
PROMOTIONAL STRATEGY THROUGH THE ORGANIZATION OF RELIGIOUS ACTIVITIES AT SDN 10 PENUGAL, PENUKAL ABAB LEMATANG ILIR REGENCY

***¹Edi Zalharis, ²Saipul Annur, ³Arwan, ⁴Yuniar**

^{*1,2,3,4}Universitas Islam Negeri Raden Fatah Palembang

Email: ^{*1}edizalharis06@gmail.com, ²saipulannur_uin@radenfatah.ac.id, ³arwan@radenfatah.ac.id, ⁴yuniar_uin@radenfatah.ac.id

Abstract

Increasingly fierce competition between educational institutions requires schools to design effective promotional strategies in building a positive image and strengthening public trust. One of the approaches that is developing is promotion through the organization of religious activities, which not only serves as a means of publication, but also as a medium for strengthening religious and social values. This study aims to examine the school promotion strategy through event organizing religious activities, analyze its impact on the image of the school and public belief, and identify the supporting and inhibiting factors of its implementation. This study uses a qualitative approach with a descriptive method. Data was collected through in-depth interviews, observations, and documentation involving school principals, teachers, activity committees, and related parties. Data analysis is carried out through the stages of data reduction, data presentation, and drawing conclusions. The results of the study show that promotion through religious activities is carried out through systematic planning, community involvement, and the use of social media, thereby forming a religious, active, and value-oriented school image and increasing public trust.

Keywords: School Promotion Strategy, Organizing Events, Religious Activities, School Image, Community Belief

Abstrak

Persaingan yang semakin ketat antar lembaga pendidikan menuntut sekolah untuk merancang strategi promosi yang efektif dalam membangun citra positif dan memperkuat kepercayaan masyarakat. Salah satu pendekatan yang berkembang adalah promosi melalui penyelenggaraan kegiatan keagamaan, yang tidak hanya berfungsi sebagai sarana publikasi, tetapi juga sebagai media penguatan nilai-nilai religius dan sosial. Penelitian ini bertujuan untuk mengkaji strategi promosi sekolah melalui event organizing kegiatan keagamaan, menganalisis dampaknya terhadap citra sekolah dan kepercayaan masyarakat, serta mengidentifikasi faktor pendukung dan penghambat pelaksanaannya. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi yang melibatkan kepala sekolah, guru, panitia kegiatan, serta pihak terkait. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa promosi melalui kegiatan keagamaan dilaksanakan melalui perencanaan yang sistematis, pelibatan masyarakat, dan pemanfaatan media sosial, sehingga membentuk citra sekolah yang religius, aktif, dan berorientasi pada nilai serta meningkatkan kepercayaan masyarakat.

Kata Kunci: *Strategi Promosi Sekolah, Event Organizing, Kegiatan Keagamaan, Citra Sekolah, Kepercayaan Masyarakat*

INTRODUCTION

Basic education has a strategic role in shaping the character and personality of students from an early age. At this level, schools are not only responsible for developing academic abilities, but also instilling moral, social, and spiritual values as the foundation for the formation of a whole human being according to the goals of national education (Mustafa, 2022; Dewi, 2024). In Islamic education, the development of religious character is an integral part of the learning process in elementary school. The school functions as a space for internalizing religious values that are reflected in students' daily behavior, as well as a means of forming an institutional image that is meaningful to society (Annur, 2023).

In the midst of competition between educational institutions, elementary schools are required to have an adaptive and relevant promotion strategy. However, religious activities in schools are often still seen as an internal routine that has not been utilized optimally as part of the institution's management and promotion strategy (Riana, 2024). From the perspective of Islamic education management, promotion is a managerial function that plays a role in building the reputation, trust, and social legitimacy of the institution. Promotion is not only marketing-oriented, but also becomes a *da'wah* media and a representation of Islamic values embraced by schools (Efendi, 2024; Harahap, 2017).

One of the strategic approaches that can be applied is the use of religious activities through the concept of event organizing. This approach emphasizes the systematic planning, implementation, and evaluation of activities by involving various parties in a participatory and open manner (Nasir, 2023). SD Negeri 10 Penukal routinely organizes various religious activities such as commemoration of Islamic holidays, Islamic competitions, and flash Islamic boarding schools. This activity shows the school's commitment to fostering religious character while opening up a space for social interaction between the school and the community.

Although religious activities have been running consistently, preliminary observation results show that these activities have not been fully managed with a planned and measured promotional approach. The potential of activities as a means of forming an image and increasing public trust has not been utilized to the fullest (Carnawi, 2024). Various previous studies have proven that participatory and community-based education promotion strategies are able to improve the image of institutions and community loyalty. However, most of these studies emphasize marketing and managerial aspects, rather than religious activities as the main promotional instrument (Abeh et al., 2025)

Based on the study, there are still research gaps related to the use of religious activities managed with an event organizing approach as a promotion strategy for public elementary schools. Studies that specifically link religious activities, promotion, and management of Islamic education are still relatively limited (Nisa', 2025). Therefore, this study aims to

analyze school promotion strategies through events organizing religious activities at SD Negeri 10 Penukal, examine its impact on the image of schools and public beliefs, and identify supporting and inhibiting factors for its implementation within the framework of Islamic education management.

METHOD

This study uses a descriptive qualitative approach to in-depth examine the implementation of school promotion strategies through the management of event-based religious activities in the framework of Islamic education management. This approach was chosen because it allows for an understanding of social phenomena naturally and contextually, with an emphasis on the processes, interactions, and construction of meaning that develop in the school environment (Fadli, 2021);Creswell & Poth, 2018;Tracy, 2020). Data analysis was carried out inducively with reference to the Miles and Huberman interactive analysis model. The research was carried out at SD Negeri 10 Penukal, Penukal District, Penukal Abab Lematang Ilir Regency (PALI), South Sumatra Province. The research activities lasted for six months, from May to October 2025, so that researchers could make repeated observations and deepen the context thoroughly.

The subjects of the study were determined through purposive sampling involving seven informants, consisting of school principals, Islamic Religious Education teachers, classroom teachers, school committee chairs, students, religious leaders, and community leaders. The determination of the number of informants is based on the principle of data saturation, which is when the information obtained has shown a consistent pattern and no longer produces new findings (Scott, 2022). Data collection was carried out through in-depth interviews, direct observation, and documentation. The researcher plays the role of the main instrument, with the support of interview guidelines, observations, and documentation. Data analysis includes data reduction, data presentation, and conclusion drawing and verification, while data validity is maintained through triangulation, member check, and trail audit (Miles et al., 2014).

RESULTS AND DISCUSSION

A. Implementation of Religious Activities as School Managerial Practices

The results of the study show that religious activities at SD Negeri 10 Penukal do not only function as routine religious activities, but have been transformed into managerial practices that are integrated into the school management system. These findings indicate that religious activities are positioned as a strategic instrument for character development as well as strengthening social relations between schools and communities. This pattern shows the integration of educational, social, and symbolic functions of religious activities.

Scientifically, this finding occurred because of the school leadership that views religious education as the core of the school organizational culture. School principals and teachers do not place religious activities as a complement to the curriculum, but as a medium for habituating values and forming institutional identity. This is in line with the view

Sergiovanni (2018) which affirms that a strong school culture is formed through the practice of consistent values and internalized in daily activities.

The emerging pattern shows that activities such as morning tadarus, congregational prayers, PHBI, and flash pesantren are carried out repeatedly, scheduled, and involve the same actors consistently. This consistency forms a stable religious school climate. Previous research by Abeh et al., (2025) It also found that structured religious habituation had a direct impact on the discipline and social attitudes of elementary school students. Compared to previous research that positioned religious activities as internal school activities, these findings show an expansion of the function of religious activities as a space for public communication. Thus, the results of this study strengthen the hypothesis that religious activities can function double as character building and institutional promotional media.

B. Application of Event Organizing in Religious Activities

The findings of the study revealed that the management of religious activities at SD Negeri 10 Penukal has applied the principles of event organizing systematically, including the planning, organizing, implementation, and evaluation stages. This shows that religious activities are not carried out spontaneously, but through a structured and participatory managerial mechanism. Theoretically, these findings can be explained through the concept of event management which emphasizes the importance of goal planning, role sharing, and resource management to create meaningful experiences for audiences (Getz & Page, 2016). At SD Negeri 10 Penukal, religious activities are designed with religious and social purposes in mind, so as to produce a wider impact than ordinary ceremonial activities.

The patterns identified show cross-stakeholder involvement, ranging from teachers, students, school committees, to community leaders. This engagement reflects participatory management practices, which according to Bush (2020) is the main characteristic of effective education management. This participation not only strengthens the implementation of activities, but also increases the social legitimacy of the school. When compared to research Safitri et al., (2023) Highlighting academic-based school events, this study shows significant differences in the value dimension. Religious events not only convey institutional messages, but also produce spiritual meanings that are in harmony with the local culture. This strengthens the hypothesis that the approach to event organizing based on religious values is more sustainable in the context of religious communities.

C. Impact on School Image and Public Trust

The results of the study show that the management of religious activities based on event organizing has a significant impact on the formation of the school's image and the increase of public trust. Schools are perceived not only as providers of formal educational services, but as open and accountable moral and social development institutions. Scientifically, the image of the school is formed through the direct experience of the community in

witnessing the quality of student activity management and behavior. This is in line with the theory of institutional image which states that the image of an institution is built through the accumulation of experience, not just verbal communication (Nguyen & LeBlanc, 2001). In this context, religious activities become a medium of direct experience (experiential communication).

The patterns that emerge show that consistency of activities, openness of management, and public participation form collective trust. This belief is reflected in the increase in moral and material support from the community for schools. Research by Bryk and Schneider (2019) confirms that trust is the main social capital in the success of educational institutions. Compared to previous research that emphasized school promotion through digital media, these findings show that social experience-based promotion has a stronger and long-term influence. This strengthens the hypothesis that promotional strategies based on religious activities are able to build brand trust organically and sustainably. Discussion Synthesis

Based on the overall results and discussion, this study shows that religious activities in SD Negeri 10 Penukal have developed from routine religious activities to managerial strategies that have strategic value for school management. Religious activities are no longer positioned solely as a curricular obligation, but as a medium for the formation of school culture, strengthening the character of students, and a means of social communication between schools and the community. This transformation of function is an important indicator that religious activities can contribute directly to the achievement of school institutional goals.

The application of the principle of event organizing in the management of religious activities strengthens the effectiveness of the strategy. Each activity is designed through stages of planning, organizing, implementing, and evaluating various stakeholders. This pattern shows that schools have integrated modern management approaches into Islamic educational practices, so that religious activities not only run in an orderly and directed manner, but also result in meaningful collective experiences for students, teachers, and the community. From a theoretical perspective, the findings of this study are in line with the concept of education management and institutional promotion theory that emphasizes the importance of hands-on experience in shaping public perception. Open, consistent, and well-managed religious activities function as a medium of communication of values and institutional symbols. Through this experience, the community can directly assess the quality of character development, religious culture, and professionalism of school management, which ultimately forms a positive image of the institution.

The strategic impact of the management of religious activities based on event organizing can be seen in the increase in public trust in schools. This trust arises as a result of the consistency of the implementation of activities, transparency of management, and high levels of public participation. This condition shows that trust is not built through unilateral promotional claims, but through empirical evidence that can be observed and experienced

directly by the public. Thus, religious activities function as social capital that strengthens the legitimacy of schools in the surrounding environment.

Overall, this study confirms the hypothesis that the management of religious activities based on event organizing has a positive effect on strengthening the image of schools and increasing public trust. Religious activities not only play a role in the spiritual development of students, but also become an instrument for the promotion of an effective, ethical, and sustainable institution. These findings confirm that school promotion strategies rooted in religious values and social participation can be a relevant alternative in the context of Islamic education management.

CONCLUSION

Based on the objectives of the study, it can be concluded that the school promotion strategy through the management of religious activities based on event organizing has proven to be effective as a managerial approach in the context of Islamic education management. Religious activities that are designed in a planned, participatory, and open manner function not only as a means of fostering the religious character of students, but also as an institutional communication medium that represents the values, culture, and identity of the school to the community. This study confirms that the application of event organizing principles in religious activities contributes positively to the formation of school image and the strengthening of public trust. The image of the school is formed through the direct experience of the community in interacting with religious activities that are consistent and transparent, so that public trust grows naturally as a result of real practice, not just symbolic promotion or unilateral claims of institutions. In addition, the success of the strategy is influenced by the support of school leadership, the participation of school residents and the community, and the social capital of the religious environment. However, limited resources, time management, and optimization of publication media are still challenges that need to be overcome. Therefore, strengthening strategic planning, cross-party collaboration, and wider use of communication media is an important agenda for the development of school promotion strategies in the future.

REFERENCES

- Abeh, Y. A., Mulyadi, & Pratama, R. (2025). Perencanaan pemasaran berbasis komunitas sekolah dalam menumbuhkan loyalitas orang tua. *Jurnal Manajemen Pendidikan*, 17(1), 45–60.
- Annur, S. (2023). Pendidikan karakter religius dalam perspektif pendidikan Islam di sekolah dasar. *Jurnal Pendidikan Islam*, 12(2), 133–145.
- Bush, T. (2020). *Theories of Educational Leadership and Management* (5 (ed.)). Sage Publications.
- Carnawi. (2024). Strategi penguatan citra sekolah melalui partisipasi masyarakat. *Jurnal Administrasi Pendidikan*, 31(2), 198–210.

- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE.
- Dewi, R. A. (2024). Peran pendidikan dasar dalam pembentukan karakter peserta didik. *Jurnal Pendidikan Dasar Indonesia*, 9(1), 1–12.
- Efendi, B. (2024). Manajemen pendidikan Islam berbasis nilai dan dakwah institusional. *Jurnal Manajemen Pendidikan Islam*, 9(1), 21–35.
- Fadli, A. (2021). Penelitian Kualitatif dalam Pendidikan. *Jurnal Pendidikan*.
- Getz, D., & Page, S. J. (2016). *Event Studies: Theory, Research and Policy for Planned Events*. Routledge.
- Harahap, S. (2017). *Manajemen lembaga pendidikan Islam*. Perdana Publishing.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Sage.
- Mustafa. (2022). Tujuan pendidikan nasional dan implikasinya terhadap pembelajaran karakter. *Jurnal Ilmu Pendidikan*, 28(3), 201–213.
- Nasir, M. (2023). Event organizing sebagai strategi promosi lembaga pendidikan. *Jurnal Manajemen Dan Supervisi Pendidikan*, 7(2), 89–101.
- Nguyen, N., & LeBlanc, G. (2001). Image and reputation of higher education institutions in students' retention decisions. *Journal of Services Marketing*, 15(4), 303–311.
- Nisa', A. R. (2025). Manajemen pemasaran pendidikan dalam meningkatkan minat peserta didik. *Jurnal Pendidikan Islam*, 14(1), 55–70.
- Riana, D. (2024). Strategi promosi sekolah dasar di era persaingan pendidikan. *Jurnal Manajemen Pendidikan*, 16(2), 134–148.
- Safitri, S., Cahyadi, A., & Yaqin, H. (2023). Inovasi dan Difusi Pemanfaatan Teknologi Informasi dalam Manajemen Pendidikan Islam. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 7(4), 1706. <https://doi.org/10.35931/am.v7i4.2678>
- Sergiovanni, T. J. (2018). *The Principalsip: A Reflective Practice Perspective* (9 (ed.)). Pearson Education.
- Sugiyono. (2022). *Metode Penelitian Kualitatif*. Alfabeta.
- Tracy, S. J. (2020). *Qualitative Research Methods: Collecting Evidence, Crafting Analysis, Communicating Impact*. Wiley-Blackwell.