International Journal of Education, Vocational and Social Science
https://e-journal.citakonsultindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

# Digital Public Relations Governance: A Comparative Study Of Social Media-Based Public Relations Strategic Management In Sustaining School Reputation

**Syifa Fauziyah**
Master's Program in Educational Administration, Graduate School, Universitas Islam Nusantara
**M Andriana Gaffar**
Master's Program in Educational Administration, Graduate School, Universitas Islam Nusantara

Corresponding Author: fauziyahsyifa858@gmail.com

**Abstract**

*Social media has become a key channel for schools to build public trust, yet its management often lacks integrated governance. This study analyzes and compares digital public relations governance through the Planning, Organizing, Actuating, and Controlling (POAC) functions at SMAN 1 Baleendah and SMA Alfa Centauri Bandung. Using a qualitative multisite case study design, data were collected through in-depth interviews with school leaders, public relations staff, social media managers, students, and parents, as well as observation and documentation, including 30-day social media insight data. Data were analyzed through within-site and cross-site analysis, and credibility was strengthened through source and technique triangulation and member checking. The findings show that both schools implement POAC with different governance characteristics. SMAN 1 Baleendah applies an adaptive-collaborative model based on internal coordination and teacher and student involvement, but faces limited written SOPs, manager workload, and limited evaluation documentation. SMA Alfa Centauri applies a structured-institutionalized model supported by formal SOPs, specialized roles, detailed content calendars, integration with the foundation's digital marketing, more responsive public interaction, and data-based evaluation. The study concludes that digital public relations effectiveness is not determined by publication intensity alone, but by the integration of planning, organizing, implementation, monitoring, and continuous evaluation. The study proposes an Input-Planning-Organizing-Actuating-Controlling-Output-Outcome-Feedback model as a practical reference for managing school social media to support public trust and sustain school reputation.*



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

**Keywords: digital public relations, social media, school reputation, POAC, strategic educational management**

## INTRODUCTION

The development of digital technology has changed the strategic environment of educational institutions and has encouraged schools to adjust their organizational governance. These changes occur not only in the learning process but also in the way schools build communication with the community. Under these conditions, public relations has become an important part of school governance because it functions to build information transparency, relationships with stakeholders, and public trust (A. D. M. Putri et al., 2025). Social media has subsequently become one of the main spaces for schools to convey information, showcase activities and achievements, and shape public perceptions of the quality of educational institutions (Abdullah et al., 2024; Musthan, 2025).

The strategic position of social media has grown stronger as people's information-seeking behavior has changed. Parents, prospective students, alumni, and the community can obtain information about a school's programs, services, achievements, and identity through digital platforms before forming judgments about the institution (Nasrullah, 2020). This tendency makes the management of digital communication an issue that schools need to address seriously, because the information the public receives through social media helps shape trust in the institution (Abdullah et al., 2024). In practice, however, the use of social media in schools still faces governance problems. Social media is often used to deliver announcements, document activities, and publicize achievements, but it is not always managed through integrated planning, organizing, implementation, and monitoring (Harditia & Sudadi, 2025). This condition indicates that the existence of digital platforms does not automatically result in effective public relations governance. Therefore, the quality of social media management cannot be measured solely by posting frequency, but also by the quality of information, message consistency, response speed, and the alignment of communication with the actual conditions of the school (Abdullah et al., 2024; Rosmayani et al., 2025).

This problem calls for a perspective that positions digital public relations as part of school strategic management rather than merely a publication activity. Strategic management serves to direct organizational programs so that they are aligned with organizational goals (Azizah et al., 2025). In the context of public relations, social media management requires a management



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

system capable of linking school goals, the community's information needs, human resources, division of tasks, content production, public communication, and continuous evaluation (Nurkarim et al., 2024; Elistatia et al., 2025). This management system can be examined through the functions of Planning, Organizing, Actuating, and Controlling (POAC), namely planning, organizing, implementation, and supervision and evaluation (Terry & Rue, 2019). School reputation, meanwhile, is formed through the accumulation of stakeholders' perceptions and experiences, so digital messages need to be consistent with the school's actual performance (Fombrun & Van Riel, 2004). Accordingly, digital public relations governance in this study is understood as the application of the POAC functions in managing a school's official social media to sustain its reputation.

Previous research on school public relations shows three tendencies. The first tendency emphasizes the contribution of public relations to the image and reputation of educational institutions. Citraningsih and Adawiyah (2025), Harditia and Sudadi (2025), and A. D. M. Putri et al. (2025) showed that public relations contributes to building the image and reputation of educational institutions, because planned social media management helps schools convey their identity, programs, achievements, and institutional values to the community. The second tendency highlights public relations strategies in the digital sphere. I. M. Putri et al. (2025) and Rosmayani et al. (2025) showed that communication through social media can strengthen school reputation when it is managed consistently and in accordance with the characteristics of the public, because public relations acts as a bridge between educational institutions and the community. Abdullah et al. (2024) emphasized the importance of digital literacy, rapid response, and data-driven approaches in managing school reputation, while Elistatia et al. (2025) showed that the digital transformation of educational public relations requires organizational readiness, human resources, and the ability to adapt to technological change. The third tendency begins to address managerial aspects. Nurkarim et al. (2024) examined public relations management in social media management as an effort to improve school image at SDIT and SMPIT Banten Islamic School, while Winarto et al. (2023), through a multisite study at STAI Sangatta and STIPER Sangatta, showed that the success of public relations requires synergy, coordination, and a clear division of roles.

These studies provide a basis for the view that public relations and social media play a role in building the image and reputation of educational institutions. However, as seen in the studies by Citraningsih and Adawiyah (2025), Harditia and Sudadi (2025), and A. D. M. Putri et al.


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

(2025), research on digital public relations management still largely emphasizes communication strategies or the use of social media, while the management aspects covering planning, organizing, implementation, and supervision have not always been examined in an integrated manner. Studies that have addressed managerial aspects were also conducted in different contexts, namely elementary and junior secondary schools in Nurkarim et al. (2024) and higher education in Winarto et al. (2023), and both focused more on institutional image. Thus, studies that compare the application of all POAC functions in social media management at the senior high school level across schools with different organizational characteristics, while also linking it to efforts to sustain school reputation, remain limited.

Based on this gap, this study positions digital public relations not merely as a publication activity but as part of school organizational governance. The novelty of this study lies in three aspects. First, theoretically, the study integrates the POAC management functions with school digital public relations practices as a whole, from planning to supervision and evaluation. Second, empirically, the study compares digital public relations governance in a public and a private senior high school, thereby showing how organizational context, structure, and resource capacity relate to patterns of social media management. Third, conceptually, the study formulates an Input-Planning-Organizing-Actuating-Controlling-Output-Outcome-Feedback model that views digital public relations as a continuous governance cycle. Accordingly, the contribution of this study to Educational Administration is not only to explain digital public relations practices but also to show how management functions can be integrated with digital communication to support public trust and the sustainability of school reputation.

Based on the foregoing discussion, this study aims to analyze and compare social media-based digital public relations governance in sustaining school reputation at SMAN 1 Baleendah and SMA Alfa Centauri through the functions of planning, organizing, implementation, and supervision and evaluation, and then to formulate a governance model that can serve as a reference for school social media management. More specifically, this study seeks to answer how the two schools plan, organize, implement, and supervise and evaluate the management of their official social media; what similarities and differences exist in the digital public relations governance patterns of the two schools; and what digital public relations governance model can be formulated from this comparison to sustain school reputation.



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

**RESEARCH METHODOLOGY**

This study employed a qualitative approach with a multisite case study design. The qualitative approach was chosen because the study focused on an in-depth understanding of the policies, processes, practices, coordination, and dynamics of digital public relations governance in the organizational context of each school. A multisite design was used because the study compared two schools with different organizational characteristics, namely SMAN 1 Baleendah as a public school and SMA Alfa Centauri as a private school.

The study was conducted at SMAN 1 Baleendah in Bandung Regency and SMA Alfa Centauri in Bandung City. Both schools were selected purposively because they had used social media as a means of institutional communication. The research focused on the management of the schools' official social media through the functions of Planning, Organizing, Actuating, and Controlling. The object of study covered the management of Instagram, TikTok, and YouTube, while key informants were selected based on their knowledge, experience, and direct involvement in digital public relations management. Key informants at SMAN 1 Baleendah consisted of the principal (B-KS), the vice principal for public relations (B-HM), the teacher managing social media (B-GM), and a student member of the journalism club (B-SJ), while at SMA Alfa Centauri they consisted of the school leader (A-KS), the public relations coordinator (A-HM), the content production team (A-KT), and the digital marketing manager (A-DM). In addition, parents from each school (B-OT and A-OT) were involved as supporting informants to explore their perceptions of the schools' social media communication.

Data were collected through in-depth interviews, observation, and documentation. Interviews were guided by a protocol developed from the four POAC functions and were used to explore the processes of planning, decision-making, principal policies, division of tasks, coordination, implementation of digital communication, and evaluation. Observation was used to directly examine social media management practices, particularly production coordination, content approval flows, account monitoring, and evaluation meetings, while documentation was used to examine public relations work programs, content calendars, organizational structures, SOPs, publication archives, evaluation documents, and insight data from the schools' official social media accounts, such as views, reach, and interactions, over the same 30-day period for both schools, together with public comments and records of responses to public questions. The three techniques were used complementarily to enhance data trustworthiness.


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

Data were analyzed through within-site analysis and cross-site analysis. Within-site analysis was used to understand the characteristics of digital public relations governance at each school, while cross-site analysis was used to compare similarities and differences in the application of POAC. The analytical process included data reduction, data display, cross-site comparison, and conclusion drawing and verification. The results of the cross-site analysis were then synthesized into a conceptual model of digital public relations governance together with its supporting and inhibiting factors. The credibility of the findings was strengthened through source and technique triangulation, namely comparing informants' accounts with documents and observation notes for the main findings, as well as member checking with informants to confirm summaries of the findings (Miles et al., 2014).

## RESULTS AND DISCUSSION

### Planning of Digital Public Relations Governance in Sustaining School Reputation

Planning is the initial stage that determines the direction of digital public relations management. The findings show that planning at both schools included the preparation of work programs, content planning, determination of target audiences, preparation of content calendars, leadership policies, and analysis of public needs. This indicates that social media has been positioned as part of the institutional communication strategy, not merely as a place to upload documentation of school activities.

At SMAN 1 Baleendah, the public relations work program was prepared at the beginning of the academic year together with the public relations staff. The work program covered the delivery of academic information, documentation of student activities, publication of achievements, and dissemination of institutional information through the school's official social media. The publication schedule followed the school agenda and the academic calendar. B-HM explained, “Usually at the start of the school year we draw up the PR program together. For social media, we follow the academic calendar and the school agenda. If there's a sudden event, we adjust the posting schedule again. So there is planning, but it's still flexible.” Communication targets included students, parents, alumni, prospective students, and the community. This management indicates fairly good planning, but there were still limitations in terms of policy formalization. The school did not yet have a specific SOP for social media management in the form of a written document, so coordination was still largely carried out through verbal communication and the existing bureaucratic hierarchy. B-KS stated, “We don't have a written


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

SOP specifically for social media yet. So far it's been managed following directions from the PR division. If there's important or sensitive information, it's usually checked with the leadership first before it's published."

Unlike SMAN 1 Baleendah, SMA Alfa Centauri showed more structured and documented planning. The work program was prepared together with the public relations team, school leadership, the foundation, and management, and was then aligned with the foundation's digital marketing division. The school had a detailed content calendar as well as an SOP for social media management. A-HM explained, "Before the school year starts, we draw up a communication plan and a content calendar. Every month already has a theme, target audience, platform, and person in charge. Then we coordinate that agenda with the leadership and the foundation's digital marketing team." Information needs analysis was conducted by reviewing previous content, parents' questions, and the needs of prospective students, as expressed by A-DM: "We don't just plan content based on school activities. We look at previous content, parents' questions, and what prospective students need. From there we decide what content to prioritize and when to post it."

These differences show that both schools understood the importance of planning but had different levels of formalization. SMAN 1 Baleendah was more adaptive by making use of available resources, whereas SMA Alfa Centauri was more structured because it had an SOP, a detailed content calendar, and integration with the foundation's digital marketing. This finding reinforces the view that the quality of digital public relations planning is influenced by a school's ability to link communication goals, target audiences, the school agenda, public needs, policies, and available resources (Nurkarim et al., 2024; Bush, 2020).

This planning has a direct relationship with school reputation. Reputation is not formed by a single post but is an accumulation of public judgments of the consistency of an organization's performance and communication. Therefore, content calendars, determination of target audiences, analysis of public needs, and publication policies help schools maintain the consistency of the messages received by the community. Good planning enables social media to function as the school's digital face, consistently depicting its identity, programs, achievements, and service quality (Nasrullah, 2020).



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

International Journal of Education, Vocational and Social Science
https://e-journal.citakonsultindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

**Organizing Resources and the Digital Public Relations Team**

Organizing is the process of arranging structure, resources, division of tasks, coordination, and responsibilities so that the digital public relations strategy can be implemented effectively. The findings show that both schools had established digital public relations management structures, but their forms differed according to organizational character. SMAN 1 Baleendah used a bureaucratic and collaborative pattern, while SMA Alfa Centauri applied a more specialized structure integrated with the foundation.

At SMAN 1 Baleendah, social media management was under the coordination of the public relations division. Teachers were given additional duties to manage social media, while students were also involved through the journalism extracurricular activity. This pattern shows internal participation and the school's ability to utilize the potential of the school community. However, the duties of the social media manager were still attached to the teacher's main duties, resulting in overlapping workloads. B-GM said, “I still have teaching duties, so I manage social media in between school activities. When there's documentation of an activity, teachers or the committee usually send the photos to me. Sometimes the journalism students also help make videos.” Observation also showed that the teacher-manager received documentation of activities from committees through an internal communication group and handled publication in between other duties.

SMA Alfa Centauri had a more specific structure. The division of tasks covered content designers, videographers, social media managers, and a digital marketing function integrated with the foundation. Management was supported by regular coordination between the school team and the foundation. A-KT explained, “Our division of work is already quite clear. Someone makes the concept, someone shoots, someone edits the video, and someone handles the posting. So not all the work is done by one person. Before it goes up, the content also gets checked.” Observation of the content approval flow also showed that materials requiring revision were returned to the content creator, while materials that met the requirements were forwarded to the social media manager for scheduling. This condition provided clarity on who was responsible for the production, review, publication, and evaluation of content.

Comparatively, these findings show that SMAN 1 Baleendah's strengths lay in flexibility, collaboration, and the participation of the school community, while SMA Alfa Centauri's strengths lay in specialization, formality, and resource certainty. This finding is consistent with the view of Citraningsih and Adawiyah (2025) and Winarto et al. (2023) that the success of public relations


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

requires synergy, coordination, and a clear division of roles. However, this study extends these findings by showing that synergy can be realized through two patterns, namely formal-specialist at SMA Alfa Centauri and informal-collaborative at SMAN 1 Baleendah. The formal pattern facilitates quality control and accountability but requires greater resources; the collaborative pattern is more flexible and participatory but risks overlapping duties and dependence on individuals. Thus, there is no single organizing model that suits all schools; its effectiveness depends on a school's ability to adjust the division of roles to its organizational capacity and communication goals.

**Actuating Digital Public Relations Strategies in Sustaining School Reputation**

The implementation of digital public relations is the stage at which planning is translated into production, editing, publication, interaction, and the management of communication with the public. The findings show that both schools had carried out content production and publication consistently. The content delivered included school activities, student achievements, educational services, school programs, and information needed by the community. Insight data over 30 days showed differences in the scale of activity between the two schools. The reach or view figures below follow the metrics recorded in each platform's insight data, so they are more appropriately compared between schools on the same platform than across platforms. SMAN 1 Baleendah published 15 pieces of content on Instagram, 7 on TikTok, and 3 on YouTube, with reach or views of 23,400, 18,500, and 3,800 respectively and interactions of 860, 640, and 110. SMA Alfa Centauri published 24 pieces of content on Instagram, 14 on TikTok, and 6 on YouTube, with reach or views of 75,200, 94,000, and 19,500 respectively and interactions of 4,900, 7,200, and 1,160. Instagram was the channel with the most publications at both schools, while on all three platforms SMA Alfa Centauri's reach or views and interactions were higher than those of SMAN 1 Baleendah.

SMAN 1 Baleendah applied a relatively adaptive and collaborative implementation pattern. Teachers, education staff, and students played a role in providing publication materials. Content was published consistently based on the school agenda, while coordination was carried out to ensure that the information conveyed matched public needs. However, communication was still mostly one-way. Of the 47 public questions received during the observation period, 21 were answered. B-GM explained, “The content we post most often is student activities, achievements, and school information. For replying to comments, we usually fit it into our free


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

time. Sometimes questions need to be confirmed first with the relevant section, so they can't always be answered right away." The limited time of managers who also had teaching duties posed a challenge to improving response speed and content production.

SMA Alfa Centauri showed a more structured and responsive implementation pattern. Content production used thematic pillars such as Space, Views, and Alumni, and then went through a review process in accordance with the SOP before publication. The SOP required checks on the accuracy of information, conformity with the visual identity, the appropriateness of documentation, and approval from the person in charge before materials were published. Interaction with the public was carried out actively through responses to comments and questions; of the 61 public questions received during the observation period, 56 were answered. A-HM explained, "We monitor comments and incoming messages. If the question is about registration, we direct it to the admissions section. If it's about school activities, we coordinate with the relevant people so the answer isn't wrong." This approach shows that social media had been used as an instrument of brand messaging and not merely a publication channel (I. M. Putri et al., 2025).

These differences in implementation also reveal differences in the level of interactivity. SMA Alfa Centauri was closer to a two-way communication pattern because it provided room for responses to the public, while SMAN 1 Baleendah still predominantly used one-way communication. A two-way communication model is important in digital public relations because it enables schools not only to convey information but also to understand the needs and responses of the community. From the Two-Way Symmetrical perspective, effective organizational communication is built through dialogue, openness, and a process of mutual understanding between the organization and its publics (Grunig & Hunt, 1984; Harditia & Sudadi, 2025).

Accordingly, the effectiveness of actuating is not determined by the amount of content published. Content quality, consistency, alignment of messages with school identity, response speed, comment management, and readiness to deal with issues are important parts of digital public relations implementation. Although both schools were able to produce content consistently, the challenges they faced differed. SMAN 1 Baleendah faced limited time and manager workload, which could potentially affect response speed and content production, whereas SMA Alfa Centauri, with a larger production volume, needed to maintain consistent quality through its content review flow. These differences have implications for reputation: consistent and responsive communication can strengthen trust, whereas delayed responses or


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

inconsistent quality can create a gap between public expectations and actual experience. This finding shows that the success of actuating depends on a school's ability to manage operational constraints adaptively, not solely on the intensity of publication.

**Controlling: Supervision and Evaluation of Digital Public Relations Governance**

Supervision and evaluation serve to ensure that the implementation of digital public relations is in line with the planned objectives and produces continuous improvement. The study shows that supervision at both schools was carried out through social media monitoring, program evaluation, insight analysis, evaluation meetings, and follow-up actions.

SMAN 1 Baleendah used a flexible supervisory approach. Monitoring was carried out through observation of daily publications, internal discussions, and the use of insight data such as views, reach, and interactions. Routine evaluation still tended to be conducted informally through discussion and was not yet supported by a supervision SOP, while written reports were available only for some activities. This account was confirmed and refined through member checking with B-HM. B-GM explained, “Once in a while we look at the Instagram insights to see how many people saw a post. But we haven't regularly turned the results into reports. Usually they're just used as a consideration for deciding the next content.” Observation also showed the manager opening the Instagram insights dashboard and delivering evaluation through brief discussions without a written evaluation report format. Nevertheless, this approach still helped maintain the consistency of information.

Meanwhile, SMA Alfa Centauri applied a more formal and documented quality control mechanism. Supervision was carried out through weekly coffee morning meetings, semester reports, insight data analysis, and public response histories. Evaluation results were used to review the content strategy and publication schedule. The semester evaluation report noted that content featuring the experiences of students and alumni obtained relatively higher interaction than announcement content, so the team was recommended to strengthen experience-based materials and adjust the publication schedule based on performance data. A-DM explained, “We use insight data to see how content performs. The results are discussed in evaluation and summarized in periodic reports. For example, when alumni content gets a better response, we consider making more similar content in the next period.” Observation at evaluation meetings also showed that the team discussed published content, public questions, and post performance, and then recorded input as material for improving subsequent content.


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

These differences show that the controlling function at SMAN 1 Baleendah was more adaptive, whereas at SMA Alfa Centauri it was more formal, measurable, and documented. Both schools used insight data such as reach, views, interactions, comments, and public responses as evaluation indicators. However, the use of evaluation results differed. SMA Alfa Centauri used these data more systematically to review its content strategy and publication schedule, while SMAN 1 Baleendah still relied more on informal evaluation, with written reports available only for some activities. This finding shows that monitoring alone is not sufficient for controlling; a documented follow-up mechanism is needed so that evaluation data genuinely produce continuous improvement. Thus, the controlling cycle should culminate in corrective action that serves as input for the next period's planning.

Continuous supervision can also function as an early warning system for potential reputational crises. Insight data, comments, and public responses can be used to detect changes in public perception. Therefore, evaluation results should not stop at assessing publication performance but should be translated into corrective actions and become the basis for the next period's planning. This pattern is consistent with the concept of controlling, which includes performance measurement, comparison with standards, and corrective action (Terry & Rue, 2019).

**Comparison of Digital Public Relations Governance at the Two Schools**

Based on the cross-site analysis, both schools used social media as an instrument of public communication, had public relations work programs, prepared content agendas, published school activities and achievements, and used insight data to understand community responses. These similarities show that social media had become part of the institutional communication strategy. However, the level of formalization, division of tasks, interactivity, and evaluation mechanisms differed according to each school's organizational capacity.

This comparison shows that SMAN 1 Baleendah more prominently featured an adaptive-collaborative model, while SMA Alfa Centauri more prominently featured a structured-institutionalized model. The first model relied on internal coordination, the involvement of teachers and students, and the use of available resources. The second model was supported by SOPs, a specific division of tasks, foundation support, digital marketing, and data-based evaluation. This finding is consistent with Nurkarim et al. (2024), A. D. M. Putri et al. (2025), and


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

Elistatia et al. (2025), but extends previous research by showing that a school's organizational context is related to the way digital public relations functions are operationalized.

The main difference lies in the level of formalization and professionalization of governance. SMAN 1 Baleendah benefited from flexibility and the participation of the school community but faced limitations in written SOPs, manager time and workload, and evaluation documentation. SMA Alfa Centauri benefited from specialization, consistency, and procedural certainty, but its formal system required ongoing resource support and coordination. This finding supports Bush (2020) that organizational structure, leadership, authority, and institutional context influence educational management practices.

In terms of implementation, SMAN 1 Baleendah tended to be participatory, with communication that was still predominantly one-way, whereas SMA Alfa Centauri was more responsive and opened room for two-way communication. This finding is consistent with the Two-Way Symmetrical perspective, which places dialogue, openness, and mutual understanding as important elements of the relationship between an organization and its publics (Grunig & Hunt, 1984; Harditia & Sudadi, 2025). The practical implication is that schools need to develop social media not only as a publication channel but as a space for dialogue that allows questions, feedback, and clarifications to be handled quickly and measurably.

In terms of controlling, SMAN 1 Baleendah used a more flexible monitoring pattern, while SMA Alfa Centauri applied scheduled and documented evaluation. This difference matters for reputation because digital data only provide managerial benefits when they are translated into decisions and corrective actions. Thus, this study affirms that indicators such as reach, interactions, comments, and public responses need to be linked to communication goals and follow-up actions, rather than merely reported as performance figures.

Leadership involvement appeared as a cross-functional factor in Planning, Organizing, Actuating, and Controlling. At SMAN 1 Baleendah, important or sensitive information was referred to the leadership before publication, while at SMA Alfa Centauri the content agenda was coordinated with the leadership and the foundation's digital marketing team. This finding reinforces Harditia and Sudadi (2025) and Winarto et al. (2023), but this study shows that leadership support needs to be translated into concrete work systems so that it does not stop at administrative commitment.

From a reputational perspective, publicizing school activities, achievements, programs, and services helps introduce the institution's identity and strengths. However, social media


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

cannot be positioned as the sole shaper of reputation. Parents' perceptions illustrate this. A-OT stated, “Before choosing the school, I looked at its Instagram and YouTube. That gave me a picture of the environment, activities, and programs at the school. When I asked about registration information, I also got directions from the school's account.” B-OT, meanwhile, stated, “I usually look at the school's Instagram to find out about the kids' activities. The information is quite helpful, especially when there are events or achievements. But if I want to ask something, I more often contact the homeroom teacher, because questions on social media don't necessarily get answered right away.” These accounts show that social media helps parents form a picture of the school, but their experience of obtaining answers also shapes their judgments. Reputation is formed through the accumulation of stakeholders' perceptions and experiences, so digital messages must be consistent with the school's actual performance (Fombrun & Van Riel, 2004).

Accordingly, the comparative contribution of this study lies in explaining that the effectiveness of digital public relations is not a matter of choosing between an informal or a formal model in absolute terms. Schools need to combine participatory flexibility with role clarity, SOPs, performance measurement, and evaluation in accordance with their organizational capacity. This perspective extends previous research, which has mostly discussed public relations strategies or the use of social media and focused on institutional image, by showing the relationship between organizational context, management functions, and digital communication governance.

**A Digital Public Relations Governance Model for Sustaining School Reputation**

Based on a synthesis of the findings at both sites, this study produced a digital public relations governance model understood as an Input-Planning-Organizing-Actuating-Controlling-Output-Outcome-Feedback cycle. The model shows that social media management is not a stand-alone activity but a series of interrelated and recurring processes. The contribution of this model lies in integrating the POAC functions with initial resource conditions, communication outputs, reputational outcomes, and feedback for subsequent planning.

At the input stage, schools have a number of resources and initial conditions that determine digital public relations management. These inputs include the school's vision and mission, leadership policies, work programs, public information needs, human resource competencies, facilities and infrastructure, technology, organizational culture, and the social


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

media platforms used. Differences in input between SMAN 1 Baleendah and SMA Alfa Centauri are one of the factors explaining the differences in the governance models found. In the available data, SMA Alfa Centauri, with the support of its foundation and a more specialized structure, showed more institutionalized digital management. This is consistent with Bush (2020), who explains that the management of educational organizations is influenced by structure, leadership, resources, and institutional context.

These inputs are then translated into the planning stage. At this stage, schools determine communication goals, target publics, content themes, publication agendas, the media used, and the resources required. The findings show that the existence of a content calendar was one concrete form of digital communication planning at both schools. Such planning helps maintain the continuity of publication and avoid spontaneous, directionless communication. This finding is consistent with Azizah et al. (2025) regarding the importance of strategic management functions in directing organizational programs, as well as the study by Abdullah et al. (2024), which emphasizes the importance of digital literacy, rapid response, and data-driven approaches in managing school reputation.

The next stage is organizing, namely arranging human resources, division of tasks, authority, coordination, and work mechanisms. The findings show differences between the two schools at this stage. SMAN 1 Baleendah tended to develop a collaborative pattern involving teachers and students, while SMA Alfa Centauri placed greater emphasis on specialization through division of labor and the support of a digital marketing team. This difference shows that organizing concerns not only the division of administrative tasks but also determines a school's capacity to produce consistent digital communication. The study by Winarto et al. (2023) supports this finding by showing the importance of public relations management and role division in building relationships between educational institutions and the public.

At the actuating stage, plans are translated into real communication activities through production, publication, interaction, and responses to the community. At this stage, human resource capability becomes very important because the quality of digital communication depends not only on technology but also on the ability to compose messages, choose visuals, understand audience characteristics, and respond to the public. This finding is consistent with A. D. M. Putri et al. (2025), who concluded that mastery of digital communication strategies, including social media literacy, is an important competency for school public relations managers. The study by I. M. Putri et al. (2025) also showed that digital public relations provides


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

opportunities for educational institutions to expand the reach of their publications and communication.

The controlling stage serves to ensure that the activities carried out are in line with the established goals and standards. Supervision can be carried out through content review, comment monitoring, insight tracking, engagement analysis, evaluation meetings, and assessment of publication effectiveness. The findings show that SMA Alfa Centauri had conducted evaluation in a more structured way, whereas SMAN 1 Baleendah was still more flexible in conducting evaluation. This difference shows that a documented evaluation system can help schools turn digital data into a basis for decision-making. This finding is consistent with Abdullah et al. (2024), who emphasized the importance of data-driven approaches in managing school reputation.

The output of the entire process takes the form of more orderly dissemination of information, communication consistency, regular publication, interaction with the public, and the school's ability to present its identity and programs in a more focused manner. However, this output is not yet the ultimate goal. The expected outcome, which was not directly measured in this study, is the formation and maintenance of school reputation through increased public trust, a positive image, engagement, community participation, and good relationships with stakeholders. This formulation of the outcome is consistent with Rosmayani et al. (2025), A. D. M. Putri et al. (2025), and Citraningsih and Adawiyah (2025), who showed an important relationship between public relations strategy, image, trust, and the reputation of educational institutions.

In the model produced by this study, feedback is an important component because evaluation results do not end as reports but are used again to improve subsequent planning. For example, if a certain type of content has high engagement, the school can consider the characteristics of that content in subsequent planning. Conversely, if certain information receives little response or raises public questions, the school can evaluate the form of the message, the timing of publication, the media used, and the manner of delivery. This pattern shows that digital public relations governance is a cyclical rather than linear process.

The model also shows the presence of supporting and inhibiting factors. Based on the findings at both schools, supporting factors include leadership involvement, collaboration among the school community, a clear division of tasks, SOPs, and the use of insight data. Meanwhile, inhibiting factors include limited time and the workload of managers who also hold teaching


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

duties, the absence of a written SOP, and evaluation that is not yet routinely documented. These findings are consistent with the study by Elistatia et al. (2025), which showed that the digital transformation of educational public relations requires organizational readiness, human resources, and the ability to adapt to technological change.

Thus, the digital public relations governance model found in this study can be formulated as Input → Planning → Organizing → Actuating → Controlling → Output → Outcome → Feedback → back to Planning. The model is depicted in the following chart.

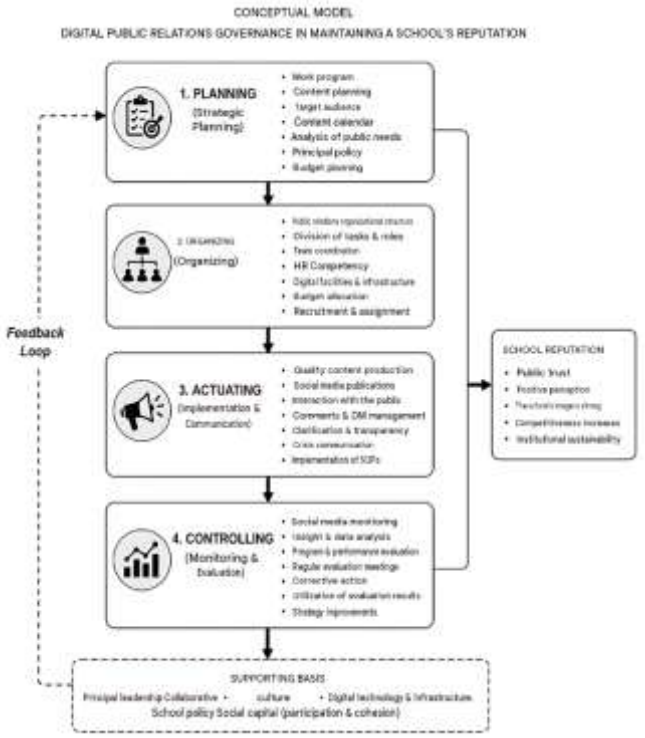



**Figure 2**

**Conceptual Model of Digital Public Relations Governance in Sustaining School Reputation**

The conceptual model of digital public relations governance in sustaining school reputation, as presented in the chart, depicts the interrelationships among the components that form a systematic, integrated, and continuous process of digital communication management. The model does not position the management functions of Planning, Organizing, Actuating, and Controlling (POAC) as linear stages, but rather as an interrelated cycle connected through a feedback loop. The Planning stage (strategic planning) serves to determine the direction and strategy of the school's digital communication through the preparation of work programs,


Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

content planning, target audience mapping, preparation of content calendars, analysis of public needs, elaboration of the principal's policies, and budget planning. Next, Organizing arranges structure and resources through the establishment of a public relations organizational structure, division of tasks and roles, team coordination, human resource competency development, provision of digital facilities and infrastructure, budget allocation, and personnel recruitment and assignment. The Actuating stage (implementation and communication) is the process of executing public communication in the digital sphere, which includes producing quality content, publishing through social media, interacting with the public, managing comments and direct messages (DMs), conveying clarifications and information transparently, crisis communication, and applying SOPs. Meanwhile, Controlling (supervision and evaluation) is carried out through social media monitoring, insight and data analysis, program and performance evaluation, regular evaluation meetings, corrective actions, utilization of evaluation results, and continuous strategy improvement. The entire process is underpinned by supporting foundations in the form of principal leadership, a collaborative culture, digital technology and infrastructure, school policies, and social capital encompassing the participation and cohesion of the school community. Some elements in the chart, such as budget planning and allocation, personnel recruitment and assignment, and crisis communication, are normative elements of the model that were not directly evident in the data from the two schools and are therefore presented as a reference for developing governance. The results of supervision then become feedback that reconnects the Controlling stage with Planning so that the digital communication strategy can be adjusted dynamically based on conditions and public needs. The entire process is thus directed toward producing a positive school reputation, characterized by increased public trust, the formation of positive perceptions, a stronger school image, increased competitiveness, and sustained institutional continuity.

Ultimately, school reputation in the digital environment is the result of the relationship between what the school does, what the school communicates, and how the public receives and experiences that information. Therefore, digital public relations cannot be separated from the quality of school management as a whole. Social media can strengthen reputation when digital information reflects the school's actual performance, communication is carried out consistently, and the public is given room to interact. From this perspective, digital public relations governance functions not merely as a publication tool but as a strategic part of reputation management and of the school's relationship with the community.



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

**CONCLUSION**

This study shows that digital public relations governance at SMAN 1 Baleendah and SMA Alfa Centauri has applied the functions of Planning, Organizing, Actuating, and Controlling in social media management to support information transparency and sustain school reputation. Both schools used social media as a means of communication with students, parents, alumni, and the community, but applied different governance patterns according to their organizational character and resources. SMAN 1 Baleendah demonstrated an adaptive-collaborative model with strengths in flexibility and internal participation, but still faced limitations in written SOPs, manager time and workload, and evaluation documentation. SMA Alfa Centauri demonstrated a structured-institutionalized model through SOPs, a specific division of tasks, a detailed content calendar, integration with the foundation's digital marketing, more responsive communication, and data-based evaluation. Parents' perceptions showed that social media helped them form a picture of the school, but their experience of obtaining answers to their questions also shaped their judgments. The comparative findings affirm that the success of digital public relations is not determined by publication intensity alone, but by the integration of planning, organizing, implementation, supervision, evaluation, and follow-up. Theoretically, the study produced an Input-Planning-Organizing-Actuating-Controlling-Output-Outcome-Feedback model; practically, the model can serve as a reference for schools in integrating social media management with the organization's strategic goals and reputation.

Schools that still use informal coordination patterns need to prioritize the formalization of SOPs, division of tasks, evaluation documentation, and the strengthening of social media managers' competencies. Schools that already have formal structures need to strengthen interactivity, public responsiveness, and the use of insight data as a basis for improving strategy. Evaluation should be conducted periodically using indicators of reach, interactions, comments, public responses, and the achievement of communication goals, and then followed up in subsequent content planning. This study has limitations because it was conducted at only two schools, the period of insight data analyzed was limited to 30 days, public perceptions were explored only from parents at the two schools and selected public comments, and the main focus was on managerial aspects, so content effectiveness was not measured quantitatively. Therefore, future research could involve more schools and use a mixed methods approach to examine the relationship between digital public relations governance, engagement, public trust, and school reputation more measurably.



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

**REFERENCES**

Abdullah, R., Risa Kamal, S. A., Prasetyaningtyas, H., Rosyidi, U., & Takdir, M. (2024). Humas dan media sosial sebagai seni membangun reputasi sekolah di era post truth: Systematic literature review. Journal on Education, 7(2), 9029-9039. https://doi.org/10.31004/joe.v7i2.7815

Azizah, M., Solechan, & Sunardi. (2025). Manajemen strategi pendidikan. Academia Publication.

Bush, T. (2020). *Theories of educational leadership and management* (5th ed.). SAGE Publications.

Citraningsih, D., & Adawiyah, R. (2025). Peran hubungan masyarakat (Humas) dalam menjaga reputasi sekolah di MI Hamalatul Qur'an Karawang. An-Nadzir: Jurnal Manajemen Pendidikan Islam, 3(1), 67-76. https://doi.org/10.55799/annadzir.v3i01.697

Elistatia, U., Astuti, V., Romlah, & Wakhid, A. A. (2025). Strategi humas dalam membangun reputasi lembaga pendidikan di era Society 5.0. re-JIEM (Research Journal of Islamic Education Management), 8(2), 32-48.

Fombrun, C. J., & Van Riel, C. B. M. (2004). Fame & fortune: How successful companies build winning reputations. Financial Times Prentice Hall.

Grunig, J. E., & Hunt, T. (1984). Managing public relations. Holt, Rinehart and Winston.

Harditia, H., & Sudadi, S. (2025). Strategi manajemen humas dalam membangun reputasi sekolah di mata publik. *AL-MARSUS: Jurnal Manajemen Pendidikan Islam, 3*(1), 28-40. https://doi.org/10.30983/al-marsus.v3i1.9560

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative data analysis: A methods sourcebook (3rd ed.). SAGE Publications.

Musthan, Z. (2025). *Manajemen humas dan layanan publik di lembaga pendidikan*. Tahta Media Group.

Nasrullah, R. (2020). Media sosial: Perspektif komunikasi, budaya, dan sosioteknologi (Cetakan ke-6). Simbiosa Rekatama Media.

Nurkarim, R., Qurtubi, A., & Fauzi, A. (2024). Manajemen hubungan masyarakat dalam pengelolaan media sosial sebagai upaya meningkatkan citra sekolah di SDIT dan SMPIT Banten Islamic School. An-Nizom: Jurnal Penelitian Manajemen Pendidikan Islam, 9(2), 116-129.

Putri, A. D. M., Putri, G. A., Maharani, N. F., Sofiyani, N. E., & Prihantini, P. (2025). Optimalisasi peran humas sekolah dalam meningkatkan citra dan kepercayaan publik di era digital.



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

*Indo-MathEdu Intellectuals Journal,* *6*(1), 566-577. https://doi.org/10.54373/imeij.v6i1.2522

Putri, I. M., Rasyid, A., & Yazid, T. P. (2025). Digital public relations sebagai media publikasi dalam dunia pendidikan. Jurnal Komunikasi Universitas Garut: Hasil Pemikiran dan Penelitian, 11(1), 1-19. https://doi.org/10.52434/jk.v11i1.42246

Rosmayani, M., Julaihah, S., & Wijaya, I. S. (2025). Strategi humas dalam membangun citra, kepercayaan, dan reputasi sekolah Islam: Studi di SD Muhammadiyah 1 Samarinda. *ITQAN: Jurnal Ilmu-ilmu Kependidikan,* *16*(1), 25-36. https://doi.org/10.47766/itqan.v16i1.3101

Terry, G. R., & Rue, L. W. (2019). Dasar-dasar manajemen (Edisi revisi). Bumi Aksara.

Winarto, A., Mahmud, E., & Muadin, A. (2023). Manajemen humas dalam membangun citra lembaga: Studi multisitus di STAI Sangatta dan STIPER Sangatta Kutai Timur. *Sustainable: Jurnal Kajian Mutu Pendidikan, 6(1), 159-169.* https://doi.org/10.32923/kjmp.v6i1.3355



Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License