

School Reputation Management for Institutional Sustainability and Achievement of Excellent Predicate

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Abstract

Reputation is considered a powerful weapon essential in maintaining and preserving an organization's existence. It is also seen as a guarantor for achieving growth amidst turbulence and intense competition among service providers, including in the education sector. School administrators fully recognize the importance of reputation for the existence and growth of educational institutions, but not all of them manage it properly. This study aims to explain the formation of school reputation and analyze the importance of massive implementation of school reputation management. Using a qualitative approach and case study method, data were obtained through interviews, observations, and documentation studies. The research found that all the top, famous, prestigious, and highly reputable high schools in Bandung have not formally integrated reputation as a strategic component, as indicated by the absence of discourse on implementing school reputation management in their environments. So far, reputation management has been natural, not based on strategic plans and tactical measures to counter potential crises that every organization might face. Effective reputation management is crucial for the existence and advancement of leading schools, involving reputational communication strategies, institutional messaging through programs and interactive media, and feedback management to build and maintain the school's reputation.

Keywords

Management; Reputation; School; Excellence

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1. INTRODUCTION

Warren Buffett once stated that if a new employee makes a wrong decision resulting in losses for the company, he would understand. However, he would act firmly if they damaged the company's reputation (Fombrun, 1996). Doorley & Garcia likened Buffett's statement to a concise summary of wisdom from a poet of the time who, in his Othello, said that those who steal my purse only take something of little value, but those who steal my good name... truly impoverish me (Doorley & Garcia, 2015). Both statements illustrate and indicate that reputation or a "good name" is essential and crucial. Murphy's Law states that anything that can go wrong will go wrong (or, anything that can go wrong will go wrong, and at the worst possible moment, in the worst possible way). The 'Murphy's Law' impacts beyond mere mistakes or situations that need fixing; it can also cause irreparable damage to an



organization's reputation. Such damage can have financial, business, and motivational implications that may take years to rectify (Anthonissen, 2008).

Today, organizations can no longer afford to be closed-off and inward-focused, as information technology diminishes distance barriers, making the world "smaller." The spirit of self-empowerment must be ingrained and continuously fostered for organizations to withstand or compete in the intense competition involving various external forces. Organizations must change their mindset and place reputation at the heart of their business life. Many experts, typically management and communication practitioners, view the past two decades as the 'reputation revolution' (Griffin, 2008). Almost every organization worldwide, of varying forms or sizes and across all sectors or fields, discusses reputation intensely in a relatively fluent 'language,' concluding that reputation has become a critical concern. Many organizations position reputation as a strategic element in their business management, elevating it to a high level both structurally and functionally.

Reputation management has become essential; reputation management strategies empower and assist educational institutions in facing challenges and changes. A good school reputation impacts performance as a sustainable competitive advantage, making the organization stand out and unique from others in the same field, thereby leading to the core competencies of the organization. A good school reputation will become an organizational asset, resource, and reputation capital. If educational institutions have a good reputation and explicit attitudes, they will become a source of the best-quality human resources for the country.

Enthusiasts and managers of educational institutions increasingly realize the importance of reputation for the existence and growth of educational institutions, although not all of them manage it properly. Generally, it is still sporadic, partial, or poorly integrated. In practical terms, efforts made so far to interact with the public are manifested in promotions during participant or student recruitment, publications during institutional activities, or tactical communication activities related to community engagement or the environment where the educational institution is located. Awareness of reputation as a valuable asset for institutions has not been optimally realized in governance and integrated programs. Academics are increasingly discussing the structure and content of reputation (Järvinen & Suomi, 2011). Reputation development and branding have become the primary focus in new reputation management, and maintaining the quality and reputation of educational institutions has become a severe concern for researchers (Hilgers et al., 2012).

Reputation is now believed to be a powerful weapon considered sacred in maintaining and preserving the existence of an organization. Moreover, it is even believed to be one of the guarantees for continued growth amidst the turbulence and fierce competition among service providers, including education. Once for decades, communication and corporate enthusiasts relied on an image, placing it as the primary achievement orientation or some ultimate goal in all their endeavors. Now, they have shifted to the issue of building a 'good name' or reputation as the focal point of hope for the life and development of the organization (Warta, 2017). Therefore, reputation management has become extremely essential and crucial for the life of educational institutions.

Reputation is inherent in every entity named and owned by anyone who identifies. Moreover, plainly, reputation can be understood as the acknowledgment of a good name arising from assessments, trust, and general perceptions that someone or a subject possesses qualities, strong character, and specific abilities that are visible, tested, and felt by the community or stakeholders (Mateus & Acosta, 2022). In organizational life, including educational institutions such as schools, reputation is embedded by stakeholders based on views, assessments, and trust that result from recognition of several substantive aspects. Some of these are quality, personality, strong character, and visible and tested abilities felt by society; this is related to achievements and competitiveness.

Reputation is attached to every named entity and owned by anyone with an identity. Straightforwardly, reputation can be understood as the recognition of a good name that arises because

of the assessment, trust, and general view that a person or a subject has quality, strong character, and specific abilities that are visible, tested, and can be felt by the community or stakeholders. In the life of organizations, including educational institutions such as schools, reputation is pinned by stakeholders based on views, assessments, and beliefs that lead to recognition of several substantive things. Some are quality, strong personality, character, and specific abilities that are visible, tested, and felt by the community; these are related to achievement and competitiveness.

Reputation can be understood as an assessment of an organization's attributes and characteristics that result from past actions, evaluations of the organization's performance, and stakeholders' perceptions of them through a legitimization process. A positive reputation impacts customer behavior, competitiveness, organizational survival and success, and the integration of general management functions, among others; hence, knowing how to manage reputation better and deploying resources to improve stakeholder perceptions (Mateus & Acosta, 2022).

Reputation for an institution is a critical issue. Important or essential because it is an *intangible asset* resource that is equal to or even more valuable than money and other materials (Rashid & Mustafa, 2021) (Ma & Osiyevskyy, 2017), related to the function and ability to help the institution's existence, maintain it is survival, and sustain its growth and development over time. Precarious or crucial because without it, there is no other more effective way to deal with various environmental upheavals; reputation is equivalent to a core strategy in responding to a climate of intense competition and various matters arising from dramatic changes in all sectors of society. Reputation in this critical context relates to its function and ability to protect the institution from crises that have the potential to occur and disrupt at any time (Salvador & Díaz, 2024).

On that basis, the school's reputation must be managed as well as possible by applying management rules and principles. However, not all of them formally build and manage the reputation naturally attached to them. Indeed, it is time to place reputation management as a necessity that the school should fulfill. Previous studies have found that reputation requires management, has an essential impact on the institution's internal processes (Steiner et al., 2013), and significantly affects the quality of education. In such management, the media is essential, providing channels and spaces where stakeholders know, identify, give opinions, and discuss an institution's reputation (Deephhouse, 2000).

Awareness of the importance of reputation has been growing in educational institutions, although it has not been matched by placing it as a strategic component according to its urgency and role. This is evidenced by the impression that until now, there has not been a strong desire to implement massive and formal school reputation management. So far, reputation management is natural, not based on strategic design to face competitive situations, environmental dynamics, and social changes, and anticipation of possible crises that every organization has the potential to face. Conceptually, reputation management is the organization of programmed institutional communication with high creativity and strict control. When schools do not manage or control their appearance/performance, environment, students, and programs, many other areas will be affected, which may disrupt reputation. In this regard, reputation management plays a role in maintaining a good name through controlled communication that serves to overcome any negative feedback and cultivate message content that emphasizes the institution's identity and all positive attributes. Functionally, school reputation management is promoting positive things, overcoming all negative things, and managing a good name so that public trust in the institution is always maintained. A school's reputation has a lot at stake, in addition to financial support and public morale, as well as the loss of prospective students who look for other places or schools due to disruption of good name, low or bad reputation. A study conducted by Eduventures Research proved that schools are chosen by 80% of students because of their reputation (Reputationscience, 2021).

The underlying concept of reputation management is that an organization's life in society is always situated and surfing between two main elements of reputation: perception and reality. *Perception* relates

to how stakeholders perceive the organization, while *reality* is the reality of the organization's policies, operations, procedures, systems, and performance (Schultz & Werner, 2005). Managing reputation is a *balancing act* of these two elements, essentially seeking to achieve harmony of good perceptions with good reality and avoiding the institution being poorly perceived. In addition, reputation management pays attention to gaps that may occur between *identity* (*identity: what the organization is*), *personality* (*personality: what the organization is all about*), and *image* (*image: what external stakeholders say the organization is*) (Chun, 2005)(Schultz & Werner, 2005), and seeks the elimination or reduction of gaps that may gape between these three reputational elements.

Similar research has been conducted, titled "*Reputation Management in Educational Organizations: Suggestion of a New Model*" (Karak, 2008), initiated several things to consider in effective reputation management in educational institutions, including a. Managing the perceptions of stakeholders that arise due to identity and image through a communicated communication plan, b—emphasizing and encouraging that educational institutions must now become learning organizations, c. Student success positively affects the school's reputation, and d. Teachers are the leading actors who influence the school's reputation. Teachers are the frontline actors who directly influence and are influenced by the school's reputation. Other research on school reputation management includes concluding the need for a public relations strategy to maintain a school reputation and always striving for the active involvement of stakeholders (Marauleng et al., 2021). School reputation is one of the reasons for the success of education delivery, while identity has a positive and significant effect on a school's reputation (Hasanusi, 2019). Stakeholders' trust and pride are evidence of a well-performing and satisfying school based on which reputation increases, a public relations strategy is needed to pursue it (Rifa'I & Hosen, 2023).

Based on its focus and scope, the research problem arises from arguments related to the lack of formal implementation of school reputation management, which includes the school's awareness of the urgency of reputation reputation-building factors and the establishment, development, and maintenance of management-based reputation (which is essentially a necessity) in SMAN (public senior high schools) 1, 2, 3, 7, 13, and 24 in Bandung, which are generally considered representations of well-known or reputable schools. This research offers novelty in managing school reputation, embodied in a holistic operational model design. School reputation is achieved through a managerial mechanism, beginning with the preparation of a strategic communication plan in the reputational dimension covering the school's identity/personality, stakeholder expectation mapping, media, and types of communication (planning), followed by institutionalizing school communication mechanisms (organization); directing the realization of integrated communication programs covering activities and media (implementation); program evaluation and feedback handling (control). This also explains the research objective, which essentially aims to answer the question 'how to realize school reputation management?' presented in the operational model design.

2. METHODS

Research refers to seeking knowledge, namely the systematic and scientific quest for relevant information on a specific topic. Redman and Mory define research as a systematic effort to acquire new knowledge (Redman & Mory, 1933). Essentially, research is a journey of discovery, where curiosity drives the investigation and deeper understanding of the unknown, serving as the origin of all knowledge and the method by which humans acquire knowledge about the unknown. Research plays a central role in building and utilizing knowledge systems in every field of study, which is an organized process to discover truth, explain phenomena, conceptualize theories, and suggest appropriate future actions. Research also reflects a scientific way of thinking. Clifford Woody explains that research involves defining and considering problems, formulating hypotheses or recommended solutions, collecting, organizing, evaluating data, making deductions and drawing conclusions, and finally,

carefully testing conclusions to determine if they align with formulated hypotheses (Kothari, 2004). Therefore, research is an original contribution to existing knowledge for progress, and it is an effort to seek truth using methods such as case studies, observations, comparisons, and experiments systematically.

Considerations of which methods should be used in a particular research and why, as well as how to combine them to ensure quality results, are the main focus of research methodology. Methodology refers to specific ways of carrying out tasks in a field of study, comprising a set of procedures used systematically in investigation or teaching. Meanwhile, the methodology involves discussing methods, studying the suitability of techniques in a field of study, and finding ways to combine these methods. Methodology involves planning studies, identifying appropriate data collection tools, and systematically analyzing findings. This process guides researchers in seeking truth and encourages them to produce original findings (Bhat, 2019).

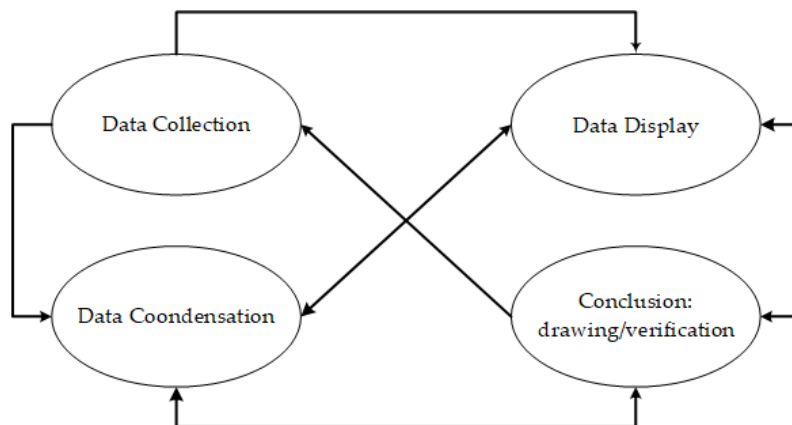
Research methodology or approach is the research procedure that includes steps from general assumptions to detailed data collection methods, analysis, and interpretation. This plan involves several decisions. Overall, decisions involve selecting which approach to use to study a topic. In influencing these decisions, the philosophical assumptions brought by researchers into the study are essential, investigative procedures (referred to as research design); and specific methods of data collection, analysis, and interpretation. The selection of research approaches involves the research problem or issue being addressed, the researchers' personal experiences, and the study's audience. The data collection method has advantages and disadvantages in every research approach. In the context of this research, researchers consider ways to combine these advantages to gain a deeper understanding of the research problem or question (and overcome the weaknesses of each method).

The research base relies entirely on the framework of reputation theories, ten of which are Institutional Theory, Stakeholder Theory, Agenda-Setting Theory, Social Construction Theory, Systems Theory, Alignment Theory, Identity Theory, Impression Management, Competitive Analysis, and Signaling Theory (Fombrun, 2012). In addition to reputation theories, this research is also based on reputation-building factors, which liken reputation to a building, standing on a foundation that is none other than identity, representing an individual's or organization's overall character. Several supporting pillars and all their components are reputation-building factors, which are nothing but performance and behavior. Along with all its appearances, the effort to lead those interested in it to know, engage, develop certain impressions, and evaluate is none other than communication.

According to Bogdan and Biklen, methodology is a more general term referring to a research project's overall logic and theoretical perspective (Bogdan & Biklen, 1982). Bogdan and Biklen also state that qualitative research is descriptive, where data is collected in the form of words or images, not numbers, and the written results of qualitative research contain quotations from data to describe and reinforce the presentation. In Bogdan and Biklen's view, qualitative articles and reports often include quotes and attempt to describe a particular situation or worldview in narrative form. Written words are crucial in qualitative approaches, recording data and disseminating findings. Qualitative research is usually conducted through the exposition of opinions or understandings of experts on the phenomena experienced by the research subjects (Sugiyono, 2016).

The qualitative approach and case study method are used in the research, with data collection techniques relying on snowball interviews, observation, and documentation studies (literature Review) (Wahyudi et al., 2023) (Nurihsan & Rachmawati, 2022). The research is conducted in SMAN (public senior high schools) 1, 2, 3, 7, 13, and 24 in Bandung, which are generally perceived as prestigious or well-reputed schools, while the data sources are the vice principals and senior teachers from each school. The data analysis technique follows Miles, Huberman, and Saldana's perspective, which involves three stages after data collection: (1) condensation, (2) presentation (data display), and (3) conclusions (drawing or verification) (Miles et al., 2014). Data condensation entails selecting,

simplifying, abstracting, and transforming data representing the entire information from written field notes, interview transcripts, documents, and other empirical materials. This concludes that data condensation occurs after the researcher conducts interviews and collects written data from the field. The interview transcripts are then analyzed to obtain the desired research focus. Data presentation is organizing and combining information that enables deduction and action, aiding in understanding the situation and facilitating deeper analysis or action based on that understanding. Concluding begins when the researcher collects data, including seeking unstructured understanding, recording patterns of explanations, and cause-and-effect sequences. It ends with drawing comprehensive conclusions from the data collected by the researcher.



Source: Miles, Huberman, and Saldana (2014)

3. FINDINGS AND DISCUSSIONS

Reputation Building Factors

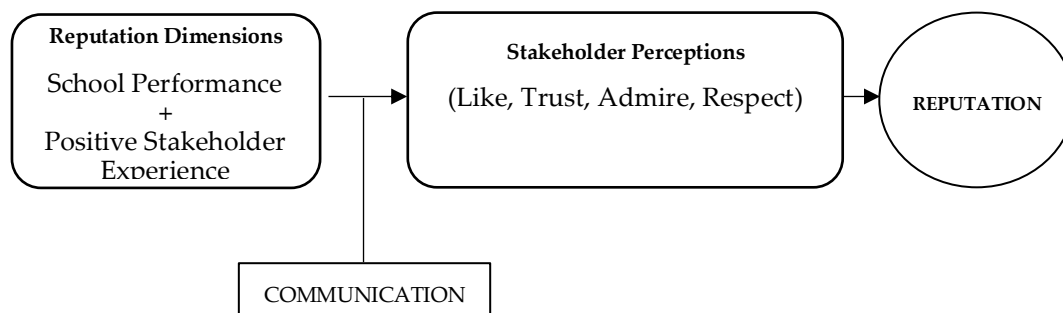
A school's image and reputation are built upon academic and non-academic performance that can be showcased within its social environment. Formally, this is marked by the achievement of accreditation scores, representing the quality of learning, service quality, and professionalism in implementing all educational support activities. Meanwhile, from the perspective of society, the determinants in building the reputation of a school include ANBK scores (National Assessment), which essentially serve as the school's report card; the number of students who pass and are accepted into universities, both through SNBT and SNBP routes; student achievements in academic and non-academic fields; and equally importantly, the character and values displayed by students within the community. Schools are also praised for having a high image and reputation if they actively participate in and care about all relevant social events and community matters.

Efforts to build schools' reputation so far have focused on fulfilling the 8 national education standards and the 6 ANBK standards aimed at achieving and improving the quality of educational provision. Regarding academic matters related to learning, this includes facilitating teaching and learning processes, optimizing teacher attendance rates and varied and attractive teaching methods, and developing flagship programs such as Olympiad training, literacy and numeracy training, and co-curricular activities. In the non-academic sector, this includes facilitating and promoting diverse extracurricular activities, proven by creating many achievements that bring honor to the school. Additionally, it aims to ensure that students utilize their time optimally with positive endeavors rather than engaging in less productive and unsupervised activities outside of school. All of this, along with a series of character-building activities in schools, including through scouting; religious activities (taqwa guidance, Qur'an recitation, congregational prayers, Ramadan programs, and similar activities); and discipline, which is firmly instilled in everyday but important aspects (school punctuality, uniforms, school etiquette and manners, attitudes and speech, politeness, and similar matters). These are

institutionally necessary steps or naturally inherent actions that ultimately shape the school's character and personality.

Such a reputation is formed after the community perceives all the building aspects displayed as positive experiences in their connection with the school. This process takes a long time and is characterized by the robust embedding of perceptions about the values of all school attributes, leading to pride, positive feelings, and trust. As Riel's view (Carroll, 2013) suggests, "Reputation is a perception about the degree of admiration, positive feelings, and trust an individual has for another person, an organization, an industry, or even a country." In educational institutions such as schools, reputation is the overall assessment based on the impressions received by stakeholders through communication and interaction (Rindova et al., 2005). Reputation is evaluative, reflecting a general assessment or consensus (Roberts & Dowling, 2002), and it takes a long time to consolidate positive reputations among stakeholders, hence requiring the institution's commitment to excellence in the process and outcomes of education (Roberts & Dowling, 2002); (Arambewela & Hall, 2009); (Delgado-Márquez et al., 2013). There is alignment between the factors that build school reputation and The Reputation Quotient®, which is a combination of The Building Block of Reputation (Fombrun, 2012) and Six Dimensions of Reputation (Harris Interactive Inc.), which formulate six reputation-building factors: emotional appeal, products & services, financial performance, vision & leadership, workplace environment, and social responsibility.

The positive experiences from the school's performance meeting these reputational dimensions create a bridge to reach reputation. This bridge refers to stakeholder perceptions, which consist of levels of liking, trust, admiration, and respect, and this can only happen when supported by communication.



Furthermore, it is essential to understand the link between image and reputation. In addition to the notion that reputation is an impression or image confirmed by reality, definitively stated by most experts that reputation is the overall image (sum of images), which is a combination of performance and behavior with communication. This underscores that managing reputation fundamentally involves conducting corporate communication with its stakeholders (Warta, 2017).

$$\text{Reputation} = \text{Sum of Images} = (\text{Performance and Behavior}) + \text{Communication}$$

Another joint endeavor in maintaining the image and reputation of schools is related to communication and relationships. The school establishes harmonious and synergistic relationships with various parties, especially students as the subjects of education; teachers as the primary representation of the school in learning, which fully adheres to the principle and behavior of "ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani"; parents and the school committee, who expect their children or students to become well-educated individuals, which is highly beneficial if they are directly involved in learning; the surrounding environment that influences or helps determine the school's learning climate; alumni; the education community, both governmental and private entities, and; education policymakers. For communication and relationships, the school utilizes the Public Relations

Vice Principal and the Publication and Documentation Team, or in some cases, the Vice Principal and the Quality Development Team.

The school regards stakeholders as an essential or inherent part of the school; therefore, their expectations should also be understood, besides knowing who they are. For image and reputation, all evolving expectations should ideally be met according to each school's capacity. Their existence is related to achieving the school's vision and objectives, the usefulness and contribution to the school's program plans and realizations oriented towards excellence, and being related to excellent services, which are one of the fundamental obligations in educational provision.

The reputation of an educational institution, especially a school, is formed partly due to stakeholder satisfaction with the institution's performance. Each of them has expectations that should ideally be fulfilled. The degree of alignment between expectations and what is obtained reflects the level of satisfaction predicted to contribute to the institution's reputation. Below is a stakeholder map and a description of their expectations:

Stakeholders	Expectation
Students/Learners	<ul style="list-style-type: none"> • Possessing knowledge and skills worth being proud of. • Having specific skills that are useful in their social environment. • Having an excellent opportunity to continue to prestigious universities or preferred higher education institutions.
Alumni	<ul style="list-style-type: none"> • Opportunities to develop networks • Opportunities to foster creativity within the community. • Maintaining the dignity and values of the institution
Teachers/Instructors	<ul style="list-style-type: none"> • Support for professional development • Recognition of achievements and awards • Stimulating the creation of a school climate (academic/intellectual).
Staff (Educational Personnel)	<ul style="list-style-type: none"> • Welfare, receiving fair treatment, and growth opportunities. • Well-known schools are sought after by the wider community. • Competent graduates, trusted to bring pride to the school.
Parents and School Committee	<ul style="list-style-type: none"> • Schools always perform well and have excellent ratings. • Students' performance, appearance, and achievements are excellent and highly valued. • Competent leadership
External Evaluators (Government and Related Institutions)	<ul style="list-style-type: none"> • Strong and up-to-date curriculum aligned with the needs of the times. • Prestigious teachers are also accomplished. • Effective governance procedures. • Competent leadership • There is very noticeable growth over time, in terms of physical material and non-physical aspects. • High competitiveness • Sought after and becoming a sort of trendsetter in the community.

School Reputation Management

School reputation is well recognized for its urgency, both as a marker of success and quality and as an *intangible asset* of the institution/school resulting from the perceptions of all internal and external stakeholders (Romiani et al., 2024); (Adıgüzel & Özbay, 2017); (Esenyel, 2020); (Peshev, 2020). This is in line with the concept that an organization's reputation is an essential thing (*matters*). It provides direct and tangible benefits as well as indirect or *intangible benefits*. Reputation itself is an *intangible* but *most valuable* asset or wealth; in many cases its value even exceeds the ownership of a large amount of money in the bank or other physical wealth (Warta, 2017). Thus, reputation is important to have and to always

maintain considering that reputation is a determinant of existence, capital to grow forward, and is a necessity that guarantees the achievement of a superior predicate. School reputation is also considered an important instrument to compete in the midst of the competitive atmosphere faced by every school, especially in popular schools that become the target or favorite choice of the community. On this basis, schools understand the need for massive reputation management, both structurally and functionally, but it has not been done so far due to various policy constraints and school capacity.

Reputation management for schools is a necessity, in addition to the urgency above, also because of several fundamental aspects: Reputation makes it easier for stakeholders to act proactively and reactively to provide support to the institution to the organization when in normal circumstances and in difficult times (Warta, 2017).

Reputation provides added value to the organization, including being proud of all levels in the internal environment, which positively results in high loyalty, more attractive to potential and best workforce candidates, gaining trust and priority with all possible concessions from suppliers, getting positive media attention and coverage, and other matters related to contributing to increased profits or increasing the value of organizational/company wealth (Warta, 2017). In nonprofit organizations such as schools, goodwill can be in the form of program support (sponsorship), assistance in recruiting participants or students, and assistance in raising the required donor funds. For various reasons, reputation must always be maintained positively; not only built (*establishing a good reputation*), but also maintained (*keeping that good reputation*), and of course, repaired if it is disturbed or damaged (*repairing the damaged reputation*). These three things are the fundamental topics or central parts of reputation management that Alsop describes in the eighteen *immutable laws* of corporate reputation (*The 18 Immutable Laws of Corporate Reputation*)(Alsop, 2004). Related to this simple thing that always serves as a reminder is the phrase that reputation is even formed over a relatively long or very long time but can recede or be destroyed in a short time or instantly. Warren Buffet put forward the idiom 'it takes 20 years to build a reputation and only five minutes to destroy it'. Similarly, Schultz and Werner state, "*It takes years to build up a good reputation, and a single event or act can destroy it...*" Reputation management is realized by applying management functions consisting of *planning, organizing, actuating* and *controlling* (Terry, 1977); (Handoko, 2003) in communicating all dimensions of reputation that exist or can be achieved by the institution, in this case, the school. Communication efforts broadly and strategically consist of *corporate messaging* and *media conversation*. The first is the packaging of the message, consisting of four main activities: a. Socializing the brand (*branding activity*) includes the name, identity and all attributes attached to or products/services produced; b. *Sponsorship initiatives*, namely communicating by supporting certain programs in the community; c. Organizing *public relations* and *industrial relations events* aimed at raising positive opinions or views, *goodwill and mutual understanding* and; d. Programs that reflect responsibility (corporate social responsibility). Programs that reflect responsibility (*corporate social responsibility*) as an effort to partner with the surrounding environment to gain support and cooperation. Second, media conversations are the institution's efforts to foster a dialogical atmosphere with the media to gain support. The media, in terms of reputation, has a strategic and decisive role. Its authority and ability allow corporations to uphold their reputation, or vice versa, in a 'flash' can destroy reputation. In this case, there are three types of media: print, broadcast, and internet (online media), which with different forms, techniques and characters of communication, all three are potential partners in reputation management.

The realization of school reputation management can be explained simply through the following visualization:

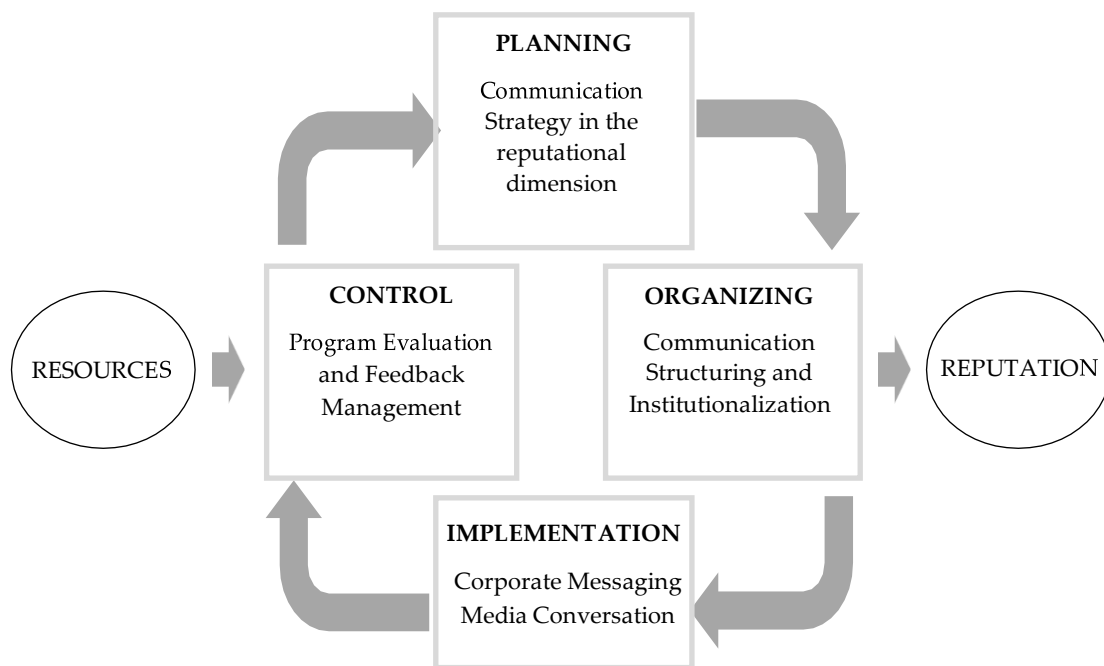


Figure 1. Managerial Process of Reputation Management

School resources include performance, programs, and their actualization in action or all school actions to realize them, as well as the experience of stakeholders linked to the school. At the same time, reputation is the excellent name, fame/popularity/favoritism, recognition and legitimacy, and trustworthiness of the school.

Meanwhile, the aspects of reputation building that must be managed managerially, in matrix form, can be explained as follows:

Communication strategy of the reputational dimension	Identity/Personality		<ul style="list-style-type: none"> • Consistent Vision-Mission • Physical identity reinforcement • Strengthening personality and character • Maintain performance (appearance and performance) • Maintaining positive icons
	Stakeholders Expectations	and Their	<ul style="list-style-type: none"> • <i>Stakeholder mapping</i> • Identify their expectations (<i>stakeholder expectations</i>)
	Determination of the type of communication activities and media		<ul style="list-style-type: none"> • Non-media communication programs (personal/group/mass in the form of events) • Media-based communication programs such as releases, news, publicity, advertisements, and the like)
Communication organizer	Communication stylist		<ul style="list-style-type: none"> • Designation of a communication officer representing the institution (<i>spoke-person</i>) • Personalized communication of representative icons
	Communication institutionalization		<ul style="list-style-type: none"> • Establishment of a division/section/section that specializes in communication. • Structurally or functionally, it is the wakasek in the field of public relations, particularly public relations.

Communication implementation briefing	Corporate Messaging	<ul style="list-style-type: none"> • Branding, presenting oneself everywhere, represented by the visuals and appearance of the school community. • Sponsorship Initiative, actively supporting community activities relevant to the school's needs. • Public Relations, establishing relationships with parties that have the potential to contribute to the school • CSR (Corporate Social Responsibility), organizing some activities with the theme of service or care for the school community.
	Media Conversation	<ul style="list-style-type: none"> • Establish interactive communication with the public through the media • Establish relationships with media managers (media relations) • Developing active and creative media use, and for now, prioritizing online media. In various platforms that are of great interest to the public (social media, such as Instagram, Tiktok, YouTube)
Communication control/evaluation	Program evaluation	<ul style="list-style-type: none"> • Progressively assessing execution accuracy over time within the execution period. • Correcting inaccuracies in the program implementation process • Recommend not to continue the program according to the direction and objectives.
	Feedback Management	<ul style="list-style-type: none"> • Collect all forms of feedback from the public. • Manage the handling of feedback for process correction and future program implementation.

4. CONCLUSION

School reputation management is essential to maintain the institution's sustainability regarding the community's existence, trustworthiness and legitimacy, as well as to achieve the title of superior school. The realization is done by applying the principles and rules of management, whose object is communication related to the overall reputation building factors that exist and that the school wants to achieve. The fundamental thing that must be done from the beginning is the strategic plan of reputational communication to reach stakeholders, followed by the implementation of *corporate messaging*, namely the institution/school message through programs or all non-media communication activities, and *media conversation*, namely the institution/school message presented interactively through the media with the power to reach a broad audience. All forms of feedback from communication events are then appropriately managed for the next design in building and maintaining the school's reputation.

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