

Adiwiyata-Based Branding Strategy in Enhancing School Image and Competitiveness at Public Junior High Schools in Banjarmasin City (A Multisite Study at Banjarmasin State Junior High School 8 and Banjarmasin State Junior High School 11)

Marini¹, Novitawati², Suhaimi³

^{1,2,3} Master of Educational Administration, Lambung Mangkurat University, Banjarmasin

email all authors ¹marinir13@gmail.com, ²novitawati@ulm.ac.id, ³suhaimi@ulm.ac.id

ARTICLE INFO

Article History:

Received : 09-07-2026

Revised : 23-10-2026

Accepted : 25-10-2026

Online : 28-10-2026

Keywords:

Adiwiyata;

Environmental Culture;

School Branding;

School Image;

School Competitiveness.



ABSTRACT

This study aims to describe and analyze Adiwiyata-based branding strategies in improving the image and competitiveness of schools at Banjarmasin State Junior High School 8 and Banjarmasin State Junior High School 11. The study employed a qualitative approach with a multisite case study design. Data were collected through in-depth interviews, observations, and document analysis. Research participants included principals, vice principals, teachers, administrative staff, students, school committee members, and other relevant stakeholders. Data were analyzed using an interactive model consisting of data condensation, data display, and conclusion drawing, while cross-site analysis was conducted to identify common patterns across the research sites. The findings revealed that Adiwiyata-based branding strategies were implemented through three main approaches: principal leadership strategies, school human resource empowerment strategies, and school branding communication strategies. Leadership strategies were manifested through the formulation of environmentally oriented school visions, the strengthening of school culture, and participatory decision-making processes. Human resource empowerment strategies included training programs, professional development, competency enhancement for teachers, and active involvement of all school members in environmental initiatives. Branding communication strategies were carried out through the publication of school activities, the utilization of social media, partnerships with various stakeholders, and the dissemination of school achievements to the wider community. The implementation of these strategies successfully established a positive image of the schools as environmentally conscious institutions and enhanced their competitiveness amid increasing competition among educational institutions. This study contributes to the development of educational management, particularly in strengthening school branding through environmental culture-based approaches.



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

A. INTRODUCTION

Education is a strategic instrument for building quality human resources, and its success is measured not only through students' academic achievement but also through schools' capacity to shape character, skills, and competencies relevant to the demands of the times. Amid rapid globalization and digital transformation, educational institutions are required to continuously improve service quality through innovations oriented toward community needs (Ranisa et al., 2025). Sari and Soliha (2022) explain that service

quality and school reputation influence public trust in choosing an educational institution; parents no longer select schools solely on the basis of location but also consider reputation, achievement, culture, service quality, and flagship programs. This has intensified competition among schools and made image and identity increasingly important factors in building public trust.

One approach that has grown in educational management is school branding — a concept originally used in business but now adapted by educational institutions to build identity, reputation, and positive public image. School branding encompasses not merely promotional activity but also the shaping of public perception through service quality, organizational culture, and the experiences of students, parents, and the community (Budiarti et al., 2023). Effective branding must be grounded in authentic, sustainable institutional excellence realized through academic achievement, school culture, learning innovation, and flagship programs relevant to community needs, and should therefore be integrated into a school's overall development strategy rather than treated only as a promotional tool (Latifah, 2025).

One program with strong potential as a basis for school branding is the Adiwiyata Program, developed by the Ministry of Environment and Forestry to build environmentally caring and cultured schools. Halimah et al. (2022) note that the program integrates environmental conservation values into school policy, curriculum, participatory activities, and eco-friendly facility management, creating not only clean and healthy learning environments but also students with environmental awareness and responsibility (Noviani et al., 2025). Prior studies show that Adiwiyata implementation positively affects the quality of the school environment, character formation, and stakeholder participation in conservation activities (Herliana & Suriansyah, 2025). Because Adiwiyata simultaneously integrates education, organizational culture, and environmental concern, it functions as a value-based form of school branding in which image is built through authentic daily practice rather than promotion alone, making it more sustainable and a potential source of competitive advantage (Febriyanti et al., 2025; Astuti & Setiyatna, 2026).

The success of Adiwiyata-based branding is strongly influenced by principal leadership. Visionary, transformational leadership mobilizes the school community to actively pursue Adiwiyata's goals and build collaboration with stakeholders to sustain the program (Sari et al., 2024; Yuridka & Aslamiah, 2025). Beyond leadership, the quality of human resources is decisive: teachers and staff act as the primary agents who implement environmental programs and internalize environmental values in students (Putri et al., 2025), and their competence, commitment, and active participation form a strong, environmentally oriented school culture that becomes the foundation of school branding (Hartini et al., 2025). Communication strategy is equally essential — achievements and activities must be effectively conveyed to the public through both conventional and digital media, since social media, school websites, activity publications, and partnerships increase visibility and strengthen positive public perception of educational service quality (Kotler & Fox, 1995).

Previous studies on the Adiwiyata Program can be grouped by their focus, object, and method. The first group examines how schools manage and carry out the program. Multi-site and multi-case studies in Banjarmasin have described Adiwiyata-based school environment management and participatory environmental activities, the latter in junior high schools that included one of the present research sites, and found that Adiwiyata implementation improves students' environmental knowledge, attitudes, and behavior (Noviani et al., 2025; Priambodo & Rizalie, 2021). The second group centers on leadership

and organizational culture within a single school, such as green leadership at a school in Kotabaru and the principal's role in transforming organizational culture at an elementary school (Herliana & Suriansyah, 2025; Herliana et al., 2025). The third group, conducted mostly at the elementary level, evaluates specific habituation programs, namely Jumat Barasih, waste patrol, zero waste, and plant watering, and their effect on student character (Febriyanti et al., 2025; Putri et al., 2025; Sari et al., 2024; Sartika et al., 2025). Across these groups, the outcome of interest is the school environment or student character, while school image and competitiveness are rarely the analytical focus.

Conversely, school branding studies have concentrated on the promotional and reputational side, such as brand image and the marketing of educational services in a junior high school, flagship programs and the teacher's role in elementary schools, public relations through social media, and stakeholder engagement (Astuti & Setiyatna, 2026; Aziz, 2025; Eriani et al., 2025; Hadrianingtyas & Haq, 2026; Latifah, 2025; Novita et al., 2025). These studies show that systematically built branding, consistent publication, and partnership networks strengthen school identity, public trust, and competitiveness (Astutik et al., 2026; Permadi et al., 2025), but they generally treat branding as a stand-alone communication or marketing activity and do not take an environmental value program such as Adiwiyata as the substance of the brand. Adiwiyata studies therefore explain what schools do for the environment without explaining how this becomes image and competitiveness, whereas branding studies explain how image is built without anchoring it in environmental practice. This study addresses that gap in three ways. It is integrative, because it links principal leadership, human resource empowerment, and branding communication in one analytical frame. It is processual, because it examines how the strategy is designed, implemented, and sustained rather than only its outcomes. It is multisite, because it compares two junior high schools through cross-site analysis to identify shared patterns and site-specific differences.

Banjarmasin State Junior High School 8 and Banjarmasin State Junior High School 11 are two schools that have successfully developed sustainable Adiwiyata-based branding, integrating environmental values into their school culture to the point that this has become a recognized public identity, reflected in environmental awards, high levels of community participation, and growing public trust. This phenomenon indicates that the Adiwiyata Program functions not merely as an environmental program but also as an effective branding strategy for enhancing school image and competitiveness. This study therefore aims to describe and analyze the Adiwiyata-based branding strategy at Banjarmasin State Junior High School 8 and Banjarmasin State Junior High School 11, covering principal leadership, school human resource empowerment, and branding communication, as an effort to enhance the image and competitiveness of these educational institutions.

B. METHODS

This study employed a qualitative approach with a multisite case study design to gain an in-depth understanding of the Adiwiyata-based branding strategies applied in schools. A qualitative approach was chosen because it allows the researcher to understand the phenomenon holistically within its natural context and to uncover the meanings constructed by education practitioners regarding the program (Miles et al., 2014). The study was conducted at Banjarmasin State Junior High School 8 and Banjarmasin State Junior High School 11, both of which have developed the Adiwiyata Program as a school identity and advantage. The multisite design enabled comparison of practices across the

two schools to identify patterns, similarities, and differences in the branding strategies applied (Tuepker et al., 2024).

Informants and selection procedure. Informants were selected through purposive sampling based on three criteria: direct involvement in planning, implementing, or evaluating the Adiwiyata Program; adequate knowledge of the school's leadership, human resource, and communication practices related to the program; and willingness to take part in the interviews. The core informants were principals, vice principals, teachers, education staff, and Adiwiyata program coordinators, while students and school committee members were included as supporting informants to provide the perspectives of program participants and the community. Selection started with the principal and the Adiwiyata coordinator at each school, who helped identify other relevant informants, and continued until additional interviews no longer produced new substantive information. The characteristics of the informants are summarized in Table 1.

Table 1. Characteristics of Informants

Cod e	Informant category	SMPN 8	SMPN 11	Selection criteria and role in the Adiwiyata Program
P	Principal	n	n	Main decision maker; leads school vision, policy, and culture related to Adiwiyata
VP	Vice principals	n	n	Involved in planning and coordinating the program and its publication
C	Adiwiyata program coordinators	n	n	Plan and run daily program activities and documentation
T	Teachers	n	n	Integrate environmental values into learning and guide student activities
S	Education staff	n	n	Manage facilities, cleanliness, and administrative documentation
ST	Students (supporting informants)	n	n	Participate in Adiwiyata activities; give the student perspective
SC	School committee members (supporting informants)	n	n	Represent parents and community; give the partnership and public perception perspective
	Total	n	n	

Note: n = number of informants at each school, to be completed by the authors from the field data. Informants are identified by codes to protect their confidentiality.

Data collection and period. Data were collected over [number] months, from [month] to [month] 2026, with [number] visits to each school. In-depth interviews were semi-structured, lasted approximately [number] to [number] minutes each, were conducted face to face at the school, and were audio-recorded with the informants' consent and transcribed. Participatory observation focused on the school environment (greening, waste management, and facilities), routine Adiwiyata activities, and the use of school media for publication, and was recorded in field notes. Document study covered the school vision and mission, Adiwiyata work programs and reports, award certificates, partnership documents, and the schools' websites and social media content.

Interview guidelines. The interview guidelines were developed from the three strategy themes and the two outcome themes (school image and competitiveness), with an additional section on obstacles. The guidelines were used flexibly so that follow-up

questions could be adapted to each informant's answers. Examples of the guiding questions are shown in Table 2.

Table 2. Examples of Interview Guideline Items

Theme	Examples of guiding questions	Main informants
Principal leadership	How was the school's environmental vision formulated and communicated? How are Adiwiyata considerations included in school policies and decisions? Who takes part in planning the program?	Principals, vice principals, school committee
HR empowerment	What training or mentoring on Adiwiyata have teachers and staff received? How do you integrate environmental values into learning? What is your role in Adiwiyata activities?	Teachers, staff, coordinators, students
Branding communication	Through which channels are Adiwiyata activities and achievements communicated? Who manages the publication? Which partners support the program, and how?	Principals, coordinators, staff, school committee
Image and competitiveness	How do parents and the community perceive the school? What changes have you noticed in public trust and in interest in enrolling at the school?	Principals, teachers, school committee
Obstacles	What obstacles have you faced in running the program and communicating it? Which aspects have not worked as expected?	All informants

Data analysis and cross-site process. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, comprising data condensation, data display, and conclusion drawing and verification (Miles et al., 2014), conducted continuously from the data collection stage through completion of the study. Within each school, transcripts, field notes, and documents were read repeatedly and coded around the three strategy themes and the outcomes of school image and competitiveness; the coded segments were condensed into site-level matrices, and provisional conclusions were checked against the raw data. Cross-site analysis was then carried out in three steps: (1) the matrices of the two schools were placed side by side for each theme; (2) patterns shared by both schools were separated from patterns specific to one school, together with possible explanations for the differences; and (3) the shared patterns were synthesized into cross-site findings, as presented in Table 3 (Tuepker et al., 2024).

Triangulation procedure. Data credibility was tested through source, technique, and time triangulation (Vivek et al., 2023). Source triangulation compared the statements of informants in different positions, such as principals, teachers, and students, on the same issue. Technique triangulation compared interview statements with observation records and documents, for example by checking claims about publication against the schools' actual websites and social media content. Time triangulation compared data collected at different visits so that findings did not rest on a single event. Inconsistent data were followed up with the informants concerned or with additional documents before being included in the findings.

C. RESULT AND DISCUSSION

The findings of this study were obtained through observation, in-depth interviews, and documentary study conducted at Banjarmasin State Junior High School 8 and Banjarmasin State Junior High School 11. Data were analyzed progressively, from within-site analysis to cross-site analysis, in order to identify patterns, similarities, and differences in the Adiwiyata-based branding strategies applied at the two schools. The findings show that the success of Adiwiyata-based school branding is determined not only by the existence of an environmental program but also by systematic and sustained managerial strategy.

The analysis identified three main themes underlying the schools' image and competitiveness: principal leadership strategy, school human resource empowerment strategy, and school branding communication strategy. These three aspects are interrelated and form a system that supports the school's identity as an environmentally superior and competitive institution. The main findings from both research sites are summarized in Table 3.

Table 3. Main Findings of Adiwiyata-Based Branding Strategy at Banjarmasin 8 State Junior High School and Banjarmasin 11 State Junior High School

Aspect	Banjarmasin 8 State Junior High School	Banjarmasin 11 State Junior High School	Cross-Site Finding
Principal Leadership	Strengthening an environmentally oriented school vision	Strengthening an environmentally caring school culture	Environment-based transformational leadership
HR Empowerment	Training and coaching of school members	Active involvement of all school members	Sustainable HR empowerment
Branding Communication	Publication through social media and website	Partnership and publication of school programs	Integrated branding communication strategy
School Image	Green, healthy, and high-achieving school	Environmentally caring, character-based school	Positive Adiwiyata-based school image
School Competitiveness	Increased public trust	Increased interest of new students	Competitive advantage based on environmental culture

Based on the table, both schools share commonalities in using the Adiwiyata Program as a school identity and advantage. Although implementation differs slightly between sites, both show the same pattern of integrating environmental values into school leadership, human resource development, and institutional communication strategy. This indicates that Adiwiyata-based branding has become part of the schools' organizational culture, contributing to positive image formation and increased competitiveness amid intensifying competition among educational institutions.

1. Principal Leadership Strategy

The findings show that the success of Adiwiyata-based school branding is strongly influenced by principal leadership as the main driver in directing an environmentally oriented school vision, policy, and culture. Principals act not merely as administrators but as strategic leaders who integrate Adiwiyata values into school policy, curriculum development, facility management, and various environmental activities. This finding is consistent with Nor et al. (2026), who state that principal leadership plays a central role in building collective commitment and directing school resources toward

sustainable education goals, supporting transformational leadership theory, which emphasizes a leader's ability to inspire, influence organizational behavior, and drive positive change through clear vision and strong motivation (Bass & Riggio, 2006).

Leadership at both schools tends to be participatory, giving teachers, staff, students, and stakeholders room to be involved in planning and implementing the Adiwiyata Program. This approach fosters a sense of ownership, making the entire school community feel responsible for the success of the environmental program, which strengthens both program implementation and the formation of a distinctive organizational culture and school identity. This finding reinforces Setiawan et al. (2025), who explain that organizational culture built through participatory leadership increases school members' commitment to shared goals and strengthens the school's positive public image.

2. Human Resource Empowerment Strategy

Human resource empowerment is a key factor in the success of Adiwiyata-based branding, realized through capacity-building activities such as training, workshops, mentoring, and continuous coaching involving the entire school community. This not only strengthens understanding of environmental education but also improves the community's ability to consistently implement Adiwiyata values in daily activities, indicating that school branding is built through authentic practice rather than mere image-making. This is in line with Rahmawati et al. (2020), who assert that sustained use of the Adiwiyata school environment strengthens environmental character and forms a distinctive school identity.

Teachers play a strategic role as change agents who integrate environmental values into learning. Integrating environmental education across subjects gives students contextual learning experiences while building ecological awareness from an early age. Active involvement in greening, waste management, conservation, and other Adiwiyata activities helps students develop environmentally caring knowledge, attitudes, and behavior, supporting the findings of Baiah and Fadiana (2024) that an environmentally oriented school culture contributes to forming students' environmental character through habituation and active participation.

Furthermore, successful HR empowerment encourages a sustainable school culture, reflected in the collective involvement of principals, teachers, staff, students, and parents in supporting environmental activities. This participation produces values, norms, and habits that consistently strengthen the school's identity as an environmentally cultured institution — confirming Santosa and Supadi (2024), who argue that active participation of school members is the main foundation for building a sustainable and competitive Adiwiyata school culture.

3. School Branding Communication Strategy

Branding communication strategy is carried out through various communication media that allow schools to reach the public more broadly and effectively. Schools actively publicize their activities, achievements, and environmental programs through social media, websites, and other information channels to build a positive image and introduce their Adiwiyata-based identity. Consistent publication increases school visibility and strengthens public perception of the school's advantages, reflected in growing public recognition of school programs and the formation of an image as a school committed to environmental education. This is consistent with Hadrianingtyas and Haq (2026), who explain that optimizing social media use by school public

relations strengthens school identity and reputation in the digital public sphere, and with Novita et al. (2025), who found that publicizing school activities through social media increases community engagement and sustains school branding.

Beyond digital media, branding communication is also carried out by developing partnerships with government institutions, businesses, universities, and environmental communities. These partnerships expand the school's network and increase institutional credibility through collaborative programs supporting Adiwiyata implementation, allowing schools to gain resource support, capacity strengthening, and public recognition. This confirms Chotimah et al. (2024), who state that stakeholder engagement is essential for sustainably building school reputation and growth; Permadi et al. (2025), who note that branding supported by partnership networks and public trust increases institutional competitiveness; and Eriani et al. (2025), who show that branding strategies involving active stakeholder interaction contribute to forming a positive and credible school image.

4. *Adiwiyata-Based School Image*

Implementing Adiwiyata-based branding has successfully formed a positive image of the schools as environmentally caring institutions, built through consistent implementation of environmental programs, habituation of environmentally caring behavior, and a school culture supporting sustainability principles. The public views the schools not only as academically oriented institutions but also as committed to shaping students who are responsible toward the environment, contributing to increased public trust — one indicator of successful institutional branding. This is supported by Mu'minah et al. (2024), who found that positive school image influences public trust and decisions in choosing an educational institution, and by Walid and Malik (2024), who assert that consistent branding supported by the school's core values increases public interest and trust.

A clean, green, healthy, and comfortable school environment further strengthens this positive public image. Well-maintained facilities create a conducive learning atmosphere and reflect overall management quality, providing positive experiences for students while demonstrating commitment to sustainable education — consistent with Priambodo and Rizalie (2021), who show that Adiwiyata implementation improves students' environmental knowledge, attitudes, and behavior, and Herliana et al. (2025), who found that Adiwiyata schools form environmental care as a distinctive student character that strengthens school identity.

5. *School Competitiveness*

The findings show that Adiwiyata-based branding contributes to increased school competitiveness, reflected in growing public interest in enrolling children at schools with a strong environmentally cultured identity. High public trust increases enrollment numbers and broadens public recognition of school quality, while academic and non-academic achievements further strengthen institutional reputation and appeal amid competition among educational institutions. This is consistent with Astutik et al. (2026), who state that systematically built school branding increases competitiveness and strengthens public trust, and with Aziz (2025), who found that school reputation and brand image significantly influence parents' school choice decisions.

The competitive advantage formed derives not only from Adiwiyata awards but also from the school's ability to build a sustainable organizational culture.

Environmental care internalized in daily activities creates a distinctive identity that is difficult for other institutions to replicate, becoming a differentiating factor that strengthens the school's public position and a source of long-term competitive advantage. This aligns with Barney (1991), who asserts that unique organizational resources and capabilities can be a source of sustainable competitive advantage when difficult to imitate, and with Sartika et al. (2025), who show that the environmental culture formed through Adiwiyata implementation creates distinctive school characteristics that strengthen institutional identity. Thus, Adiwiyata-based branding functions not only as an image-building strategy but also as a strategic instrument for building sustainable school competitiveness

6. Challenges and Aspects That Have Not Yet Worked Optimally

Although the findings above show a generally positive picture, Adiwiyata-based branding at both schools has not run without obstacles, and several aspects have not yet worked optimally. These aspects are presented to give a more balanced account of the strategy and should be read as areas of unfinished work rather than as failures of the program.

First, the strategy remains strongly dependent on the principal as the main driver. Because leadership was the central factor in the findings, the continuity of the program is vulnerable to changes in school leadership, when a new principal may not give the same priority to environmental values. Institutionalization through written policies, standard procedures, and a regeneration plan for the Adiwiyata team has not been fully secured at either school.

Second, participation among school members was uneven. Involvement tended to concentrate on the Adiwiyata coordinators, a number of committed teachers, and student groups assigned to particular activities, while other teachers and students took part mainly during events or assessment periods. This pattern supports the argument of Santosa and Supadi (2024) that a sustainable Adiwiyata culture depends on broad and active participation, and it indicates that the empowerment strategy still needs to reach less involved members.

Third, branding communication was largely activity-driven. Publication followed school events and awards rather than a planned communication calendar, and the schools did not yet systematically monitor how the public perceives their Adiwiyata identity, for example through parent surveys or analysis of social media engagement. As a result, the claims about increased public trust and enrollment interest rest mainly on informants' perceptions and school records, and they should be interpreted with caution.

Fourth, constraints of budget, space, and time were reported. Maintaining facilities, managing waste, and sustaining greening activities require continuous funding, while the documentation demands of Adiwiyata assessment compete with teachers' teaching and administrative workloads.

These obstacles do not undermine the main findings, but they qualify them. The gains in image and competitiveness described above depend on sustained leadership, broader participation, and more systematic communication and evaluation. Adiwiyata-based branding should therefore be understood as a continuing process that still needs consolidation, not as an achievement that has already been secured.

D. CONCLUSION AND SUGGESTIONS

Adiwiyata-based branding strategy at Banjarmasin State Junior High School 8 and Banjarmasin State Junior High School 11 was implemented through three main strategies: principal leadership strategy, school human resource empowerment strategy, and school branding communication strategy. Transformational leadership was the main factor directing all school environmental programs. Human resource empowerment was carried out through competency enhancement and the active involvement of all school members in implementing the Adiwiyata Program. Branding communication strategy was implemented through activity publication, digital media utilization, and strengthened partnerships with various stakeholders. The implementation of these three strategies successfully built a positive image of the schools as environmentally caring institutions while enhancing their competitiveness amid increasing competition among educational institutions. However, the strategy has not been free of obstacles: its continuity still depends heavily on the principal's leadership, participation among school members is uneven, and publication and the monitoring of public perception are not yet systematic, so the gains in image and competitiveness still need to be consolidated.

Based on these findings, schools are advised to institutionalize Adiwiyata-based branding through written policies, standard procedures, and the regeneration of the Adiwiyata team so that it does not depend on individual leaders; to broaden the involvement of teachers, students, and parents beyond the core team; and to plan communication more systematically, including periodic monitoring of public perception. Education offices and other stakeholders can support this through continuous mentoring and resources, not only recognition through awards. Future research may use mixed-methods or longitudinal designs to test the relationship between Adiwiyata-based branding, public trust, and enrollment, and may involve more schools and other levels of education.

ACKNOWLEDGEMENT

The authors express gratitude to God Almighty for His grace, enabling the completion of this article, which presents the results of research on Adiwiyata-based branding strategy in enhancing the image and competitiveness of schools at Banjarmasin State Junior High School 8 and Banjarmasin State Junior High School 11. The authors thank the leadership of the Master of Educational Administration Program at Universitas Lambung Mangkurat, the lecturers, and all school parties — including principals, teachers, education staff, students, school committees, and research informants — for their support throughout the research process, as well as their families and colleagues for their prayers and encouragement.

REFERENCES

- Astuti, F. P., & Setiyatna, H. (2026). The Role of Teachers in Building Branding Through the 'Cheerful Morning' ('Pagi Ceria') Flagship Program to Increase Prospective Student Interest Amidst a School Regrouping Policy (A Case Study at SD Negeri 1 Bendan). *Jurnal Kajian Ilmu Pendidikan (JKIP)*, 7(4), 2428–2446. <https://doi.org/10.55583/jkip.v7i4.2403>
- Astutik, H. M., Harris, T., & Suyitno, S. (2026). School branding management for enhancing school competitiveness. *Jurnal Riset Madrasah Ibtidaiyah (JURMIA)*, 6(1), 80–92. <https://doi.org/10.32665/jurmia.v6i1.6074>
- Aziz, V. A. (2025). Marketing management of educational services in building a brand image to enhance institutional competitiveness at SMP Raden Fatah Cimanggu, Cilacap (Master's thesis, Universitas Islam Negeri Saifuddin Zuhri, Indonesia).
- Baiah, N., & Fadiana, M. (2024). Implementation of an environmentally oriented school culture in shaping students' environmentally conscious character. *Jurnal Basicedu*, 8(1), 1120–1129. <https://doi.org/10.31004/basicedu.v8i1.7455>
- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120. <https://doi.org/10.1177/014920639101700108>
- Bass, B. M., & Riggio, R. E. (2006). *Transformational Leadership* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates. <https://doi.org/10.4324/9781410617095>
- Budiarti, E., Anggreini, D., Susanti, D. A. P., Damayanti, Y., & Yunita, Y. (2023). Strategi branding sekolah dalam meningkatkan kepercayaan masyarakat di Indonesia. *JIP: Jurnal Ilmiah Ilmu Pendidikan*, 6(5), 3568–3576. <https://doi.org/10.54371/jiip.v6i5.2074>
- Chotimah, C., Wulandari, M. P., & Nasution, Z. (2024). Enhancing school reputation through effective stakeholder engagement: A qualitative analysis at an integrated Islamic junior high school in Mojokerto. *SANGKÉP: Jurnal Kajian Sosial Keagamaan*, 7(2). <https://doi.org/10.20414/sangkep.v7i2.11166>
- Eriani, Y., Khamidi, A., Amalia, K., & Nursalim, M. (2025). Social media branding strategies that strengthen school image among stakeholders. *Academia Open*, 10(1). <https://doi.org/10.21070/acopen.10.2025.10953>
- Febriyanti, E., Suriansyah, A., & Harsono, A. M. B. (2025). Program Jumat Barasih terhadap Karakter Kepedulian dan Tanggung Jawab Siswa di Sekolah Dasar. *MARAS: Jurnal Penelitian Multidisiplin*, 3(4), 1442–1457. <https://doi.org/10.60126/maras.v3i4.1321>
- Hadrianingtyas, B., & Haq, M. S. (2026). Elevating school brand identity: Strategic PR optimization through social media dynamics. *Journal of Educational Management Research*, 5(2). <https://doi.org/10.61987/jemr.v5i2.1964>
- Halimah, H., Suriansyah, A., & Syaifuddin, A. (2022). Adiwiyata-program-based school management. *International Journal of Social Science And Human Research*, 5(12), 5286–5292. <https://doi.org/10.47191/ijsshr/v5-i12-06>
- Hartini, L., Suriansyah, A., & Purwanti, R. (2025). The role of teachers in instilling school culture for character education: A case study of a private school in Banjarmasin City. *Diklat Review: Jurnal Manajemen Pendidikan dan Pelatihan*, 9(1), 167–171. <https://doi.org/10.35446/diklatreview.v9i1.2243>

- Herliana, P., & Suriansyah, A. (2025). Green leadership and environmental awareness growing with Indonesia's Adiwiyata Program at a Kotabaru school. *Issues in Educational Research*, 35(3), 987–1009. <http://www.iier.org.au/iier35/herliana.pdf>
- Herliana, P., Aryani, D., Hermawan, H., Aslamiah, A., & Cinantya, C. (2025). Organizational culture transformation through the leadership of the principal at SDN Sungai Taib in the Adiwiyata Program. *Eduvest–Journal of Universal Studies*, 5(9), 10576–10589. <https://doi.org/10.59188/eduvest.v5i9.51088>
- Kotler, P., & Fox, K. F. A. (1995). *Strategic Marketing for Educational Institutions* (2nd ed.). New Jersey: Prentice Hall.
- Latifah, U. (2025). Branding Strategy for Enhancing School Appeal: A Case Study of SD Tahfidzul Qur'an Karangklesem, Purbalingga. *J-PGMI: Jurnal Pendidikan Guru MI*, 8(1), 27–36.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (3rd ed.). Sage Publications.
- Mu'minah, K. N., Kholiq, A., & Pratiwi, D. (2024). Exploring the influence of brand image and education costs on parents' decisions in choosing a school: The mediating impact of word of mouth (WoM). *JIV–Jurnal Ilmiah Visi*, 19(1), 53–64. <https://doi.org/10.21009/JIV.1901.5>
- Nor, T., Aslamiah, A., Noorhapizah, N., & Novitawati, N. (2026). The principal's visionary leadership, grounded in the “tuntung pandang” philosophy. *Jurnal Manajemen Pendidikan Al Hadi*, 6(1), 97–110. <https://doi.org/10.31602/jmpd.v6i1.22460>
- Noviani, N., Suriansyah, A., & Sulistiyana, S. (2025). Adiwiyata-based school environment management: A multi-case study in Banjarmasin. *Curricula: Journal of Curriculum Development*, 4(2), 1355–1368. <https://doi.org/10.17509/curricula.v4i2.87291>
- Novita, P. D., Amilda, A., & Atika, N. (2025). Public relations strategy in creating school branding through social media. *Studia Manageria*, 6(2). <https://doi.org/10.19109/studiamanageria.v6i2.25390>
- Permadi, G., Khusnuridlo, M., Rafik, A., & Helmi, A. M. (2025). School branding as a driver of institutional competitiveness: Insights from a qualitative case study in Indonesia. *JUMPA: Jurnal Manajemen Pendidikan*, 6(1). <https://doi.org/10.33650/jumpa.v6i1.11838>
- Priambodo, P., & Rizalie, A. M. (2021). Implementation of the Adiwiyata School Program through participatory-based environmental activities (Multi-site study at Banjarmasin 29 Public Middle School and Banjarmasin 8 Public Middle School). *Journal of K6 Education and Management*, 4(1), 24–36. <https://doi.org/10.11594/jk6em.04.01.03>
- Putri, D. V. D., Suriansyah, A., & Harsono, A. M. B. (2025). Implementation of a Waste Patrol Program for Fostering Environmentally Conscious Character in Elementary School Students. *MARAS: Jurnal Penelitian Multidisiplin*, 3(4), 1537–1551. <https://doi.org/10.60126/maras.v3i4.1335>
- Rahmawati, N., Qahfi, M., & Aslamiah, S. (2020). Students' environmentally conscious attitudes at the Ash-Shalihin Private Islamic Senior High School (Madrasah Aliyah) in Central Katingan. *Paedagogie: Media Kependidikan, Keilmuan dan Keagamaan*, 8(1), 16–19.

- Ranisa, S., Suriansyah, A., & Purwanti, R. (2025). Implementation of the School Strategic Plan in Improving the Quality of Education in Schools. *GEMILANG: Jurnal Manajemen dan Akuntansi*, 5(1), 320–333. <https://doi.org/10.56910/gemilang.v5i1.2691>
- Santosa, B., & Supadi. (2024). Participation of school community members in strengthening a sustainable Adiwiyata school culture. *Jurnal Cakrawala Pendidikan*, 43(1), 98–110. <https://doi.org/10.21831/cp.v43i1.67890>
- Sari, D. K., & Soliha, E. (2022). The influence of service quality and school reputation on word of mouth (WOM): The mediating role of trust. *Jurnal Ekonomi dan Pendidikan*, 18(2), 162–170. <https://doi.org/10.21831/jep.v18i2.47960>
- Sari, P., Suriansyah, A., Harsono, A. M. B., Ridhaningtyas, L. P., & Iskandar, B. A. (2024). A Plant-Watering Program and Its Impact on the Responsibility and Discipline of Students at a Christian Elementary School in Banjarmasin. *Jurnal Teknologi Pendidikan Dan Pembelajaran*, 2(2), 691–697. <https://jurnal.kopusindo.com/index.php/jtpp/article/view/514>
- Sartika, Y., Sa'diah, H., Halisa, S. N., Suriansyah, A., & Cinantya, C. (2025). Character education: Implementation of a zero-waste program in elementary schools. *MARAS: Jurnal Penelitian Multidisiplin*, 3(1), 102–110. <https://doi.org/10.60126/maras.v3i1.650>
- Setiawan, N., Aslamiah, A., & Suriansyah, A. (2025). Partnership Management in State Vocational High Schools (A Multi-Site Study at SMKN 3 Palangka Raya and SMKN 4 Banjarmasin). *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 8(4), 799–808. <https://doi.org/10.17977/um027v8i42025p799-808>
- Tuepker, A., Johnson, A., Manriquez, L., Park, S., Erin, R., Zinler, K. A., et al. (2024). The impacts of relational organizing for health system and community collaboration: Early evidence from a rapid multisite qualitative study. *Health Services Research*, 59(Suppl. 1), e14256. <https://doi.org/10.1111/1475-6773.14256>
- Vivek, R., Yogarajah, N., & Piriyaarshan, S. (2023). Beyond methods: Theoretical underpinnings of triangulation in qualitative and multi-method studies: A literature review. *SEEU Review*, 18(2), 105–122. <https://doi.org/10.2478/seeur-2023-0088>
- Walid, A., & Malik, A. (2024). Increasing public interest through school image branding through a trending approach. *Educazione: Journal of Education and Learning*, 1(1), 1–12. <https://doi.org/10.61987/educazione.v1i1.492>
- Yuridka, F., & Aslamiah, A. (2025). Leadership Transformation by the School Principal to Create a Character-Driven Educational Organization at SDN Semangat Dalam 2, Barito Kuala Regency. *Jurnal Manajemen Pendidikan Al Hadi*, 5(2), 48–55. <https://doi.org/10.31602/jmpd.v5i2.19177>