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ENHANCING SCHOOL REPUTATION THROUGH EFFECTIVE STAKEHOLDER ENGAGEMENT: A QUALITATIVE ANALYSIS AT AN INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL IN MOJOKERTO

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Abstract

This research investigates the pivotal role of stakeholder engagement in shaping the reputation and sustainable growth of an Integrated Islamic Junior High School in Mojokerto. Both internal stakeholders, such as school leadership, teachers, and administrative staff, along with external stakeholders, including parents and the parents' committee, significantly contribute to advancing the school's educational, moral, and community objectives. The study aims to identify the roles of these stakeholders and propose a sustainable model for school growth that integrates Islamic values with modern educational practices. Using a qualitative approach, the research incorporates interviews, document analysis, and observations to analyze the dynamics between stakeholders. The findings reveal that internal stakeholders are key to fostering academic and moral development, while external stakeholders play an essential role in advocacy, community involvement, and providing feedback. This collaborative effort strengthens the school's reputation and supports its mission. The research concludes that stakeholder engagement is essential for maintaining the school's growth and focus on academic excellence and Islamic values. It recommends formalizing a stakeholder engagement strategy, establishing a code of ethics based on Islamic principles, and continuously adapting the curriculum to balance religious instruction with academic rigor for long-term sustainability.

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A. INTRODUCTION

Managing a school's reputation has become a significant focus in modern education, as institutions must navigate the delicate balance between academic achievement and the perceptions and relationships of stakeholders (Skallerud, 2011; Chen & Esangbedo, 2018; Langrafe et al., 2020). Reputation is a highly valued intangible asset that has a significant impact on the ability to attract and retain students, obtain resources, gain the trust of parents, and inspire confidence in the community (Salamondra, 2021; Langrafe et al., 2020). The emphasis on school reputation has evolved from solely emphasizing academic achievement to considering a more comprehensive perspective that encompasses how schools handle interactions with important individuals or groups (Plewa et al., 2016). This is especially relevant for Islamic institutions, such as Integrated Islamic Junior High institutions, where education is intricately connected with religious beliefs (Lafuente-Ruiz-de Sabando et al., 2018). These institutions have the responsibility to not only guarantee high-quality education, but also to maintain a moral and spiritual framework that aligns with their community. Managing reputation becomes more challenging when a school has a dual mission, which emphasizes the importance of engaging with stakeholders as a crucial part of the school's strategy (Christensen & Gornitzka, 2017).

Investigating the management of stakeholder relationships in educational institutions, particularly in religiously oriented schools, is a unique and crucial field of research. Secular institutions differ from these schools in that they have to manage the demands of several parties, such as parents, students, teachers, and the broader community, while upholding their religious and ethical principles that are fundamental to their purpose (Verčič et al., 2016). This study examines the impact of stakeholder connections on the reputation of an Integrated Islamic Junior High School in Mojokerto. The school faces the unique challenge of balancing diverse expectations. Stakeholder management in these schools goes beyond the usual interactions seen in secular schools since it requires cultivating a

community that is committed to both academic and religious growth (Del-Castillo-Feito et al., 2019).

Although stakeholder participation is crucial, numerous educational institutions, such as the Integrated Islamic Junior High School in Mojokerto, encounter substantial difficulties in efficiently managing these connections (Fashiku, 2017). A recent study emphasizes that the interaction between school administrators and parents is frequently marked by challenges, resulting in discontent and, eventually, a detrimental effect on the school's standing (Tyler, 2016). An extensive study conducted in 2022 at the school unveiled a notable degree of discontent among parents concerning the dissemination of information regarding extracurricular activities, school events, and general updates. The breakdown in communication resulted in a decrease in stakeholder confidence, which had a detrimental effect on the school's standing. The unhappiness arose from a perceived deficiency in proactive communication from teachers and school management, resulting in a disconnection between the school and its major stakeholders (Bender, 2005).

The scholarly literature on educational management emphasizes that inadequate communication and ineffective stakeholder connections are the main factors that lead to damage to a school's reputation (Hollingworth et al., 2017). Parents' trust in the institution falls when they feel that their issues are not appropriately addressed or when they perceive insufficient communication from the school. The erosion of trust can result in significant repercussions, such as a decrease in student enrollment and a decline in community support. This difficulty is not exclusive to the Integrated Islamic Junior High School in Mojokerto, but rather, it is encountered by numerous educational institutions worldwide as they grapple with the intricacies of meeting stakeholder expectations while simultaneously upholding a favorable public perception (Brown, 2018).

An effective way to address this issue is by implementing a systematic and intentional strategy for engaging stakeholders (Freeman & McVea, 2005). Efficient stakeholder relationship management necessitates the establishment of transparent communication channels, consistent interaction with stakeholders, and a dedication to promptly and meaningfully addressing their issues. Islamic

schools such as the Integrated Islamic Junior High School in Mojokerto prioritize the cultivation of trust, mutual respect, and shared ideals in their partnerships. Regular, organized contacts such as parent-teacher meetings, community engagement events, and other places where stakeholders can express issues and get feedback are crucial. Additionally, the school should utilize technology to enhance communication by employing emails, social media platforms, and the school's website to keep stakeholders well-informed and actively involved (Wieczorek & Manard, 2018).

Formalizing stakeholder relationship management can be achieved by creating a thorough stakeholder management plan. This strategy will delineate the roles and responsibilities of various stakeholders, develop unambiguous communication methods, and define expectations for involvement. By adopting a proactive strategy towards stakeholder management, the school may effectively deal with urgent concerns while establishing a strong basis of trust and collaboration that will ultimately improve its reputation (Freeman & McVea, 2005). The stakeholder theory highlights the significance of recognizing and resolving stakeholder requirements in order to accomplish corporate goals. According to Freeman and McVea (2005), this theory proposes that in educational institutions, the reputation of a school can be maintained and improved by focusing on expanding communication channels, promoting collaboration, and assuring transparency in decision-making processes.

This study investigates the effective implementation of stakeholder relationship management in Integrated Islamic Junior High Schools with the aim of enhancing their reputation. This study utilizes qualitative analysis to identify the primary internal and external players responsible for operating an Integrated Islamic Junior High School in Mojokerto. This analysis investigates how the management of stakeholder relationships handles the communication problems faced by the school and influences its reputation. In addition, this study examines the efficacy of existing methods for involving stakeholders and suggests approaches to enhance them. This study contributes to the existing information on stakeholder management in educational settings and provides valuable insights

for school administrators who want to improve their institutions' reputations by engaging stakeholders more effectively (Freeman & McVea, 2005).

B. METHODS

This study employed a qualitative methodology to investigate stakeholder relationship management and its impact on strengthening the reputation of an Integrated Islamic Junior High School in Mojokerto. The selection of qualitative research was based on its capacity to offer comprehensive understanding of intricate social phenomena, enabling the researcher to grasp the interplay of school administrators, teachers, parents, and other individuals involved in educational contexts. Bryman (2012) highlights that qualitative methods are well-suited for capturing the subjective experiences and viewpoints of individuals in their natural context. This is essential for comprehending the process of building and maintaining reputation in schools.

The data for this research was gathered using three main techniques: semi-structured interviews, participant observation, and document analysis. The selection of these approaches was done with great care to ensure a comprehensive perspective on the interactions between the school and its stakeholders. This approach aims to provide a nuanced understanding of how stakeholder involvement influences the school's reputation.

The data collection method predominantly utilized semi-structured interviews, which enabled detailed and complete talks with key informants. The interview participants were the school principal, class teacher, guidance and counseling teacher, administrative staff, leader of the parents' group, and a parent. The selection of participants was based on their active engagement and substantial influence on the school's connections with stakeholders. The interviews were performed in a versatile manner, enabling the informants to offer unrestricted opinions (Denzin & Lincoln, 2023). This approach motivated them to openly discuss their experiences and perspectives regarding the school's tactics for handling stakeholders. A standardized interview guide was developed to ensure consistency, while the interactive nature of the interviews also allowed for

the chance to ask supplementary questions that explored relevant topics in greater depth.

Participant observation was undertaken alongside interviews, encompassing a range of school activities and events. The researcher fully engaged in the everyday activities of the school, closely studying the real-time interactions among the individuals involved. By adopting this strategy, the researcher was able to observe the organic development of communication, collaboration, and conflict resolution processes. This method facilitated a more profound comprehension of how these interactions impact the school's reputation. The observational data enhanced the understanding obtained from the interviews by providing a firsthand perspective of the school's social interactions, particularly during critical moments of decision-making and problem-solving.

Document analysis plays a crucial role in the data collection method. The researcher analyzed a range of documents, such as school policies, communication records between the school and parents, and minutes from stakeholder meetings. The documents provide further background and elucidated the official methods and processes utilized by the institution in handling stakeholder relationships. The examination of these documents also helped to validate the data gathered from interviews and observations, guaranteeing that the research conclusions were based on both real-life experiences and written proof.

The data analysis procedure adhered to the interactive model established by Miles, Huberman, and Saldana (2014), which consists of three primary stages: data condensation, data display, and conclusion drawing/verification. During the process of data condensation, the researcher systematically arranged and streamlined the enormous volume of data gathered, with a specific emphasis on the most pertinent information pertaining to stakeholder engagement and school reputation. Subsequently, the data was encoded into thematic categories, facilitating the identification of crucial patterns and insights.

Data display entailed organizing the encoded data into matrices and themed charts, facilitating the visualization of connections and patterns across the many data sources. This stage was essential in elucidating the correlations between the behaviors and perceptions of diverse stakeholders and their influence on the school's reputation.

Finally, the process of developing conclusions and verifying them required synthesizing the data to create logical findings and ensuring that the conclusions were backed by the facts. Through the iterative analysis of the data, the researcher was able to enhance the understanding and validity of the findings, guaranteeing their precision and dependability. This iterative methodology ensured that the conclusions were firmly based on the actualities of the school setting and accurately represented the perspectives of all important participants.

C. RESULTS AND DISCUSSION

1. Role Classifications of The Internal and External Stakeholders in an Integrated Islamic Junior High School in Mojokerto

The internal and external stakeholders have a considerable impact on the reputation and overall functioning of an Integrated Islamic Junior High School in Mojokerto. These stakeholders provide significant contributions to the school's instructional objectives, management strategies, and community involvement, all of which are essential for upholding the school's reputation within the community. This research has analyzed the distinct responsibilities and contributions of internal and external stakeholders to gain insight into how they influence the success of the institution. This discovery aligns with previous research that emphasizes the crucial significance of stakeholder participation in educational outcomes (Smith & Benavot, 2019; Vogler, 2020).

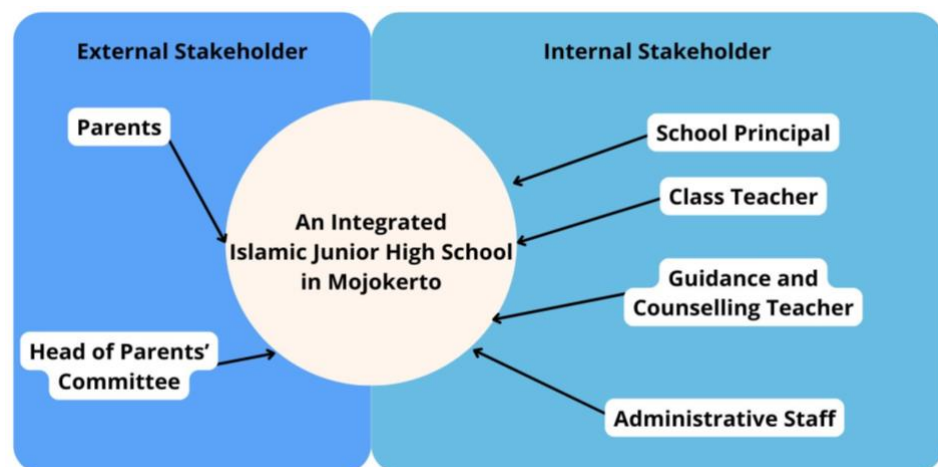


Figure 1: Stakeholder Mapping of An Integrated Islamic Junior High School in Mojokerto Source: Research Results Analysis (2024)

Internal stakeholders encompass individuals who are actively engaged in the day-to-day functioning of the school, such as the school principal, class teachers, the guidance and counseling teacher, and administrative personnel. Their combined endeavors provide a substantial contribution to the academic achievements and standing of the school, in line with the findings of Azwar, Nurma, and Hakim (2024), who highlighted the significance of internal stakeholder leadership in attaining educational goals.

The school principal plays a pivotal leadership position in establishing the strategic course for the school and guaranteeing conformity with Islamic educational principles and governmental benchmarks. The principle, as the chief leader, has the responsibility of managing the school's policies, regulating the curriculum, and ensuring that all educational activities promote both academic and spiritual development. The emphasis on both education and religious principles in Islamic schools, such as the one in Mojokerto, holds great importance since it establishes the school's distinctiveness and attractiveness. The principal's responsibility is to ensure that the curriculum maintains a high level of academic rigor while also including Islamic teachings that contribute to the development of students' moral and ethical perspectives.

The principal's influence goes beyond internal administration to actively involving external stakeholders, such as parents, in order to establish trust and uphold the school's esteemed reputation within the community. The study uncovered that parents view the principal as a crucial person in upholding the stability and academic superiority of the school. This is consistent with other prior studies that emphasized the importance of the principal's role in promoting trust and building relationships within the community, which in turn enhances the school's reputation. The principal's direct engagement with the parent body, whether through official meetings, community activities, or casual conversations, promotes a feeling of inclusiveness and responsiveness, which is greatly appreciated by parents. This direct correlation enhances the parents' trust in the school, so fostering a robust and favorable reputation of the institution in the wider community.

Aside from external communication, the principle also plays a crucial role in guiding internal staff, offering them the necessary vision and assistance to carry out their responsibilities proficiently. The principal ensures the smooth operation of the school and the holistic fulfillment of students' educational requirements by promoting collaboration among instructors, administrative staff, and the guidance and counseling department. This form of leadership is crucial for upholding the elevated criteria demanded by Islamic institutions, which value not just scholastic accomplishments but also the ethical and spiritual welfare of students.

Class teachers play a vital role in the success of a school as they have a direct impact on students' intellectual and moral growth. The study revealed that teachers in the Integrated Islamic Junior High School fulfill dual roles as educators and mentors, providing guidance to pupils throughout their academic journey while nurturing their individual development. The primary distinction between Islamic schools and secular schools lies in the dual obligation of instructors, encompassing both academic instruction and moral education. Teachers are required to exemplify the principles of Islam in their instruction and conduct, acting as exemplars for students in all aspects of their lives, both within and beyond the educational setting.

The regular and effective contact between teachers and parents was emphasized as a crucial element in upholding the school's reputation. Teachers frequently communicate with parents regarding their children's academic advancement and any obstacles they may encounter, thereby ensuring that parents are well-informed and able to provide support for their children's education at home. This kind of transparency cultivates a robust connection between the school and families, so bolstering the school's reputation for being open and responsive to the needs of its kids and parents.

The study also found that parents greatly appreciate the endeavors of teachers to consistently inform them and handle any problems in a proactive manner. This high degree of involvement promotes a cooperative partnership between the school and parents, strengthening a mutual dedication to the pupils' achievement. This discovery aligns with the existing body of research that emphasizes the significance of teachers in influencing student results and parental contentment (Memon & Alhashmi, 2018; Smith & Benavot, 2019). The

instructors' endeavors to establish robust connections with parents not only bolster student learning but also make a substantial contribution to the school's favorable standing within the community.

The guidance and counseling teacher has become an important internal stakeholder. This individual's primary emphasis is to provide assistance for students' emotional, social, and academic needs. They offer counseling services and mediate problems when they occur. Within an Islamic educational setting, the guidance and counseling instructor plays a crucial role, as they are frequently tasked with addressing not just academic or behavioral concerns, but also spiritual and personal growth obstacles. The guidance and counseling teacher plays a crucial role in fostering a supportive school climate that promotes both academic achievement and personal development by addressing students' difficulties comprehensively.

The research emphasized the significance of the guidance and counseling teacher in fostering student well-being, hence improving the school's reputation as a supportive and inclusive institution. Students who receive adequate assistance and empathy are more inclined to excel both academically and socially, so enhancing the overall good ambiance of the school. The nurturing environment offered by Islamic schools is a significant factor for parents when selecting a school. They are attracted to the schools' renowned ability to provide a comprehensive education that caters to both academic and moral requirements.

The research results are consistent with those of Azwar et al. (2024), who discovered that good student support services are essential for upholding a favorable school reputation, especially in Islamic educational environments. The guidance and counseling instructor plays a crucial role in assisting students in overcoming personal and academic challenges. This not only helps individual students achieve success but also enhances the overall reputation of the school as a compassionate and proactive institution.

The administrative staff plays a vital and indispensable role in maintaining the efficient functioning of the institution. The research emphasized that administrative staff are accountable for overseeing logistical factors such as student enrollment, record-keeping, and communication with both parents and external entities. While their responsibilities may not be directly tied to classroom

teaching, their effectiveness and professionalism have a substantial impact on the overall standing of the school.

Parents, especially, depend on the administrative staff to immediately and effectively address their inquiries. The study revealed that parents perceive the administrative staff as dependable and prompt, hence bolstering their confidence in the school's competence in efficiently handling its operations. This discovery corroborates Vogler's (2020) assertion that administrative efficiency plays a crucial role in stakeholder satisfaction and the reputation of educational institutions. Positive contacts between parents and the school's administrative team, such as for registration, fee payment, or event organization, can enhance the school's reputation.

Within Islamic educational institutions, the administrative staff plays a crucial role in maintaining the school's standards and advancing its objective, which goes beyond academic excellence to encompass religious and moral teaching. According to the research, the professionalism of the administrative personnel plays a role in how the school is perceived as being well-managed and trustworthy, which in turn improves its reputation in the community.

External stakeholders, mostly consisting of parents and the chairperson of the parents' committee, play a crucial role in upholding the school's mission and image, although not being directly involved in its daily activities. The study demonstrated that these stakeholders had a substantial impact on the perception of the school within the community, aligning with previous research on parental engagement in educational contexts (Smith & Benavot, 2019; Vogler, 2020).

Parents have been identified as significant external stakeholders who actively contribute to their children's education and cultivate a robust relationship with the school. The study revealed that parents actively participate in school events, consistently attend parent-teacher meetings, and offer input on the school's functioning. Parents are not only responsible for ensuring their children's academic achievement, but they also actively engage in community-building events and promote the school within the greater community.

The results indicated that the active involvement of parents had a substantial impact on the school's reputation. Parents who are satisfied with the school's academic and ethical offerings frequently endorse the school,

disseminating their favorable experiences to acquaintances, relatives, and other community members. This form of oral communication marketing is extremely helpful in preserving and improving the school's standing, especially in tight-knit areas where personal endorsements hold considerable influence.

Moreover, the input from parents was discovered to be a crucial tool for guaranteeing that the school stays attentive to the requirements of its children and families. The research emphasized that parents value the school's receptiveness to their problems and recommendations, hence strengthening their confidence in the institution. The partnership between parents and school staff is crucial for upholding the school's favorable reputation and ensuring it consistently meets the expectations of its stakeholders.

The head of the parents' committee was seen as a crucial individual in establishing contact between the school administration and the parents. This individual assumes a prominent position in coordinating events, soliciting funds, and advocating for parents' interests to the school administration. The study emphasized that the leader of the parents' committee plays a crucial role in cultivating a feeling of unity among parents, guaranteeing that their opinions are taken into account in the school's decision-making procedures.

The head of the parents' committee facilitates collaboration between parents and acts as a mediator with the school administration to guarantee that the school is attentive to the interests and concerns of its parent community. This active participation improves the school's standing as a proactive and inclusive institution, where parents feel appreciated and included in the decision-making process. The research findings support the earlier studies conducted by Memon and Alhashmi (2018), which underscored the significance of parental leadership in promoting collaboration between schools and families. The position of the parents' committee head holds significant importance in Islamic schools, since the principles of communalism and reciprocal assistance are fundamental to the school's essence.

A significant finding from the study revealed the interconnected nature of the internal and external stakeholders in improving the reputation of the Integrated Islamic Junior High School in Mojokerto. The school's reputation is established via the cooperation of its internal staff, who guarantee the efficient

operation of the school and the achievement of its educational objectives, and its external stakeholders, who provide support to the school through active participation and advocacy.

The study concluded that this partnership is crucial for cultivating trust and assurance in the school, both within the school community and the wider society. An instance of this is the recognition of the partnership between class teachers and parents as a crucial element in preserving favorable connections and guaranteeing the school's adaptability to the requirements of its children. When parents perceive a sense of involvement and support from the school, they are more inclined to actively support and promote the school, so improving its reputation. The parents' committee enhances this collaboration by serving as a formal vehicle for parents to contribute to the governance and decision-making of the school.

The connection between internal and external stakeholders, as demonstrated by Vogler's (2020) research, highlights the need of robust stakeholder relationships in maintaining a school's reputation. The study revealed that the reputation of the Integrated Islamic Junior High School in Mojokerto is influenced not only by academic achievements but also by the level of engagement with its stakeholders. Through cultivating favorable connections, the school upholds its reputation as an esteemed establishment that provides both exceptional academic standards and Islamic principles.

2. Building a Sustainable Model for School Growth through Stakeholder Engagement

To establish a sustainable framework for developing school reputation, it is essential to involve stakeholders and incorporate strategic planning, collaborative efforts, and ongoing adjustments to internal and external factors (Smith & Wollan, 2011). Stakeholder engagement is crucial in determining the long-term viability and expansion of the Integrated Islamic Junior High School in Mojokerto (Freeman, 2010). This chapter examines the use of stakeholder involvement to facilitate the advancement of the school. It specifically investigates the connections between internal and external stakeholders, strategic decision-making, and the implementation of Islamic values. This analysis also functions as

an outline for future initiatives based on the research findings, highlighting the significance of continuous involvement and flexible strategies.

The research suggests that establishing robust connections with both internal and external stakeholders is crucial for achieving a sustainable model of school expansion. Stakeholder engagement entails cultivating trust and guaranteeing continuous support, both of which are crucial for the school to effectively respond to challenges and take advantage of opportunities. Strategic stakeholder involvement is essential in Islamic educational institutions since it ensures that the school's academic objectives are in line with its religious mandate.

At the heart of this engagement is the role of the school principal, who serves as the primary leader and decision-maker. The principal's ability to engage with both internal and external stakeholders is critical to creating a shared sense of purpose (Bryson, 2004). Research highlights that principals who actively engage parents and the broader community are more likely to foster collaboration and a collective commitment to the school's success. This engagement is particularly important in Islamic schools, where the integration of religious values with educational excellence necessitates trust and collaboration between the school and its community.

One important finding from the research is the requirement for a structured stakeholder engagement strategy. This strategy should incorporate explicit communication protocols, frequent occasions for stakeholder engagement, and tools that enable stakeholders to actively participate in decision-making processes. Through the implementation of these principles, the school may establish a solid basis of trust and support, which is crucial for long-term development. It is advisable to take a proactive strategy. While it is important to respond stakeholder feedback, it is crucial to anticipate future demands and cultivate long-term partnerships in order to achieve sustainable growth.

The research highlighted the significant role played by both internal and external stakeholders in working together. The results indicate that these cooperative endeavors are crucial for establishing a viable framework for educational expansion. Teachers and administrative personnel collaborate closely with parents, who are external stakeholders, to establish a robust educational setting. Teachers have a crucial role in facilitating collaboration by connecting the

school's internal activities with the external community. Teachers who cultivate robust relationships with parents play a crucial role in upholding the school's standing and attaining its educational goals. The research indicates that instructors should participate in wider decision-making processes, offering their expertise to enhance the educational program and enhance stakeholder engagement activities.

Equally, administrative staff play a vital role in providing support for these cooperative endeavors. The research emphasizes that achieving administrative efficiency is a crucial element in establishing confidence with external stakeholders, particularly parents. Efficiently handling logistical issues and swiftly addressing concerns, administrative staff play a crucial role in creating a favorable image of the school as well-structured and attentive. The operational efficiency establishes a solid basis of trust, which is crucial for the school's sustained expansion.

Parents have a role of equal importance in the success of the school. The research findings suggest that parents who actively participate in the school's activities, such as the parents' committee or community events, offer support that goes beyond monetary contributions. Their active promotion and support throughout the community serves to recruit new students and strengthen the school's reputation as a reliable institution. The parents' committee serves as a strategic ally in the decision-making process, providing valuable perspectives that represent the interests and requirements of the wider community. Parental involvement in this role enhances the cooperative structure between internal and external parties, guaranteeing that the school stays flexible and receptive to the expectations of stakeholders.

In order for the Integrated Islamic Junior High School to attain long-term growth, it is imperative that it consistently adjusts and introduces new ideas. The study highlights the significance of implementing new educational programs and involving all relevant parties in order to achieve sustainability goals. Islamic schools must strike a balance between religious instruction and academic excellence in order to be competitive. This entails continuously improving the curriculum to suit contemporary educational standards while staying true to Islamic ideals.

A proposition drawn from the research findings is that the ongoing enhancement of processes, guided by input from individuals with a vested interest, is crucial for maintaining and expanding progress. Through the systematic collection and analysis of feedback from both internal and external stakeholders, the school can pinpoint areas that require improvement and opportunities for innovation. This feedback loop not only guarantees that the school stays attentive to the requirements of its stakeholders but also enables it to proactively tackle concerns before they escalate into more significant problems. Furthermore, utilizing digital tools to allow communication between parents and teachers, as well as engaging the community, can broaden the school's influence, improve transparency, and generate fresh possibilities for participation.

The incorporation of Islamic principles is crucial in influencing stakeholder participation and facilitating the functioning of the institution. The incorporation of these principles promotes a feeling of togetherness, collaboration, and reciprocal regard among individuals involved in the matter. The research findings indicate that schools that regularly maintain their religious principles are more inclined to establish enduring trust and loyalty among stakeholders, namely parents. When school administrators, instructors, and staff exhibit a dedication to impartiality, openness, and moral conduct, they strengthen the school's standing as an institution where Islamic ideals are not just instructed but implemented.

An essential proposition for the school is the establishment of a structured set of moral guidelines grounded in Islamic teachings. This code would facilitate interactions with stakeholders and establish a coherent framework for decision-making that is in accordance with the school's religious goal. An algorithm of this nature might also assist the school in navigating intricate scenarios, such as conflicts between stakeholders or challenging financial decisions, by offering a comprehensive framework based on Islamic teachings. Furthermore, implementing programs that prioritize the development of a sense of community, such as student-led religious gatherings, community service initiatives, and charitable endeavors, can enhance the connection between the educational institution and the wider community. This, in turn, will solidify the school's standing as a hub for both intellectual and ethical distinction.

D. CONCLUSION

The results of this study emphasize the crucial significance of involving stakeholders in influencing the sustainability and expansion of the Integrated Islamic Junior High School in Mojokerto. Both internal and external stakeholders, such as school leadership, teachers, administrative staff, and parents, have crucial responsibilities in upholding the school's reputation and assuring the provision of both academic quality and adherence to Islamic values. The study highlights the importance of implementing a structured and systematic approach to engaging stakeholders, which involves transparent communication, active participation, and cooperative decision-making. By cultivating these connections and staying attentive to the changing requirements of stakeholders, the school may persist in constructing a robust basis for enduring prosperity.

In order to sustain growth, it is crucial to implement a formal code of ethics based on Islamic principles and continuously improve the curriculum and engagement practices. These acts will strengthen the school's mission, assist in navigating intricate challenges, and cultivate a feeling of community and mutual respect among all involved parties. In addition, adopting innovative practices, such as utilizing digital tools for communication and community interaction, will guarantee that the school maintains its ability to adapt and think ahead. Suggested actions consist of consistently gathering input from stakeholders, creating projects that prioritize the community, and implementing leadership programs that align with the school's fundamental principles. These tactics will not only bolster the school's operational efficacy but also elevate its status as a revered institution that offers a comprehensive education based on Islamic principles.

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