



Branding and media promotion strategies to enhance public interest in public high schools

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Abstract. Branding and Media Promotion Strategies to Enhance Public Interest in Public High Schools. Rapid technological advancements and significant population growth are reshaping communication patterns, preferences, and societal behavior. This presents challenges for schools in effectively conducting outreach and promotion amidst increasingly fierce competition among educational institutions. This study aims to analyze Branding and Media Promotion Strategies to Enhance Public Interest. The research method used was a descriptive qualitative approach, with data collection techniques including passive participant observation, semi-structured interviews, and documentation. Research shows that branding strategies are implemented through the development of a structured promotional program timeline, ensuring each activity is documented and serves as an ongoing promotional tool. The curriculum governance strategy developed is not only oriented towards achieving national competency standards but is also tailored to local needs and student potential. This way, the curriculum becomes flexible and relevant, improving the quality of education and encouraging the achievement of more optimal learning objectives. These findings recommend that schools continue to optimize the use of technology media, strengthen collaboration, and adapt the curriculum to local needs as a sustainable branding strategy.

Introduction

The phenomenon of school branding is becoming increasingly important as schools compete to attract new students. This situation also occurs at public high schools in Simeulue Regency, which face challenges in strengthening their school image amidst technological advancements and the growing public demand for quality schools. The urgency of this research stems from the fact that effective branding and promotional strategies are key to building public trust and increasing interest.

A school branding strategy is a crucial step in building a strong image and identity to compete with other educational institutions (Walid & Malik, 2023). A clear identity will make it easier for the public to recognize and assess the school's quality, thereby fostering trust and increasing its appeal to prospective students and parents (Cahyanto et al., 2025). To strengthen this branding, schools need to use effective promotional media aligned with current developments (Marbun,

2025). To strengthen this branding, schools need to use a range of effective, up-to-date promotional media (Afidah, 2024). Conventional media such as brochures, banners, billboards, and school magazines are still relevant, especially for reaching the surrounding community. However, in the digital era, promotion through official websites and social media platforms such as Instagram, Facebook, TikTok, and YouTube has become crucial, as it can reach a wider audience at a lower cost. Thus, strong branding, creative promotions, and quality educational services will be key to increasing public trust and enthusiasm for schools (Mattahews, 2025).

Strategic management emphasizes the importance of strategic planning in managing an organization. Strategic planning enables organizations to identify their goals, develop effective strategies, and implement targeted plans to achieve them. The term strategic management refers to a pattern or plan that integrates several organizational or corporate goals, including policies and actions carried out in an integrated manner (Sembiring, 2022). Furthermore, various strategy literature contains numerous conceptual frameworks, models, tools, and techniques designed to help managers understand and analyze organizational processes (Yahya et al., 2023). Based on this description, it can be concluded that strategic management plays a crucial role in guiding organizations to achieve their goals effectively and efficiently through structured planning. This process includes goal identification, strategy development, and the integrated implementation of policies and actions. Strategic management focuses not only on developing plans but also on the organization's ability to adapt to environmental changes (Nurdin & Rasyid, 2022). The available strategy literature and models offer conceptual frameworks, tools, and techniques for managers to analyze, design, and implement strategies that meet the organization's needs (Chofreh et al., 2021; Widana, 2020). Thus, the success of strategic management depends heavily on the manager's ability to select and combine the most appropriate strategies to build strong organizational branding (Purnadewi et al., 2023).

In the context of education, school branding refers to the effort to establish a strong image and brand for an educational institution. School branding is not limited to logos, colors, and slogans; it encompasses all aspects related to the school's identity and the quality of education it provides (Azizah & Halwati, 2023). Branding strategies can be explained through several important variables, namely brand identity, which includes logos, names, and symbols as differentiators; brand positioning, which emphasizes how the brand is positioned in the minds of consumers compared to competitors; brand communication through promotional media and consistent messaging; brand experience, which consumers feel through products/services; and brand loyalty, which reflects consumer attachment to the brand. These five variables are interrelated in shaping positive perceptions and enhancing an organization or institution's competitiveness (Bawazir et al., 2024). Fifth, brand loyalty, which is demonstrated by increasing interest, choice, and sustained community support. With these indicators, branding strategies can be evaluated more precisely to strengthen an institution or organization's attractiveness (Budiarti et al., 2023). The research results indicate that branding is essential, but it is also insufficient without promotion (Schlebusch & Mokhampanyane, 2024).

School promotional media comprises tools, channels, and communication strategies used by educational institutions to introduce their identity, programs, and excellence to the public (Sumardi et al., 2023). Education is identified as a conscious and strategic effort aimed at creating a conducive learning environment and an effective learning process, where students are actively involved in developing their potential to possess traits such as spiritual and religious strength, self-control, good character, reason, noble morals, and related skills that are essential for personal, societal, national, and state progress (Nurohman, 2024). Promotion is not solely oriented toward commercial aspects, but rather toward introducing the school's identity, programs, and excellence as a form of educational responsibility (Brauckman et al., 2020). Based

on this description, it can be concluded that school promotional media plays an important role as a strategic tool in building a positive image and increasing public trust in educational institutions.

Studies on school promotion strategies have not fully captured children's needs, aspirations, and views of the ideal school. This is a significant shortcoming that needs to be addressed to make research on branding, promotional media, and community school interest more inclusive. By incorporating children's perspectives, the study's results will not only enhance school image but also strengthen educational quality and provide a more meaningful learning experience.

Although various schools have used digital promotional media such as websites and social media, the reality is that public interest in public high schools in Simeulue remains suboptimal. The school's image has not been consistently developed, promotional messages are often not integrated, and the use of digital media is not always managed with a specific strategy. In addition, coordination among school principals, teachers, and students in branding efforts remains weak.

Various solutions have been proposed in previous research, including interactive use of social media, improving the quality of promotional content, and strengthening school identity through flagship programs. However, these approaches remain partial and do not account for structured branding governance. The solution offered in this research is to focus the analysis on branding strategies that are integrated with the management of promotional media, both print and digital, as well as the collaborative role of school actors (principals, teachers, students) in building and maintaining a positive image of the school.

Previous research has focused on the use of digital media but has not addressed how schools coordinate branding governance and collaboration strategies, particularly in rural districts like Simeulue. This study's novelty lies in its integrated analysis of branding, promotional media management, and the collaborative role of school communities in fostering community engagement in an understudied island context. The gap between expectations and reality persists: promotional strategies in schools are meant to attract new students, yet schools still struggle with branding and promotion, especially in districts such as Simeulue. This certainly presents a challenge for schools to improve their promotional strategies so that the gap between expectations and reality aligns with the desired outcome.

The purpose of this study is to analyze and describe branding strategies in media management and school promotion to increase public interest in public senior high schools in Simeulue Regency. This study aims to reveal how schools design, implement, and evaluate branding strategies through various communication media, both print and digital, as well as other forms of promotion. In addition, this study aims to identify the roles of principals, teachers, students, and related parties in strengthening the positive image of schools, thereby attracting public interest in choosing public senior high schools as superior, character-based, and trusted educational institutions in Simeulue Regency.

Method

This research uses a qualitative descriptive approach. Qualitative research was chosen because its primary focus is on understanding social phenomena in depth through direct interaction with research subjects (Creswell & Creswell, 2017). Participants in this study actively sought the required information or data. Participants in this study included principals, teachers, and school committee members, totaling 18 from three high schools in Simeulue Regency. The researchers used observation, interviews, and documentation to collect the necessary data.

Data analysis techniques in this qualitative study can be carried out through several stages: data collection, data reduction, data display, and conclusion drawing/verification. Data analysis was conducted using the interactive model developed by [Huberman and Miles \(2002\)](#), which consists of three main stages: data reduction, data presentation, and conclusion drawing. In the data reduction stage, researchers selected key information from interviews, observations, and documentation and categorized it according to the research focus. In the data presentation stage, the reduced information was organized as descriptive narratives, tables, or direct quotations to make it easier to understand. The final stage was drawing conclusions, which was done iteratively through re-verification with field data to ensure the validity of the results.

Results and Discussion

This section discusses the research findings, which encompass three main aspects: promotional strategies, governance strategies, and promotional collaboration strategies at Public Senior High Schools in Simeulue Regency. This research reveals how schools design and implement promotional efforts to increase public interest through media management, publication activities, and stakeholder involvement. The promotional strategy focuses on disseminating information and strengthening the school's image, while the governance strategy emphasizes a structured and sustainable planning and implementation system. Meanwhile, the promotional collaboration strategy highlights the synergy between internal and external parties in building networks and expanding promotional reach. These three strategies collectively contribute to increasing public trust and a positive image of schools in Simeulue Regency.

Result

Promotion Strategy

A school promotion strategy is a planned effort to introduce a school's strengths, programs, and achievements to the community to increase trust and attract new students. Promotion is carried out through various media, such as banners, billboards, social media, websites, and student achievement publications. Furthermore, academic and non-academic activities, as well as the school's flagship programs, are used to build a positive image. With appropriate promotion, schools can expand their reach, strengthen their brand, and increase public interest.

Table 1. Promotion Strategy

Research Questions	: How can school promotion strategies be implemented to increase public interest?
<i>KS-1</i>	: Promote the school through social media, websites, banners, and brochures, and engage students through the student council (OSIS) and personal accounts. Academic and non-academic achievements, as well as flagship programs such as extra classes and Quran memorization, are key attractions to increase public interest.
<i>KS-2</i>	: Promote the school through brochures, banners, social media (Facebook and Instagram), and socio-religious activities and student competitions. Regularly publishing achievements has led to increased enrollment and higher graduation rates at colleges.
<i>KS-3</i>	: The school uses social media, new-student acceptance letters, and parent-teacher forums to promote itself. Students' academic and non-academic achievements are regularly published to inform the public of the school's excellence. Promotion also aims to build a positive image by highlighting student success at the district and provincial levels.
<i>G-1</i>	: Promote the school by publishing academic and non-academic activities and

	student achievements on social media, the website, and a digital application plan. Promotion focuses on introducing flagship programs, such as bilingual classes, and highlighting national achievements to increase public trust and attract prospective students.
<i>KM-1</i>	: Promote the school through billboards, banners, Ramadan Safaris, student competitions, and publications about achievements and alumni. This strategy emphasizes academic, religious, and student success, thereby increasing public trust and attracting students from diverse regions.

Based on the research findings, it can be concluded that the school's promotional strategy was implemented across various media, including print and digital channels such as banners, brochures, billboards, social media, websites, and mobile applications. Promotion was not carried out solely by the school but also involved students, the student council, committees, and parents. Promotional content focused on publicizing academic and non-academic achievements, flagship programs such as bilingual classes, plus classes, and Quran memorization (Tahfiz Qur'an), and alumni success stories. Furthermore, socio-religious activities, such as the Ramadan Safari, also served to build a positive school image. Overall, this promotional strategy succeeded in increasing public trust, expanding the reach of information, and encouraging increased interest from prospective students, including those from outside the region.

The school's promotional strategy demonstrates a comprehensive approach through various print and digital media, including banners, brochures, billboards, social media, websites, and mobile applications, reflecting the school's efforts to adapt to technological developments and the information consumption patterns of modern society. The involvement of students, the student council, committees, and parents demonstrates that promotion is not solely the school's responsibility, but rather a collective movement that strengthens a sense of ownership of the institution. Promotional content that highlights academic and non-academic achievements, flagship programs such as bilingual classes, plus classes, and Quran memorization, as well as alumni success stories, serves as evidence of the school's quality and an attraction that increases its market value in the public eye. Socio-religious activities such as the Ramadan Safari also strengthen the positive image and expand relationships with the community. Overall, this promotional strategy has proven effective in increasing public trust, expanding the reach of information, and attracting the interest of prospective students from within and outside the region. Thus, the promotion is not only informative but also helps build a strong reputation and image for the school amid competition among educational institutions.

Governance Strategy

The governance strategy for branding school promotional media is implemented through structured planning, consistent information management, and the involvement of various parties in the promotional process. The principal, along with the publication team, ensures that documentation of activities, student achievements, and flagship programs is regularly published through social media, the website, and print media. Transparency, coordination with teachers, committees, and parents, and the presentation of engaging content are key to building a positive school image. With good governance, promotions serve not only as a means of information dissemination but also as an effective branding strategy to increase public interest in the school.

Table 2. Governance Strategy

Research Questions	: What is the governance strategy for promoting schools to increase public interest?
<i>KS-1</i>	: Promotion is managed within the school's work plan, involving the vice

	principal, teachers, and student council advisors. Publication is conducted at each event under the direct supervision of the principal. Obstacles such as delays in publication due to limited facilities are addressed through journalism training for students and technical guidance for teachers.
<i>KS-2</i>	: The principal manages promotions in a structured manner by involving teachers in disseminating information, documenting activities, and reporting. Promotion programs are run continuously, not only for information but also to build the school's image and branding.
<i>KS-3</i>	: Promotions are managed through systematic planning, with a dedicated team formed that involves teachers in their respective fields. The principal acts as a guide from the planning stage through to evaluation. Challenges include limited internet access, frequent power outages, and parents' financial situations, which limit the implementation of promotions.
<i>G-2</i>	: Promotion is managed in a planned manner through meetings and a publication team (PUPDOK) that regularly updates information. The principal involves teachers, representatives, and committees, with an emphasis on documenting achievements and flagship programs to support the school's branding.
<i>KM-2</i>	: The principal and committee manage promotions in a planned manner, particularly during new student admissions. Promotions are conducted through visual media, religious activities, and documentation of student and alumni achievements. The committee also supports parent participation, ensuring that promotional management is oriented toward strengthening the school's image.

The results of this study indicate that school promotion management at public senior high schools in Simeulue Regency is carried out in a planned and systematic manner, involving various parties, including the principal, vice principal, teachers, student council advisors, and the committee. The principal plays a central role as director and supervisor, while teachers and the publication team document and disseminate information about student activities and achievements. Promotion serves not only to convey information but also to build the school's image and brand. The main obstacles, such as limited facilities, internet connection, and the economic situation of parents, are addressed through journalism training for students, technical guidance for teachers, and support from the committee and parents.

Based on the research findings, three trends emerge in the management of school promotion at public senior high schools in Simeulue Regency. First, school promotion is carried out in a planned and systematic manner, with clear task divisions among the principal, teachers, and the publication team. The principal serves as director, while teachers and the publication team document and disseminate information about school activities. Second, there is collaboration between various parties, including the vice principal, student council advisor, students, the committee, and parents. This involvement demonstrates a spirit of togetherness in building a positive school image. Third, the school demonstrated an adaptive approach to limited facilities and internet access. Through journalism training for students, technical guidance for teachers, and committee support, the school continued effective, sustainable promotion.

Promotion Collaboration Strategy

The promotional collaboration strategy is implemented through partnerships among schools, agencies, and stakeholders to enhance the school's image and increase public interest. This collaboration is realized through joint participation in educational activities, competitions, and socio-religious events, as well as support from relevant agencies in disseminating information and facilitating school programs. Stakeholder involvement also helps expand the promotional

network, strengthens relationships between schools and the community, and creates synergy in efforts to improve the quality of educational services while attracting new students.

Table 3. Promotion Collaboration Strategy

Research Questions	: What form of collaboration strategy does the school use for promotion?
<i>KS-1</i>	: The school collaborates with committees, parents, alumni, and external stakeholders. Outreach is conducted directly at junior high schools, information services are provided at the Administration Office, and partnerships with universities and inter-school events are established. This collaboration strengthens public trust and enhances SMA 1 Sinabang's image as a leading school.
<i>KS-2</i>	: Promotion is carried out through internal (teachers and students) and external (community) collaboration. Publicized socio-religious activities and student achievements strengthen the school's appeal and foster harmonious relations with the surrounding community.
<i>KS-3</i>	: Collaboration with school committees, parents, and educational stakeholders, including universities, has strengthened public trust and encouraged new students to participate. Featured programs, such as Quran memorization, have also served as promotional initiatives that have received positive community response.
<i>G-3</i>	: Collaboration is carried out with teachers, committees, alumni, and the community. Alumni play a role in strengthening networks, while good communication between parties makes promotions more effective. As a result, the school's image is enhanced, and the community's enthusiasm for enrollment increases.
<i>KM-3</i>	: Collaboration is achieved through the principal, the committee, teachers, parents, and the community. This includes parental support, socio-religious activities, and good communication between the committee and the school. This collaboration increases community trust and attracts students from outside the area.

The research findings show that the collaborative promotional strategy is implemented through synergy between internal parties (principals, teachers, students, committees, and parents) and external parties (alumni, the community, educational stakeholders, and universities). This collaboration includes direct outreach to junior high schools, use of print media, implementation of socio-religious activities, and strengthening networks through alumni and collaborations with external institutions. Flagship programs such as Quran memorization (Tahfiz Qur'an) help strengthen the school's religious image. This harmonious collaboration not only increases public trust but also strengthens the school's branding as a leading institution, thereby increasing interest among new students, both within and outside the region.

Based on the research findings, three main trends in the school's collaborative promotional strategy are identified. First, there is greater synergy among internal and external parties, including principals, teachers, students, committees, parents, alumni, the community, and universities. This collaboration creates a broad network to introduce the school to the public. Second, the collaboration is implemented through various strategic activities, such as outreach to junior high schools, utilization of publication media, and socio-religious activities. These efforts strengthen the relationship between the school and the community. Third, collaboration plays a crucial role in building a school's image and branding. Flagship programs such as Quran memorization

strengthen the school's religious identity and increase community trust and the enthusiasm of new students, both from within and outside the region.

Discussion

This discussion section provides an in-depth overview of the research findings, focusing on the promotional, governance, and collaborative promotional strategies implemented at Simeulue Regency Public Senior High Schools. These three strategies are interrelated and play a crucial role in strengthening the school's image and increasing public interest in the educational institution. The promotional strategy emphasizes efforts to promote the school's excellence through various communication media, both digital and conventional. The governance strategy emphasizes the importance of systematic planning, effective oversight, and the involvement of all school elements in the promotional process. Meanwhile, the collaborative promotional strategy illustrates the synergy among internal and external stakeholders, including alumni, the community, and educational stakeholders, to expand the reach of information and build public trust in the school.

Promotion Strategy

The research findings indicate that the school's promotional strategy is implemented through several planned and systematic approaches. First, the school develops a structured program timeline so that each activity can be well-documented and serves as a means of ongoing promotion. The school actively participates in academic and non-academic events, including quiz competitions, cultural activities, and national-level competitions. Participation in these events not only aims to improve student achievement but also serves as an effective promotional medium by expanding networks and introducing the school's positive image to a wider audience (Hanafiah et al., 2023).

Interpretation: The research results show that the school's promotional strategy is implemented in a planned and systematic manner through the development of a structured program and ongoing documentation of activities. The school's participation in various academic and non-academic activities not only aims to improve student achievement but also serves as an effective means of expanding networks and introducing the school's positive image to the wider community. This strategy emphasizes that every school activity serves as a promotional tool to increase the institution's visibility and reputation.

This program includes annual and semester agendas that are published to the public through various media (Boukes, 2019; Huang et al., 2025). Promotion is also carried out through inter-school visits, which serve as a forum for exchanging information and experiences (Cao et al., 2024). Literature review based on research by Safaat (2023). Marketing in educational institutions aims to provide the public with information about educational products and to differentiate school products from those of other madrasas. According to Eriani et al. (2025), the findings provide actionable guidance for educational institutions, particularly in optimizing social media as a branding tool to enhance image, attract students, and remain competitive in an increasingly digital educational landscape.

Implications: Schools need to continuously develop structured promotional programs and document each activity as part of their public communications strategy. Participation in various events should be maintained and expanded, as they have proven effective not only in improving student achievement but also in strengthening networks and expanding promotional reach. By leveraging every activity as a promotional tool, schools can increase visibility, build a positive image, and strengthen their reputation amid competition among educational institutions.

Governance Strategy

The research results indicate that curriculum governance strategies in schools can provide clear direction and guidelines for teachers in implementing the learning process. The curriculum is not only oriented towards achieving national competency standards but is also adapted to local needs and student potential. Thus, the curriculum is flexible and relevant, thereby improving the quality of education and encouraging the achievement of more optimal learning objectives. The governance strategy in branding school promotional media is implemented through structured planning, consistent information management, and the involvement of various parties. Transparency, coordination with teachers, committees, and parents, and the presentation of engaging content are key to building a positive school image. Research at a public high school in Simeulue Regency shows that promotional management is implemented systematically and collaboratively, serving not only as a means of conveying information but also as an effective branding strategy. Obstacles such as limited facilities, internet access, and parents' economic situation are addressed through journalism training for students, technical guidance for teachers, and support from the committee and parents. With proper management, the promotional strategy can strengthen the school's reputation while increasing public interest (Yasa et al., 2023).

Interpretation: Curriculum governance in schools is effective because it provides clear direction for teachers and aligns national standards with local needs and student potential. This flexibility makes the learning process more relevant and improves the quality of education. Meanwhile, the school's promotional media management strategy is implemented through structured planning, consistent information management, and collaboration with teachers, committees, and parents. Transparency and engaging content are important factors in building a positive school image. Research also reveals that, despite obstacles such as limited facilities, internet access, and parents' economic conditions, schools can overcome these challenges through student journalism training, technical guidance for teachers, and support from committees and parents. Overall, good curriculum governance and promotional strategies can strengthen the school's reputation and increase public interest and trust (Salsabila et al., 2025).

A literature review of these results indicates that the principal plays a central role as director and supervisor, while the publication team, teachers, and OSIS advisors are tasked with documenting and disseminating information on activities, student achievements, and flagship programs through social media, websites, and print media. Literature study according to research conducted by (Karim et al., 2025; Marbella, 2025); (Aljuhmani et al., 2023); (Srivastava, 2024); (Mardiah et al., 2025).

Implications: A clear, flexible, and relevant curriculum management system needs to be continuously developed to provide the right direction for teachers and improve the quality of learning. Furthermore, well-planned, coordinated, and multi-stakeholder management of school promotional media has proven crucial in building a positive image and strengthening school branding. Efforts to overcome obstacles through journalism training, technical guidance, and committee support demonstrate that collaboration is key to successful promotional management. With proper management of both the curriculum and promotional media, schools can enhance their reputation and attract wider public interest.

Promotion Collaboration Strategy

Research indicates that collaborative strategies among schools, agencies, and stakeholders significantly improve the quality of education. Schools that actively collaborate with other schools can exchange information, learning methods, and best practices that support student development. This collaboration is also an effective means of strengthening broader educational networks, thereby creating a complementary and sustainable learning ecosystem. This study

found that stakeholder support influences student learning motivation and community trust in schools. Collaboration with the business and industrial world can provide students with work experience, scholarship support, and internship programs. Meanwhile, local government agencies support regulations, facilities, and funding, making it easier for schools to achieve educational quality goals. Collaboration with the business and industrial world can provide students with work experience, scholarship support, and internship programs. Meanwhile, local government agencies support regulations, facilities, and funding, making it easier for schools to achieve educational quality goals.

Interpretation: Based on the research results, the branding strategy implemented by public senior high schools in Simeulue Regency plays a significant role in increasing public interest in the school. A well-planned and documented promotional strategy creates a positive image and provides consistent information to the public. Furthermore, a flexible and locally relevant curriculum management strategy demonstrates the school's ability to adapt to the social context and regional potential.

A literature review of these results suggests that stakeholder involvement in the planning and evaluation of school programs will foster a sense of belonging, thereby optimizing program success (Rasyid et al., 2022). Collaboration also involves the active role of stakeholders such as parents, school committees, and community leaders (Ikhwan et al., 2025; Widana & Ratnaya, 2021). Collaborative efforts with various parties strengthen the school's position as an open and participatory educational institution in improving the quality of educational services (Isroani & Huda, 2022). Collaborative efforts with various parties strengthen the school's position as an open and participatory educational institution in improving the quality of educational services (Brauckman et al., 2020). Furthermore, curriculum governance development needs to be carried out continuously, involving teachers, committees, and the community to ensure it remains relevant to students' dynamic needs and the surrounding environment (Yusuf & Fajri, 2022).

Implications: As a follow-up to this study's findings, schools are recommended to continue strengthening their digital promotion systems by expanding their reach across various social media platforms and official interactive websites. In terms of collaboration, schools can forge broader partnerships with businesses, universities, and government agencies to create innovative programs that can attract public interest and enrich students' learning experiences. This study contributes a new understanding of how remote schools combine religious programs with digital branding to increase public interest.

Conclusion

The results of the study indicate that branding strategies and promotional media management at State Senior High Schools in Simeulue Regency are implemented through structured program development, continuous activity documentation, flexible curriculum management that is relevant to local needs and student potential, and collaboration between schools, institutions, and stakeholders to strengthen networks and support increased learning motivation. These findings imply that the effectiveness of school branding is greatly influenced by the consistency of information, program relevance, and the involvement of various parties in building a positive image and increasing public interest. Based on these results, schools are advised to continue strengthening promotional planning, optimizing the use of appropriate promotional media, and maintaining coordination with stakeholders to ensure branding strategies run more effectively and increase the number of students interested in the school and its reputation.

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