

Integrative Strategies for Strengthening the Reputation of Islamic Education through Conflict Management, Digital Religious Branding, and Social Media Engagement

Ahmad Rausyan Fikri^{1✉}, Aminullah², Siti Khofsah³, Moh. Kamil⁴, Annisa Tri Ananda Dewi⁵, Uryatul Hikmah⁶.

¹²³⁴⁵⁶ Universitas Nurul Jadid Paiton Probolinggo, Indonesia

Abstract:

This research aims to formulate an integrative strategy in strengthening the reputation of Islamic education through conflict management, digital religious branding, and social media engagement at Ma'had Aly Nurul Jadid. The method used is a qualitative approach with grounded theory design, through in-depth interview techniques, observations, and documentation of managers, lecturers, and the institution's media team. Data analysis was carried out openly, axially, and selectively to find patterns of relationships between concepts until a theoretical model was formed. The results show that the strengthening of an institution's reputation is not only determined by academic quality, but also by the ability to manage conflicts constructively, build an authentic digital religious image, and strategically increase audience engagement through social media. These three aspects are integrated into each other in forming public trust and institutional competitiveness. The implications of this study confirm the importance of a holistic approach in the reputation management of values-based Islamic education, technology, and digital communication that is adaptive to the times.

✉Corresponding Author: rausyanbali@gmail.com

DOI: <https://doi.org/10.61987/sedu.v1i1.000>

Cite in APA style as:

Fikri, A. R., Aminullah, Khofsah, S., Kamil, M., Dewi, A. T. A., Hikmah, U (2026). Integrative Strategies for Strengthening the Reputation of Islamic Education through Conflict Management, Digital Religious Branding, and Social Media Engagement. *Journal of Education Management and Policy*, 2(2), 96-107.

Article History

Received: May 2026

Revised: June 2026

Accepted: June 2026

Keywords

Islamic Education Reputation, Digital Religious Branding, Conflict Management

INTRODUCTION

In the context of contemporary Islamic education, the reputation of the institution is a crucial factor in determining the level of public trust and competitiveness of the institution (Tohet, 2024). Theoretically, reputation is built through academic quality, institutional governance, and upheld religious values (Nazilah et al., 2024). However, in the social reality, many Islamic educational institutions still face a gap between the ideal concept and practice in the field (Samsul, 2025). This can be seen



from the emergence of internal conflicts, weak digital communication strategies, and the lack of optimal use of social media in building the image of the institution (Firdausiyah & Sain, 2026). This condition shows that the reputation management approach used is still partial and not yet integrated (Sa'diyah et al., 2025). Some cases show that internal conflicts that are not managed properly actually spread to the public space through social media, thus having a negative impact on the image of the institution (Kumala & Nadya, 2024). On the other hand, digital branding theory emphasizes the importance of consistency of message and identity, but its implementation in Islamic educational institutions is still limited (Hefniy & Diana, 2025). Therefore, there is a gap between theories that emphasize the integration of strategies and empirical facts that show the fragmentation of practice, so a new, more comprehensive approach is needed (M. D. Musthofa & Yakin, 2024).

Real conditions on the ground show that digital transformation has changed the way Islamic educational institutions build and maintain their reputations (Mundiri et al., 2025). The presence of social media as a new public space requires institutions to focus not only on internal quality, but also on how the institution is perceived digitally (Hidayat et al., 2024). At Ma'had Aly Nurul Jadid, the dynamics of digital communication are an important part of building an institutional image, although there are still various challenges such as the lack of optimal management of digital content, the lack of a targeted religious branding strategy, and the potential for conflicts that affect public perception. Literature facts also show that many Islamic educational institutions do not have a structured system in managing audience engagement on social media, so the messages conveyed are often inconsistent and less able to build emotional closeness with the community (Mannan & Shulhani, 2024). In addition, internal conflicts that are not managed professionally often have an impact on declining public trust, thus strengthening the urgency of integrating strategies in managing the reputation of Islamic educational institutions (Bukhori & Zahro, 2025).

A number of previous studies have examined the reputation of educational institutions from various perspectives, such as conflict management, digital branding, and social media engagement (Hidayat et al., 2024). Research on conflict management shows that effective conflict management can improve organizational stability and human resource performance, while studies on digital branding affirm the importance of identity and communication consistency in building an institution's image (Kholifah et al., 2024). On the other hand, research on social media engagement reveals that active interaction with the audience can increase public trust and loyalty (Veronika & Zaini, 2024). However, most of the research is still partial and focuses on one specific variable, so it does not provide a complete picture of the relationship between aspects in building the reputation of Islamic educational institutions (Kholifah et al., 2024). In addition, the use of the grounded theory approach in this context is still limited, so this research is here to fill this gap by developing a more comprehensive integrative model (Adeoye, 2025).

The novelty of this research lies in the effort to develop an integrative model based on grounded theory that combines conflict management, digital religious branding, and social media engagement in one interconnected conceptual framework.

In contrast to previous research that tends to separate these three aspects, this study sees it as a strategic unit in building the reputation of Islamic educational institutions. In addition, this research also takes the context of Ma'had Aly as a religious higher education institution that has distinctive characteristics in integrating traditional values with the development of digital technology. The grounded theory approach allows researchers to explore concepts in depth based on empirical reality, so that the resulting model is contextual and relevant. Another novelty lies in the strengthening of the concept of digital religious branding which not only focuses on the visual aspect, but also on the internalization of religious values in digital communication.

Based on this description, this study aims to examine and formulate integrative strategies in strengthening the reputation of Islamic education through conflict management, digital religious branding, and social media engagement. The research questions asked include how the role of conflict management in maintaining institutional reputation stability, how digital religious branding strategies are built to strengthen the institution's image, how social media engagement can increase public trust, and how these three aspects can be integrated into one effective strategic model. The initial argument of this study is that the reputation of Islamic education cannot be built partially, but must be through an integrative approach that combines constructive conflict management, authentic digital religious branding, and active engagement on social media. The integration is believed to be able to create synergies that strengthen public trust and increase the competitiveness of institutions, so that this research is expected to produce a theoretical model that is applicable in managing the reputation of Islamic education in the digital era.

RESEARCH METHOD

This study uses a qualitative approach with a grounded theory design that aims to develop a theoretical model regarding integrative strategies in strengthening the reputation of Islamic education. This approach was chosen because it is able to explore meanings, processes, and social interactions that occur in depth based on empirical realities in the field. Grounded theory allows researchers to build concepts and theories that are sourced directly from data, so that the results of the research are more contextual and relevant to the phenomenon being studied.

The location of this research is at Ma'had Aly Nurul Jadid which is located in Paiton, Probolinggo. The selection of this location is based on the consideration that Ma'had Aly Nurul Jadid is one of the religious higher education institutions that is active in developing a pesantren-based education system while utilizing digital media in building an institutional image. In addition, this institution also has complex internal dynamics, including in terms of conflict management and public communication, so that it is a strategic location to study the phenomenon being studied.

The sources of information in this study consist of various relevant parties and documents. The main respondents are institutional managers, lecturers, and media teams who are directly involved in reputation management and digital communication. Additional informants include students and other parties who have an understanding of the internal dynamics of the institution. In addition, this study also uses data sources

in the form of text, such as official documents of the institution, social media content, policy manuscripts, and online news related to the image and reputation of the institution.

The data collection process is carried out through several techniques, namely observation, interviews, and documentation. Observations are carried out to directly observe institutional activities, especially those related to conflict management, digital branding, and interaction on social media. The interviews were conducted in depth using semi-structured interview guidelines to dig into more comprehensive information from respondents and informants. In addition, documentation is used to collect written and visual data that support research analysis. The research instruments include observation guidelines, interview guidelines, and field notes that are systematically compiled.

Data analysis in this study is carried out through several stages, namely data condensation, data presentation, and data verification. Data condensation is carried out by reducing and simplifying the data obtained from the field to be more focused on the research theme. Furthermore, the data that has been reduced is presented in the form of a descriptive narrative to facilitate understanding and interpretation. The last stage is data verification, which is the drawing of conclusions that are carried out continuously during the research process. The analysis methods used include content analysis to study digital documents and content, discourse analysis to understand the construction of meaning in institutional communication, and interpretive analysis to explore the deep meaning of the data obtained. Thus, data analysis is carried out systematically and continuously to produce valid and credible theoretical models.

RESULT AND DISCUSSION

Result

Conflict Management Integration as the Foundation of Institutional Reputation

Integration of Conflict Management as the Foundation of Institutional Reputation Operationally, the integration of conflict management in this study is interpreted as a series of systematic institutional practices in managing differences of opinion, tension, and internal conflicts through a dialogical, deliberative, and value-based approach to Islamic values. In Ma'had Aly Nurul Jadid, conflict management not only functions as a problem-solving effort, but also as an organizational learning mechanism that strengthens solidarity and trust. This practice involves open communication, the role of leaders as mediators, and the existence of a structured deliberation space. Thus, conflict is not seen as a threat, but rather as part of organizational dynamics that can be managed to strengthen the institution's reputation in the eyes of the public.

Table 1. Observation Results of Conflict Management Integration as the Foundation of Institutional Reputation

Observed Aspects	Observation Findings	Documentation
Conflict resolution mechanisms	Conflicts are resolved through deliberation and discussion forums involving related parties	Meeting minutes, deliberation agenda, notes of discussion results

	in an open and directed manner	
The role of leaders in conflict	Leaders play an active role as mediators and fair decision-makers and maintain organizational stability	Decision letter, documentation of leadership meeting activities
Internal communication patterns	Communication is carried out dialogically, openly, and prioritizes Islamic values	Internal communication notes, discussion groups (WhatsApp/Telegram)
Conflict information control	Conflicts are not negatively exposed to the public and are managed internally wisely	Official social media content (no open conflicts), publication archives
Impact on the reputation of the institution	Good conflict management increases internal trust and a positive image in the eyes of the public	Stakeholder testimonials, public comments on social media, institutional evaluation reports

The results of the interviews show that there is a collective awareness in managing conflicts constructively. One of the informants (institutional managers) stated that "every conflict that arises is always resolved through a deliberative forum so that it does not develop into a public issue that is detrimental to the institution." Another informant (media team) revealed that "when conflicts can be resolved internally properly, it actually strengthens public trust because institutions look mature in responding to problems." The researcher's interpretation of this data shows that there is a close relationship between internal conflict management and the external image of the institution. Limited transparency and elegant settlement are strategies that indirectly form a positive reputation.

Based on the results of observations, researchers found that there are informal and formal mechanisms in conflict resolution, such as regular discussion forums, interpersonal communication between managers, and the involvement of leaders in reducing potential conflicts. In addition, the researcher also observed that no internal conflicts were negatively exposed on the institution's official social media. This shows that there is good communication control between the internal and external realms. The researcher's interpretation of these findings is that conflict management is not only carried out at the level of resolution, but also at the level of prevention and control of information, so as to be able to maintain the stability of the institution's reputation.

Overall, the data of this study shows that conflict management in Ma'had Aly Nurul Jadid is carried out in an integrated manner through a dialogical approach, deliberation, and communication control, so that the conflicts that arise do not develop into a reputation crisis, but rather strengthen internal and external trust. In other words, conflict is managed as part of a reputation strategy, not just an organizational problem. The pattern that can be identified is that the more constructive and integrated conflict management is, the stronger the reputation of the institution formed. This pattern suggests a causal relationship between internal stability and external perception, where conflict management serves as the foundation that underpins the overall success of the reputation strategy.

Digital Religious Branding as a Strategic Differentiation

Digital religious branding in this study is interpreted as a systematic effort by institutions to build religious images through digital media by integrating Islamic values into content, communication, and visual identity conveyed to the public. At Ma'had Aly Nurul Jadid, branding is not only realized through religious symbols such as logos, slogans, or Islamic visual designs, but also through scientific narratives, digital da'wah, and representations of institutional activities that reflect Islamic values. This practice is carried out in a planned manner through the management of official social media, the production of educational-religious content, and the consistency of messages that

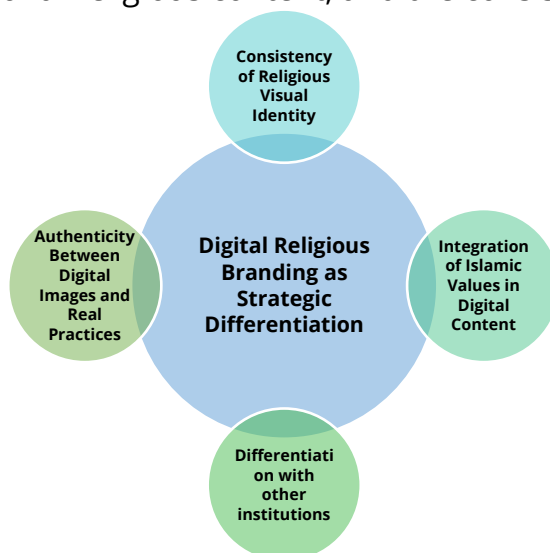


Figure 1. Digital Religious Branding as a Strategic Differentiation

Digital religious branding in this context serves to reflect the institution's identity as an Islamic educational institution rooted in the pesantren tradition. Therefore, it functions as a distinctive strategy that sets the institution apart from other educational establishments. This form of branding is not merely about visual presentation, but represents deeper values embedded within the institution. One informant from the media team explained that the content produced is designed not only to be visually attractive, but also to carry elements of da'wah and scholarly value in line with the institution's identity. Similarly, a lecturer emphasized that institutional branding should accurately represent internal realities, so that it does not appear as a superficial image on social media. From this, the researcher interprets that there is a strong awareness of the importance of authenticity in digital branding. Effective branding, therefore, goes beyond image-building and must align with actual institutional practices in order to foster long-term public trust.

The findings also reveal that the institution's digital content is largely centered on religious themes, including kitab studies, pesantren-based academic activities, and messages promoting Islamic morality. Additionally, there is a consistent use of language, visuals, and narrative styles that reinforce the institution's religious identity. Audience engagement with this type of content tends to be positive, as seen in responses, comments, and active participation. This suggests that digital religious branding has been implemented in a consistent and well-targeted manner, contributing

to a strong public perception of the institution as a credible and authentic Islamic educational entity.

Overall, the study shows that digital religious branding at Ma'had Aly Nurul Jadid is not limited to symbolic or visual elements, but involves the integration of religious values across all forms of digital communication. The branding process is carried out authentically and consistently, ensuring alignment between the institution's online image and its internal reality. It is also identified that higher levels of consistency and authenticity in digital religious branding lead to stronger differentiation and a more solid reputation in the public eye. This indicates that successful branding is not solely dependent on content creativity, but also on the coherence between values, messages, and actual practices within the institution.

Social Media Engagement as a Booster of Public Trust

Operationally, social media engagement in this study is interpreted as the level of active involvement between institutions and audiences on social media as shown through two-way interactions, such as comments, responses, content sharing, and participation in digital activities organized by institutions. In Ma'had Aly Nurul Jadid, engagement is not only understood as the number of likes or followers, but rather the quality of interaction that is able to build emotional closeness and public trust. This practice is manifested through quick responses to audience questions, the presentation of relevant and educational content, and openness in communication. Thus, social media engagement is a strategic instrument in bridging the relationship between institutions and society in a sustainable manner.

Table 2. Axial Coding of Social Media Engagement

Category	Sub-Category	Indicators	Emerging Meaning
Social Media Engagement	Interaction	Comments, replies, discussions	Audience participation
	Responsiveness	Fast response to questions and feedback	Communication openness
	Content Quality	Educational and inspirational content	Audience attraction
	Emotional Connection	Audience feels involved and valued	Trust formation
	Public Trust	Positive feedback and institutional support	Reputation strengthening

The results of the interviews show that audience engagement is an important indicator in assessing the effectiveness of an institution's digital communication. One of the informants (the media team) stated that "we focus not only on the number of followers, but how the audience responds and engages in each piece of content we upload." Another informant (student) revealed that "the interaction on social media makes us feel closer to the institution, because there is open and responsive communication." The researcher's interpretation of this data shows that participatory engagement is able to create a more personal relationship between the institution and

the audience. This strengthens trust because the audience feels cared for and involved in communication.

Based on the results of observations, researchers found that the institution's social media accounts showed a fairly high level of interaction activity, such as reply to comments, light discussions, and redistribution of content by the audience. In addition, there are consistent efforts from media managers to keep communication active and responsive. The researchers also observed that content that is educational and inspirational tends to get a higher response than regular informative content. The researcher's interpretation of these findings is that the quality of content and the speed of response are the main factors in increasing engagement, which ultimately has an impact on the formation of positive perceptions of institutions.

Overall, the data of this study shows that social media engagement at Ma'had Aly Nurul Jadid does not only focus on the quantity of interactions, but rather on the quality of communication that is dialogical, responsive, and relevant. Active audience involvement is an important means of building emotional relationships and public trust in institutions.

The pattern that can be identified is that the higher the quality of audience interaction and engagement on social media, the stronger the level of public trust in institutions. This pattern shows a direct relationship between meaningful engagement and positive reputation building, where participatory and responsive communication is key in strengthening the relationship between institutions and society.

DISCUSSION

The results of the study show that the strengthening of the reputation of Islamic education in Ma'had Aly Nurul Jadid cannot be separated from the integration between conflict management, digital religious branding, and social media engagement (Sa'diyah et al., 2025). These findings are in line with the literature that states that an institution's reputation is built through a combination of internal quality and external perceptions formed in digital public spaces. Studies on educational reputation management emphasize the importance of consistency of values and strategic communication in building public trust (Wijaksono et al., 2024). However, this study found that in the context of Islamic education, the aspect of religiosity is a significant distinguishing element in building the image of the institution (Zohaib Hassan Sain Samsul Huda, 2025). This shows the expansion of the concept of digital branding into a more contextual digital religious branding. The implication of these findings is that Islamic educational institutions need to develop communication strategies that are not only professional, but also reflect Islamic values authentically (Iman et al., 2025).

From the aspect of conflict management, this study found that internal conflicts that are managed constructively can actually strengthen the reputation of the institution (Mannan & Shulhani, 2024). These findings are in line with organizational conflict theory, which states that conflict does not always have a negative impact, but can be a source of innovation if managed properly. However, unlike some previous studies that saw conflict as a threat to organizational stability, this study shows that transparency and open communication in resolving conflicts can increase public trust

(Hafiduddin & Lawal, 2024). The implication of these findings is that conflict management serves as a reputation-strengthening mechanism, not just problem control. On the other hand, if conflicts are not managed properly, it will have a dysfunctional impact in the form of a decline in the image of the institution. Causally, this is due to the relationship between the internal dynamics of the organization and the external perception of the public (Rahman et al., 2025).

In the digital religious branding dimension, the results of the study show that the success of building an institution's image is greatly influenced by the ability to integrate religious values with digital communication strategies (Z. Musthofa et al., 2026). This is in line with the branding literature that emphasizes the importance of differentiation and authenticity in building brand identity (Kumala & Nadya, 2024). However, this study found that in the context of Islamic education, branding is not only symbolic, but must also reflect real practices in institutional life. In other words, there is a close relationship between digital identity and the social reality of institutions. The implication of these findings is that branding that is not supported by real practice will lead to public distrust. Structurally, this happens because today's digital audience has broad access to verify information, thus demanding consistency between imagery and reality.

Furthermore, in the aspect of social media engagement, this study found that active audience involvement is a key factor in strengthening the reputation of institutions (Mundiri & Sain, 2025). These findings are consistent with previous research that states that two-way interaction between institutions and the public can increase loyalty and trust (Fawaid et al., 2024). However, the study also found that engagement that is symbolic without substance does not have a significant impact on reputation. Therefore, the quality of interaction becomes more important than quantity. The implication of these findings is that social media engagement serves as a bridge between institutions and the public in building sustainable relationships. Causally, this is due to changes in public communication patterns that are more participatory and dialogical in the digital era (Hidayat et al., 2024).

Overall, this study produces an integrative model that shows that the reputation of Islamic education is shaped by the dynamic interaction between conflict management, digital religious branding, and social media engagement (Fikri, 2025). These findings complement the literature that previously tended to separate these three aspects. The main implication of this model is that a partial approach to managing reputation is no longer relevant in the complex digital age. Instead, a holistic approach is needed that is able to strategically integrate various aspects. Structurally, this integration occurs because the reputation of the institution is the result of the interaction between internal and external factors that affect each other. Thus, this research not only makes a theoretical contribution, but also offers a practical framework for Islamic educational institutions in managing reputations in a sustainable manner (Alfaridli et al., 2024).

CONCLUSION

This study concludes that the reputation of Islamic educational institutions cannot be strengthened through a partial approach but requires the integration of

conflict management, digital religious branding, and social media engagement. The findings reveal that constructive conflict management contributes to institutional stability and public trust, while authentic digital religious branding strengthens institutional identity and differentiation in the digital environment. Furthermore, meaningful social media engagement enhances communication quality and fosters closer relationships between institutions and the wider community. These results indicate that institutional reputation is shaped not only by academic quality but also by the ability to consistently communicate religious values and adapt to technological developments. Based on these findings, the study proposes an integrative grounded theory model that explains the dynamic interaction among these three dimensions in strengthening the reputation of Islamic education. This research contributes to the literature by offering a holistic perspective on reputation management in Islamic educational institutions. However, the study is limited by its focus on a single institution and the use of a qualitative approach emphasizing contextual depth. Future studies are recommended to involve broader settings, more diverse participants, and mixed-method approaches to validate and expand the proposed model.

ACKNOWLEDGMENT

Alhamdulillah, all praise is due to Allah SWT for His blessings and guidance that enabled the completion of this research. The authors sincerely thank the leadership and academic community of Ma'had Aly Nurul Jadid, all informants, and academic advisors for their valuable support and contributions throughout this study. Special appreciation is also extended to the authors' families for their prayers and encouragement. It is hoped that this research will contribute to the advancement of Islamic education and institutional reputation development in the digital era.

REFERENCES

- Adeoye, M. A. (2025). Integration of Islamic Thought and Scientific Knowledge in the Formation of Educational Institution Leadership. *TATHO: International Journal of Islamic Thought and Sciences*, 141–152.
- Alfaridli, M. A., Muslimah, A., & Iqna'a, F. J. (2024). Educational Communication Strategy To Improve Competitiveness In The Era Of Technological Change And Globalization. *Journal of Education Management Research*, 2(2), 94–107.
- Bukhori, I., & Zahro, F. (2025). Enhancing Madrasa Teacher Mindfulness through Organizational Culture. *Journal of Innovation in Educational and Cultural Research*, 6(2), 253–261.
- Fawaid, A., Abdullah, I., Aimah, S., Faishol, R., & Hidayati, N. (2024). The Role of Online Game Simulation Based Interactive Textbooks to Reduce at-Risk Students' Anxiety in Indonesian Language Subject. *2024 International Conference on Decision Aid Sciences and Applications (DASA)*, 1–7.
- Fikri, M. (2025). Sound Horeg as A Popular Cultural Discourse: A Cultural Criticism Study of Religious Responses in East Java. *Tutur Sintaksis | Jurnal Pendidikan Bahasa Dan Sastra Indonesia, Kajian Linguistik Dan Kearifan Lokal*, 1(1), 25–41.
- Firdausiyah, R. J., & Sain, Z. H. (2026). Strategic Management in Developing Inclusive

- Teacher Career Paths: Optimizing Potential and Performance in Educational Institutions. *Journal of Psychological Insight*, 2(1), 39–50.
- Hafiduddin, M., & Lawal, U. S. (2024). Work Motivation And Employee Satisfaction In Islamic Education Organizations: Case Study Of Sma Darul Muklasin. *Proceeding Of International Conference On Education, Society And Humanity*, 2(2), 454–461.
- Hefniy, H., & Diana, E. (2025). Utilization of Artificial Intelligence for Recruitment of the Best Educational Talent. *Indonesian Journal of Progressive Pedagogy*, 1(1), 12–23.
- Hidayat, M. N. F., Aisyah, E. N., Zaini, A. W., Sanjani, M. A. F., & Hasanah, R. (2024). Bridging the Digital Divide: The Role of Public Relations in Enhancing Digital Inclusivity. *2024 10th International Conference on Education and Technology (ICET)*, 59–66.
- Iman, D. Z., Alfaridli, M. A., Khoiroh, U., & Baharun, H. (2025). Strategi Public Relations terhadap Peningkatan Daya Saing Lembaga Pendidikan di Era Globalisasi. *Zaheen: Jurnal Pendidikan, Agama Dan Budaya*, 1(1), 13–23.
- Kholifah, K., Fanani, A. A., Hidayah, F., Hussien, B. T. E., & Baharun, H. (2024). Strengthening Madrasah Organizational Culture: Integration of Religious Values in Character Education in Madrasah. *Ál-Fâhim: Jurnal Manajemen Pendidikan Islam*, 6(2), 418–437.
- Kumala, S. A., & Nadya, N. (2024). Building Public Involvement: Increasing Public Awareness Of The Importance Of Quality Of Education. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 7(1).
- Mannan, A. F., & Shulhani, R. (2024). Conflict in Schools: How Effective Communication Can Address Bullying Problems in Educational Institutions. *Transformation in Islamic Management and Education Journal*, 1(2), 52–59.
- Mundiri, A., Munawwaroh, I., Hadi, M. I., Shudiq, W. J., & Maulidy, A. (2025). Artificial Intelligence (AI) Innovation in Education: From Data-Driven Learning to Automated Teaching. *2025 IEEE International Conference on Industry 4.0, Artificial Intelligence, and Communications Technology (IAICT)*, 173–180.
- Mundiri, A., & Sain, Z. H. (2025). Reconstructing Transformational Leadership through Islamic Values: A Model for Improving Institutional Performance in Islamic Education. *Mozaic: Islam Nusantara*, 11(2), 125–136.
- Musthofa, M. D., & Yakin, A. (2024). Melibatkan Stakeholder: Strategi Kunci untuk Meningkatkan Loyalitas Merek Madrasah. *Jurnal Ilmiah Pendidik Indonesia*, 3(2), 20–35.
- Musthofa, Z., Khofsah, S., Kusumawati, I., Mundiri, A., & Denona, O. F. M. (2026). Digital Branding Strategies of Islamic Boarding Schools: A Social Media Marketing Content Analysis. *Journal of Educational Management Research*, 5(3), 3330–3344.
- Nazilah, S. R., Rahman, K., Hidayah, F., & Wahyono, I. (2024). Promoting Religious Tolerance through Islamic Education: Implementing Moderation Values in the Classroom. *PALAPA*, 12(2), 120–139.
- Rahman, M., Hikmah, U., & Baharun, H. (2025). Optimizing The Role Of School Public Relations In Addressing Hate Speech And Building A Positive Image. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 8(3).
- Sa'diyah, H., Firdausiah, R. J., Adzimah, M., Hasanah, S. A., Sanjani, M. A. F., & Sain, Z. H.

- (2025). Strategic Management of Inclusive Educational Leadership in Teacher Career Development. *Early Childhood Development Gazette*, 2(2), 62–71.
- Samsul, Z. H. S. (2025). Quality Control in HR Management: Ensuring Accreditation in Higher Education. *Evaluasi: Jurnal Manajemen Pendidikan Islam*, 9(1), 142–158.
- Tohet, M. (2024). Gender Awareness in Building Self-Efficacy in Student Organization Leadership at School. *Journal of Educational Management Research*, 3(1), 71–84.
- Veronika, E., & Zaini, A. W. (2024). Overcoming Academic Challenges: The Role of Self-Efficacy in Reducing Student Burnout in PAI Learning. *Journal of Social Studies and Education*, 1(2), 73–86.
- Wijaksono, M. E. A., Munif, M., Manshur, U., Shiyamah, U. K., & Thohir, P. F. D. M. (2024). Transformative Learning Management: Building Students' Critical Awareness. *Journal of Educational Management Research*, 3(1), 1–15.
- Zohaib Hassan Sain Samsul Huda, M. L. H. (2025). Enhancing Islamic Religious Education through IT-Based Learning: A Qualitative Study. *SSR Journal of Arts, Humanities and Social Sciences*, 2(1), 1–7.