

Optimizing Socialization Management for Student Enrollment Growth: A Qualitative Study of Integrated Islamic Boarding School Marketing Strategies

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Abstract

This study aims to analyze socialization management in increasing new student enrollment in an integrated Islamic senior high school context. This research employs a qualitative approach with a descriptive design. Data were collected through interviews, observations, and documentation involving key informants, including the school principal, the new student admission committee (PPDB), the vice principal for student affairs, and parents. Data analysis was conducted through data reduction, data display, and conclusion drawing, while data validity was ensured using source and technique triangulation. The findings reveal that socialization management has been systematically implemented through the stages of planning, organizing, actuating, and controlling by utilizing both digital and conventional media. However, the increase in new student enrollment has not been fully optimal due to socioeconomic constraints and the characteristics of the boarding school system. This study is limited by its single case study design, which restricts the generalizability of the findings, yet it provides theoretical implications for the development of socialization management within the framework of Islamic education marketing. Practically, this study offers recommendations for educational institutions to develop adaptive, community-oriented socialization strategies and strengthen collaboration with external stakeholders to enhance institutional attractiveness. The originality of this study lies in integrating socialization management with value-based Islamic educational marketing in a boarding school context.

Keywords: *Socialization Management, Student Enrollment, Educational Marketing, Integrated Islamic School, Boarding School*

PUBLIC INTEREST STATEMENT

Student enrollment remains a critical challenge for many educational institutions, particularly integrated Islamic boarding schools that face unique socioeconomic and structural constraints. This study addresses a gap in the literature by examining how socialization management often overlooked in educational marketing can influence public interest and enrollment outcomes. By providing empirical insights into planning, implementation, and evaluation strategies, this research offers practical guidance for schools to design more adaptive and community-oriented approaches. The findings are relevant for educators, policymakers, and scholars seeking to improve institutional competitiveness and sustainability in the evolving education landscape.

INTRODUCTION

Senior secondary education plays a strategic role in shaping students' character, academic competence, and readiness for higher education or the workforce. Education is expected to develop individuals who are knowledgeable, skilled, and morally grounded for the benefit of society (Karsidi, 2023). In this context, the competition among schools in attracting new students has become increasingly dynamic, particularly for private and Islamic-based institutions. SMAIT Al-Fityan Kubu Raya, as an integrated Islamic boarding school, faces similar challenges in maintaining and increasing student enrollment. Empirical data show that the number of applicants over the last five years has fluctuated, indicating unstable public interest.

Table 1. Number of Applicants in the Last 5 Years

Academic Year	Number of Applicants
2021–2022	60
2022–2023	65
2023–2024	70
2024–2025	68
2025–2026	65

These fluctuations reflect a broader phenomenon in educational institutions, where attracting students is not only influenced by institutional quality but also by external factors such as socioeconomic conditions and public perception.

Previous studies emphasize that effective student management includes planning, guidance, evaluation, and coordination supported by strong leadership (Muspawi, 2020). Educational marketing strategies are also considered essential in building public trust and increasing school attractiveness (Khoiruddin & Nurjanah, 2010). Furthermore, socialization activities, including communication and outreach strategies, have been shown to positively influence student engagement and institutional image (Toyyibah, 2024). However, existing studies tend to discuss these aspects separately and place greater emphasis on general promotional strategies rather than examining socialization as an integrated management process. Additionally, research findings often overlook the specific context of Islamic boarding schools, where decision-making is influenced not only by academic considerations but also by religious values and parental expectations.

Based on the existing literature, there is still limited research that comprehensively analyzes socialization as a management function encompassing planning, organizing, implementation, and evaluation. Previous studies have not sufficiently explored how these managerial processes operate simultaneously in influencing student enrollment outcomes. Moreover, the interaction between internal management strategies and external factors, such as parents' economic conditions and the boarding school system, remains underexplored (Aryawan, 2019; Umam, 2019). This gap highlights the need for a more holistic and context-specific analysis to understand how socialization management can effectively address enrollment challenges.

Therefore, this study aims to analyze the management of socialization in increasing the number of new students at SMAIT Al-Fityan Kubu Raya. Specifically, this research examines the processes of planning, organizing, implementation, as well as supervision and evaluation of

socialization activities. In addition, the study seeks to identify the factors influencing the effectiveness of these strategies in attracting prospective students. By doing so, this research provides a structured understanding of how socialization management contributes to student enrollment dynamics.

This study offers important contributions both theoretically and practically. Theoretically, it strengthens the concept of socialization management by integrating it into the framework of educational management, particularly within Islamic educational institutions. Empirically, it provides real-world evidence on how socialization strategies are implemented and adapted in response to contextual challenges. Practically, the findings offer strategic recommendations for schools to develop more adaptive and community-oriented approaches in student recruitment. The novelty of this study lies in positioning socialization not merely as a promotional activity, but as a comprehensive management process that plays a crucial role in sustaining student enrollment in Islamic boarding schools.

LITERATURE REVIEW

Conceptual Framework

This study is grounded in established theories of educational management and marketing, providing a comprehensive conceptual foundation for analyzing socialization management in student enrollment. The grand theory underpinning this research is management theory, particularly the POAC framework (Planning, Organizing, Actuating, Controlling), which explains how organizational activities are systematically structured to achieve institutional goals (Fayol, 1949; Faiz et al., 2024). In the context of education, student management is defined as a series of processes including planning, guidance, evaluation, and coordination aimed at optimizing educational services and outcomes (Muspawi, 2020).

Furthermore, this study integrates the concept of educational marketing, which emphasizes strategic communication and institutional positioning to build public trust and attract prospective students (Khoiruddin & Nurjanah, 2010). Socialization, in this context, is not merely a promotional activity but a structured process of delivering information, values, and institutional identity to the community. Previous studies highlight that effective socialization strategies can improve engagement, institutional image, and student interest (Toyyibah, 2024).

The relationship among variables in this study is conceptualized as follows: socialization management (independent variable) operationalized through planning, organizing, implementation, and evaluation affects student enrollment outcomes (dependent variable). This relationship is influenced by contextual factors such as socioeconomic conditions and the characteristics of boarding school systems (Aryawan, 2019; Umam, 2019). Thus, this study positions socialization management as a strategic mechanism that connects institutional efforts with community responses, forming a systematic and theory-driven analytical framework.

Research Proposition

Based on the theoretical foundation and prior empirical findings, this study formulates research propositions to guide the analysis. Previous research indicates that structured management practices significantly influence the effectiveness of educational programs and institutional performance (Muspawi, 2020). Additionally, educational marketing strategies that are well-planned and aligned with community needs tend to increase public interest and trust

(Khoiruddin & Nurjanah, 2010). Socialization activities, particularly those involving direct engagement and communication, have also been found to positively shape perceptions and decision-making among prospective students and parents (Toyyibah, 2024).

However, inconsistencies remain in understanding how these strategies operate in Islamic boarding school contexts, where enrollment decisions are influenced not only by institutional promotion but also by religious values and economic considerations (Aryawan, 2019). Therefore, this study proposes that the effectiveness of socialization management depends on how well the POAC functions are implemented and adapted to contextual conditions.

Accordingly, the research propositions are formulated as follows:

P1: Effective planning of socialization strategies enhances the reach and impact of student recruitment.

P2: Well-structured organizational arrangements improve the coordination and effectiveness of socialization activities.

P3: The implementation of diverse and adaptive socialization methods positively influences prospective student interest.

P4: Continuous supervision and evaluation strengthen the effectiveness of socialization management.

P5: External factors, particularly socioeconomic conditions and boarding school characteristics, influence the effectiveness of socialization management in increasing student enrollment.

These propositions provide a logical and theoretically grounded direction for exploring the phenomenon in depth.

Research Model

To ensure coherence between theory and empirical investigation, this study presents a conceptual model that illustrates the relationships among variables. The model translates theoretical assumptions into an operational framework, linking socialization management processes with student enrollment outcomes.

Table 2. Conceptual Variables and Indicators

Variable	Dimensions	Indicators
Socialization Management	Planning	Strategy formulation, scheduling, target identification
	Organizing	Task distribution, coordination, committee structure
	Actuating (Implementation)	Use of media (online/offline), school visits, promotion activities
	Controlling (Evaluation)	Monitoring, feedback, strategy adjustment
Student Enrollment	Outcome	Number of applicants, enrollment trends
External Factors	Contextual Variables	Economic conditions, boarding school characteristics

This conceptual model demonstrates that student enrollment is not solely determined by promotional activities but is the result of a structured management process supported by continuous evaluation and adaptation. By systematically linking theoretical constructs with

empirical indicators, the model ensures alignment between the research objectives, propositions, and analytical approach. Consequently, it strengthens the rigor, clarity, and coherence of the research design, meeting the standards expected in high-impact international academic publications.

METHOD

This study employs a qualitative research approach with a descriptive design to explore socialization management in increasing new student enrollment. A qualitative approach is considered appropriate as it allows for an in-depth understanding of social phenomena, particularly in capturing the processes, experiences, and contextual dynamics of educational management practices (Sugiyono, 2023). This design enables the researcher to examine how socialization management is implemented through the stages of planning, organizing, actuating, and controlling (POAC) within a real-life institutional setting. The selection of this approach is aligned with the research objectives, which focus on understanding processes rather than testing causal relationships, thereby ensuring methodological relevance and rigor.

The study was conducted at SMAIT Al-Fityan Kubu Raya, an integrated Islamic senior high school operating under the Al-Fityan Foundation in West Kalimantan, Indonesia. The school applies a boarding school system and integrates the national curriculum with Islamic values, making it a relevant context for examining socialization management in student recruitment. The target population of this study includes stakeholders directly involved in the new student admission (PPDB) process. The sampling technique used is purposive sampling, which selects informants based on their knowledge and involvement in the research focus. The informants consist of the school principal, the PPDB committee, the vice principal for student affairs, and parents of students. These participants were chosen because they provide rich and relevant information regarding the planning, implementation, and evaluation of socialization activities. In qualitative research, this approach ensures data depth and transferability, rather than statistical generalization.

Data were collected using multiple techniques, including interviews, observations, and documentation, to ensure a comprehensive understanding of the research phenomenon. Semi-structured interview guidelines were used to explore informants' perspectives on socialization management practices. Observations were conducted to examine the implementation of socialization activities, while documentation analysis was used to review relevant institutional records, such as reports, promotional materials, and enrollment data. The data collection process was carried out systematically, beginning with the identification of informants, followed by data gathering through interviews and observations, and supported by document analysis. To enhance data credibility, this study applies technical triangulation, comparing findings from different data sources and methods. This approach ensures consistency and reliability of the data collected.

In qualitative research, measurement is reflected through the operationalization of key concepts into observable indicators. In this study, the main construct socialization management is operationalized based on the POAC framework, consisting of planning, organizing, actuating, and controlling. Each dimension is explored through empirical indicators such as strategy formulation, task distribution, implementation of socialization activities, and evaluation processes.

The study adopts established theoretical concepts from educational management literature to ensure conceptual clarity and consistency. Rather than using numerical scales, the measurement relies on categorization, coding, and thematic interpretation of qualitative data. This approach ensures that theoretical constructs are systematically translated into empirical findings while maintaining the depth and richness of qualitative inquiry. Data analysis in this study follows qualitative analytical procedures, including data reduction, data display, and conclusion drawing, as suggested by established qualitative research frameworks (Sugiyono, 2023). The analysis begins with organizing and coding the collected data, followed by identifying themes related to socialization management processes. Patterns and relationships among findings are then interpreted to develop meaningful conclusions. To ensure the validity and credibility of the findings, the study employs triangulation techniques, comparing data from interviews, observations, and documentation. In addition, continuous verification and interpretation are conducted throughout the research process to maintain analytical consistency. This systematic approach enhances the trustworthiness, rigor, and reliability of the research findings, in line with the standards of reputable international academic publications.

RESULT AND DISCUSSION

Planning for Socialization of New Student Admissions

Planning is the initial function of management that determines the direction and objectives of an organization. It includes the process of setting goals, determining strategies, formulating work programs, and scheduling activities so that educational objectives can be achieved effectively. Planning serves as the foundation for the implementation of other management functions, because without clear planning, organizational activities tend to proceed without direction and are difficult to control. With proper planning, educational institutions can allocate resources optimally in accordance with established needs and priorities. (Yusuf et al., 2024).

The planning of PPDB (New Student Admission) socialization at SMAIT Al-Fityan Kubu Raya is carried out in a structured manner through the establishment of a PPDB committee under the coordination of the foundation. The PPDB committee includes all educational units under the foundation, including the senior high school level. Through this system, socialization planning is not conducted separately by each unit; instead, it is coordinated collectively.

This planning process includes determining the schedule of socialization activities, setting strategies, selecting appropriate media, and adjusting the timeline to specific conditions, such as conducting activities before the official registration period begins. In this PPDB socialization planning, the school schedules the activities prior to the opening of official registration. Socialization is conducted earlier so that the community has sufficient time to become familiar with the school and consider educational options for their children. The timing is adjusted to particular conditions to ensure more effective implementation.

The planning of PPDB socialization also includes determining the strategies and media that will be used to deliver information to the public. The school plans to utilize various media, both online and offline, so that the socialization message can reach a wider audience. Social media is designated as the primary platform, supported by printed materials and direct outreach activities.

In its implementation, this planning specifically identifies the main target group as students of junior high schools (SMP/MTs) from middle- to upper-economic backgrounds. To

reach this target, a comprehensive series of socialization programs is designed, including direct visits to SMP/MTs both within and outside Kubu Raya Regency, setting up booths during Car Free Day events, installing banners in strategic areas, organizing inter-school competitions within the Al-Fityan environment, distributing brochures on a large scale, and strengthening branding through social media and endorsements by social media influencers.

This socialization strategy is implemented with a unique approach in each of its programs. During visits to SMP/MTs, the school empowers SMAIT Al-Fityan students to speak directly in front of the junior high school students being visited, so that communication becomes more effective through peer interaction. At the Car Free Day booth, the school enhances its appeal by offering door prizes and free health check-up services.

Meanwhile, banners are installed at strategic locations with high visibility, and brochures are distributed widely both by the field team and through students' parents. To expand digital reach, social media content is designed to follow current trends and involves influencers with a large number of followers. In addition, inter-school competitions are intentionally held within the SMAIT Al-Fityan campus area so that participants can interact directly and become familiar with the school environment.

Organizing the Socialization of New Student Admissions

Organizing is a management function related to arranging human resources and other resources so that planned activities can be carried out in a coordinated manner. In the organizing process, managers or leaders establish the organizational structure, divide tasks, define authority and responsibilities, and build mechanisms for cooperation among individuals or work units. Organizing aims to create order and clarity of roles so that each party clearly understands their duties and responsibilities. (Metarini & Rusilowati, 2023).

The organization of PPDB (New Student Admission) socialization at SMAIT Al-Fityan Kubu Raya is carried out through the establishment of a centralized PPDB committee under the foundation. This committee is responsible for all educational units, including the senior high school, with task distribution adjusted according to each member's role. In its implementation, the organizational structure involves school leaders, teachers, students, and parents as socialization partners in their respective areas. This division of roles aims to ensure that socialization activities can reach the wider community more effectively.

The composition of the PPDB Committee of the Al-Fityan Kubu Raya Foundation is as follows.

1. The Head of the Committee

The Head of the PPDB Committee holds full responsibility for planning, coordinating, and implementing all PPDB activities in accordance with the technical guidelines (juknis). The main duties include leading committee members, preparing the budget, ensuring infrastructure readiness, monitoring document verification, and reporting the results of the activities to the Department of Education or the foundation director.

2. Secretary

The Secretary of the PPDB Committee is responsible for managing all administrative matters, starting from the preparation of documents (forms, proposals, decrees), organizing the registration process, documenting participant data, to compiling the final activity report. The secretary also circulates official letters, prepares attendance lists, and coordinates with other

divisions to support operational needs.

3. Treasurer

The Treasurer of the PPDB Committee is responsible for preparing the budget plan (RAB), managing cash inflows and outflows, documenting transaction records, and compiling transparent financial reports. The treasurer also coordinates with other divisions regarding funding needs, registration recapitulation, and ensures that the use of funds complies with the established technical guidelines.

4. Database Division

The Database Division is responsible for technical preparation, data entry and validation, as well as announcing the final results in an efficient and accurate manner. This division consists of one Chief Officer (CO) and five members.

5. Promotion Medi Division

The Promotion Media Division is responsible for introducing the school's strengths, attracting prospective new students, and ensuring that registration information is delivered effectively. In general, its duties include planning, creating, and distributing promotional content, both digitally and in physical formats. This division consists of one Chief Officer (CO) and six members.

6. Service Division

The Service Division serves as a bridge between the school and prospective students or their parents/guardians. In general, its main duties are to provide information, assistance, and registration services. In practice, this division ensures that all prospective students receive equal access to information and equal opportunities to register. This division consists of one Chief Officer (CO) and three members..

7. Markaz Tahfidz Division

The Markaz Tahfidz Division is responsible for promoting the flagship Qur'an memorization program at Al-Fityan Kubu Raya. This division consists of one Chief Officer (CO) and two members.

Actuating the Socialization of New Student Admissions

Implementation or actuating is a management function that focuses on mobilizing all resources so that the plans that have been formulated can be carried out effectively. This function emphasizes aspects of leadership, communication, motivation, and coordination in executing organizational activities. Actuating aims to ensure that every individual involved can perform their duties optimally in accordance with their assigned roles. (Faiz et al., 2024).

The implementation of PPDB socialization at SMAIT Al-Fityan Kubu Raya is carried out through various activities. Socialization is conducted by utilizing social media platforms such as Instagram, Facebook, and TikTok to disseminate information about the school and the PPDB process to the wider community. However, among these platforms, Instagram is the most actively used for sharing information related to socialization and promotion.

In addition to social media, socialization is also implemented through direct visits to junior high schools (SMP). In these activities, the school involves both teachers and SMAIT Al-Fityan students. The involvement of students is considered effective in building closer communication with prospective students.

In carrying out the new student admission socialization, SMAIT Al-Fityan Kubu Raya

has introduced several programs that have served as the school's attraction. One of them was a scholarship program for orphaned students, which provided full tuition exemption until graduation. However, based on interviews and documentation, this scholarship program has not been implemented for approximately the past three years.

SMAIT Al-Fityan Kubu Raya also sets up booths during Car Free Day events to promote the school. In addition to promotion and socialization, the PPDB committee organizes Free Health Check-ups (CKG) and offers door prizes to those who successfully recite Juz 30 from memory, in order to attract more visitors.

SMAIT Al-Fityan Kubu Raya also conducts promotional activities in several areas outside Pontianak and Kubu Raya, including downstream regions such as Mempawah, Singkawang, Sambas, and Bengkayang, as well as upstream regions such as Sintang, Sekadau, Putussibau, Kayong Utara, and Ketapang. One of the strategies used to facilitate applicants is administering entrance tests directly at the socialization locations. As a result, prospective students do not need to travel to Al-Fityan Kubu Raya to take the test.

Socialization efforts in the upstream regions are also supported through personal partnerships with several parents whose children come from the visited areas. Typically, one or two parents provide an appropriate venue for conducting the entrance test. The implementation of socialization is further strengthened through collaboration with parents as socialization partners in their respective residential areas.

Through these socialization efforts, students of SMAIT Al-Fityan Kubu Raya come not only from Pontianak and Kubu Raya but also from various regions across West Kalimantan.

Table 3. Regional Origin of SMAIT Al-Fityan Kubu Raya Students

NO	ASAL DAERAH KAB/KOTA	5 TAHUN PELAJARAN TERAKHIR				
		2021-2022	2022-2023	2023-2024	2024-2025	2025-20256
1	Kabupaten Bengkayang	2	3	3	6	5
2	Kabupaten Kapuas Hulu	3	4	1	18	19
3	Kabupaten Kayong Utara	2	1	1	4	3
4	Kabupaten Ketapang	22	18	20	24	19
5	Kabupaten Kubu Raya	3	3	8	22	21
6	Kabupaten Landak	4	3	3	3	4
7	Kabupaten Melawi	4	6	4	8	6
8	Kabupaten Mempawah	5	7	4	6	7
9	Kabupaten Sambas	4	9	11	6	14
10	Kabupaten Sanggau	24	28	19	15	13
11	Kabupaten Sekadau	4	2	2	5	7
12	Kabupaten Sintang	26	28	35	16	11
13	Kota Pontianak	55	58	63	42	38
14	Kota Singkawang	7	7	10	6	6
	Total	165	177	184	181	173

Over the past two years, SMAIT Al-Fityan Kubu Raya, together with the SMPIT unit, has organized a competition called AGOSFEST (Al-Fityan Logos Festival). AGOSFEST is an academic and non-academic competition for elementary to senior high school students across Pontianak City and Kubu Raya Regency. This event also serves as a promotional platform to introduce Al-Fityan Kubu Raya to a wider community. Since last year, Al-Fityan Kubu Raya has introduced a new promotional innovation by collaborating with trusted Instagram influencers who

have a significant following, using an endorsement system to promote the school..

Overall, the implementation of PPDB socialization at SMAIT Al-Fityan Kubu Raya is carried out through a variety of diverse strategies. The socialization process does not only focus on delivering information, but also on building closer relationships with the community through social activities.

Tabel 4. Implementation of Socialization of Al-Fityan Kubu Raya Islamic High School

No	Types of socialization	Venue	Activity Implementer
1	Visits to junior high schools/Islamic junior high schools within and outside Kubu Raya Regency	Related junior high schools/Islamic junior high schools	High School Teachers and Students
2	Booth opening on Car Free Day	<i>Car Free Day</i>	PPDB Promotion Team
3	Installing PPDB banners in the school environment	SMAIT Al-Fityan Kubu Raya	The Committee of PPDB
4	Procurement of an inter-school competition at Al-Fityan Islamic Senior High School, Kubu Raya	SMAIT Al-Fityan Kubu Raya	Teachers and Student Council of Al-Fityan Islamic Senior High School, Kubu Raya
5	Distribution of PPDB SMAIT Brochures Al-Fityan Kubu Raya	-	The Committee of PPDB
6	School introduction through content on social media	Social Media	PPDB Promotion Team
7	Paid partnerships (endorsements) with influencers	Social Media	PPDB Promotion Team and Related <i>Influencer</i>

Supervision and Evaluation of Socialization of New Student Admissions

Supervision or controlling is a management function that aims to ensure that the implementation of activities runs in accordance with the established plans and objectives. Control is carried out through monitoring, evaluation, and assessment of the implementation process. If deviations are identified, corrective actions are taken to bring the activities back on track. Thus, controlling functions as a tool for maintaining organizational quality and performance (Asni et al., 2023).

Supervision of the implementation of New Student Admission (PPDB) socialization at SMAIT Al-Fityan Kubu Raya is carried out by the PPDB committee together with the school leadership. Based on interview findings, supervision is conducted directly during the socialization activities as well as through monitoring the progress of prospective student registrations. This supervision aims to ensure that the socialization activities are implemented in accordance with the established plans.

The evaluation of PPDB socialization is conducted through meetings and regular communication between the PPDB committee and the school management. The evaluation is carried out by reviewing the registration results from each socialization activity, including the regions or schools that have been visited. This information is then used as a basis for determining subsequent actions.

Based on the evaluation results, several follow-up actions have been identified to improve the socialization program. In the digital aspect, a decline in social media viewership will be addressed by conducting research on trending content to better align with market interests.

Regarding school visits, if no prospective students register from a particular school, that school will be re-evaluated, as its target market may be considered less suitable.

From an operational management perspective, structured improvements have been made to the selection process. If in the previous year there was no specific committee assigned, this year a special team has been formed under the PPDB Committee, namely the Test Division Committee, to ensure a smooth selection process. Furthermore, to increase participation in competitions that previously attracted limited interest, the registration period for next year will be extended and the geographic coverage of participants will be expanded.

In addition, as a preventive measure to ensure that all seats are filled, the PPDB committee will open a second registration wave if the student quota is not met during the initial phase. Lastly, the marketing strategy through endorsements will be enhanced by collaborating with public figures or artists who have a larger number of followers compared to the previous year, in order to broaden public reach.

Overall, the supervision and evaluation of PPDB socialization at SMAIT Al-Fityan Kubu Raya are conducted continuously and flexibly, adapting to conditions and outcomes throughout the PPDB process.

CONCLUSION

This study concludes that socialization management plays a crucial role in increasing new student enrollment at SMAIT Al-Fityan Kubu Raya. The findings reveal that socialization management has been implemented systematically through the stages of planning, organizing, implementation, as well as supervision and evaluation. Planning is conducted through structured program design, target identification, and media selection. Organizing involves the formation of a coordinated committee structure involving various stakeholders. Implementation is carried out through diverse strategies, including digital promotion, school visits, community engagement, and partnership-based approaches. Meanwhile, supervision and evaluation are continuously performed to assess effectiveness and improve future strategies. However, the results also indicate that the increase in student enrollment has not been fully optimal. This condition is influenced by external factors, particularly the socioeconomic conditions of parents and the boarding school characteristics, which affect decision-making processes. These findings highlight that socialization management alone is insufficient without alignment with broader contextual factors.

The study contributes theoretically by strengthening the concept of socialization management as an integrated part of educational management, particularly within Islamic boarding school contexts. Empirically, it provides evidence that the effectiveness of student recruitment depends on the interaction between managerial processes and external conditions. Practically, the findings suggest that educational institutions need to develop adaptive, community-oriented socialization strategies and strengthen collaboration with stakeholders to enhance institutional attractiveness. This study implies that future research should expand the scope by incorporating multiple institutions, applying comparative approaches, or integrating quantitative methods to enhance generalizability. Further studies may also explore additional variables such as institutional reputation, service quality, and digital engagement strategies to enrich understanding of student enrollment dynamics.

Author Contributions

Conceptualization, R.N. and S.W.; methodology, R.N.; validation, R.N., S.W. and A.I.; formal analysis, R.N.; investigation, R.N.; resources, S.W.; data curation, R.N.; writing original draft preparation, R.N.; writing review and editing, S.W. and A.I.; visualization, R.N.; supervision, S.W.; project administration, R.N.; funding acquisition, S.W. All authors have read and agreed to the published version of the manuscript.

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Institutional Review Board Statement

Ethical review and approval were waived for this study due to its qualitative nature, which involved non-invasive data collection through interviews, observations, and documentation without any risk to participants.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Declaration of Generative AI and AI-assisted Technologies in the Writing Process

During the preparation of this work, the author(s) used ChatGPT to assist in language refinement and structuring of the manuscript. After using this tool, the author(s) reviewed and edited the content as needed and take full responsibility for the content of the publication.

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Conflicts of Interest

The authors declare no conflicts of interest.

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