culture as fundamental mechanisms for sustaining the continuity of educational communication. The findings indicate that ethical public relations practices are maintained through the consistent application of politeness, honesty, transparency, responsibility, and the Islamic principle of **tabayun** when responding to public concerns and clarifying sensitive issues. These findings support Anshari and Arsal (2023), who argue that ethical communication grounded in religious values strengthens institutional credibility in the digital era. Likewise, Pratiwi and Setiza (2024) emphasize that Islamic communication ethics reduce the potential for public distrust by encouraging responsible and respectful interactions across digital platforms, while Siregar (2025) identifies value-based communication as a critical factor in preserving institutional authority amid rapid technological change. Furthermore, Rahman et al. (2024) argue that ethical frameworks derived from Islamic principles provide normative guidance for organizational communication. The present findings extend these perspectives by demonstrating that ethical values become embedded within daily organizational routines and function as institutional resources that regulate communication behavior among leaders, teachers, administrative personnel, and stakeholders. Nevertheless, the study also identified an important organizational weakness, namely the absence of formal written guidelines governing ethical digital communication. This finding differs from the ideal organizational governance proposed by Pfaff et al. (2021), who emphasize that institutional values should be reinforced through formal regulations and shared organizational commitments. Similarly, Popescu (2024) warns that inconsistent digital behavior among organizational members may generate public skepticism and damage institutional reputation. The present findings further support the need for comprehensive cyber governance and information protection policies, as recommended by Liu (2024) and Ibrahim et al. (2024), to prevent ethical risks associated with digital communication. In addition, Samsudin and Putri (2023) emphasize that standardized ethical regulations provide organizational consistency, whereas Ansori et al. (2025) and Fathoni et al. (2026) argue that institutional resilience in the digital era depends upon formal ethical governance capable of preserving organizational values while responding to technological transformation. Therefore, the Latency function demonstrates that organizational sustainability is maintained not only through cultural values but also through institutional mechanisms that translate ethical principles into standardized communication practices.

Overall, this study demonstrates that Talcott Parsons' AGIL framework provides a comprehensive perspective for understanding how public relations ethics functions as an integrated organizational system within educational institutions. Unlike previous studies that primarily examined communication effectiveness, institutional image, or digital media utilization independently, the present research shows that ethical public relations simultaneously fulfills adaptive, strategic, integrative, and value-maintenance functions that collectively strengthen organizational sustainability. This finding contributes theoretically by extending the application of Parsons' structural functionalism to educational public relations, illustrating that ethical communication should be understood as a dynamic organizational capability rather than merely a normative communication principle. The study also enriches the literature by integrating public relations ethics with organizational governance and digital communication management, thereby offering a broader conceptual understanding of ethical communication in educational settings. From a practical perspective, the findings suggest that school leaders should prioritize continuous digital competency development, establish measurable communication performance indicators, strengthen partnerships with external stakeholders, and formulate comprehensive written guidelines governing ethical digital communication. These strategic initiatives will improve communication consistency, institutional accountability, and stakeholder trust while reducing communication risks associated with digital transformation. Consequently, this study contributes not only to the theoretical advancement of educational public relations but also provides practical recommendations for strengthening ethical communication governance that supports institutional resilience, sustainable stakeholder relationships, and long-term public confidence in educational institutions.

CONCLUSION

This study concludes that the implementation of public relations ethics extends beyond information dissemination by functioning as a strategic mechanism for strengthening institutional accountability, stakeholder trust, and sustainable organizational communication. The findings demonstrate that transparency, Islamic ethical values, and stakeholder engagement reinforce ethical public relations practices, while limited digital competence, weak external partnerships, and the absence of formal digital communication guidelines constrain organizational effectiveness. By applying Talcott Parsons' AGIL framework, this study contributes theoretically by demonstrating how public relations ethics supports organizational adaptation, goal attainment, integration, and value maintenance within educational institutions. Nevertheless, the findings are limited to a single case study and therefore cannot be generalized across different institutional contexts. Future research should employ comparative or mixed-method approaches involving multiple educational institutions to examine the broader applicability of ethical public relations and organizational communication governance in diverse educational settings.

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