Public Image in the Management of Education Institutions

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Keywords	Abstract
Early Childhood Education; *Public opinion;* *Management;* *Image;*	Conceptually, imaging is a deep impression of a process captured and felt by the five human senses. An institution that is imaged as educational institution, which has good image quality and is functional, has implications for its existence. An image that is well-managed and functional can increase the quality and view of the public after it has fallen out of favour due to internal and external factors. The current study was conducted at an early childhood education institution (PAUD) Citra Al Madina. It is an educational institution which is less attractive due to external factors. Public imaging carried out by this institution through various imaging media has proven to be functional to raise the prestige of the educational institution. Public imaging derived from the values that serve as guidelines and benchmarks is then carried out in the form of intensive and consistent publications, which can reshape public opinion about the existence of a quality institution.

1. Introduction

In several previous studies (Alfred & Weissman, 1987; Naryoso, 2016; Sani, 2018;), which are related to educational management institutions, three main factors are causing the low quality of Indonesian education are; (1) Implementation of education that emphasizes the results is not consistent; (2) Implementation of education is centralized and not holistic; (3) Community participation in the world of education is minimal.

Improving the quality of educational institutions requires the participation and active role of every educated person. In this case, it also involves the wider community as consumers of education. Without community participation, educational institutions will run unilaterally and are difficult to develop (Sani, 2018; Kozyrev et al., 2019). The existence of community participation is a

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feature of the form of service programs, especially educational services. In addition, the quality improvement will create a positive image in an educational institution. In several previous education policy studies, generally, educational institutions have always complained about the existence of school management funds. In addition, other complaints have emerged, such as the lack of publication of educational institutions to the wider community (Butler, 1987; Sani, 2018; Yaqie, 2012; Connor et al.,2020). So, many people do not know an educational institution as a whole.

In this context, the image of an institution is needed. Conceptually, imaging is a deep impression of a process that can be captured and felt by the five human senses (Chui, T. B., & bin Ahmad, 2016; Ariwibowo, 2019; Zsigmond and Portik, 2017). Educational institutions that are imaged as educational institutions that have image quality provide the following characteristics: (1) Have a strong disciplinary culture, (2) Have a curriculum that is relevant to modern science and technology, (3) Have a community that always create creative learning methods or techniques, (4) Focus on balancing hard knowledge and soft knowledge, (5) Develop students' potential holistically.

This paper, taking the example of the PAUD Citra Al Madina educational institution in Padang City, will describe the conceptual and implemented theory of the image of educational institutions in the middle of institutional competition in Indonesia. PAUD Citra Al Madina improves its image in society by using modern marketing managerial concepts, and on the other hand, develops its quality so that it still exists in the middle of competitive educational institutions. PAUD Citra Al Madina, before the big earthquake in 2009 (6.9 on the Richter scale) attacked and made massive construction of the Padang city community's thought about the tsunami, is a PAUD that has many students, has rich achievements at the PAUD level and has become the leading PAUD education institution in West Sumatra in 2006/2007.

With its location, which is only about 200 meters from the waterfront of the city of Padang, after the 2009 earthquake, it became a "challenge" for the institution itself. The biggest challenge is the fear of parents sending their children to this institution due to the location and massive construction after the 2009 earthquake. The number of students has decreased drastically, even irrationally (once), compared to the number of teachers. Almost 70 - 80% of the average standard number of students decreased between 2010 - 2014. Educational institutions located near the beach have become a scourge for PAUD Citra Al Madina to convince parents to enrol their children in this educational institution. Starting in the 2014/2015 academic year, PAUD Citra Al Madina focuses on building branding image, public image and the like. Massive construction against the tsunami and seaside factors will gradually start to diminish, to say nothing of starting to disappear, as time goes on. Everything will certainly adapt to the reality that exists in the middle of competitive institutional competition (PAUD). Quality factors and imaging capabilities are the main focus of PAUD Citra Al Madina. In recent years (of course, before the Covid-19 Pandemic in the 2019/2020 school year), the results have been significant, especially from the increasing number of student input. All of this phenomena cannot be separated from the public image.

Educational institutions with a good image are educational institutions that come from a strong school culture. Using a strong school culture will shape school members into a generation dedicated to their future, disciplined, confident, responsible, have good character and have reliable personal skills.

Imaging is the result of school culture that comes from the values that serve as guidelines and benchmarks in educational institutions. The values that have become the guidelines are then implemented consistently and form public opinion about the existence of a quality institution. The values that serve as guidelines, for example, prioritizing service, always trying to be the best, paying full attention to things that seem small, there is no distance from society, working concerning values (not just working or getting paid), innovation and creation of the work of all madrasah citizens, and tolerance of all efforts.

2. Materials and Methods

2.1 The Concept of Imaging

The word imaging was originally used in the industrial world, especially in connection with a product. However, what happened to the industrial world has penetrated the world of education. Globalization is what triggers the absorption of terms in each field so that the term image in the industrial world is also used in the world of education. The difference is that in the industrial world, imaging is in the form of an object product, while in education, it is in the form of graduate students. Sandra Oliver in Sani (2018) explains that imaging is an assumption that appears in consumers when remembering a certain product.

This assumption can appear in the form of certain thoughts or impressions associated with a brand. This assumption can be conceptualized based on classification, support, memory, and uniqueness. These types of assumptions include attributes, benefits and attitudes. Attributes consist of attributes related to products or services, such as price, user and usage image. Benefits include functional benefits, symbolic benefits and experiential benefits. Attitude is a consumer's view of a product. The meaning given by Sandra Oliver implies that imaging is a form of impression captured by consumers who in the world of education are played by the community, parents of students and those who use educational services. The service attribute referred to in education is the service provided by the school for the teaching and learning process.

Butler (1987) defines image as a set of beliefs, ideas and impressions that people have about an object, where that object strongly influences one's attitudes and actions towards an object. This means that a person's beliefs, ideas and impressions have a very big influence on attitudes and behaviours as well as possible responses. For example, someone who has high trust in educational institutions will certainly register and entrust the educational institution to be a place to educate their children, even if it is possible to influence others to entrust the education of their sons and daughters to the educational institution. Cultivating and maintaining loyalty to make behaviour and attitude, even establishing "word of mouth" advertising, can only occur if the agency maintains the value of a good product image in customers' minds.

Someone who has high trust in educational institutions will certainly place and entrust this educational institution to be a place to educate their children, even if it is possible to influence other people who entrust their son's education to the educational institution. Foster and maintain loyalty to make behaviour and attitudes even establishing "word of mouth" advertising can only occur if the agency maintains a product image value that sticks to customers' minds.

There are several benefits if an educational institution displays a positive image; First, consumers will have a high trust attitude; Second, consumers will be able to attract relatives if the image of educational institutions has been positive (Sani, 2018; Yaqien, 2012). The conclusion of the image of educational institutions can be simply defined as; assessments, assumptions, and impressions captured by the community of education users towards an educational institution so that positive attitudes, behaviours and perceptions of educational institutions have emerged so far.

2.2 PAUD Citra Al Madina's Efforts in Managing Public Image

Imaging is all activities that are realized to create harmonious cooperation between madrasah and the community through efforts to introduce madrasah and all of their activities to the community so that madrasah gain community sympathy and understanding as for the efforts of madrasah to obtain a positive image of the resulting educational products, namely publishing madrasah and forming public opinion about the existence of madrasah.

2.2.1 Madrasah Publications

Madrasah publications aim to introduce madrasahs to the general public to be attractive to customers and consumers of education for the quality of services offered. Two activities can be carried out. They are indirect activities and direct or face-to-face activities.

1) Madrasah Publication by Indirect Activity. Indirect activities are activities related to the community through certain media intermediaries, for example, through radio, television, printed media, exhibitions and magazine publishing.

    a) Dissemination of Information through Television Media. The success or failure of disseminating information through television as a medium for publicity in madrasahs depends on the program prepared. In the program, issues or issues that will be presented to viewers have been compiled (Naryoso, 2016). Therefore, television delivery through television requires more careful preparation than through radio because the public can see the speaker's behaviour (appearance). The tone and manner of speaking also need attention. In addition, the clothes must match, and the movements and attitudes must be polite. From the dissemination of information through television, several benefits will be obtained, including a) An interesting broadcast program is a suggestion that can generate public interest in always following activities conducted by madrasahs. b) Generally, parents and the community do not know about the activities that are carried out by the madrasah. Therefore, through television, it is hoped that parents and madrasahs can understand all madrasah activity programs. Thus, parents and society are willing to support and participate, both moral and material participation. Since 2014, PAUD Citra Al Madina has often published activities on Padang TV or TVRI West Sumatra. Generally, every year, Padang TV and TVRI West Sumatra will cover at least three times, such as student farewell activities, Mother's Day activities, and Independence Day activities.

    b) Dissemination of Information via Radio. Radio is a very important medium because its broadcasts can reach the wider community. Therefore, madrasahs can use radio media for publication purposes. Several important things, such as new student registration, educational activities carried out, or madrasah data can be informed to the wider community via radio. Some of the virtues of broadcasting information via radio: a) The text to be broadcast can be prepared well before broadcast time. b) It is not influenced by communicator factors, such as attitudes and behaviour. c) It can be helped by background music. d) It can cross the boundaries of space, time and a wide range. For information dissemination via radio, PAUD Citra Al Madina has a routine in recent years, socializing the admission of new students through RRI Pro3 FM. The duration is not long, and the temporal day is only a few days. However, public imaging through RRI is still used every year.

    c) Dissemination of information through various social media platforms. Since 2012, PAUD Citra Al Madina has its weblog http: //www.paud- citramadina.blogspot.com with the tagline "a different touch to be smart". The blog content contains news about PAUD Citra Al Madina activities in the form of narration and photos. Besides that, since 2015, PAUD Citra Al Madina has its own Facebook Page with 4,987 friends.

    d) Dissemination of information through printed media. Printed media are newspapers, magazines, newsletters and so on. Sometimes they are called the press. Concerning the image of the madrasah, the press is said to be a useful information disseminator. The advantages of disseminating information through the press include; (a) can reach a very broad public, (b) can suddenly be studied by the public concerned, (c) can expect

feedback from the public more. PAUD Citra Al Madina often uses this journalistic platform as a means of self-imaging. In recent years, an average of 15 publications has been carried out in the daily Singgalang and Padang Ekspres. Generally, it is all about the excellent activities that reflect the excellence of PAUD Citra Al Madina, such as learning activities, teacher achievement, student achievement, outing and activities of the Head of the Citra Al Madina Education Foundation, who is a member of the DPD RI and the Chairperson of IWAPI West Sumatra.

2) Direct Publication. Direct or face-to-face activities are activities carried out directly, such as joint meetings, consultations with community leaders, madrasah bazaars, and lectures.
   a) Opening public consultation. Educational institutions can open general consultations on problems faced by local community members; here, the role of madrasahs is as a place to exchange opinions and solve problems. For example, the problem of unemployment, the dangers of drugs, etc. For this reason, the institution can invite experts such as doctors, psychologists, agricultural experts, religious teachers and others. Since 2014, once a month, except in certain months, PAUD Citra Al Madina, in collaboration with POMG (Association of Parents and Teachers of PAUD Citra Al Madina), held public consultation activities published through mass media (newspapers) and social media Facebook Page of PAUD Citra Al Madina. These activities are generally limited to POMG within one or two times a year and are open to the general public (usually: the month of Ramadan and ahead of Ramadan). IN RECENT YEARS, the PAUD Citra Al Madina activity in collaboration with POMG has invited experts from BMKG, BNPB and Tagana (Siaga Bencana), paediatricians, preachers, especially during Islamic Holidays, women entrepreneurship, dentists, nutritionists and others.
   b) Through joint meetings. Institutions can invite organizations or those who are sympathetic to education to meet together in order to discuss a madrasah program. The meeting can be chaired by the principal or a designated expert. During the meeting, we can discuss environmental education in order to create good education or other problems. In this regard, in recent years, PAUD Citra Al Madina has routinely held joint meetings with IGTKI - PGRI (Kindergarten Teachers Association - Association of Teachers of the Republic of Indonesia) at the subdistrict level, at the level of Padang City and West Sumatra Province. This activity is always published on the social media platform Facebook Page of PAUD Citra Al Madina and the social media platform IGTKI-PGRI Prov. West Sumatra.
   c) Through the institutional bazaar. At the end of the school year, the institution can hold a bazaar, which displays students' work, for example, written works, works of art, and craftsmanship. The bazaar can be used as a medium of communication with the community as well as to show the progress that the institution has made so far. For this reason, PAUD Citra Al Madina held a bazaar for local residents around the school one week before Eid al-Fitr. This activity is managed by POMG and students. This activity includes the topic of entrepreneurship learning for students. Activities published on the social media platform Facebook and often published in newspapers.
   d) Through lectures. The agency can invite an expert to give a lecture in the hall of the institution, for example, on family planning programs, establishing SMEs, natural disasters or other subjects. Lectures can be held during holidays or at night. The topic chosen is the problems that are developing in society today so that people have an insight into the social problems it faces. This is often done by PAUD Citra Al Madina.

Lecture activities (spirituality, entrepreneurship, mom-children, healthy family) are managed by POMG PAUD Citra Al Madina. It is often published in newspapers.

3. Results and Discussions

3.1 Formation of Public Opinion

Chui, T. B., & bin Ahmad (2016) argues that the root of the opinion-making process is attitude. Attitude is a person's feelings or moods regarding a person, organization, problem or object. In short, attitude is a way of looking at a situation. The attitude expressed is an opinion. Cultural background, race, and religion determine a person's attitude. For the inscription process, public opinion is closely related to mental attitudes (attitudes), perceptions (perceptions) and beliefs about something (beliefs).

By the consideration of public opinion, institutions can determine or estimate what actions need to be taken so that caution needs to be considered. Thus, public opinion is actually very private, which can be known by the owner or owner of the premises in social institutions. Therefore, whatever job duties are carried out by an educator, if it is carried out based on the interests of the madrasah, the opinion issued by the community will consider it to represent a good name in the institution. This means that the public opinion generated by the community will provide important strength for schools.

By understanding public or public opinion on schools, comprehensive information can be obtained, which can then be used to plan programs school relations with the community. In addition, schools can also see objective data about, and weaknesses of, a component of the institution in question. With an understanding of public opinion, there are several benefits that can be taken by institutions, including:

a) The institution knows what the community is thinking about the organization of the institution. This is necessary for planning the agency's program activities.
b) The institution can plan how to shape the community's understanding of the institutional program, or student behaviour or teacher behaviour and so on.
c) The institution knows about things that are satisfying and things that are less than satisfying about the administration of the institution.
d) The institute can translate the customs of the population.
e) The institution can plan effective teaching programs or those needed by the community.
f) The institution can position public opinion proportionally and objectively.
g) The institution can determine problems that must be solved before being followed up through meetings with parents of students, or meetings with the teacher council and so on.

There are several factors that need to be considered by an institution when it comes to knowing public /community opinion on an educational institution. These factors include:

a) how is the life of the community?
b) determining the main problem in the relationship between the school program and the community,
c) how to determine the communication to be successful.

In understanding the public sphere that is used as an object, the institution should not only focus on improving the institution itself to be highlighted but also on understanding the aspects of community life as a whole, such as:

1) Tradition. Traditions are general ideas, attitudes and habits of society that appear/are seen as daily behaviour that becomes habits of groups in society. Tradition is a power factor in determining actions in the form of social actions. The differences found among groups regarding this tradition are influenced by race, grievance, nationality, economy, politics and social class structure. The problem, in this case, is obtaining a tradition as a pattern of their thinking and actions that appear in community groups (Group Social Action). With the information on this tradition, the institution will obtain guidelines for building relationships with children, parents and others. The coaching process does not conflict with their attitudes, beliefs and habits.

2) Characteristics of the population. The characteristics of the population include: (1) attained education, (2) age, (3) gender, (4) ethnicity, (5) national background, and (6) belief. These six characteristics of the population are very important things to know in the context of educational development and planning school public relations programs.

3) Communication channels. Communication channels are an effective means of conveying what the madrasa wants from the community. Through communication channels, basic ideas and opinions can be more easily formed and developed. One of the important things for school public relations to know is the language of instruction used by the community, especially the language of instruction of the parents of students. Furthermore, it is also necessary to explore communication channels where the public can get various kinds of information, both in the form of media tools such as radio, television, and newspapers as well as places/institutions such as mosques and so on.

4) Organizational groups in society. In a pluralistic society, we will find a lot of certain groups or organizations that are formed, either because they are motivated by a common interest or because they have a common goal. When madrasahs engage with these groups, it is not only intended to be acquainted but also, with a thoughtful and well-planned procedure, for how these community groups can be involved in assisting the implementation of educational programs that have been planned by the school. One thing that needs to be of concern to education managers is that when collaborating with existing organizations or community groups, the cooperation carried out is for the interests of children, not the interests of teachers.

   In other words, in this case, it is not justified for education managers to collaborate for personal gain because this can reduce the degree of public trust in the managers of educational institutions.

5) Community unrest. Unrest and conflict are commonplace in social life. This unrest and conflicts sometimes arise or are the result of; (1) someone's personality, (2) misunderstanding, (3) feelings of resentment, (4) economic competition, (5) racialism, and (6) religious discrimination. As a form of manifestation, it also sometimes takes the form of vilifying other people or groups, discrimination, and even clashes due to differences in understanding.

6) History of community business. The history of community business is one of the important things for schools to know. This will greatly assist schools in developing programs for the development of educational activities. With this data, schools can develop skills programs related to community-managed businesses so that when they finish their education, they can be absorbed in these business activities. In addition, schools can also invite these entrepreneurs to share knowledge with students or by trading students in existing businesses.

Thus, it is understood that the school is the centre of culture in the community because the school is a place to develop aspects of knowledge, skills, technology, art and morals needed in society.

3.2 Educational Marketing

Competition in the world of education is inevitable. Many educational institutions have been abandoned by their customers so that in recent years there have been many mergers of several educational institutions. The ability of administrators to understand educational marketing is a prerequisite in maintaining and increasing institutional growth (Rukmana, 2016; Mulyawati et al., 2020; Maulana et al., 2020; Indradewi, 2020). Education is a service product that is produced by non-profit educational institutions so that the results of the educational process are visible.

To get to know more about educational marketing, one must first recognize the meaning and characteristics of education, for example, the right position in accordance with the values and nature of education itself. Therefore, education that can be marketed is education such as; (1) there is a product as a commodity, (2) the product has standards, specifications and packaging, (3) has clear targets, (4) has a network and media, (5) has a marketing force (Sani, 2018).

Marketing or marketing is not assumed in the narrow sense of sales. However, marketing has a very broad meaning. The point is the application of marketing is not only oriented to increasing the profit of the institution but also how to create customer satisfaction as a form of stakeholders' responsibility for the quality of education. Marketing implementation must first improve the foundation, including attention to the quality offered, as well as being observant about segmentation and targeting. The marketing concept is not oriented to the origin of the goods without paying attention to the long-term orientation that emphasizes customer satisfaction. Marketing itself is an attempt to satisfy and fulfil the needs and wants of consumers.

Likewise, with educational marketing, several experts provide insight. Kotler argues that marketing is a social and managerial process, either by individuals or groups, to get what is needed and wanted through the creation, to offer and exchange valuable products with other parties. Especially in educational marketing, John R. Silber, quoted by Buchari Alma, stated that marketing ethics in the world of education is to offer quality intellectual services and shape character in a holistic way.

This is because education is more complex in nature, which is carried out with full responsibility. The results of education move far into the future, fostering the lives of citizens and educating the next generation of scientists in the future. In building educational institutions, Brubacher stated that there are two philosophical foundations, they are; epistemological foundation and political foundation. The epistemological basis is that educational institutions which are must try to understand the world around them and think deeply about the problems that exist in society. The goals of education cannot be distorted by various considerations and policies but must stick to the truth. Meanwhile, the basis of politics is thinking about practical life for the future purposes of the nation because our society is so complex that there are many problems that exist.

In education marketing, madrasahs need to understand the main elements of marketing so that educational service products can be accepted in the minds of the public. The main elements include:
1) Product. It is the most basic thing that will be a consideration of preferences for customers. Everything that can be offered to customers that aim to fulfil their needs and desires.
2) Price. It is an element that runs parallel to the quality of the product. If the quality of the product is good, prospective students have the courage to pay higher prices within reach of educational customers.

3) Place. It is the location of the school location. This has a very important role because the environment in which the service is delivered is part of the perceived value and benefit, which is sufficient to act as a consideration in determining choices.

4) Promotion. It is a form of marketing communication, which is a marketing activity that seeks to spread information, influence or persuade, or remind the target market of the institution and its products to be willing to accept, buy and be loyal to the products offered by the institution.

5) People. This concerns the role of the leader and the academic community in improving the image of the institution, in the sense that the more quality the elements of the leader and the academic community in providing educational services will increase the number of customers.

6) Physical evidence. It is a means and infrastructure that supports the process of delivering educational services so that it will help achieve the institution's promises to its customers.

7) Process. This is the delivery of educational services, which is the core of all education. The quality of all elements that support the educational process is very important to determine the success of the learning process, as well as material for evaluating the management of educational institutions. The image that is formed will form a circle in recruiting education customers (Ivy, 2001; Manea, 2015).

In order for school service products to be accepted by the wider community, schools need to understand several strategic steps. This was done to continue to know the opportunities and challenges of the school in the future. Some of these strategic steps are:

1) Market identification. It is a study conducted to determine market conditions and expectations, including the attributes of educational attributes that are of interest to educate consumers.

2) Market segmentation and positioning. They are dividing the market into groups of buyers who are differentiated based on needs, characteristics, or behaviour that may require different products. Meanwhile, positioning is a real product characteristic and differentiation that makes it easier for consumers to differentiate service products from one institution to another.

3) Product differentiation. Differentiating is an effective way of seeking market attention. This strategy is a strategy that provides different offers compared to those offered by competitors.

4) Marketing communication. It is the publication of achievements by independent media, such as news in mass media.

4. Conclusion

Finally, from the theoretical presentation, by taking one of the cases of the PAUD level school institution, it can be emphasized that an educational institution must be managed with good management and introduced to the wider community in innovative and modern ways. By taking the example of PAUD Citra Al Madina, the image of educational institutions cannot be separated from the participation in the form of support and expectations from the community. Institutions and society have a reciprocal relationship to maintain the sustainability and progress of society itself. The institution will become independent and will have a strong impression if its existence is recognized and supported by the wider community. This is where the need for a harmonious role of togetherness between all citizens in educational institutions and the wider community to maintain the image of the institution so that educational institutions continue to exist and develop and become the main choice of all educational consumers.

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