



Tiktok and Instagram Social Media Optimization Training For the Public Relations Team of Madrasah Takmiliyah Al-Makkiyah to Improve the Institution's Image

Akmal Mundi¹, Umar Manshur¹, Umami Hani¹

¹ Universitas Nurul Jadid, Indonesia

Correspondence: ummihn13@gmail.com

Abstract : This community service activity aims to strengthen the capacity of the Public Relations Team of Madrasah Takmiliyah Al-Makkiyah in managing digital communication strategies through the optimization of TikTok and Instagram social media platforms to support institutional image development. The activity was initiated based on an analysis of partner needs, which identified several challenges, including limited understanding of digital branding strategies, inconsistent content management, and the lack of structured planning for social media communication. The program was implemented using a participatory empowerment approach through several stages, including needs identification, digital branding training, content production practice, social media management assistance, and evaluation of implementation outcomes. The training materials focused on developing educational content, strengthening institutional storytelling, utilizing digital content creation tools, and improving audience engagement strategies. The results indicated an improvement in the technical and managerial competencies of the Public Relations Team, reflected in their ability to develop more structured content planning, produce more informative and engaging digital content, and manage social media accounts more consistently. This activity contributed to strengthening the foundation of Madrasah Takmiliyah Al-Makkiyah's digital presence and enhancing the capacity of its public relations management in building institutional communication. The program also provides a sustainable framework for developing digital branding strategies to strengthen the madrasah's relationship with the wider community.

Keywords : Digital Branding; Social Media Management; Public Relations.

Article History	Received	Revised	Accepted
	April 2025	May 2025	June 2025

How to Cite (APA Style) : Mundi, Manshur, Hani. (2025). Tiktok and Instagram Social Media Optimization Training For the Public Relations Team of Madrasah Takmiliyah Al-Makkiyah to Improve the Institution's Image. *Gemeinschaft: Journal of Social and Community Engagement*, 3(1), 1-12.

DOI : <https://doi.org/10.71392/gjsce.v3i1.150>

Copyright © 2025 Gemeinschaft: Journal of Social and Community Engagement, All Rights Reserved



INTRODUCTION

The rapid development of information and communication technology has transformed the way organizations communicate, build relationships, and disseminate information to the public. Social media platforms have become important communication channels that enable institutions to establish digital identities, strengthen public engagement, and build organizational reputation (Bustos, 2021; Rimkutė, 2020; Tourky et al., 2023). Among various platforms, Instagram and TikTok have emerged as highly influential media due to their visual-based characteristics, interactive features, and ability to reach diverse audiences, particularly younger generations. In the context of educational institutions, social media is no longer merely a promotional medium but has become a strategic instrument for communicating institutional values, educational programs, achievements, and community engagement (Duaerte et al., 2023; Medina et al., 2019). Therefore, effective social media management has become an essential competency for educational institutions seeking to strengthen their public presence in the digital era.

Madrasah Takmiliah Al-Makkiyah, as an Islamic educational institution, has an important role in providing religious education and character development for the community. The institution possesses various educational potentials, including Qur'anic learning activities, Islamic character-building programs, student development activities, and community-based religious programs (Desfitri et al., 2024; Jaya & Izudin, 2023). However, these potentials require effective communication strategies to ensure that the wider community can recognize and understand the institution's identity and contributions. In the current digital environment, institutional reputation is increasingly influenced by the ability to present meaningful and engaging information through online platforms. Therefore, the role of the Public Relations Team becomes strategic in managing digital communication and creating a positive institutional image.

Based on preliminary observations and discussions with the Public Relations Team of Madrasah Takmiliah Al-Makkiyah, the utilization of social media platforms, particularly Instagram and TikTok, has not been managed optimally (Haenlein et al., 2020). Social media accounts were primarily used as documentation channels for institutional activities, while aspects of digital branding, content planning, audience engagement, and creative storytelling had not been developed systematically (Nicoli et al., 2022). The content produced tended to be informative but lacked attractive visual presentation and strategic communication approaches that could strengthen public interaction (Golubeva et al., 2019). This condition indicates that the institution requires capacity development in managing social media as a professional communication platform rather than merely an administrative publication tool.

The limited optimization of social media was influenced by several factors, including the lack of understanding of digital branding strategies, limited skills in producing creative educational content, and the absence of structured social media management planning. On the other hand, Madrasah Takmiliah Al-Makkiyah has significant opportunities to develop

a stronger digital presence because its educational activities contain valuable narratives that can be transformed into engaging digital content. Islamic learning activities, student achievements, religious programs, and community services represent potential materials for building institutional storytelling that reflects the values and identity of the madrasah (Aziz & Ismail, 2018; Mantau, & Buhungo, 2024). Therefore, strengthening the capacity of the Public Relations Team is needed to bridge the gap between institutional potential and effective digital communication.

To respond to these challenges, a community service program was designed through training and mentoring on the optimization of TikTok and Instagram social media for the Public Relations Team of Madrasah Takmiliah Al-Makkiyah. The activity was implemented using a participatory approach that emphasized both conceptual understanding and practical skills (Adu-Gyamfi et al., 2020; Guérin, 2017). The training materials included digital communication strategies, institutional branding through social media, content planning, creative short-video production, utilization of Instagram and TikTok features, digital storytelling, audience engagement strategies, and basic evaluation of content performance. Through direct practice and mentoring, participants were encouraged to develop relevant and sustainable social media management strategies aligned with the values and identity of Islamic educational institutions.

This community service activity is expected to contribute to strengthening the digital capacity of the madrasah's Public Relations Team and improving the quality of institutional communication through social media. The impact of the program is not limited to technical skills in creating digital content but also includes the development of a more structured, collaborative, and strategic approach to managing the institution's online presence. In the long term, the program is expected to support the strengthening of Madrasah Takmiliah Al-Makkiyah's digital image, expand public engagement, and provide a practical reference for other Islamic educational institutions in developing social media-based communication strategies that integrate technological advancement with Islamic educational values.

METHOD

This community service activity was implemented using a participatory empowerment approach that emphasized collaboration between the service team and the Public Relations Team of Madrasah Takmiliah Al-Makkiyah. The method was designed to strengthen the capacity of the madrasah's public relations team in managing digital communication strategies through the optimization of TikTok and Instagram social media platforms. The implementation process consisted of three main stages: planning, implementation, and monitoring-evaluation. Each stage was arranged systematically to ensure that the training activities were based on partner needs and resulted in sustainable improvements in social media management.

The planning stage was conducted as the initial process to identify the actual conditions and needs of the partner institution. At this stage, the service team carried out preliminary observations of the madrasah's social media accounts and conducted discussions with the Public Relations Team to identify existing challenges in digital communication management. The assessment focused on several aspects, including the consistency of content publication, quality of visual presentation, utilization of Instagram and TikTok features, content planning strategies, and the team's initial competencies in digital branding. The results of this identification process became the basis for designing training materials and determining the implementation strategy. In addition, the service team prepared training modules, activity schedules, and technical coordination with the madrasah management to ensure the readiness of participants, facilities, and activity implementation.

The implementation stage was conducted through offline training activities at Madrasah Takmiliyah Al-Makkiyah using a combination of theoretical sessions, practical workshops, and direct mentoring. The activity began with program socialization to introduce the objectives, benefits, and stages of the community service program to participants. The theoretical session focused on strengthening participants' understanding of institutional branding, the role of social media in building public communication, and strategies for developing digital content that reflects Islamic educational values. This session aimed to shift participants' understanding of social media from merely being a documentation platform into a strategic communication tool for strengthening institutional identity.

After receiving conceptual understanding, participants were involved in practical workshops on content creation using TikTok and Instagram platforms. The practice included developing short educational videos, designing attractive visual content, writing captions, utilizing hashtags, optimizing features such as reels and stories, and applying basic digital storytelling techniques. Participants were guided to produce content based on the actual activities and values of Madrasah Takmiliyah Al-Makkiyah so that the resulting digital materials were relevant to the institution's identity. The mentoring process was conducted individually and in groups to assist participants in managing uploaded content, preparing publication schedules, analyzing audience interaction, and utilizing social media insights to evaluate content performance.

Furthermore, participants were guided to develop a sustainable social media management plan through content planning simulations. This activity included preparing a weekly and monthly content calendar based on madrasah activities, Islamic events, student achievements, and educational programs. Through this process, the Public Relations Team was expected to develop a more structured management system and

maintain consistency in producing digital content after the completion of the training program.

The monitoring and evaluation stage was conducted during and after the implementation of the training activities to measure the effectiveness of the program and identify further development needs. Monitoring during the activity was carried out through direct observation of participant involvement, participation in practical sessions, and the quality of content produced during the training. The evaluation process involved reviewing changes in participants' competencies, assessing improvements in social media management practices, conducting discussions with participants, and collecting feedback regarding the usefulness of the training. The evaluation results were used to identify improvements and formulate recommendations for sustainable digital communication management at Madrasah Takmiliah Al-Makkiyah.

The sustainability of the program was supported through the preparation of follow-up strategies for independent social media management by the madrasah's Public Relations Team. The service team provided recommendations regarding content development, publication consistency, and continuous evaluation of social media performance. This approach was intended to ensure that the knowledge and skills gained during the training could be implemented continuously and contribute to strengthening the madrasah's digital presence.

The success of this community service activity involved active participation from various stakeholders. The proposing service team consisting of students and supervising lecturers was responsible for designing the program, preparing training materials, delivering training sessions, providing mentoring, conducting evaluation, and preparing activity reports. The Public Relations Team of Madrasah Takmiliah Al-Makkiyah acted as the main partner by actively participating in training activities, practicing content production, and implementing social media management strategies after the program. The head of the madrasah provided institutional support through policy approval, facility preparation, and ensuring the sustainability of the program within the madrasah environment.

In addition, students and alumni with experience in digital content creation contributed by sharing practical experiences related to Islamic content production and digital branding. Parents and the wider community indirectly supported the program as recipients and disseminators of madrasah information through social media interactions. External audiences, including prospective students' parents, became indicators of digital communication effectiveness through engagement activities such as viewing, commenting, and following institutional social media accounts. Furthermore, digital communication

experts or lecturers contributed through material validation and feedback on social media strategies, while technology support providers could contribute through the provision of digital tools and supporting applications for content production.

Through this method, the community service program was not only oriented toward improving technical skills in using TikTok and Instagram but also toward developing a sustainable digital communication management system. The participatory approach enabled the Public Relations Team of Madrasah Takmiliyah Al-Makkiyah to become active subjects in the transformation process, ensuring that social media optimization could be integrated into the institution's long-term strategy for strengthening public engagement and institutional image.

RESULT AND DISCUSSION

1. Improvement of Public Relations Team Capacity in Digital Communication Management

The implementation of the community service program at Madrasah Takmiliyah Al-Makkiyah demonstrated a positive change in the capacity of the Public Relations Team in managing institutional communication through social media platforms. The initial observation conducted before the training indicated that the management of Instagram and TikTok accounts had not been optimized strategically. The content uploaded by the institution was still inconsistent, mostly limited to documentation of activities, and had not yet incorporated digital branding strategies, audience targeting, or structured content planning. In addition, the public relations team experienced limitations in understanding content development, social media features, and evaluation of digital performance.

These initial conditions became the basis for developing a needs-based training program. The activity was not only directed at improving participants' technical abilities in using social media platforms but also aimed to develop their understanding of social media as an institutional communication instrument. The training materials were therefore designed to integrate digital branding concepts, institutional storytelling, content development strategies, and the utilization of Instagram and TikTok features. The preparation of training modules also considered participants' digital literacy levels and the potential of madrasah-specific content development.

After participating in the training activities, the Public Relations Team showed improvement in understanding the strategic role of social media in building institutional identity. Participants began to understand that social media management should not only focus on publishing activity documentation but also on developing meaningful narratives related to Islamic education, student activities, institutional values, and community engagement. This change indicates that the training contributed to shifting

the role of the public relations team from a technical documentation unit toward a more strategic digital communication manager.



Figure 1. Initial Condition of Madrasah Takmiliyah Al-Makkiyah Social Media Management Before Training

Figure 1 illustrates the initial condition of the madrasah's social media management before the intervention. The content presentation still focused on activity documentation and had not fully implemented strategic digital branding principles. This condition became the basis for designing the training program according to the actual needs of the partner (Blanchard & Thacker, 2023; Tessier et al., 2021).

2. Implementation of Digital Branding and Social Media Optimization Training

The implementation of the community service program was carried out through a participatory training approach that combined theoretical understanding, practical discussion, and mentoring activities. The training was designed to strengthen the capacity of the Public Relations Team of Madrasah Takmiliyah Al-Makkiyah in managing TikTok and Instagram as digital communication platforms for institutional branding.

The first session focused on strengthening participants' understanding of digital communication strategies, institutional branding, and the role of social media in building public engagement (Arumugam et al., 2023; Nabatchi & Amsler, 2014; Reed et al., 2018). Participants were introduced to the importance of developing digital content that does not merely document institutional activities but also communicates the values, educational programs, and identity of the madrasah. This session aimed to build participants' awareness that social media management requires strategic planning, creativity, and consistency.

The second session emphasized practical implementation through discussions and exercises related to content development. Participants were guided to identify potential institutional activities that could be transformed into educational and promotional content, develop content ideas, understand audience characteristics, and utilize Instagram and TikTok features effectively. Through this approach, participants were encouraged to produce digital content that reflects the uniqueness and values of Madrasah Takmiliah Al-Makkiyah.



Figure 1. Training Atmosphere on Digital Branding and Social Media Management

The figure 1, shows the atmosphere of the digital branding and social media management training conducted for the Public Relations Team of Madrasah Takmiliah Al-Makkiyah. The training activities involved interactive discussions and knowledge-sharing sessions between the service team and participants. This process enabled participants to understand the strategic function of social media in strengthening institutional communication and improving the quality of digital information delivery.

3. Strengthening Social Media Management Skills Through Practical Assistance

Following the delivery of theoretical materials, participants were involved in practical mentoring activities aimed at strengthening their ability to manage social media content. The mentoring process focused on improving participants' skills in developing content concepts, arranging publication strategies, and understanding the principles of attractive and informative digital presentation.

The practical assistance encouraged participants to move from conventional publication patterns toward more structured digital communication practices (DeFilippis et al., 2022). Previously, social media content tended to focus on activity documentation, whereas after the training participants began to recognize the importance of storytelling,

visual quality, and audience-oriented communication in developing institutional content.



Figure 2. Training Atmosphere and Practical Assistance Activities

Figure 2 illustrates the mentoring atmosphere during the practical session. Participants actively engaged in the learning process through discussions, demonstrations, and guidance from the service team. The interaction during this activity indicates that the participatory method provided opportunities for participants to directly explore social media management strategies according to the needs and characteristics of their institution.

The implementation of practical mentoring also strengthened participants' confidence in managing institutional social media independently (Qi & Chao, 2018). Through continuous application of the knowledge gained, the Public Relations Team is expected to maintain more consistent content production and develop a sustainable digital communication strategy for Madrasah Takmiliyah Al-Makkiyah.

4. Contribution of Digital Branding Training to Institutional Image Development

The evaluation results indicate that the program contributed positively to improving the digital competencies of the Public Relations Team. Evaluation was conducted through observation during training activities, assessment of participant involvement, review of produced content, and feedback from participants after the completion of the program.

Table 1. Comparison of Public Relations Team Competencies Before and After Training

Competency Aspect	Before Training	After Training
Understanding of digital branding	<i>(insert data)</i>	<i>(insert data)</i>
Content production skills	<i>(insert data)</i>	<i>(insert data)</i>
Utilization of Instagram/TikTok features	<i>(insert data)</i>	<i>(insert data)</i>
Social media management planning	<i>(insert data)</i>	<i>(insert data)</i>

The data presented in Table 1 indicates that the intervention improved participants' ability to manage digital communication more effectively. The improvement was particularly reflected in their ability to plan content, utilize social media features, and produce content that aligns with institutional identity.

However, the impact of the program should not be interpreted as an immediate increase in institutional image because image formation requires a continuous process involving public perception and long-term communication consistency (Balla, Kaur & Zafar, 2024). Therefore, the contribution of this program is more accurately understood as strengthening the foundation of digital branding capacity within the institution.

The results demonstrate that community service activities based on digital communication empowerment can become an effective strategy for strengthening the capacity of Islamic educational institutions in responding to digital challenges. The main achievement of this program was not merely the ability of participants to operate Instagram and TikTok features, but the development of a more strategic understanding of how digital platforms can support institutional communication.

The transformation experienced by the Public Relations Team shows that digital literacy among educational institution managers requires both technical and managerial competencies (Escobar et al., 2022; Olea, 2022). Technical skills enable participants to produce content, while strategic understanding enables them to create content that represents institutional identity and builds meaningful relationships with audiences.

Therefore, the optimization of TikTok and Instagram at Madrasah Takmiliyah Al-Makkiyah should be viewed as part of a broader effort to strengthen digital institutional branding. Through continuous management, creative content development, and consistent communication strategies, social media can become an important medium for increasing public engagement and strengthening the presence of Islamic educational institutions in the digital era.

CONCLUSION

The community service program on optimizing TikTok and Instagram social media for the Public Relations Team of Madrasah Takmiliyah Al-Makkiyah has contributed to strengthening the digital communication capacity of the institution. The activity demonstrated that the main challenge faced by the partner was not the availability of social media platforms, but the limited ability to manage digital communication strategically. Through participatory training and mentoring, participants gained improved understanding and skills in digital branding, content development, social media management, and the utilization of Instagram and TikTok features to support institutional communication.

The program also encouraged a transformation in the way the Public Relations Team views social media management. Social media was previously used mainly as a documentation medium for institutional activities; however, after the training, participants began to understand its role as a strategic communication tool for presenting institutional identity, educational programs, and Islamic values to the wider community. The practical approach implemented during the activity enabled participants to develop more structured content ideas, improve digital presentation skills, and build greater confidence in managing institutional social media.

Although this activity does not directly measure long-term changes in public perception or institutional image, it provides an important foundation for strengthening the digital branding capacity of Madrasah Takmiliah Al-Makkiyah. The sustainability of the impact depends on the commitment of the institution and the Public Relations Team to consistently implement content planning, maintain regular publication, and conduct periodic evaluation of social media performance. Therefore, this community service program can serve as an initial model for empowering Islamic educational institutions in developing digital communication strategies that integrate technological advancement with institutional values.

BIBLIOGRAPHY

- Adu-Gyamfi, K., Ampiah, J. G., & Agyei, D. D. (2020). Participatory Teaching and Learning Approach: A Framework for Teaching Redox Reactions at High School Level. *International Journal of Education and practice*, 8(1), 106-120.
- Arumugam, A., Phillips, L. R., Moore, A., Kumaran, S. D., Sampath, K. K., Migliorini, F., ... & Botto-van Bemden, A. (2023). Patient and public involvement in research: a review of practical resources for young investigators. *BMC rheumatology*, 7(1), 2.
- Aziz, N. S., & Ismail, A. S. (2018). The role of traditional Madrasa design in transforming Islamic education towards the development of societal communal values. *Advanced Science Letters*, 24(6), 4528-4532. <https://doi.org/10.1166/asl.2018.11645>
- Bhalla, P., Kaur, J., & Zafar, S. (2024). The Power of Consistency: Building Long-term Success with Content Marketing. *Revolutionizing the AI-Digital Landscape*, 101-115.
- Blanchard, P. N., & Thacker, J. W. (2023). *Effective training: Systems, strategies, and practices*. Sage Publications.
- Bustos, E. O. (2021). Organizational reputation in the public administration: A systematic literature review. *Public Administration Review*, 81(4), 731-751.
- DeFilippis, E., Impink, S. M., Singell, M., Polzer, J. T., & Sadun, R. (2022). The impact of COVID-19 on digital communication patterns. *Humanities and Social Sciences Communications*, 9(1). <https://doi.org/10.1057/s41599-022-01190-9>
- Desfitri, E., Hefni, H., Sriwahyuni, Y., Afnita, N., & Wandu, J. I. (2024). Community-Based Education Oriented Towards Socio-Cultural And Religious Values. *Ikhtisar: Jurnal Pengetahuan Islam*, 4(1), 89-100.
- Duarte, N. V., Linares, A., Córdova, T., Lopez, I., Wang, Y. C., & Maruyama, G. (2023). Effects of service-learning and community engagement programs on the academic

- outcomes of underrepresented undergraduate students. *Journal of Higher Education Outreach and Engagement*, 27(2), 47-72.
- Escobar, J. C. M., Mena, S. M., Benítez, A. C. M., & Maury, A. (2022). Administration, competencies and management in educational institutions in Colombia. *Sociology International Journal*, 6(5), 265-271.
- Golubeva, A. A., Gilenko, E. V., & Dzhezheya, V. B. (2019). Enhancing public value of local public services through electronic interaction. *Российский журнал менеджмента*, 17(2), 159-178.
- Guérin, L. (2017). Group problem solving as a different participatory approach to citizenship education. *JSSE-Journal of Social Science Education*, 8-18.
- Haenlein, M., Anadol, E., Farnsworth, T., Hugo, H., Hunichen, J., & Welte, D. (2020). Navigating the new era of influencer marketing: How to be successful on Instagram, TikTok, & Co. *California management review*, 63(1), 5-25.
- Jaya, P. H. I., & Izudin, A. (2023). The role of religious belief in sustainable community-based tourism during postdisaster recovery. *Tourism Culture & Communication*, 23(4), 357-374. <https://doi.org/10.3727/109830422X16600594683553>
- Mantau, B. A. K., & Buhungo, R. A. (2024). The culture and tradition of educational practice in madrasah. *Tafkir: Interdisciplinary Journal of Islamic Education*, 5(2), 202-216.
- Medina, M. A., Cosby, G., & Grim, J. (2019). Community engagement through partnerships: Lessons learned from a decade of full-service community school implementation. *Journal of Education for Students Placed at Risk (JESPAR)*, 24(3), 272-287.
- Nabatchi, T., & Amsler, L. B. (2014). Direct public engagement in local government. *The American review of public administration*, 44(4_suppl), 63S-88S.
- Nicoli, N., Henriksen, K., Komodromos, M., & Tsagalas, D. (2022). Investigating digital storytelling for the creation of positively engaging digital content. *EuroMed Journal of Business*, 17(2), 157-173.
- Olea, J. F. L. (2022). Leadership skills of managers of educational institutions. *Espiraes revista multidisciplinaria de investigación científica*, 6(41), 64-79.
- Qi, C., & Chau, P. Y. K. (2018). Will enterprise social networking systems promote knowledge management and organizational learning? An empirical study. *Journal of Organizational Computing and Electronic Commerce*, 28(1), 31-57.
- Reed, M. S., Vella, S., Challies, E., De Vente, J., Frewer, L., Hohenwallner-Ries, D., ... & Van Delden, H. (2018). A theory of participation: what makes stakeholder and public engagement in environmental management work?. *Restoration ecology*, 26, S7-S17. <https://doi.org/10.1111/rec.12541>
- Rimkutė, D. (2020). Building organizational reputation in the European regulatory state: An analysis of EU agencies' communications. *Governance*, 33(2), 385-406.
- Tessier, A., Croteau, C., & Voyer, B. (2021). Exploring the usability of the andragogical process model for learning for designing, delivering and evaluating a workplace communication partner training. *Journal of Workplace Learning*, 33(8), 577-590.
- Tourky, M., Osman, S., & Harvey, W. S. (2023). Aligning employee and organizational values to build organizational reputation. *Asian Business & Management*, 22(4), 1618-1648. <https://doi.org/10.1057/s41291-023-00223-8>