

ENHANCING EDUCATIONAL IMPACT: EXPLORING EFFECTIVE MEDIA AND PUBLIC RELATIONS TECHNIQUES IN EDUCATIONAL INSTITUTIONS

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Abstract. This study aims to analyze the role of the media and public relations techniques in the context of educational institutions. Educational institutions have a big responsibility to convey information to the public, both through print media and through direct communication with stakeholders. So that the media and public relations techniques play a very important role in building a positive image of educational institutions and maintaining good relations with the public. This research uses secondary data obtained through literature studies, scientific journals, books, articles, and other sources of information related to media topics and public relations techniques in educational institutions. The data is analyzed systematically and critically to gain an in-depth understanding of the concepts, theories and practices related to the use of media and public relations techniques in an educational context. The results of this study indicate that the media and public relations techniques play an important role in building a positive image of educational institutions, increasing stakeholder engagement, and increasing effective communication between educational institutions and the community. The use of public media such as newspapers, television, radio, and social media has opened new opportunities for educational institutions to convey information widely and quickly to the public. Public relations techniques such as press conferences, promotional activities, and direct interaction with the community are also an important part of the educational institution's communication strategy. The role of media in public relations in educational institutions is very important and diverse. Educational institutions rely on media to reach a wider audience, including students, parents, prospective students, alumni, donors, policymakers and the general public.

Keywords. Public Relations, Media, Technique, Educational Institutions

Abstrak. Penelitian ini bertujuan untuk menganalisis peran media dan teknik humas dalam konteks institusi pendidikan. Instansi pendidikan mempunyai tanggung jawab yang besar untuk menyampaikan informasi kepada masyarakat, baik melalui media cetak maupun melalui komunikasi langsung dengan pemangku kepentingan. Sehingga media dan teknik humas berperan sangat penting dalam membangun citra positif lembaga pendidikan dan menjaga hubungan baik dengan masyarakat. Penelitian ini menggunakan data sekunder yang diperoleh melalui studi literatur, jurnal ilmiah, buku, artikel, dan sumber informasi lain terkait topik media dan teknik kehumasan di lembaga pendidikan. Data tersebut dianalisis secara sistematis dan kritis untuk memperoleh pemahaman mendalam tentang konsep, teori, dan praktik terkait penggunaan media dan teknik kehumasan dalam konteks pendidikan. Hasil penelitian ini menunjukkan bahwa media dan teknik kehumasan berperan penting dalam membangun citra positif lembaga pendidikan, meningkatkan keterlibatan pemangku kepentingan, dan meningkatkan komunikasi efektif antara lembaga pendidikan dan masyarakat. Pemanfaatan media publik seperti surat kabar, televisi, radio, dan media sosial telah membuka peluang baru bagi lembaga pendidikan untuk menyampaikan informasi secara luas dan cepat kepada masyarakat. Teknik kehumasan seperti konferensi pers, kegiatan promosi, dan interaksi

langsung dengan masyarakat juga menjadi bagian penting dalam strategi komunikasi lembaga pendidikan. Peran media dalam kehumasan di lembaga pendidikan sangat penting dan beragam. Institusi pendidikan mengandalkan media untuk menjangkau khalayak yang lebih luas, termasuk pelajar, orang tua, calon siswa, alumni, donor, pengambil kebijakan, dan masyarakat umum.

Kata kunci. *Humas, Media, Teknik, Instansi Pendidikan*

A. INTRODUCTION.

Public relations in educational institutions (Botan & Taylor, 2004) plays a crucial role in fostering a positive image and establishing strong connections with various stakeholders, including students, parents, staff, alumni, and the wider community. Effective public relations (Wilcox et al., 2006) in this context involves strategic communication and engagement efforts aimed at showing the institution's values, achievements, and contributions to society. By leveraging (Fitch, 2017) multiple media channels, such as social media, press and print releases, newsletters, and websites, educational institutions can proactively communicate their successes and academic achievements, initiatives, and excellence to a wider audience. Public relations in educational institutions (Anggreni, 2018) is a powerful tool that goes beyond marketing and advertising. It serves as a platform to engage, inform and connect with various stakeholders, helping to shape a positive perception of the institution. By effectively utilizing media channels and communication strategies, educational institutions can reinforce their reputation, build trust, and foster a sense of community, all of which contribute to their overall success and impact.

Public relations for educational institutions is an activity that is deliberately carried out by educational institutions, is well planned, and takes place continuously in establishing and fostering harmonious relationships with parents of students as users by providing adequate explanations according to school policies and actions so that society (users) can understand, trust, and provide support for programs organized by educational institutions (Juhji, Nadeak, et al., 2020). It is a deliberate and well-planned activity that plays a crucial role in establishing and fostering harmonious relationships with the various stakeholders, especially parents of students. By providing clear and adequate explanations in accordance with school policies and actions, educational institutions can ensure that people understand the institution's mission, values, and goals. Effective communication is key to building trust and credibility, which is essential for gaining support from parents, students, and the wider community.

Public relations in educational institutions (Sastrawan, 2019) is not a one-time effort but a continuous process. It involves regular and consistent communication through various channels, such as newsletters, open houses, parent-teacher meetings, and social media platforms. By keeping parents informed ((Tahir, 2017)(Afrita et al., 2018)) about the institution's activities, achievements, and ongoing initiatives, the institution can foster a sense of involvement and engagement. When parents feel well-informed and included in the educational journey of their children, they are more likely to support the programs and activities organized by the institution.

Public relations, often abbreviated as PR, is the art of creating better public understanding (Mu'min, 2022) so that the information provided can be conveyed and can deepen public trust in an individual or institution. Public relations in an educational institution (Hakim, 2019) is a series of management activities related to the activities of the educational institution's relations with the community that are intended to support the teaching and learning process in the educational institution concerned so as to improve the quality of learning. The function of public relations in school institutions (Priandono, 2019) is in accordance with Law of the Republic of Indonesia

number 20 of 2003, which states that "the National Education System must ensure equal distribution of educational opportunities, quality improvement, and relevance and efficiency of education management to face challenges according to the changing demands of local, national, and global life, so that it is necessary to renew education in a planned, directed, and sustainable manner".

Public relations plays an important role (Mahfuzhah & Anshari, 2018) in building the image of an educational institution (Habib et al., 2021). With today's technological advances, it simplifies as well as becomes a public relations challenge in implementing the program. Many schools are starting to compete to create content (Budiyatmo & Iriani, 2022) that packages programs in their schools to be disseminated in order to build the school's image in the community. Various contents are made and designed (Sumendap, 2021) as attractively as possible to attract public attention to these educational institutions. This is certainly a public relations challenge in packaging the existing programs at the school to make them more attractive, according to progress.

It should be noted that public relations is (Sabardi, 2014) still considered a means of conveying information between institutions or just delivering letters. This problem may be the result of a lack of understanding of the whole concept of public relations. In addition, it is important to know and understand the components of public relations, such as media and public relations techniques, in educational institutions. Media and public relations techniques (Nugraha et al., 2020) must be able to adapt to the times so that activities in schools are truly transparent and easily accessible to the public. Therefore, really understand what media and public relations techniques are in an educational institution.

Traditionally, the focus of educational research and studies has been on curriculum development, teaching methodologies, and student outcomes. However, this new avenue acknowledges the importance (Fitriyadi, 2013) of effective communication and public relations strategies in maximizing the impact of educational institutions. It helps educational institutions build a positive image, attract students and support, engage stakeholders, manage crises, advocate for education, foster collaboration, and adapt to changing needs. By investing in effective communication and public relations, educational institutions can enhance their impact, reputation and overall success in fulfilling their mission of providing quality education and preparing students for the challenges of the future.

In today's digital age, media channels such as social media, online platforms, and traditional media outlets have become powerful tools (Zubair et al., 2018) for disseminating information and shaping public perceptions. This study recognizes the need for educational institutions to leverage these channels to their advantage. It delves into exploring the best practices, techniques, and approaches that can enhance an institution's reputation, attract more students and support, and build a strong relationship with the community.

Moreover, by emphasizing the role of media in promoting education, this study acknowledges the changing dynamics of communication. Educational institutions (Azis, 2018) are now required to adopt proactive and strategic public relations approaches to reach their target audience effectively. Understanding how to use media effectively allows educational institutions (Farinloye et al., 2020) to showcase their achievements, share success stories, and highlight their contributions to society. This, in turn, can lead to increased engagement, trust and support from various stakeholders.

By combining the principles of public relations (Taylor & Kent, 2014) with education, this study can pave the way for more impactful communication strategies within the educational sector. It encourages institutions to embrace innovative and creative media techniques to build a strong

brand identity and stand out in the competitive landscape of education. Overall, the novelty of this study lies in recognizing the transformative potential of media and public relations in educational institutions, which can ultimately lead to a more positive and influential educational landscape.

B. METHOD

This study uses a literature review approach with qualitative methods. Literature review research (Sari & Asmendri, 2020) is research that processes and collects research materials in the form of bibliographical data that can be obtained from books or journals related to research. The preparation of research results (Adlini et al., 2022) is arranged systematically based on four stages of literature study, preparing the necessary equipment, preparing a work bibliography, organizing time and reading or recording research materials. The selection of this method (Callison et al., 2014) is based on consideration of the availability of data in various media that examines theories related to media and techniques. The data collection method (Sawarjuwono & Kadir, 2003) with documentation, namely tracing various data in the form of online documents, articles, books and notes, will be analyzed using an educational approach related to public relations in educational institutions.

C. RESULTS AND DISCUSSIONS

1. Public Relations in Educational Institutions

Public relations in educational institutions (Hallahan, 2004) is about building and nurturing relationships through strategic communication, effective public relations contributes to a thriving educational community that values open communication, embraces diversity, and continuously strives for improvement and excellence (Soyusiawaty, 2017). The concept of public relations in educational institutions (Kusumawati, 2019) goes beyond traditional promotion and publication. Although promotion and publicity are important aspects of public relations, the overall concept involves building and maintaining positive relationships with various stakeholders. In the educational context, public relations focuses on strategic communication to foster understanding, trust and support among students, parents, staff, alumni, donors and the wider community.

In essence, public relations in educational institutions aims (Maulana & Afifi, 2021) to convey the institution's mission, values, achievements, and contributions effectively. This involves creating messages (Sandyakala, 2020) that highlight the institution's unique strengths and offerings, whether they are academic programs, extracurricular activities, research initiatives, or community engagement projects. However, public relations is not just about sounding these messages but engaging in two-way communication.

Effective public relations in education (Supardi et al., 2023) involves actively listening to stakeholder concerns, feedback, and needs. This provides a platform for open dialogue and promotes transparency in the decision-making process. By understanding the perspectives of students, parents, and society, educational institutions can adapt their communications to address specific interests and challenges, creating a more inclusive and supportive environment. Then public relations in educational institutions (Faridah, 2020) play an important role in crisis management. In times of challenges or negative publicity, strategic communication is critical to addressing issues, providing accurate information, and reducing potential reputational damage. Being proactive in managing crises can help maintain trust and credibility even during tough times.

Public relations activities (Basit, 2019a) are an attempt by a leader to overcome or introduce their educational institutions, so that the activities of public relations play an important role in the goal of developing educational institutions, which is an obligation for the community to

students to become the nation's successors who are ethical, intelligent, and have strong character. Of course, the benefits are the main goal. The main tasks of school-community relations in education include; (a) Providing information and conveying ideas to the public or other parties who need them, (b) Help leaders who, because of their duties, cannot directly provide information to the public or parties who need it, (c) Helping leaders prepare materials about problems and information that will be conveyed or that will attract the attention of the public at a certain time, (d) Report on the thoughts that develop in society about educational issues, (e) Teaching school principals how to get help and cooperation, (f) Develop a plan for ways to obtain assistance for the progress of the implementation of education.

The importance of the role (Nurhasanah, 2022) of public relations in educational institutions is, of course, greatly influenced by how the managers and members of the public relations team implement their programs. Public relations management is the process of researching, planning, implementing, and evaluating a communication activity sponsored by an organization. Where the public relations management process can be carried out by a practitioner in public relations activities.

In its implementation, humans are obliged (Faridah, 2020) to create content that contains every activity in the school, information related to the school, and achievements that are new or have been achieved by school members, including students, teachers, and other school members. The content is not only created but also disseminated to the public through the media and public relations techniques that have been determined based on the agreement of each educational institution.

From this explanation, we can see that the purpose of the relationship between the school and the community (parents) is to become a bridge that shows that the home and school work together to achieve the goals of children's education at school. Humans also facilitate the exchange of information between parents and teachers, which in turn has an impact on problem solving in children's education. In addition, public opinion obtained from public relations programs regarding schools can be used as material for planning meetings with parents of students in order to meet students' needs. This of course will have an impact on the growth and personal development of students.

2. Public Relations Media in Educational Institutions

Media is one of the tools and means of public relations (Eka Khoirunnisa & Denas Hasman Nugraha, 2019) to convey information, publication, and promotion to the internal and external publics of an educational institution. In general, there are two types of media that are often used in public relations activities. Internal public relations media is a means of delivering internal activities that are determined by the targets of school residents, namely teachers, administrative staff, and all students. Internal activities are aimed at providing information about implementation, decision-making, and school development, gathering suggestions and opinions from the school community, and supporting school development. They can also support harmonious relationships and create cooperation between members of the school itself. Public relations media for internal activities (Basit, 2019) include news or bulletins from educational institutions, information boards, video presentations, radio stations, suggestion boxes, internal telephone networks, and others.

Meanwhile, external public relations media are always related to or addressed to communities outside the school community, where there are several parts that can be applied, namely face-to-face and indirectly. In order to reach a specific audience and achieve public relations goals. The existence of an external public relations function (Mukhsinuddin et al., 2021) to provide information and deliver communication to outside parties or agencies External public relations

media include external journals, audio-visual media, exhibitions, print media, and electronic media. In this case, one form of electronic media is the internet. Referring to the various media examples above, public relations media can be classified according to their material nature (Lestari & Rizki, 2019) between; (a) Print media, (b) Audio media, (c) Audio-visual media.

These media accommodate various forms of public relations works (P & Utari, 2017) such as news releases, television broadcasts, and so on. In this information age, there is a new media called interactive media. This media is a combination of at least two input or output media, which can be in the form of audio (sound, music), animation, video, text, graphics, and images. The media is also called multimedia, which is a tool that can create dynamic and interactive presentations that combine text, graphics, animation, audio, and video. By using computers to create and combine text, graphics, audio, and video, using tools that allow users to interact, create and communicate, it will produce interesting communication media. The criteria for choosing media (Audi et al., 2022) are not only measured from the ease of use but can be seen from the side; (a) Speed, (b) Needs feedback, (c) Ease of Memory, (d) Reach (Coverage Area), (e) Mental & physical condition, (f) Satisfaction.

The selection of media needs to be considered as follows: cost, availability of supporting facilities, suitability for space, brevity, ability to be changed, time and labor for preparation, effects, complexity, and usability. In interactive multimedia media, media effectiveness criteria (P & Utari, 2017) can be viewed from things including ease of navigation, cognition content, and information presentation, the fourth criterion is media integration, artistic and aesthetics, and overall function.

From the explanation above, it can be seen that there are many kinds of educational public relations media available for public relations practitioners in schools. But in determining the media, of course, the choice for the school depends on the goals to be achieved and the funds available. For schools, ideally, they can use more than one educational public relations media or combine one with the other so that their reach and effectiveness can be more widespread. In addition, the development of increasingly advanced technology, will open up creativity for public relations practitioners to use educational public relations media other than those described above. Of course, everything comes back to the school's good intention to use educational public relations media in a more professional and advanced manner in the future.

3. Public Relations Techniques in Educational Institutions

There are many techniques that schools can use to increase community participation in the delivery of education in schools. The successful application of the technique must take into account the community's commitment to education. The community is expected to be aware and understand that education is necessary in improving the standard of living of the community itself. There are several techniques that educational institutions can apply to society. These techniques can be grouped into (Dakir, 2018) three namely public relations techniques with words (sound and written), public relations techniques with actions, and integrated public relations techniques (words and deeds).

a. Public Relations Techniques with Words (Written and Oral)

Communication between schools and the community can be done in writing (Mulyono, 2011), in writing that can be used includes:

1. small book at the beginning of the school year. The booklet at the start of the new school year explains the contents of the rules, entry requirements, and effective days. Then this booklet is distributed to parents of students, this is usually carried out in kindergarten.
2. Pamphlets, pamphlets are leaflets that usually contain the history of the educational institution, teaching staff, available facilities, and learning activities. Apart from being

distributed to parents of students, this pamphlet was also distributed to the public as well as to promote the institution.

3. News of student activities. This message can be kept as simple as possible on a piece of paper that contains brief information about the activities the school is carrying out. By reading it, the parents of students know what is happening in these educational institutions, especially the activities carried out by students.
4. Happy news note. This technique is similar to news of student activities, both are written and distributed to parents. Only happy news notes containing the success of a learner. The news is written on a sheet of paper and delivered to parents or even distributed to the community.
5. A small book on how to guide students. To create a harmonious relationship with parents, the principal or teacher can make a simple booklet that contains how to effectively guide students, then the book is given to the parents of the students.

Communication in the public relations review (Mulyono, 2011) means that there is a reciprocal relationship between the school and the community that is dialogic, either directly or indirectly. The implementation can be by calling people to school, visiting students' homes, and providing community information via telephone, school bulletins, school bulletins, letters, and so on. School communication with the community can also be done verbally, namely:

1. Home visits. To establish relations with the community, the school can also make visits to the homes of students' guardians, residents, or community shops. Through this home visit the teacher will find out about the child's problems at home. If each child's problem is known in its totality, educational programs will be easier to plan according to their interests. This will facilitate achieving the goals of the school's educational program. In addition, school visits to students' homes are intended to create a feeling for students that they are cared for by the school, provide opportunities for educators to see firsthand the condition of students, provide opportunities for good educators, strengthen educational relations in their area, provide opportunities for educators to conduct interviews about various situations or events about something they want to know, educators (teachers) and parents of students and give instructions to each other, and so on.
2. Parents call. In addition to conducting home visits, the school occasionally calls students to come to school. After coming, they explained the development of education in the institution. They also need to be given a special explanation about the development of their child's education. Invitations to parents to come to school can be once or several times a month or at least once a year.
3. Meeting. With this technique, the school invites the community to a special meeting to discuss problems or obstacles faced by the school. This meeting should be held at a certain time that can be attended by all parties invited. Before the meeting begins, the agenda is arranged in advance. Therefore, in every meeting, it is better to form an organizing committee.

b. Deed Technique (Demonstration)

Actions (demonstration) here mean (Fitriani, 2021) that the school holds events that display the school's creations in fostering students, both in extracurricular and extracurricular activities. The demonstration in question can be in the form of school exhibitions, religious events, competitions between students, art performances played by students, and so on. From these activities, it is hoped that the community will be moved to take part in paying attention to their children's education. Community school relations can be done by inviting the public to see the

demonstration exhibited by the school. The demonstration held can be in the form of an exhibition of student success. For example, kindergarten shows children singing, reading poetry, or even playing drama. On that occasion, the school principal or teacher can convey programs to improve the quality of education and also problems or obstacles encountered in realizing the programs.

c. Integrated Techniques (Words and Deeds)

This technique is (Fitriani, 2021) a combination of words and deeds and this technique is applied in activities such as friendship between the school and the community or can be packaged by utilizing electronic media. Because along with the development of electronic technology, in bringing schools together with parents of students and the community, schools can use electronic means, for example by telephone, television, or radio, as well as a means of promoting education. The latest development is that with the internet, the school can create its webpage/website, and social networking groups such as Facebook, Twitter, Instagram, YouTube, TikTok, and others so there can be truly lively interactions between the school, parents, and society in general.

In addition, this technique (Azhar et al., 2022) can also be applied with involvement. At a practical level, schools need to involve the community in helping the success of educational programs organized by the community. For example, through school meeting activities to get community opinion, providing assistance from the community, providing assistance from the community in the form of services or goods, working together to repair or clean schools, and so on. Involving the community in an activity within the school means that the community will be involved in education at school and this will instill love and loyalty to the school. In essence, involving the community in educating the community. Apply public relations techniques (Dakir, 2018) must be supported by Islamic principles. The principles of public relations in Islamic education are as follows; (1) Instruct each other with patience and affection, (2) Ordering what is good and preventing what is evil, (3) Simplify each other's affairs, (4) Mutually exhilarating, (5) Be gentle, (6) Rebut well, (7) Wisely (Bil Wisdom), (8) With kind words, (9) With rational reasons or arguing in a better way (mujaLAH), (10) Forgiving and asking for forgiveness, (11) Don't force your will.

Establishing a relationship between school and community does not always run as smoothly as expected, there must be some fundamental obstacles that also greatly impact the harmony of the relationship so that the relationship between school and community does not run smoothly and some of the obstacles are: (1) lack of understanding of the community about education and also the understanding of school members about what and how the management of school relations with the community should be built; and (2) lack of communication between school members and community members so that one-way communication is created between the school and community members/guardians of students and in the end the school does not know the wishes of the community but imposes its wishes on the community/guardians of students. Schools in this case must know these obstacles to minimize negative influences on school development efforts.

4. The Implementation and Work Program of Public Relations in Education

Previously, it has been explained regarding public relations activities which in general can be divided into external public relations activities and internal public relations activities. Likewise public relations activities in educational institutions, especially in schools. External activities are always connected and shown to the public or the community outside the school. Two activities can be carried out, namely indirect activities and direct or face-to-face activities. Indirect activities are activities related to the community through the mediation of certain media, for example through television, radio, print media, exhibitions, and magazine publications. Direct or face-to-face activities are activities (Dakir, 2018) that are carried out directly, for example, meetings with school committees, consulting community leaders, and serving guest visits. Forms of this external activity

include:

- a. Dissemination of television information Submission of information through television media. This activity can be carried out through, among others: Lectures, Interviews, Discussions, Plays, and other artistic activities.
- b. Dissemination of information via radio Radio is a very important medium because its broadcasts can reach the wider community. Therefore, schools can use the radio for publicity purposes.
- c. Dissemination of information through print media are newspapers, magazines, bulletins, and so on. Concerning public relations activities, the press is said to be a disseminator of useful information.
- d. Implementation of exhibitions at schools Exhibitions are an arena or event to demonstrate the results of work and student development as well as school progress to the school community in particular and the community in general.
- e. Issuance of magazines Issuance of school magazines or bulletins so that all work and school activities can be shown to the general public outside of school.

As for internal activities, the targets in internal public relations activities (Juhji, Febrianty, et al., 2020) are school members, namely teachers, administrative (administrative) staff, and students. Public Relations as one of the units formed by the Institutional Leadership (Eka Khoirunnisa & Denas Hasman Nugraha, 2019) is committed to achieving the goals of an Institution by implementing various Work Programs and carrying out various activities that are in line with the vision, mission, and objectives that have been implemented. The Work Program is structured as follows:

- a. Having good relations with employees and educators
- b. Doing Mass Media Publications (Print, Electronic, Online)
- c. Conduct Journalism Training
- d. Doing documentation about the internal activities of the institution
- e. Managing Institutional Internal Communication Media
- f. Establish cooperation with other organizations (Mass Media Players, Other Institutions, etc.).

With such a Work Program, there must be deficiencies and advantages in its implementation, namely:

- a. Advantages
 - 1) Internal crises will be easily resolved by always establishing good relations with employees and educators.
 - 2) Make it easier to get quality seeds in internal communication media coverage with the training conducted.
- b. Disadvantages
 - 1) The process of controlling is difficult because everything is focused on 1 source
 - 2) The difficulty of establishing relationships with outside organizations makes institutions sometimes have to move on their own.
 - 3) The relatively high cost of producing communication media hinders media publication work.Kekurangannya:

All of these types of activities are public relations work programs in which all can be carried out properly if public relations can use the right media and techniques. Without the right media and techniques, the implementation will experience many obstacles.

The role of the media in public relations in educational institutions is pivotal and multifaceted. The media serves as a powerful platform for disseminating information, shaping public perception, and engaging with various stakeholders in the educational community.

Educational institutions rely on the media to reach a broader audience, including students, parents, prospective students, alumni, donors, policymakers, and the general public.

Firstly, the media serves as an essential channel for promoting the achievements, initiatives, and success stories of educational institutions. Press releases, news articles, and features in the media highlight the institution's academic excellence, research breakthroughs, community service projects, and other significant contributions. This positive media coverage enhances the institution's reputation and credibility.

Secondly, media outlets provide a means for transparent communication and open dialogue. Educational institutions can use interviews, press conferences, and media statements to address concerns, clarify information, and share updates with their stakeholders. This level of engagement fosters trust and accountability, as the institution demonstrates its willingness to be accessible and responsive to the public.

The media plays a crucial role in crisis management. During challenging times or incidents, the media becomes a primary source of information for the public. Effective public relations during crises involves proactively engaging with the media to provide accurate information, dispel rumors, and manage the narrative surrounding the situation. By being transparent and forthcoming, educational institutions can protect their reputation and maintain public confidence.

D. CONCLUSIONS

Public Relations as one of the units formed by the Leaders of the Institution is committed to achieving the goals of an Institution by carrying out various Work Programs and carrying out various activities that are in line with the vision, mission and objectives that have been implemented. The Work Program is structured as follows: Establishing good relations with employees and educators, publishing in print or online media, conducting journalistic training, conducting documentation related to the internal activities of the institution, managing the institution's internal communication media, establishing cooperation with other organizations. There are several techniques that educational institutions can apply to the community. These techniques can be grouped into three, namely public relations techniques with words (speaking and writing), public relations techniques with actions, and integrated public relations techniques (speech and deed). The role of the media in public relations in educational institutions is very important and varied. Educational institutions rely on the media to reach a wider audience, including students, parents, prospective students, alumni, donors, policy makers and the general public.

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