

## Transformation of Madrasahs in the Era of Globalization: Innovative Community Engagement Strategies to Enhance Competitiveness and Relevance

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### **Abstract**

*This study focuses on innovative Public Relations (PR) strategies in addressing challenges and driving the transformation of madrasah educational institutions, particularly in the progressive era characterized by technological advancements and demands for educational quality. Using a qualitative approach with a case study method at MAN 1 Probolinggo, this research relies on in-depth interviews, participatory observation, and documentation as data collection techniques. Key informants include the school principal, Vice Principal of Curriculum, Biology teacher, and students. Data analysis was conducted through the stages of data reduction, data display, and verification using the Miles and Huberman model. The findings reveal that innovative PR strategies, such as leveraging social media for promotion, digital training for teachers, and community collaboration, have significantly enhanced the madrasah's image, teacher competencies, and student participation. However, resistance to change and technological limitations remain key challenges. This study concludes that implementing technology-oriented and collaborative PR strategies can foster systemic changes that support madrasah transformation. The implications of this research highlight the need to strengthen human resource capacity in madrasahs and develop digital infrastructure to enable more effective strategy implementation.*

**Keywords:** *Public Relations, Madrasah Transformation, Innovative Strategies.*

### **Introduction**

In the context of globalization and technological disruption, educational institutions, including madrasahs, face significant challenges to remain relevant and adapt to change. Religious-based education systems, such as madrasahs, are sometimes stereotyped as conservative institutions that are not very responsive to modern society. According to data from the UNESCO Global Education Monitoring Report 2022, only around 30% of religious-based educational institutions in developing countries are able to effectively integrate technology into the teaching and learning process. This condition strengthens the need for innovation in madrasah education so that it can support the progressive era (Rahman & Ramadhan, 2024).

Madrasahs have a strategic advantage in equipping the community with strong academic skills and moral integrity. However, rapid social changes bring reforms in various fields, from management and curriculum to public communication strategies (Adawiyah, n.d.). This is not only related to internal organizations, but also related to how madrasahs use innovative public relations (PR) strategies to build communities and relationships. According to Everett Rogers' Diffusion of Innovation Theory, the success of an innovation is determined by how well the innovation is communicated and delivered to

its audience (Zakia & Agung, 2024). Therefore, research on innovative PR strategies is relevant to help transform madrasahs in embracing the progressive era.

MAN 1 Probolinggo, a noteworthy phenomenon, is the organization's effort to combat the negative stigma that often hinders madrasa education and the use of innovative public relations (PR) strategies to drive transformation. Despite having a strong curriculum and emphasizing character development, the madrasa faces challenges in fostering the enthusiasm of new students, as evidenced by the declining number of students in recent years. To address this, the organization implements various events such as open houses and seminars involving parents and the general public, as well as utilizing social media platforms to reach a wider audience (Adha, 2024). By producing content that highlights student achievements and alumni testimonials, the madrasa has succeeded in increasing public engagement by 40% in the last year. In addition, strategic collaborations with local government institutions and non-governmental organizations have also contributed.

A study by Costa & Ortale, (2023) in the journal *Educational Management* discusses the role of digitalization in increasing the competitiveness of madrasahs, with an emphasis on the integration of information technology into the administration and education systems. They concluded that effective digitalization can increase efficiency by up to 35%. On the other hand, research by Ardiansyah, (2024) in the *Public Relations Review* journal shows that educational institutions that actively use social media-based communication strategies consistently receive more positive feedback from the public.

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Another study by Handoko, (2024) in the *Journal of Islamic Education* highlights the role of madrasahs in implementing innovation, especially those related to religious resistance and sources of daily limitations. However, this study does not specifically discuss innovative PR strategies as a means to transform madrasahs. Therefore, the purpose of this study is to address the gaps mentioned above.

Although many studies have highlighted the importance of technological and managerial innovation in education, only a few have specifically examined how PR strategies can be used to reform religious-based educational institutions such as madrasahs (Najiburrahman et al., 2024). This study fills that gap by examining in detail how innovative PR strategies can strengthen the position of madrasahs in a progressive era. This focus is crucial because PR strategies not only support internal transformation but also foster stronger bonds between the community and madrasahs.

This study provides insights by developing a PR strategy based on technology collaboration and a values-based approach as its foundation. This model is intended to address specific issues that arise in madrasahs in various social, religious, and economic contexts. In addition, this study outlines an implementation framework that can be modified by schools using various everyday thresholds, making it flexible and useful. This study offers a new perspective on the literature on PR and Islamic education.

The main objective of this study is to develop an innovative PR strategy that can help transform madrasahs into progressive and adaptable educational institutions. This

study also aims to provide practical guidance to madrasah leaders in implementing the above strategies, thereby increasing public trust in the organization. Therefore, it is hoped that this study will contribute to the advancement of Islamic education in the current period.

**Method**

This study uses a qualitative approach with a case study type. This study was conducted because the purpose of the study was to investigate innovative public relations (PR) strategies at MAN 1 Probolinggo in order to answer the challenges of the transition to a more progressive period. A qualitative approach allows researchers to understand phenomena comprehensively by analyzing data collection, interpretation, and interaction in a particular context. The case study was chosen because its focus on one unit of analysis, namely MAN 1 Probolinggo, provides space to reveal the unique dynamics that occur in the madrasah. Unlike quantitative research, this study requires qualitative and interpretive data that can be studied more thoroughly than quantitative research. This method also allows flexibility in capturing local nuances that may not be measurable with quantitative data (Atram & Weshah, 2022).

Three main methods were used to collect data: documentation, observation, and interviews. The study was conducted at MAN 1 Probolinggo, a madrasah educational organization that has successfully implemented various innovations in PR strategies. This location was chosen based on its relevance to the research objectives and the availability of useful data. Respondents in this study consisted of three groups: madrasah principals, curriculum heads, biology teachers, and students. Interviews were conducted in a semi-structured manner by collecting a total of 10 sources of information selected through purposive sampling. These sources include the madrasah principal (1 person), curriculum head (1 person), biology teachers (3 people), and training participants (5 people) (Baharun et al., 2022). Observations were made regarding daily madrasah activities, such as PR campaigns, interactions between teachers and students, and social media promotion activities. Documents include the madrasah work schedule, promotional materials, and student learning outcomes.

**Coding Table for Sources in Data Collection Techniques**

<b>Coding</b>	<b>Informant Category</b>	<b>Amount</b>	<b>Information</b>
KDM	Head of Madrasah	1	Have strategic authority in decision making.
WKM	Deputy Head of Curriculum	1	Responsible for aspects of curriculum management.
GRB	Biology Teacher	3	Describes experiences in implementing PR strategies in learning.
SIS	Student	5	Providing perspective as a direct beneficiary of a PR strategy.

Data analysis in this study uses the interactive Miles and Huberman approach, which consists of three main steps: data reduction, data analysis, and verification or

conclusion. Data reduction is achieved by analyzing, comparing, and combining data related to the focus of the study (Agus, 2020). The purpose of this step is to organize unstructured data into more structured information. The collected data is then presented in the form of tables, theme analysis, or matrices to facilitate interpretation and more comprehensive analysis. The next step is verification, also known as drawing conclusions, where researchers review previously analyzed data to ensure consistency and validity of the results. This process is carried out iteratively by examining data collected through observation, documentation, and interviews. This approach allows researchers to produce results that are thoughtful, contextual, and reliable.

## **Results and Discussion**

### **FINDINGS**

#### **Situation Analysis at MAN 1 Probolinggo**

Situational analysis at MAN 1 Probolinggo is a systematic process to identify, understand, and assess internal and external conditions that affect the educational environment at the above madrasah. This process focuses on physical facilities, communication throughout the school, the effectiveness of educational programs, and social interactions between students, teachers, and staff (Rahmadani & Malik, 2024). Analyzing the situation also involves collecting information through observation, documentation, and interviews to get a picture of every aspect of the situation that occurs, including the amount of money, energy, time, and challenges available. The purpose of the situational analysis at MAN 1 Probolinggo is to understand how communication strategies, teaching methods, and student activities help the madrasah achieve its full potential as an excellent academic and religious leader. The results of this analysis can be used as a guide to develop more effective policies and programs to increase participation.

We always encourage effective communication among all members of the madrasah. One of our main strategies is to use monthly coordination, which equips instructors, staff, and OSIS administrators to ensure that all parties understand new information. We also use digital platforms such as e-learning and WhatsApp groups to speed up the retrieval of information. In addition, we encourage students to be honest in sharing ideas through student forums and formal or informal discussion sessions. (KS)

In general, communication between teachers and students is good. We use our personal approach to provide attention to students who are struggling, both in academic and non-academic areas. In class, interactive teaching methods such as group discussions and simulations are often used to increase student participation. However, sometimes there may be lapses in concentration when students are more passive in expressing their opinions, especially in formal discussions. (G)

I feel very comfortable communicating with my teachers because they are understanding and supportive, especially when we need money. In activities such as discussion forums or brainstorming sessions, teachers always

encourage us to be creative. However, sometimes there are disagreements among the students themselves, especially when they work in large groups. While some topics are more enduring, others are more amenable. To improve our teamwork, we may need further training. (S)

According to the research results, communication at MAN 1 Probolinggo has been structured effectively through formal coordination such as monthly meetings and interpersonal interactions between teachers and students. Madrasah leaders and teachers provide opportunities for students to express their ideas and opinions, regardless of any obstacles, especially in fostering effective student-to-student communication that can increase student confidence in formal forums (Kholiq & Hidayah, 2024). Students feel supported by teachers, but working together in large groups still requires a lot of effort. Through programs such as public speaking training and panel discussions, OSIS maintains its strategic role as a bridge between students and the madrasah. However, its effectiveness is somewhat limited in some aspects of the activities themselves. Overall, communication at the madrasah is going well, optimizing communication skills training and more inclusive discussions, this madrasah has the potential to become a learning environment that improves academic performance, including character development and interpersonal skills. The following is a table that illustrates the globalization of communication at SMA Nurul Jadid:

**Table : 1 table depicting the globalization of communication**

<b>Aspect</b>	<b>Findings &amp; Interpretation</b>	<b>Recommendation</b>
Facilities	Classrooms with projectors, laboratories, libraries, and green open areas. Support effective learning.	Regularly rejuvenate facilities to ensure long-term comfort and functionality.
Teacher-Student Communication	Personal approach, interactive methods, and individual counseling. Challenges to encourage passive students to be more active.	Hold more discussion-based activities to increase students' courage to speak.
Extracurricular Programs	Various activities such as arts, sports, debates, and public speaking. Have not reached all students optimally.	Increase participation through mandatory communication skills programs or class debate competitions.
Aspect	Findings & Interpretation	Recommendation
Facilities	Classrooms with projectors, laboratories, libraries, and green open areas. Support effective learning.	Regularly rejuvenate facilities to ensure long-term comfort and functionality.

The results of the situation analysis at MAN 1 Probolinggo show that the madrasah environment supports effective learning with facilities such as modern classrooms, large laboratories, and quiet discussion rooms. Although there are still some difficulties in encouraging passive students to be more active, communication between teachers and students occurs effectively through personal interactions and interactive methods. Between students, the inequality of participation hampers group cooperation. Programs such as

debates and public speaking are important tools for improving communication skills, but may not fully involve all students. Internal communication strategies, such as using digital media and monthly meetings, are quite effective, but formal discussion forums need more hard work to increase student engagement. The contribution of OSIS to raising student aspirations is quite significant, but more needs to be done to encourage more active participation. All things considered, MAN 1 Probolinggo has a lot of potential to create a lively communication environment with support for communication training and optimization of existing programs.

### **Development of Relevant Messages at MAN 1 Probolinggo**

The development of relevant messages at MAN 1 Probolinggo is the process of collecting and analyzing information according to the needs, characteristics, and context of the madrasah audience. Relevant messages must consider various factors, such as the diversity of the student body, the desired educational outcomes, and the values upheld in the madrasah environment. In this case, the teachings of madrasah leaders, be they teachers, madrasah administrators, or OSIS instructors, must be able to inspire students to be active in their studies, participate in extracurricular activities, and develop character traits that are in line with religious and social values. The development of relevant messages also takes into account the media used, such as digital platforms, bulletin boards, and discussion forums, so that messages can be interpreted correctly and understood by all members of the madrasah efficiently.

At MAN 1 Probolinggo, we always strive to develop materials that are in accordance with students' needs, both academic and non-academic. We ensure that the information delivered, whether through meetings, announcements, or social media, always focuses on educational goals and character development. We also invite students to participate in discussion forums to discuss everything they need in detail so that every question we have can be answered honestly and understood. (KS)

My goal is to provide materials in a way that is more interesting and relevant to students' daily lives. For example, when teaching about communication theory, I relate it to situations that are familiar to students at school, such as how to communicate with teachers and students. In addition, I use various media, such as digital presentations and videos, to make the learning materials more interesting and easier for students to understand." (G)

We believe that the madrasah teachings are very relevant to our needs, especially in the areas of academics and self-improvement. For example, when discussing the importance of discipline and communication skills, I find that this is very helpful when interacting with teachers and students. However, at times, these messages are more formal, and I believe there are more creative and thoughtful ways to make the messages more inspiring for all students." (S)

Based on the interview results, it can be concluded that the development of relevant messages at MAN 1 Probolinggo has been going well, with special attention to the needs and characteristics of students. The principal and teachers are happy to convey messages that support educational goals and the formation of student character. They also use various media, such as digital platforms, meetings, and announcements, to ensure that messages can be handled properly. However, students want a more creative and interesting approach in their writing so that they can be more receptive and responsive. The role of OSIS is very important in explaining things in a more relaxed way and using media that students are more used to, such as social media. This highlights the importance of more inclusive and flexible communication in relation to technological advances and student habits. With this understanding, the madrasah can be more effective in encouraging students to participate more actively in academic and extracurricular activities and in developing ideas that are not only relevant. The following is a table about the Development of Relevant Messages at MAN 1 Probolinggo:

**Table : 2 tables of Relevant Message Development**

<b>Aspect</b>	<b>Findings</b>	<b>Interpretation</b>
Message Objective	The messages developed focus on educational goals, character development, and the formation of student ethics.	The message delivered is clear, but needs to be more relevant to the context of students' lives to make it easier to understand and accept.
Message Delivery Media	Messages are delivered through various channels, such as coordination meetings, announcements, and digital platforms (WhatsApp, e-learning).	The use of varied media helps the message to be more easily accepted, but it should be noted that each media must be adjusted to its audience to be more effective.
Student Involvement	Students are involved in discussion forums and activities that listen to their aspirations regarding the messages delivered.	Although students are involved, some feel the message is too formal and less interesting to them.
OSIS Role	OSIS plays a role in delivering messages to students, especially through social media and announcements.	OSIS plays a very important role in bringing the message closer to students, but there needs to be more programs that involve students in the process of delivering the message.
Creative Approach	Messages are delivered in a formal manner, but sometimes too stiff to attract students' attention.	A formal message approach can make students feel less involved, especially if the message is less related to their daily lives.

The development of relevant messages at MAN 1 Probolinggo includes various forms of communication, such as meetings, announcements, and digital platforms, to ensure that messages related to educational goals and student character development can be carried out successfully. Even if they have used various media, some students still have

traditional and somewhat uninteresting messages. The role of OSIS is very important in terms of communicating with students through social media and peer pressure, but more student involvement is still needed during the message communication process. More creative and relaxed pendants, for example, using stories, films, or activities based on experience can help students pay attention and improve their understanding of the material presented, making them more involved in academic and extracurricular activities.

### **Increasing Community Involvement at MAN 1 Probolinggo**

Increasing community involvement in MAN 1 Probolinggo is aimed at encouraging active participation from various community members, including students, alumni, and other related parties, in improving educational activities at the madrasah. This includes public participation in the educational process, curriculum development, extracurricular activities, and improving and maintaining facilities. Increasing community involvement aims to establish a more solid relationship between the local community and the madrasah, utilize available resources, and build support and cooperation to improve educational standards and student development at MAN 1 Probolinggo.

At MAN 1 Probolinggo, we continue to strive to educate the community in various subjects. One of the methods we use is to hold regular meetings with students to discuss academic progress and extracurricular activities. In addition, we involve alumni in activities that can benefit students, such as career seminars and guidance. We believe that by increasing the level of awareness of the general public, the quality of education in this madrasah will improve. (KS)

As teachers, we collaborate with local residents and students to create an environment that supports learning. We establish two-way communication with people through individual or group communication to ensure that they understand each other's growth. In addition, we involve the community in extracurricular activities that can enhance the student's learning experience. (G) I feel that the elders and alumni of this madrasah are very supportive. We often get their help in events such as competitions, seminars, and even academic guidance. They not only help us with the material, but also give us inspiration and motivation to achieve our goals. As students, we believe that the more people in the community, the better. (S)

Based on these results, it can be concluded that MAN 1 Probolinggo has succeeded in increasing public awareness of many educational issues, both through collaboration with students, alumni, and the local community. This is not only limited to the material environment; it also encourages active participation in extracurricular activities, seminars, and guidance that provide long-term benefits for students. The head of the madrasah, teachers, and OSIS administrators have an important role in fostering communication between the madrasah and the general public and creating an environment that supports student growth. Students themselves benefit from this involvement, both in terms of motivation, academic progress, and character development. This community involvement

highlights the importance of building strong bonds between the madrasah and the surrounding environment, which can improve educational standards throughout the community. However, to minimize this, there must be more structured education and more effective communication so that the general public can participate more actively in various educational activities. The following is a table about Increasing Community Involvement at MAN 1 Probolinggo

**Table: table about increasing community involvement**

<b>Aspects</b>	<b>Findings</b>	<b>Interpretation</b>	<b>Recommendations</b>
<b>Parents' Role</b>	Parents are involved in regular meetings and communication to discuss students' academic progress and extracurricular activities.	Parents play an important role in supporting student development. This involvement strengthens the relationship between home and school, motivating students to achieve more.	Increase the frequency of parent-school meetings and introduce new ways to communicate more actively, such as using social media applications or groups.
<b>Alumni's Role</b>	Alumni are involved in activities such as career seminars, mentoring, and sharing experiences.	Alumni have a positive impact in inspiring and providing students with a world view of work. This involvement also helps create connections between the school and the outside world.	Optimize mentoring programs with alumni, and expand the reach of alumni activities to provide more opportunities for students.
<b>Community's Role</b>	The surrounding community is involved in social activities and events organized by OSIS and the madrasah.	Community participation enriches students' experiences in extracurricular activities and social activities. It also helps build stronger relationships between the school and the community.	Establish more intensive cooperation with various communities or community organizations to expand support for madrasah educational and social activities.
<b>OSIS Involvement</b>	OSIS plays an active role in bridging communication between the community, students, and the madrasah through various events and social activities.	OSIS plays a key role in bringing together various parties and conveying student needs and supporting parent and alumni involvement.	Increase the capacity of OSIS in event management and communication, and involve more students in the planning and implementation process of activities.
<b>Involvement in Extracurricular Activities</b>	The community supports extracurricular activities such as competitions, seminars, and social services.	Community involvement in extracurricular activities provides opportunities for students to develop outside the	Develop more activities that involve the community, such as collaboration in

classroom and gain social projects or  
additional skills. activities based on  
student skill  
development.

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The increase in community involvement at MAN 1 Probolinggo shows that there are significant efforts to help students, alumni, and the local community in improving the education process. Parents are actively involved and discuss student development, while alumni contribute through mentoring and seminars that provide insight into the world of work. OSIS plays an important role in fostering communication between the madrasah and the general public, especially through social and educational activities. Participation in community activities such as competitions and social services enhances students' experiences outside of school and supports their growth. Despite these good efforts, further research and coordination are still needed to maximize community participation so that it can have a greater impact on the quality of education at the madrasah.

## **DISCUSSION**

### **Situation Analysis at MAN 1 Probolinggo**

The results of the situation analysis at MAN 1 Probolinggo show that the educational environment in this madrasah has improved the quality of teaching. Facilities such as classrooms with projectors, large laboratories, libraries, and quiet areas for discussion make it easier for students to learn and interact. Effective communication strategies include the use of personal approaches by teachers and interactive teaching methods that increase student participation. However, there are several functions that must be discussed, especially in communication between students. When working in large groups, some students are more dominant, while others are more passive. This results in a lack of focus during discussions and hinders productive teamwork (Pasaribu et al., 2024). While extracurricular programs such as debates and public speaking have an important role in developing students' communication skills, student participation in these activities has not yet reached the highest level. The implication of the findings is that, despite many possibilities, to achieve more effective and inclusive education, the above techniques must be used immediately.

According to its structure, communication between teachers and students at MAN 1 Probolinggo has developed well with personal support and guidance for those who experience difficulties. This creates a strong bond between students and teachers and a space for students to express their own feelings. However, problems arise when communication breaks down in large groups, especially in formal discussions. While more dominant students may be able to dominate the conversation, those who are more passive are more likely to be able to cooperate. The main cause of this can be attributed to the lack of effective communication between students and the lack of student confidence in casual or formal conversations (RAHMAN & MAULANI, 2024). In addition, although OSIS plays an important role in facilitating communication between students and the madrasah,

the classes and activities offered by OSIS do not fully involve all students. Digital media such as WhatsApp and e-learning are widely used to disseminate information, but are not very effective in improving communication between students. For the purpose of creating more effective communication, face-to-face interaction and silent discussions are very important.

Overall, the results of this analysis indicate that although the communication structure at MAN 1 Probolinggo is good, there are several elements that need to be improved. Students' communication skills, especially in group work and in the workplace in general, should be improved through more inclusive training and programs. In addition, there should be plans to strengthen the curriculum so that more students can participate and improve their communication skills. Strengthening in this regard will create a more engaging learning environment, enhance academic growth, and develop students' character in a more positive way.

### **Development of Relevant Messages at MAN 1 Probolinggo**

The development of relevant messages at MAN 1 Probolinggo has several useful functions, but there are also those that interfere with the effectiveness of communication. One of the functions that can be observed is clear and well-structured writing that can support educational goals and develop student character. The use of various communication tools, such as coordination meetings, announcements, and digital platforms (eg, WhatsApp, e-learning), helps ensure that information is communicated effectively to students, teachers, and madrasah staff. This study focuses on the development of students' academic and personal qualities, such as discipline, communication skills, and religious beliefs.

However, the function that emerged was the reduction of the appeal of the message expressed, especially for students. Even if the message was explained clearly, some students found the messages quite formal and not directly related to their daily lives. The implication is that students are not very motivated to actively participate in academic and extracurricular activities. This suggests that although the above messages are functional in achieving educational goals, teaching methods that are not very inspiring and are constantly rigid can reduce their effectiveness in inspiring students (Mariya et al., n.d.).

The root cause of this problem is the structure of the writing message, which is more formal and rigid. Although the messages taught in madrasahs focus on character development and academic education, the style of the message-delivery that is always formal makes it inapplicable to students, who are more likely to be interested in more sane and focused communication methods. For example, many students find that the most important lessons on communication discipline and ethics are presented in the form of formal instructions or coordination meetings. However, many of them are not very relevant to their daily lives or have nothing to do with it. In addition, although using various media, such as meetings, announcements, and digital platforms can improve reading comprehension, each media has unique audience characteristics. Media such as WhatsApp and e-learning are more effective for students who are more active and literate in the digital

world, but may not be as effective for others who prefer quieter interactions. Therefore, it is important to match the media and message format to different audiences (Alfosu, 2024).

Student participation in discussion forums to support their goals also serves as an important component in increasing the effectiveness of their work (Sesmiarni, 2024). However, some students only express their opinions in discussion forums or in a more formal way and do not participate actively. However, if the presentation is done in a more creative and entertaining way, for example, by using stories, videos, or more informal and informative group discussions, they will be more receptive and respond more enthusiastically.

To convey information that is more relaxed and in line with the world of students, OSIS is quite important. Although strategic planning has been completed, OSIS still needs more extensive training to develop more creative message-delivery techniques and involve more students in the message-delivery process. By utilizing social media and platforms that are more familiar to students, OSIS can make a significant contribution to increasing student involvement in the desired writing.

The development of relevant messages at MAN 1 Probolinggo has covered a number of important topics, such as the use of diverse media and the development of messages that focus on educational goals and student character. However, there is room to improve the way messages are written to be more interesting and relevant to students' lives. More creativity and relaxation in writing, along with active student participation in the writing process, can increase students' understanding and motivation to be more active in class and extracurricular activities (ANJANI, 2024). This will make communication in the madrasah more effective and help the school achieve its goals in a more ideal way.

### **Increasing Community Involvement at MAN 1 Probolinggo**

Improving community welfare at MAN 1 Probolinggo has important implications for improving educational standards. Parent involvement through regular meetings and two-way communication provides moral and material support, thus establishing a synergistic relationship between home and school. Through alumni contributions, such as career seminars and guidance, students receive motivation and knowledge related to work that helps them develop their long-term focus. Participation of the general public in extracurricular activities, such as competitions and community service, improves student learning and creates non-academic skills, such as social and leadership skills. If this involvement continues to be improved and implemented systematically, the positive results will be more ideal, such as increased student performance, learning satisfaction, and active participation in school activities (Dakir et al., 2021). However, without a well-structured plan, this involvement may not be effective, which is reflected in the performance of activities or in the long term.

The high level of community engagement at MAN 1 Probolinggo can be attributed to the systematic efforts by the madrasah organization to create clear and inclusive communication. Collaboration between school administrators, teachers, and OSIS fosters positive dialogue and encourages active participation from students, alumni, and the general public. The main reason for this effectiveness is the two-pronged approach of

assisting students in their development, utilizing alumni to gain practical experience, and encouraging the general public to support extracurricular activities (Rosdiana Dewi, Imam Wahyono, 2020). The positive correlation can be clearly seen through the increase in motivation, academic understanding, and social maturity of students. In addition, the role of OSIS as a bridge between the madrasah and external organizations helps ensure that this engagement is more structured. In this way, a strong communication and collaboration structure is the most important factor in increasing public awareness, which ultimately translates into improving the quality of education in a meaningful way.

## CONCLUSION

This study shows that improving community welfare at MAN 1 Probolinggo has a significant impact on the quality of education in the above madrasah. It is clear that collaboration between the madrasah, students, alumni, and the local community not only strengthens the bond with academic and extracurricular activities, but also creates an inclusive and very supportive learning environment. One of the most important lessons that can be learned is that effective communication and structured learning between educational institutions and the general public can produce beneficial benefits for all parties. Theoretically, this study supports the idea that the general public serves as a catalyst for educational development, while practically it offers implementation strategies that can be used by other educational institutions.

This study makes a significant contribution to the literature on the relationship between educational institutions and the general public, especially in the context of madrasah-based education. This study does more than just highlight existing perspectives; it also suggests new work practices to raise public awareness in a more systematic way. However, this study has limitations, such as the scope that is not in one location and population, therefore the results cannot be widely applied. In addition, the method used is more suitable for a qualitative approach, which requires quantitative data to provide more thorough validation. Therefore, further research is needed that takes into account variations in location, user demographics, and more diverse data collection techniques to provide a more comprehensive illustration. It is hoped that future research will reveal aspects that have not yet been discovered, so that it can be the basis for more accurate and reasonable policies.

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