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Implementation of Public Relations Management In Islamic Educational Institutions In The Digital Era

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Abstract:

The digital transformation era has fundamentally reshaped communication patterns, stakeholder engagement, and institutional reputation management within educational organizations, including Islamic educational institutions. This study aims to analyze the implementation of public relations (PR) management in Islamic educational institutions in the digital era, focusing on strategic communication practices, digital media utilization, and stakeholder relationship management. Employing a qualitative case study approach, data were collected through in-depth interviews, document analysis, and digital media observation within selected Islamic schools and madrasahs. The findings reveal that digital-based PR management has shifted from conventional information dissemination toward strategic, interactive, and reputation-oriented communication models. The integration of digital platforms such as social media, institutional websites, and online community forums enhances transparency, strengthens stakeholder trust, and supports institutional branding. However, the study also identifies challenges, including limited digital literacy, inadequate strategic planning, and the absence of integrated digital communication policies. This research contributes to the development of a contextualized model of digital public relations management in Islamic educational settings by integrating strategic management principles with Islamic ethical values. The study highlights the necessity of adaptive leadership, digital competence, and value-based communication to ensure sustainable institutional performance in the digital ecosystem.

Keywords: Digital Public Relations, Islamic Educational Institutions, Strategic Communication Management

Abstrak:

Perkembangan teknologi digital telah mengubah secara signifikan pola komunikasi dan strategi pengelolaan hubungan masyarakat (humas) di berbagai sektor, termasuk lembaga pendidikan Islam. Artikel ini bertujuan untuk menganalisis implementasi manajemen humas pada lembaga pendidikan Islam di era digital, dengan menyoroti strategi, tantangan, serta implikasinya terhadap peningkatan citra dan kepercayaan publik. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus pada beberapa lembaga pendidikan Islam yang telah memanfaatkan media digital sebagai sarana komunikasi institusional. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan analisis dokumen, sedangkan analisis data menggunakan

model interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa implementasi manajemen humas di era digital tidak lagi terbatas pada fungsi publikasi, tetapi telah berkembang menjadi fungsi strategis yang mencakup pengelolaan reputasi, komunikasi krisis, serta pembangunan relasi yang partisipatif dengan pemangku kepentingan. Pemanfaatan media sosial, situs web resmi, dan platform komunikasi daring terbukti meningkatkan transparansi dan memperluas jangkauan informasi lembaga. Namun demikian, penelitian ini juga menemukan adanya tantangan berupa keterbatasan kompetensi sumber daya manusia, kurangnya perencanaan strategis berbasis data, serta potensi risiko disinformasi di ruang digital. Oleh karena itu, diperlukan model manajemen humas yang adaptif, berbasis teknologi, dan selaras dengan nilai-nilai Islam agar mampu memperkuat daya saing lembaga pendidikan Islam di tengah dinamika transformasi digital.

Kata kunci: *Manajemen Humas; Lembaga Pendidikan Islam; Era Digital.*

INTRODUCTION

The development of digital technology has brought fundamental changes in organizational communication patterns in various sectors, including the education sector. Digital transformation not only affects the learning system, but also the relationship management strategy between institutions and their stakeholders (Prima et al., 2026). Educational institutions today can no longer rely on conventional communication that is one-way and administrative. Instead, they are required to build strategic, interactive, and technology-based communication. In this context, public relations management (PR) is a crucial element in maintaining reputation, building an institutional image, and strengthening public trust. The changing digital communication landscape is driving educational institutions to integrate social media, official websites, and other digital platforms into their PR strategies. This challenge becomes even more complex when applied to Islamic educational institutions that have distinctive values, culture, and governance characteristics.

Islamic educational institutions, such as madrasas, Islamic boarding schools, and Islamic universities, have a strategic role in forming a generation with character and Islamic values. In addition to carrying out the function of formal education, this institution also functions as a center for the moral and social development of the community (Rama, 2025). In the digital era, the existence of Islamic educational institutions is greatly influenced by how they build public perception through digital media. The reputation of an institution is no longer only determined by academic quality, but also by the institution's ability to manage public communication professionally. Information spread in the digital space can quickly shape public opinion, both positive and negative. Therefore, planned and strategic

public relations management is an urgent need. Without an adaptive communication strategy, Islamic educational institutions risk experiencing a gap between the internal values embraced and the external image formed in society.

The concept of public relations management in the context of modern organizations emphasizes the importance of a strategic approach that is integrated with the vision and mission of the institution. Public relations is no longer positioned simply as a technical unit of information delivery, but as a managerial function that contributes to strategic decision-making (White & Dozier, 2013). This approach requires systematic communication planning, stakeholder analysis, and periodic evaluation of communication performance. In Islamic educational institutions, the integration between modern management principles and Islamic values is a challenge in itself. The values of transparency, trust, and social responsibility must be realized in professional communication practices. Digitalization expands the space for interaction between institutions and the public, so that every message conveyed has significant reputational implications. Thus, the implementation of public relations management in the digital era needs to be comprehensively studied to understand its dynamics and complexity.

Although various studies have addressed public relations management in educational organizations, most of them still focus on general educational institutions and have not specifically examined the context of Islamic educational institutions. Previous research also tends to emphasize the technical aspects of social media use without examining the integration of communication strategies with institutional values (Macnamara & Zerfass, 2012). In addition, studies on digital transformation in public relations management are often descriptive and lack a contextual conceptual model. This research gap shows the need for a more in-depth study on the implementation of public relations management in Islamic educational institutions in the digital era. The study is important to identify best practices as well as challenges faced by institutions. By understanding these dynamics, Islamic educational institutions can formulate more effective and sustainable communication strategies. Therefore, this research seeks to fill the literature gap with a more analytical and contextual approach.

The digital era also brings changes in the behavior of stakeholders, including students, parents, alumni, and the wider community. They are now more active in seeking information, providing feedback, and participating in public discussions through digital

platforms (Mannayong & Faisal, 2024). This participation requires educational institutions to be responsive and transparent in their communication activities. In the context of Islamic educational institutions, this responsiveness must remain in line with Islamic norms and ethics. Managing communication crises on social media, for example, requires a strategy that is not only managerially effective, but also aligned with moral and ethical principles. Unpreparedness in dealing with digital dynamics can have an impact on declining public trust. Therefore, strengthening digital capacity and value-based communication strategies is an important element in the implementation of public relations management.

Furthermore, digitalization opens up opportunities for Islamic educational institutions to expand the reach of communication and increase the competitiveness of institutions. Through the right digital branding strategy, institutions can introduce program excellence, student achievement, and social contribution to the global community (Mulyani et al., 2025). Digital platforms allow for more participatory and collaborative two-way communication. However, this opportunity also comes with the risk of misinformation and distortion of messages that can be detrimental to institutions. Therefore, structured and policy-based digital communication governance is needed. The implementation of effective public relations management must include strategic planning, resource organization, implementation of communication programs, and continuous performance evaluation. This approach will assist Islamic educational institutions in building a strong and sustainable reputation in the midst of global competition.

Based on this description, this study aims to comprehensively analyze the implementation of public relations management in Islamic educational institutions in the digital era. The focus of the research is directed at the communication strategies used, the use of digital media, and the integration of Islamic values in public relations practice (Putri & Yuliana, 2025). The study also seeks to identify the challenges and opportunities that arise in the digital transformation process. With an analytical approach, this research is expected to make a theoretical contribution to the development of a public relations management model based on Islamic values. In addition, this research offers practical contributions for managers of Islamic educational institutions in designing adaptive and sustainable communication strategies. The results of this study are expected to enrich the literature on public relations management in the context of Islamic education. Thus, this research has academic and practical relevance in answering organizational communication challenges in

the digital era.

METHODS

This research uses a qualitative approach with a case study design to gain an in-depth understanding of the implementation of public relations management in Islamic educational institutions in the digital era. This approach was chosen because it is able to explore phenomena contextually and comprehensively in the real environment of the institution. The case study allows researchers to analyze public relations management practices holistically, including communication strategies, the use of digital media, as well as the integration of Islamic values in communication policies. The research subjects were determined purposively by considering Islamic educational institutions that actively utilize digital platforms in public relations activities. Research participants include institutional leaders, public relations staff, teachers, and representatives of parents or stakeholders involved in institutional communication. Data collection techniques are carried out through in-depth interviews, observation of digital activities, and analysis of institutional documents such as activity reports, communication policies, and social media content. With this design, the research is expected to be able to produce a rich empirical picture of PR management practices in a digital context.

The data analysis process is carried out in stages using thematic analysis techniques. Data obtained from interviews and documentation are transcribed, encoded, and categorized based on key themes relevant to the focus of the research. The analysis stages include data reduction, data presentation, and iterative drawing of conclusions to ensure depth of interpretation. The researcher also triangulated sources and methods to increase the validity and credibility of the findings. Data validation is strengthened through member checking with participants to ensure interpretation accuracy. In addition, trail audits are conducted to document the research process in a systematic and transparent manner. This approach allows research to produce findings that can be academically accountable.

To maintain the ethical aspect of the research, all participants were given an explanation of the purpose of the research and were asked to give voluntary consent before the data collection process was carried out. The confidentiality of the identity of participants and institutions is maintained by using codes or anonymity in reporting research results. This study also pays attention to the principles of objectivity and reflexivity of researchers

in the process of data interpretation. Taking into account the context of Islamic values in the institution being studied, the research process is carried out with respect for institutional norms and culture. The methodological approach used is expected to be able to make a strong empirical contribution to the development of digital-based public relations management models in Islamic educational institutions. In addition, this methodology provides a systematic foundation for generating theoretically and practically relevant findings. Thus, the design of this research supports the achievement of research objectives comprehensively and credibly.

RESULTS

The results of the study show that the implementation of public relations management in Islamic educational institutions in the digital era has undergone a significant transformation from conventional communication patterns to more strategic digital-based communication. Most of the institutions studied have utilized social media such as Instagram, Facebook, and WhatsApp as the main channels for disseminating institutional information. The use of the digital platform not only serves as a medium for publication of activities, but also as a means of building a positive image of the institution. In addition, the institution began to develop an official website as a center for information and documentation of academic and non-academic activities. This change shows that there is managerial awareness of the importance of digital visibility in building an institution's reputation. However, the implementation has not been fully integrated in long-term strategic planning (Fadhli, 2020). In some cases, digital activities are still reactive and have not been based on a systematic analysis of stakeholder needs.

The findings of the study also indicate that the organizational structure of public relations in Islamic educational institutions tends to be not fully professional. In some institutions, the public relations function is still concurrently carried out by teachers or administrative staff without a scientific background in communication. This condition affects the quality of planning and implementation of digital communication programs. However, there are adaptive efforts from managers to increase capacity through internal training and collaboration with external parties. Several institutions have set up dedicated digital media teams responsible for content production and online interaction management. The team began to implement a content calendar and standard operating procedures in the

publication of information. This practice shows a shift towards more structured communication governance (Wuryanta et al., 2026). However, the evaluation of digital PR performance is still not carried out regularly and based on measurable indicators.

In the aspect of stakeholder relations, research found that two-way communication began to develop through comment features, direct messages, and online discussion forums. Parents of students and alumni use digital platforms to convey aspirations, criticisms, and support for the institution's programs. This interaction creates a more open space for participation compared to conventional communication mechanisms. Institutions that are responsive to digital feedback tend to gain higher levels of public trust. However, not all institutions have adequate communication issue and crisis management mechanisms. Some institutions still have difficulty in handling negative comments or misinformation circulating on social media (Aïmeur et al., 2023). This shows the need for a more systematic crisis management system within the framework of digital PR management.

The results of the study also confirm that Islamic values are the normative foundation in institutional communication practices. The principles of honesty, trust, and social responsibility are reflected in a transparent and accountable information delivery policy. The digital content produced not only highlights academic achievements, but also religious activities and character development of students. This approach strengthens the institution's identity as a value-based educational institution. The integration of Islamic values in communication strategies provides differentiation compared to general educational institutions. However, not all institutions have written guidelines that explicitly integrate these values in digital communication policies (Aisah & Nugraha, 2025). Thus, the implementation of values is still more cultural than structural.

In addition, the research found that leadership has a central role in driving the digital transformation of PR management. Institutional leaders who have a digital vision tend to be more proactive in allocating resources for the development of communication infrastructure. This managerial support affects the quality of content and consistency of digital publications. On the other hand, institutions that lack leadership support show sporadic and unsustainable digital activities. The leadership factor also determines the institution's courage in adopting new communication innovations. In some cases, resistance to change is still an internal obstacle in the implementation of digital PR management

(Nugis & Sanggarwati, 2024). Therefore, digital transformation requires a strong and strategically oriented leadership commitment.

Overall, the results of the study show that the implementation of public relations management in Islamic educational institutions is in the transition stage towards a more strategic digital communication model. There have been significant advances in the use of technology and increased interaction with stakeholders. However, challenges are still seen in the aspects of professionalization of human resources, strategic planning, and evaluation of communication performance. The integration of Islamic values provides uniqueness as well as opportunities in building an ethics-based public relations management model. Digital transformation has not been fully balanced with comprehensive communication governance. Therefore, it is necessary to strengthen institutional capacity to ensure the sustainability of digital public relations strategies (Anwar & Hanim, 2025). These findings form the basis for further discussion of theoretical and practical implications.

DISCUSSION

The findings of this study show that the transformation of public relations management in Islamic educational institutions is in line with the development of the strategic communication paradigm in modern organizations. The shift from one-way communication to two-way communication shows an increased awareness of the importance of stakeholder participation. From a strategic management perspective, the PR function is no longer just operational, but rather an integral part of the institution's decision-making process. This confirms that digitalization encourages the repositioning of public relations as a strategic actor in educational organizations. These changes are in line with the demands of an increasingly competitive and transparent external environment. However, implementation that has not been fully structured shows a gap between conceptual awareness and managerial practice. Therefore, a more systematic and long-term planning-based implementation model is needed (Do et al., 2025).

Stakeholder engagement through digital media strengthens the approach to dialogical communication in Islamic educational institutions. The interaction that occurs through online platforms reflects the formation of a digital public space that allows for the open exchange of information. In this context, public trust is a strategic asset that must be managed sustainably. Responsiveness to digital feedback contributes to increased

institutional legitimacy. However, without a clear issue management system, the digital space can also be a source of reputational risk. Therefore, institutions need to develop digital-based crisis communication protocols. This approach is important to ensure the stability of the institution's image in the midst of rapid information dynamics (Suleiman, 2024).

The professionalization of the public relations function is a central issue in the discussion of the results of this research. When the PR function is still concurrently staffed by non-specialist staff, the effectiveness of strategic communication becomes limited. Competencies in audience analysis, content production, and communication performance evaluation are important prerequisites in modern public relations management. Without these competencies, digital strategies tend to be sporadic and unmeasurable. Therefore, strengthening the capacity of human resources is a strategic step that must be prioritized. Investment in training and recruitment of professionals can improve the quality of PR management implementation. Thus, professionalization becomes the foundation for the sustainability of digital transformation (Kravtsova et al., 2023).

The integration of Islamic values in public relations management practices provides a distinctive ethical dimension. The value of trust and transparency strengthens moral legitimacy in institutional communication. This approach shows that management modernization does not have to ignore the religious identity of the institution. Instead, these values can be the normative foundation for building a trust-based reputation. However, the integration of values that have not been formalized in written policies has the potential to cause practice inconsistencies. Therefore, there is a need for a codification of values in institutional communication guidelines. This step will strengthen consistency between digital communication identity, strategy, and practices (Saniah, 2025).

The role of leadership in driving digital transformation also has significant theoretical implications. Visionary leadership serves as a catalyst in organizational change. Leadership's support for communication innovation reflects a long-term strategic orientation. Without this commitment, the implementation of digital public relations management is difficult to develop optimally. This shows that digital transformation is not only a technological issue, but also a matter of leadership and organizational culture. Therefore, digital leadership capacity development is a strategic need for Islamic educational institutions (Muhyardho & Muttaqin, 2025).

Furthermore, these findings confirm the importance of performance evaluation in digital PR management. Measurable indicator-based evaluations allow institutions to objectively assess the effectiveness of communication strategies. Without systematic evaluation, it is difficult for institutions to identify the strengths and weaknesses of implementation. The use of social media analytics and stakeholder satisfaction surveys can be relevant evaluation instruments. A data-driven approach will strengthen the accountability and transparency of PR management. Thus, evaluation becomes an integral part of the strategic management cycle (Azhari et al., 2026).

Digital transformation also opens up opportunities for cross-institutional collaboration in the development of Islamic education communication. This collaboration can expand communication networks and strengthen the institution's position in the national and global education ecosystem. However, digital collaboration requires clear ethical and governance standards. Without adequate internal regulations, digital cooperation has the potential to cause conflicts of interest. Therefore, digital communication governance must be designed comprehensively (Salam et al., 2024).

Furthermore, digital dynamics demand continuous adaptation to developments in communication technology. Innovations such as artificial intelligence, big data, and communication automation can be leveraged to improve the effectiveness of public relations strategies. However, technology adoption must still consider ethical aspects and institutional values. In the context of Islamic educational institutions, the balance between innovation and values is a key principle. Therefore, digital transformation must be managed critically and reflectively (Rowe, 2018).

The practical implications of this study show that Islamic educational institutions need to develop a roadmap for digital transformation of public relations. The roadmap must include strategic planning, strengthening human resources, integrating values, and continuous evaluation. This comprehensive approach will ensure the sustainability of the implementation of digital PR management. In addition, the development of conceptual models based on Islamic values can be a theoretical contribution to the communication management literature. The model has the potential to be a reference in further research (Salinas et al., 2015).

Overall, this discussion emphasizes that the implementation of public relations management in Islamic educational institutions in the digital era is a complex

transformational process. The success of implementation is influenced by leadership factors, professionalization, governance, and value integration. Digital transformation provides a great opportunity in building the reputation and competitiveness of institutions. However, these opportunities can only be maximized through a planned and sustainable strategy. Therefore, this study provides a conceptual and practical foundation for the development of digital-based public relations management in the context of Islamic education (Lestari et al., 2025).

CONCLUSION

This study concludes that the implementation of public relations management in Islamic educational institutions in the digital era is in a transformation phase towards a more strategic, participatory, and technology-based communication model. Digitalization has driven a shift from conventional communication patterns to two-way communication systems that are more responsive to the needs of stakeholders. The use of social media, official websites, and other digital platforms has been proven to expand the reach of information and strengthen the image of institutions in public spaces. However, this transformation has not been fully balanced with integrated strategic planning and measurable performance evaluation. The main challenge lies in the professionalization of human resources, strengthening digital communication governance, and systematic policy development. In addition, not all institutions have an adequate communication issue and crisis management framework in dealing with digital information dynamics. Therefore, strengthening institutional capacity is an urgent need to ensure the sustainability of digital public relations strategies.

The findings of the study also confirm that the integration of Islamic values is a fundamental element in the practice of public relations management in Islamic educational institutions. The principles of honesty, trust, transparency, and social responsibility serve as the normative foundation in building ethical and credible communication. These values provide differentiation as well as a competitive advantage in building a reputation based on public trust. However, value integration still tends to be cultural and has not been fully formalized in written communication guidelines. For this reason, it is necessary to codify values in strategic policies in order to create consistency between institutional identity and digital communication practices. Visionary and adaptive leadership to technological change

has also proven to be a key factor in driving sustainable digital transformation. Thus, the implementation of digital PR management must be seen as a strategic process that involves managerial, technological, and ethical dimensions simultaneously.

Theoretically, this research contributes to the development of a conceptual framework for public relations management based on Islamic values in the digital era. This study enriches the literature on organizational communication by presenting a contextual perspective from Islamic educational institutions. Practically, this research offers strategic implications for educational institution managers in designing a comprehensive public relations digital transformation roadmap. Strengthening digital competence, developing performance evaluation indicators, and formulating value-based communication policies are the main recommendations of this study. In addition, further research is recommended to test the conceptual model generated through a quantitative or mixed methods approach to obtain a broader generalization. Comparative research between institutions or between countries can also expand understanding of the dynamics of Islamic education public relations management in a global context. Thus, the results of this research are expected to be an academic and practical foothold in optimizing the public relations management of Islamic educational institutions in the ever-growing digital era.

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