

ABSTRAK

Azfa Aulya Salma: Strategi Membangun Citra Lembaga Pendidikan Melalui Program Sekolah Inklusi (Studi Deskriptif Kualitatif pada SMP Islam Cendekia Muda di Kota Bandung)

Citra lembaga pendidikan merupakan persepsi masyarakat terhadap kualitas, karakter, dan kredibilitas suatu lembaga pendidikan. Salah satu upaya membangun citra positif lembaga pendidikan dapat dilakukan melalui penyelenggaraan program sekolah inklusi yang mencerminkan kualitas layanan, nilai, dan komitmen lembaga. Fenomena tersebut terlihat pada SMP Islam Cendekia Muda yang menyelenggarakan program sekolah inklusi sebagai salah satu program unggulan dalam memberikan layanan pendidikan bagi siswa berkebutuhan khusus.

Penelitian ini bertujuan menganalisis strategi membangun citra SMP Islam Cendekia Muda melalui program sekolah inklusi mengacu pada konsep *Corporate Image Jigsaw* dari Shirley Harrison yang mencakup elemen pembentuk citra yaitu: kepribadian (*personality*), reputasi (*reputation*), nilai (*value*), dan identitas (*corporate identity*).

Penelitian ini menggunakan paradigma konstruktivisme dengan metode deskriptif kualitatif. Teknik pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Informan dalam penelitian ini yaitu: Kepala SMP Islam Cendekia Muda, Orthopedagog, Guru, serta Divisi Media dan Komunikasi Digital SMP Islam Cendekia Muda.

Hasil penelitian menunjukkan bahwa strategi membangun citra SMP Islam Cendekia Muda melalui program sekolah inklusi mencakup empat elemen pembentuk citra, yaitu: (1) kepribadian, melalui penyediaan program berkualitas, pengembangan kompetensi guru, penyediaan fasilitas yang aksesibel, serta manajemen yang terintegrasi, responsif, dan kolaboratif; (2) reputasi, melalui penyetaraan kualitas pendidikan inklusi dengan pendidikan reguler, capaian siswa sesuai kemampuan, serta integritas penyelenggaraan program; (3) nilai, melalui penerapan nilai-nilai Islam, budaya sekolah, dan pengintegrasian nilai dalam seluruh program; (4) identitas, melalui penggunaan logo, warna, dan slogan sekolah secara konsisten dalam berbagai media pendukung program sekolah inklusi. Berdasarkan hasil penelitian, dapat disimpulkan bahwa SMP Islam Cendekia Muda membangun citra lembaga melalui program sekolah inklusi dengan memperkuat kepribadian, reputasi, nilai, dan identitas sekolah secara komprehensif sehingga membentuk citra positif lembaga.

Kata Kunci: Strategi Membangun Citra, Citra Lembaga Pendidikan, Program Sekolah Inklusi, Lembaga Pendidikan, SMP Islam Cendekia Muda

ABSTRACT

Azfa Aulya Salma: Strategies for Building the Image of an Educational Institution through an Inclusive School Program (A Qualitative Descriptive Study at SMP Islam Cendekia Muda, Bandung City)

An educational institution's image refers to the public's perception of the quality, character, and credibility of an educational institution. One strategy to build a positive institutional image is through the implementation of an inclusive school program that reflects the institution's quality of service, values, and commitment. This phenomenon can be observed at SMP Islam Cendekia Muda, which implements an inclusive school program as one of its flagship programs to provide educational services for students with special needs.

This study aims to analyze the strategy employed by SMP Islam Cendekia Muda in building its institutional image through the inclusive school program based on Shirley Harrison's Corporate Image Jigsaw concept, which consists of four dimensions: personality, reputation, value, and corporate identity.

This study employed a constructivist paradigm with a descriptive qualitative method. Data were collected through observation, in-depth interviews, and documentation. The informants consisted of the Principal of SMP Islam Cendekia Muda, an Orthopedagogue, a Teacher, and the Media and Digital Communication Division of SMP Islam Cendekia Muda.

The findings reveal that the strategy of building the institutional image of SMP Islam Cendekia Muda through the inclusive school program encompasses four dimensions of image formation: (1) personality, through the provision of high-quality programs, teacher competency development, accessible facilities, and integrated, responsive, and collaborative management; (2) reputation, through ensuring that the quality of inclusive education is equivalent to that of regular education, supporting students' achievements according to their individual abilities, and maintaining integrity in program implementation; (3) value, through the application of Islamic values, school culture, and the integration of these values into all school programs; (4) corporate identity, through the consistent use of the school's logo, colors, and slogan across various media supporting the inclusive school program. Based on the findings, it can be concluded that SMP Islam Cendekia Muda builds its institutional image through the inclusive school program by strengthening the school's personality, reputation, values, and corporate identity in an integrated manner, thereby creating a positive institutional image.

Keywords: *Image-Building Strategy, Educational Institution Image, Inclusive School Program, Educational Institution, SMP Islam Cendekia Muda*