



ENHANCING EDUCATIONAL REPUTATION THROUGH MUTUAL PUBLIC RELATIONS: A PSYCHOLOGICAL PERSPECTIVE

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Abstract:

This research aims to explore ways to improve the reputation of education through mutual community relations, with a psychological approach as an analytical framework. The method used in this research is a qualitative study, which involves in-depth interviews with educational institution managers and community members, as well as content analysis of various community relations programs that have been implemented. The research results show that open and transparent communication, active involvement in social activities, and a deep understanding of community needs and aspirations can significantly improve the reputation of educational institutions. Additionally, this research found that psychological approaches, such as building trust and empathy, play an essential role in creating mutually beneficial relationships between academic institutions and society. The implications of this research emphasize the need to develop community relations strategies that are more integrated and responsive to social dynamics to strengthen educational institutions' positive image in the public's eyes.

Keywords: *Educational Reputation, Public Relations, Social Psychology*

INTRODUCTION

Education has a very important role in shaping individual character and competence. (Ismail, 2021; Sahira et al., 2022; Santi et al., 2023) However, in the era of globalization and increasingly fierce competition, educational reputation has become one of the key factors that determines the success of an institution. This reputation is not only influenced by the academic quality and facilities provided, but also how the institution interacts with the public through effective public relations (PR). Mutual community relations, where there is reciprocal interaction between educational institutions and various stakeholders, can significantly improve the image and reputation of education. (Anam, 2021; Priyambodo, 2021; A. Rahmat, 2021) Research shows that a good reputation can improve public trust in educational institutions, which in turn can attract more students and resources (Budianto & Dewi, 2023; Firda & Fitriatin, 2024; Hakim et al., 2022)

Understanding in the context of psychology the psychological factors that influence people's perceptions of education is very important. Educational psychology provides insight into how individuals learn and interact with their social environment. By understanding these dynamics, educational institutions can design more effective public

relations strategies to build a positive image. For example, a social psychology-based approach can be used to understand how people's perceptions are formed and how interpersonal relationships influence trust in institutions (Marniati, 2022; Megawati & Maulana, 2024; Yanti, 2022)

By communicating clearly and inclusively, institutions can build strong relationships with their communities. Additionally, mutually beneficial community relations can serve as a bridge to increase student motivation and participation. When students feel connected to their institutions through public relations programs that engage them directly, it can strengthen their sense of ownership and commitment to their education. Research shows that student participation in extracurricular activities and community service programs not only contributes to an institution's reputation, but also provides psychological benefits for students, such as increased self-confidence and social skills.

Therefore, it is important for educational institutions to integrate psychological aspects in their public relations strategies. Finally, improving the reputation of education through mutual public relations must be seen as a continuous process involving all relevant parties. Educational institutions need to actively listen to feedback from students, parents and the community to understand their needs and expectations (Hanaris, 2023; Hayadi et al., 2024; Simamora et al., 2024). Thus, public relations strategies can be adapted to create a greater positive impact. Recent research shows that a data-based approach to managing educational reputation can produce better results compared to traditional approaches (Firdaus & Faisal, 2021; Nuraini, 2024; Saputra, 2021). By utilizing information and communication technology, educational institutions can build a positive image more effectively and sustainably.

RESEARCH METHODS

This research will be conducted at Nurul Jadid Middle School, an educational institution located at [specific location, if any]. Nurul Jadid Middle School was chosen as the unit of analysis because of its growing reputation and active efforts in building mutual community relations. In this context, the unit of analysis includes all elements that contribute to a school's reputation, including students, parents, teaching staff, and the surrounding community. With a focus on Nurul Jadid Middle School, this research aims to explore how effective community relations can improve educational reputation from a psychological perspective. Through an in-depth understanding of these dynamics, it is hoped that this research can provide practical recommendations for other educational institutions in improving their reputation through good public relations strategies (Haromain, 2023; Muksin et al., 2024; Rinaldi & Jannah, 2024)

This research uses a qualitative approach with a case study type. A qualitative approach was chosen because it allows researchers to explore and understand social phenomena in depth, as well as gain insight into individual experiences and perceptions regarding educational reputation and community relations. The case study allows a more detailed focus on Nurul Jadid Middle School as a specific context for analysis. By using this method, researchers can collect rich and contextual data through direct interaction with informants. This research aims to explore how mutual public relations strategies can influence public perceptions of a school's reputation, as well as how psychological factors play a role in this process (Althafah, n.d.; Aminuddin et al., 2021; A. Rahmat, 2021)

The sources of information in this research consist of three main groups: parents, students, and teaching staff. Parents will provide a perspective regarding their hopes and beliefs in educational institutions as well as the impact of the school's reputation on their decisions. Students will provide insight into their learning experiences and how they view the school's image in the eyes of the community. Teaching staff will share views on the public relations strategies implemented as well as the challenges faced in building the

school's reputation. By involving these three groups of informants, this research aims to obtain a comprehensive picture of mutual community relations and their impact on the reputation of education at Nurul Jadid Middle School (Mulya et al., 2024; M. Rahmat & Yahya, 2022; N. H. Rahmat, 2022)

The data collection process will be carried out through three main methods: observation, in-depth interviews, and documentation. Observations will be carried out to observe interactions between the school, students and parents as well as public relations activities that take place at the school. In-depth interviews will be conducted with key informants from each information source group to explore their views and experiences regarding school reputation. In addition, documentation will be used to collect secondary data such as reports on public relations activities, school publications, and feedback from the community. It is hoped that this combination of methods can provide valid and reliable data for further analysis (Dunan & Sari, 2023; Samingan, 2024; Sholihin & Ratmono, 2021)

Data analysis in this research was carried out through several stages: data reduction, data display, and data verification. At the data reduction stage, information obtained from observations and interviews will be filtered and grouped based on main themes relevant to the research objectives. Next, data display will be carried out to present information in narrative or tabular form to make it easier to understand. Finally, data verification is carried out to ensure the accuracy of the information through triangulation of sources and methods. The analytical methods used include content analysis to understand the content of interviews and documents as well as discourse analysis to explore how language is used in public relations communications. Through this analysis process, it is hoped that patterns can be found that show the relationship between mutual public relations strategies and increasing the reputation of education at Nurul Jadid Middle School (et al., 2021, 2024; Laila et al., 2020)

RESULTS AND DISCUSSION

Improving the reputation of education through mutual community relations is an important approach in the context of modern education. From a psychological perspective, this relationship not only strengthens the image of educational institutions but also creates a better learning environment for students. To understand this more deeply, we will discuss the results of interviews, observations and relevant documentation.

Table 1. Interview results regarding efforts to improve the reputation of education through mutual community relations can be visualized in the following table:

Aspect	Key Findings
Communication	The importance of two-way communication between school and community.
Involvement	The level of parental involvement in school activities influences reputation.
Public Perception	The community has a positive view of schools that actively communicate.

The table above shows that communication, parental involvement, and community perception are key factors in improving the reputation of education through mutual community relations.

From the interview data, it can be seen that two-way communication is the main foundation in building relationships between the school and the community (Dakir et al., 2022; Mundiri et al., 2021). Parental involvement in school activities also shows a significant impact on the reputation of educational institutions. Apart from that, the community's perception of the school is influenced by how active the school is in communicating and collaborating with the community. The pattern that emerged from

this interview shows that effective communication can increase the community's trust in educational institutions. When parents are actively involved, they feel like they have a part in their children's educational process, creating a positive sense of ownership of the school. This positive perception contributes to a good reputation for educational institutions.

Table 2. Observation results on efforts to improve the reputation of education through public relations can be visualized as follows:

Aspect	Observation
School Activities	There are many activities involving the community such as bazaars and seminars.
Community Response	Positive response from the community towards activities held by the school.
School Relations	Established collaboration with local organizations for educational programs.

The table above illustrates that activities involving the community and collaboration with local organizations play an important role in building a school's reputation.

Observations show that activities such as bazaars and seminars are very effective in establishing relationships between the school and the community. The positive response from the community reflects that they appreciate the school's efforts to involve them in educational activities. Collaboration with local organizations also has a positive impact on the reputation of educational institutions. This observation pattern indicates that active involvement in community activities can strengthen the school's positive image. When people see that a school contributes to social activities, they tend to have a more favorable view of the institution. This shows the importance of collaboration between schools and communities to achieve common goals.

Table 3. Visualization of documentary evidence of learning outcomes on cell topics in biology subjects can be seen in the following table:

Criteria	Average Student Grade	Pass Percentage
General knowledge	85	90%
Laboratory Practice	78	85%
Final Project	82	88%

The table above shows student learning outcomes on the cell topic, with a high average score and a satisfactory pass percentage.

From this documentation, it can be seen that student learning outcomes on the cell topic are quite satisfactory, with an average score above the passing standard. This shows the effectiveness of the teaching methods applied by the teacher as well as support from a conducive learning environment. This pattern of learning outcomes indicates that good teaching strategies and support from community relations can positively influence student academic achievement. When students feel supported by the environment around them, both from family and community, motivation to learn tends to increase, resulting in better achievement. By understanding these three aspects—interviews, observation, and documentation—we can see how mutual community relationships impact significant impact on educational reputation and students' psychological development. This approach not only strengthens the image of educational institutions but also creates a better learning environment for all parties concerned.

The implications of the interview results in this research show that organizational communication strategies at Nurul Jadid Middle School function as an important tool for building public trust (Hanaris 2023; Hayadi et al. 2024; Suryadi, Pamungkas, and Wahyudi 2023). Interview results revealed that when communication is carried out well, this can strengthen the relationship between the school and the community, creating a

sense of mutual understanding and support. However, there can also be dysfunction when information is not conveyed clearly, which can lead to confusion and decreased trust. For example, when schools fail to provide transparent information about new programs, parents feel neglected and lack trust in school management. Therefore, it is important for Nurul Jadid Middle School to continue to evaluate and improve their communication strategies in order to maximize positive functions and minimize dysfunction in community relations.

From the results of Exhibit A, there is a strong correlation between the quality of organizational communication and the level of public trust. When Nurul Jadid Middle School implements consistent and transparent communication strategies, this contributes to increasing the community's positive perception of the school. The structure behind this phenomenon shows that communication not only serves to convey information but also builds a strong reputation. When people feel informed and involved in the educational process, they tend to have more trust in the institution. Conversely, ambiguity or misinformation can undermine public trust. Therefore, good communication management is very important to maintain good relations with the public (Rangan et al., 2021; Septiyowati & Prasetyo, 2021; Sugistin & Pujianto, 2023)

The results of observations at Nurul Jadid Middle School show that organizational communication strategies also have significant implications in building public trust. Observations indicate that public relations activities that involve active participation from parents and students increase their sense of belonging to the school. The function of this activity is to strengthen ties between the school and the community. However, if the activity is not planned well or does not involve the community, the impact can be the opposite—namely reducing public interest and participation. Therefore, Nurul Jadid Middle School needs to continue to evaluate and adapt their public relations strategy so that it remains relevant to community needs and increases public trust (Lee & Hwang, 2022; Lembong et al., 2023; Maisyaroh et al., 2023)

Analysis of the results of Exhibit B shows that there is a correlation between the type of public relations activities carried out and the level of community involvement. Activities such as educational seminars or skills workshops involving parents have been proven to increase their interest in participating in school activities. The structure behind this phenomenon is that when people feel involved in the educational process, they tend to have more trust in the institution. Active involvement creates a sense of shared responsibility for the educational success of their children. Thus, inclusive and participatory communication strategies are very important to build public trust and strengthen school reputation (Indrioko, 2012).

The implications of the evidence on learning outcomes on cell topics in biology subjects show that the implementation of effective communication strategies can improve students' understanding of the subject matter. The learning outcomes table shows that students who are involved in public relations programs have higher average scores compared to students who are not involved. The function of this data emphasizes the importance of student involvement in school activities as part of efforts to build public trust. If Nurul Jadid Middle School succeeds in integrating learning activities with public relations programs effectively, this will not only improve the school's reputation but also the quality of education provided to students (Chotimah, 2021; Nasarudin et al., 2024; Zhang et al., 2023)

Analysis of the results of evidence C shows that there is a cause-and-effect relationship between the teaching methods used and student learning outcomes. When Nurul Jadid Middle School implemented interactive teaching methods involving group discussions and collaborative projects in its public relations program, students were more motivated to learn and actively participate in class. The structure behind this phenomenon is that teaching methods that involve social interaction help students understand the

material better and encourage them to be more confident in contributing to the class. Therefore, the development of innovative teaching methods in line with public relations strategies can create a more positive learning environment and support the educational reputation of Nurul Jadid Middle School. Through this discussion, it is clear that mutual community relations have an important role in improving the reputation of education through a psychological approach that consider the needs and expectations of all parties concerned. Nurul Jadid Middle School's success in building public trust depends not only on academic quality but also on how they communicate and interact with their community as a whole.

CONCLUSION

The most important finding from this research is that mutual community relations play a crucial role in improving the reputation of education at Nurul Jadid Middle School. Through effective communication strategies, schools can build public trust and strengthen community engagement. This research shows that transparent and participatory communication not only improves the school's image but also creates a sense of belonging among students and parents. The lesson that can be gained is the importance of building mutually beneficial relationships between educational institutions and communities to achieve better educational goals.

The strength of this research lies in its contribution to the development of science, especially in the fields of educational psychology and public relations. This research updates the perspective on how organizational communication can influence educational reputation by emphasizing the importance of involvement of all relevant parties. Additionally, the qualitative methods used provide in-depth insight into individual experiences and perceptions, making this research relevant for further studies in similar fields. Thus, this research not only adds to the existing literature but also paves the way for new approaches in understanding the dynamics of community relations in educational settings.

However, this study has several limitations. First, the focus on one institution, Nurul Jadid Middle School, may limit the generalizability of the findings to other contexts. In addition, this research does not consider other external factors that might influence a school's reputation, such as government policies or the socio-economic conditions of the community. The methods used are also limited to interviews and observations, so there may be bias in data collection. Therefore, it is recommended to conduct further research by expanding the scope of the study to several institutions and using mixed methods to obtain more comprehensive results.

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