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ICT-Driven Public Relations: Enhancing Communication Quality in Islamic Educational Institutions

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Abstract : *This study examines the use of information and communication technology (ICT) to optimize the quality of public relations in Islamic educational institutions. The study employed a qualitative approach to explore how ICT is utilized to strengthen communication, information dissemination, and relationships between educational institutions and their surrounding communities. Data were collected through in-depth interviews and participatory observations involving students, teachers, administrative staff, parents, and community members. The data were analyzed thematically to identify patterns, meanings, and interpretations related to ICT utilization in enhancing public relations quality. The findings reveal two main aspects. First, ICT utilization contributes to improving educational quality and institutional-community relations by supporting adequate technological facilities, facilitating accessible information, and strengthening two-way communication. Appropriate institutional support and continuous training are essential to ensure that teachers and staff can effectively utilize digital technologies. Second, ICT facilitates more responsive and participatory public relations by enabling faster information exchange, broader community access, and sustained communication. However, challenges related to technological infrastructure, digital competencies, and human resource readiness remain significant barriers to maximizing ICT-based public relations. These findings indicate that ICT should not be viewed merely as a communication tool but as a strategic resource for developing transparent, inclusive, and sustainable public relations. Effective ICT integration can therefore strengthen institutional credibility, community engagement, and educational quality in Islamic educational institutions.*

Keywords : *ICT, Quality of Public Relations, Education.*
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INTRODUCTION

The rapid development of information and communication technology (ICT) has transformed the ways in which educational institutions communicate, disseminate information, and build relationships with their stakeholders. ICT enables information to be delivered more rapidly, widely, and transparently, while also creating opportunities for more interactive and participatory communication (Jamun, 2018; Muali et al., 2023). In the educational context, this transformation extends beyond teaching and learning activities to include institutional management, stakeholder engagement, information dissemination, and public relations (Sanjani et al., 2023). Consequently, the strategic use of ICT has become increasingly important for educational institutions seeking to strengthen institutional communication and respond to the expectations of an increasingly connected society.

Public relations in educational institutions play an important role in establishing trust, maintaining institutional reputation, and developing sustainable relationships with students, parents, teachers, and the wider community. Effective public relations require not only the delivery of information but also continuous two-way communication that allows stakeholders to provide feedback and participate in institutional activities (Fathoni, 2023). The development of digital communication has changed these interactions by enabling educational institutions to communicate through social media, messaging applications, digital information platforms, and other ICT-based channels (Diana & Sholehah, 2022; Iswandari, 2021). Such technologies can facilitate faster information exchange, improve accessibility, and strengthen stakeholder engagement. Therefore, ICT can be positioned not merely as a technical instrument but as a strategic resource for improving the quality of institutional public relations.

The integration of ICT into public relations also provides educational institutions with opportunities to develop more open, responsive, and inclusive communication practices. Through digital platforms, institutions can disseminate information about academic programs, student activities, institutional achievements, and educational policies to a broader audience. At the same time, parents and community members can obtain information more easily and communicate directly with educational institutions. This reciprocal communication can strengthen parental involvement, increase community participation, and contribute to greater institutional transparency. In Islamic educational institutions, however, the implementation of ICT requires alignment with educational values, ethical principles, and institutional culture. The use of digital technology should therefore be accompanied by responsible communication practices, information verification, data protection, and appropriate digital competencies.

Previous studies have demonstrated the importance of ICT integration in education while also highlighting several challenges. Adisel and Prananosa, (2020) found that the utilization of various ICT facilities can support educational processes, but unequal infrastructure and limited human resource readiness remain significant barriers to effective implementation. Similarly, Herlina, (2019) reported that ICT can be utilized effectively as an educational medium, although inadequate facilities and limited teacher competencies continue to constrain its optimal use. These findings indicate that the success of ICT implementation depends not only on technological availability but also on institutional readiness and human capacity.

Nevertheless, previous research has predominantly examined ICT from the perspective of learning media, instructional effectiveness, and technological infrastructure. Limited attention has been given to how ICT is strategically utilized to strengthen the quality of public relations in Islamic educational institutions. In particular, there remains insufficient understanding of how ICT facilitates two-way communication, strengthens stakeholder engagement, improves institutional transparency, and addresses challenges related to digital inequality, information reliability, and human resource readiness. This gap is important because the effectiveness of ICT-based public relations cannot be measured solely by the availability of technological facilities but also by its capacity to produce meaningful and sustainable relationships between educational institutions and their stakeholders.

Accordingly, this study aims to examine how ICT is utilized to optimize the quality of public relations in Islamic educational institutions. The study focuses on the forms of ICT utilization, its contribution to institutional and community communication, and the challenges that influence its implementation. By examining these dimensions, the study seeks to provide a more comprehensive understanding of ICT as a strategic instrument for developing transparent, participatory, inclusive, and sustainable public relations in Islamic education.

METHOD

The research method used in this study is qualitative research (Harahap, 2020; Kusumastuti & Khoiron, 2019; Salam, 2023). Qualitative research aims to understand and describe social phenomena from the perspective of the subject, by exploring the meanings and interpretations of the participants. This approach is suitable for exploring and understanding the complexities of community relations and the impact of using ICTs in MTs. Nurud Da'wah Sokaan Krejeengan Probolinggo. Source of data in this study consists of several aspects. First, primary data was obtained from in-depth interviews with various related parties, such as students, teachers, madrasah staff, parents, and local residents. This interview will explore their understanding, views, and experiences regarding the use of ICT in community relations and education in madrasas. In addition, participatory observation is also used to directly observe the interactions and dynamics of community relations that occur in madrasas.

To collect primary data, in-depth interviews and participatory observation techniques were used. In-depth interviews were conducted using structured question guides to obtain in-depth information about participants' perceptions and experiences regarding the use of ICT in public relations. Participatory observation is carried out by being actively involved in activities and interactions within the madrasah environment, so that researchers can understand the context and dynamics of community relations in more depth. Data obtained from interviews and observations will be analyzed thematically. Thematic analysis is carried out by organizing data stages, identifying emerging patterns or themes, making categorizations, and providing interpretations of the findings. The data will be coded and categorized based on topics that are relevant to the research objectives. Furthermore, these

data will be linked to relevant theories and concepts to gain a deeper understanding of the use of ICT in optimizing the quality of public relations in MTs. Nurud Da'wah Sokaan Krejeengan Probolinggo.

RESULT AND DISCUSSION

Results

1. Efforts to Utilize ICT at MTs Nurud Da'wah

Information and Communication Technology (ICT) is the result of human engineering that combines computing technology (computers) with communication technology to convey information quickly, broadly, and efficiently. Initially, information delivery technology used pictures, but with the discovery of the Arabic alphabet and numbers, the process of conveying information became easier and more effective. In general, ICT includes all forms of technology used to process and transmit information in electronic form. Information and Communication Technology (ICT) is the result of human engineering that combines computing technology (computers) with communication technology to convey information quickly, broadly, and efficiently. Initially, information delivery technology used pictures, but with the discovery of the Arabic alphabet and numbers, the process of conveying information became easier and more effective. In general, ICT includes all forms of technology used to process and transmit information in electronic form.

Information Technology is a set of devices that assist humans in working with information and carrying out tasks related to information processing. Information Technology is not only limited to computer technology (hardware and software) used to process and store information, but also includes communication technology to transmit information. Information Technology as a series of information systems, users, and management that are used for the benefit of the organization. Furthermore, Information Technology is a technology that combines computing (computers) with high-speed communication lines that transmit data, voice, and video.

Utilization of Information and Communication Technology (ICT) at MTs Nurud Da'wah Sokaan Krejeengan Probolinggo is very important to improve the quality of education and community relations within the madrasah environment. By adopting ICT effectively, madrasas can create a learning environment that is more modern, inclusive, and technology-oriented. One of the efforts to use ICT in madrasas is to provide adequate technological facilities. For example, procuring computers and supporting software that can be used by students and teachers to process and convey information more efficiently. In addition, the use of projectors or interactive whiteboards can also increase student interaction and involvement in the learning process.

In the context of community relations, ICT can be used to improve communication and active participation from parents and local residents. By utilizing social media and messaging applications, madrasas can disseminate information about various events,

activities and student achievements more widely and quickly. This will help build a closer and closer relationship between the madrasa and the community, thereby supporting the involvement and support of parents and local residents in the development of the madrasa. Utilization of ICT can also facilitate more effective two-way communication. By providing email addresses for teachers and madrasa staff, the public can easily provide input, suggestions, or questions to the madrasah. This two-way communication allows for a more active exchange of information, so that madrasahs can be more responsive to community needs and aspirations.

In implementing ICT, madrasas are also faced with a number of challenges. One of them is the inequality of infrastructure that supports the application of ICT in the madrasah environment. Some learning rooms may not be equipped with adequate computer facilities and internet access, thus hindering the use of ICT in the learning process. The solution to overcome this problem is to add ICT facilities and equipment in all madrasas, and ensure stable and fast internet access. Another challenge is the readiness of human resources to utilize ICT as a tool for learning and communicating with the community. Some teachers may not be fully skilled in using ICT, so they need training and developing skills in using technology. In this case, support from madrasas and the government in providing training and supporting facilities is very important to increase the readiness of human resources to utilize ICT.

Madrasahs need to pay attention to privacy and data security issues, and ensure that the information conveyed through ICT is accurate and accountable. In this case, the implementation of policies and guidelines governing the use of ICT is important to maintain the integrity and quality of the information conveyed. Efforts to utilize ICT at MTs Nurud Da'wah Sokaan Krejeengan Probolinggo are the right and relevant steps in facing the challenges of the times. By making effective use of ICT, madrasahs can create a more modern, interactive and inclusive learning environment, as well as build closer and more harmonious community relations. Despite facing several challenges, with the right support and commitment from all concerned, the use of ICT in madrasas can be the key to improving the quality of education and strengthening community relations as a whole.

2. Utilization of ICT in Optimizing the Quality of Public Relations at MTs Nurud Da'wah

The quality of community relations refers to the level of harmonious interaction, mutual respect and mutual support between various groups or individuals in a community or environment. Quality public relations include aspects such as effective communication, togetherness, tolerance, active participation, and mutual understanding and respect for differences. The quality of community relations can also be seen from the level of trust, understanding, and collaboration that exists between community members, both locally, regionally and globally.

These aspects are very important in creating an environment that supports sustainable social, economic and cultural development. Good quality community relations

can help overcome conflict, increase awareness of social issues, and promote solidarity and concern for common interests. In addition, the quality of positive community relations also contributes to improving the quality of life and welfare for all community members. Therefore, efforts to improve the quality of community relations are very important in building a more inclusive, just and competitive society. The concept promoted by Bernays focuses on the technique of manipulating public opinion through understanding mass psychology and human behavior. He argued that society should be directed by "wise rulers" who understand what is in their best interests. This approach is often referred to as "prudent manipulation."

In the current digital and globalization era, information and communication technology (ICT) has become a crucial aspect in various aspects of human life, including in the fields of education and public relations. MTs Nurud Da'wah Sokaan Krejeengan Probolinggo as a madrasah recognizes the importance of using ICT to improve the quality of community relations and create a harmonious and inclusive environment. The quality of public relations reflects effective interaction and communication, mutual respect, as well as support and cooperation between various groups or individuals in a community or environment. By leveraging ICT, madrasahs can optimize the quality of community relations in a number of ways.

First, the use of ICT can increase the accessibility of information and communication. With the existence of computer and internet technology, madrasas can provide easier and faster access to information for all members of society, including students, teachers, parents, and local residents. This opens up opportunities to communicate, share ideas, and access various relevant sources of information to increase understanding and knowledge of important issues within the madrasah environment. Second, ICT can facilitate two-way communication between madrasahs and the community. By utilizing communication platforms such as email, social media, or messaging applications, madrasas can interact more actively and openly with the community. This two-way communication allows receiving feedback and input from the community about madrasah programs, activities and policies. Thus, madrasas can be more responsive to the needs and aspirations of the community. Third, ICT can be used to promote madrasa activities and achievements to the community. By leveraging social media and websites, madrasahs can disseminate information about events, extracurricular activities and student achievements. This can improve the image of the madrasa in the eyes of the community, increase student pride, and support the active participation of the community in various madrasa events.

Although the use of ICT in optimizing the quality of public relations offers great potential, it also faces several challenges that need to be overcome. One of them is the inequality of infrastructure that supports the application of ICT in the madrasah environment. Some learning rooms may not be equipped with computer and LCD facilities, making it difficult to use technology in the learning and communication process. The

solution to overcome this problem is to add ICT facilities and equipment in all madrasahs. Another challenge is the readiness of human resources to utilize ICT as a learning and communication medium. Some teachers may not be fully skilled in using ICT as a tool for learning and communicating with the community. Therefore, training and skills development are needed for teachers in the use of ICT. In addition, it is also important to encourage and support teachers to use email as an effective learning media.

The use of ICT in optimizing the quality of community relations at MTs Nurud Da'wah Sokaan Krejeengan Probolinggo is an important step in creating a harmonious, inclusive and participatory environment. By optimizing the use of ICT, madrasas can communicate more effectively with the community, increase participation and support from the community, and promote a positive image of the madrasa. However, to achieve this goal, it is necessary to overcome challenges such as uneven ICT infrastructure and increase the readiness of human resources to utilize this technology. Thus, madrasas can become educational institutions that are competitive and contribute positively in forming a better society.

Discussion

The findings demonstrate that the utilization of Information and Communication Technology (ICT) has expanded the function of public relations in Islamic educational institutions from conventional information delivery toward more interactive, accessible, and participatory communication. ICT is not merely used as a technological facility but increasingly functions as an institutional communication resource that connects educational institutions with students, teachers, parents, and the wider community. The findings indicate that this transformation occurs through two interconnected dimensions: strengthening communication and stakeholder participation, and improving information accessibility and institutional visibility. These dimensions suggest that the quality of public relations is increasingly determined by the institution's capacity to manage digital communication effectively and responsively.

The first finding indicates that ICT strengthens communication between educational institutions and their stakeholders by creating more accessible channels for interaction. Social media, messaging applications, and email enable institutions to disseminate information about programs, activities, and student achievements while simultaneously providing opportunities for parents and community members to respond, provide suggestions, and ask questions (Klaudius Jevanda BS et al., 2019). The availability of these communication channels changes the relationship between institutions and stakeholders from predominantly one-way information delivery into a more reciprocal communication process (McCann & Van Oort, 2019). The findings specifically show that ICT facilitates feedback and allows institutions to respond more directly to community needs and aspirations.

This finding is important because effective public relations are not simply concerned with how much information an institution distributes but also with how effectively it listens

and responds to its stakeholders. Two-way digital communication creates opportunities for stakeholders to become active participants rather than passive recipients of institutional information (Sudaryo & Purnamasari, 2018). In this sense, ICT contributes to the development of a more participatory institutional culture. Parents can obtain information about educational activities more quickly, while community members can communicate their expectations without being restricted by physical or temporal boundaries (Hastuti et al., 2021). Such interaction can strengthen trust because communication becomes more immediate, transparent, and responsive.

The finding is consistent with the broader argument that ICT can improve the effectiveness and efficiency of institutional communication by accelerating information exchange and extending its reach. However, the present finding adds an important public-relations dimension: the value of ICT lies not only in its capacity to distribute information but also in its ability to establish continuous interaction (Fahde et al., 2023; Liao, 2022). Therefore, digital communication should be strategically managed so that every platform provides opportunities for dialogue, feedback, and institutional responsiveness. In Islamic educational institutions, this interactive function is particularly relevant because relationships with parents and communities constitute an important social foundation for institutional sustainability.

The second finding demonstrates that ICT contributes to the optimization of public relations by improving information accessibility and strengthening institutional visibility. Digital platforms allow educational institutions to disseminate information about academic programs, extracurricular activities, institutional events, and student achievements to a broader audience (Fathoni, 2022; PP, 2020). The findings show that social media and websites can function as channels for presenting institutional activities and achievements, thereby increasing public awareness and supporting community participation.

The increased accessibility of information has implications beyond convenience. When institutional information is available through accessible digital channels, stakeholders are better positioned to understand the institution's programs, activities, and achievements (Cui et al., 2021; Zhang et al., 2022). This can reduce informational distance between the institution and the community and contribute to a more transparent relationship. Institutional visibility can also influence public perceptions because digital platforms provide opportunities for educational institutions to communicate their identity, values, achievements, and contributions directly to the public.

This finding can therefore be interpreted as a shift from passive institutional visibility toward strategic digital presence. An educational institution is no longer dependent solely on direct meetings or conventional announcements to communicate its activities. Instead, ICT allows institutional narratives to be communicated continuously and to reach wider stakeholder groups. The strategic presentation of authentic institutional activities and achievements may contribute to a positive institutional image and strengthen community confidence. The source findings explicitly indicate that ICT-based promotion can improve the

image of the institution, increase students' pride, and encourage community participation in institutional activities.

Nevertheless, institutional visibility must be accompanied by information accuracy and accountability. Digital communication provides considerable opportunities for institutions to build a positive image, but inaccurate, incomplete, or misleading information can have the opposite effect (Ke & Sudhir, 2023). The findings therefore emphasize the importance of privacy, data security, and the accuracy and accountability of information communicated through ICT. Institutional policies and guidelines are needed to maintain the integrity and quality of digital communication. This indicates that optimizing public relations through ICT requires not only communication intensity but also responsible information governance.

Although ICT provides substantial opportunities for improving public relations, the findings also reveal that technological adoption is constrained by infrastructure inequality and human resource readiness. Inadequate computer facilities, unstable internet access, and differences in technological availability can limit the consistency of ICT utilization (Alfawzan et al., 2022; Bommareddy et al., 2022). At the same time, teachers and staff who have limited digital competencies may experience difficulties in using ICT effectively for both educational and communication purposes.

These challenges demonstrate that technological transformation cannot be achieved simply by providing digital devices. ICT utilization requires an institutional ecosystem in which infrastructure, human competencies, managerial support, and communication policies develop simultaneously. Investment in technological facilities without corresponding investment in human resources may result in underutilized technology (Kaur et al., 2022). Conversely, competent personnel cannot maximize digital communication when technological infrastructure is inadequate. Therefore, the optimization of ICT-based public relations should be approached as an institutional capacity-building process rather than merely a technological procurement program.

The findings also support previous research cited in the study, particularly Adisel and Prananosa (2020), which identified unequal infrastructure and limited human resource preparedness as important obstacles to ICT implementation in education. Similarly, Herlina (2019) emphasized the need to strengthen ICT facilities and teacher competencies. However, the present study extends these findings by positioning infrastructure and digital competence within the specific context of public relations. Digital competence is required not only for classroom instruction but also for managing institutional information, responding to stakeholders, producing appropriate digital content, and maintaining responsible communication.

Taken together, the findings suggest that ICT should be conceptualized as a strategic institutional resource rather than simply a collection of digital tools. Its contribution to public relations emerges when technology is integrated with communication objectives, stakeholder needs, institutional values, and organizational capacity. The first finding highlights the

interactive dimension of ICT through two-way communication and stakeholder participation, while the second emphasizes its informational and reputational dimension through improved accessibility and institutional visibility. Both dimensions reinforce each other: accessible information encourages engagement, while continuous engagement enables institutions to understand stakeholder needs and improve subsequent communication.

This perspective also indicates that successful ICT integration requires a balance between openness and responsibility. Educational institutions need to remain accessible to their stakeholders while maintaining information accuracy, privacy, data security, and ethical communication (Jayabalan & Jeyanthi, 2022; Wylde et al., 2022). The findings specifically identify the importance of policies and guidelines to ensure that information communicated through ICT remains accurate and accountable (Jaime et al., 2023). Thus, digital public relations should be managed through clear institutional standards rather than relying exclusively on individual technological skills.

The overall implication is that ICT can strengthen the quality of public relations when it is implemented through three interconnected capacities: communication capacity, represented by two-way interaction and feedback; information capacity, represented by rapid and accessible dissemination; and institutional capacity, represented by infrastructure, human resource readiness, and responsible digital governance. The findings therefore reinforce the argument that digital transformation in Islamic educational institutions is not simply about adopting technology but about restructuring how institutions communicate, engage, and build trust with their communities.

Ultimately, effective ICT utilization can contribute to the development of educational institutions that are more transparent, responsive, inclusive, and participatory. The findings indicate that technology can strengthen community support and institutional image while creating broader opportunities for stakeholder involvement. However, these benefits depend on the institution's ability to overcome infrastructure limitations, improve digital competencies, and establish responsible communication practices. In this regard, ICT-based public relations should be understood as a continuous institutional process in which technology, people, communication strategies, and educational values are integrated to establish sustainable relationships between Islamic educational institutions and their communities.

CONCLUSION

The findings indicate that the use of Information and Communication Technology (ICT) at MTs Nurud Da'wah Sokaan Krejengan Probolinggo contributes significantly to improving the quality of educational services and public relations. ICT is utilized not only to support learning activities through adequate technological facilities but also to strengthen two-way communication between the madrasa and the community. The use of social media enables the madrasa to disseminate information more quickly, provide greater access to educational

activities, and promote institutional achievements, thereby fostering more transparent, interactive, and harmonious relationships with parents and the wider community.

Nevertheless, the optimization of ICT utilization remains constrained by disparities in technological infrastructure and differences in the digital readiness of human resources. These challenges demonstrate that technological provision alone is insufficient to ensure effective ICT-based public relations and educational improvement. Continuous training, institutional support, and more equitable access to technological infrastructure are therefore essential. When these elements are developed systematically, ICT can function strategically as a communication and educational instrument that strengthens institutional engagement, promotes an inclusive and participatory madrasa environment, and supports sustainable relationships between the madrasa and the community.

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