



## Strengthening Faculty News Governance through a Collaborative Cross-Program SOP

Noprita Herari<sup>1</sup>, E. Nugrahaeni Prananingrum<sup>2</sup>

<sup>1,2</sup> Program Studi Ilmu Komunikasi, Universitas Negeri Jakarta

### Abstract

This community service activity aimed to strengthen faculty news and public relations information governance at the Faculty of Social Sciences and Law, Universitas Negeri Jakarta, through the development of a Standard Operating Procedure (SOP) based on cross-program collaboration. The main issue faced by the partner was the absence of a standardized workflow for news submission, verification, editing, approval, and publication, causing information from study programs to remain scattered across internal WhatsApp groups, incomplete, and not fully represented on the faculty's official media channels. This activity employed a qualitative-participatory approach through digital media inventory, observation of the existing publication workflow, benchmarking with seven faculties, interviews with faculty leaders and public relations managers, and a Focus Group Discussion with the Chair and Vice Chair of FISHMed. The activity resulted in two SOPs: one for news submissions from 15 study programs and another for activities directly covered by FISHMed. The SOPs were supported by a press release form, a standardized submission flow, role separation between website and social media teams, five news categories, and publication narratives linked to SDGs, IKU, and faculty branding. This activity demonstrates that a faculty news SOP can serve as a practical instrument to improve accountability, equitable news coverage, information service quality, and institutional reputation.

### Keywords:

*cross-program collaboration; faculty publication governance; higher education; institutional communication; standard operating procedure.*

### Correspondence Author:

Noprita Herari  
[noprita.h@unj.ac.id](mailto:noprita.h@unj.ac.id)

### Article History

Submitted; 8 June 2026

Revised; 14 June 2026

Published; 20 June 2025

## Penguatan Tata Kelola Publikasi Media Fakultas melalui SOP Lintas Program Studi yang Kolaboratif

### Abstrak

Kegiatan pengabdian kepada masyarakat ini bertujuan untuk memperkuat tata kelola berita dan informasi kehumasan Fakultas Ilmu Sosial dan Hukum, Universitas Negeri Jakarta, melalui penyusunan Standard Operating Procedure (SOP) berbasis kolaborasi lintas program studi. Permasalahan utama yang dihadapi mitra adalah belum terstandarnya alur pengajuan, verifikasi, penyuntingan, persetujuan, dan publikasi berita, sehingga informasi dari program studi sering tersebar melalui WhatsApp internal, belum lengkap, dan belum seluruhnya terpublikasi pada media resmi fakultas. Metode kegiatan menggunakan pendekatan kualitatif-partisipatif melalui inventarisasi media digital, observasi alur publikasi berjalan, benchmarking dengan tujuh fakultas, wawancara dengan pimpinan fakultas dan pengelola kehumasan, serta Focus Group Discussion dengan Ketua dan Wakil Ketua FISHMed. Hasil kegiatan menghasilkan dua SOP, yaitu SOP publikasi berita dari 15 program studi dan SOP publikasi kegiatan yang diliput langsung oleh FISHMed. SOP ini dilengkapi dengan formulir press release, alur pengajuan terstandar, pembagian peran website dan media sosial, lima kategori berita, serta penguatan narasi berbasis SDGs, IKU, dan branding fakultas. Kegiatan ini menunjukkan bahwa SOP berita fakultas dapat menjadi instrumen praktis untuk meningkatkan akuntabilitas, pemerataan coverage, kualitas layanan informasi, dan reputasi kelembagaan fakultas.

### Published by

Yayasan Lentera Avanya Nagari in collaboration with Universitas Tribhuwana Tunggaladewi



This article is licensed under Creative Commons Attribution-ShareAlike (CC BY-SA)

## INTRODUCTION

Faculty-based information media have become an essential component of higher education communication because they function as official channels for documenting, disseminating, and archiving institutional activities (Lund & Wang, 2021). Higher education institutions are

currently expected not only to perform education, research, and community service, but also to communicate their impacts, achievements, and contributions to internal and external stakeholders (Barros et al., 2024). The Ministry of Higher Education, Science, and Technology emphasizes that higher education institutions serve as centers for knowledge development, research, innovation, and community service that should generate tangible impacts for society (Kemdiktisaintek, 2025). In this context, faculty media are not merely promotional tools but institutional information systems that help make academic achievements, student activities, collaborations, learning innovations, research, community service, and best practices visible to the public (AKCG, 2023; Ramsdell, 2026).

The need for well-managed faculty information media is closely related to performance accountability and institutional reputation. The Key Performance Indicators (Indikator Kinerja Utama/IKU) for State Universities position IKU as an instrument for encouraging higher education institutions to become more adaptive, outcome-oriented, and responsive to measurable performance targets (Kemdiktisaintek, 2021). The more recent policy on Impactful IKU Diktisaintek further emphasizes clear performance measurement, continuous improvement, and the contribution of higher education institutions to society, the world of work, industry, and other stakeholders (Kemdiktisaintek, 2025). At the global level, university reputation is increasingly shaped by the institution's ability to demonstrate teaching quality, research contribution, international outlook, employability, sustainability, and engagement with broader publics (Baty & Banette, 2026; QS, 2025). Although faculty media do not directly determine university rankings, systematic news and public relations information can strengthen institutional visibility, digital footprints, public trust, and the documentation of faculty contributions (Karmilah et al., 2025). This is where the role of the public relations unit becomes essential (Soleha et al., 2023). In a public university, public relations should not only be positioned as an institutional image-builder, but also as a strategic actor that contributes to IKU performance, public information accountability, and the development of a world-class university reputation (Al Yahyaei & Al Senani, 2025; Aminah et al., 2025; Anggarina et al., 2024).

The Faculty of Social Sciences and Law (Fakultas Ilmu Sosial dan Hukum/FISH), Universitas Negeri Jakarta (UNJ), carries out various academic, student, research, community service, partnership, internationalization, achievement-related, and institutional activities across 15 study programs and several faculty units. However, preliminary observation showed that the faculty's news and information flow had not yet been managed through an integrated and standardized mechanism. Information from study programs was often shared informally through internal WhatsApp groups, while each study program also managed its own social media account independently. These channels supported quick communication at the program level, but they did not always ensure that program-level activities were submitted, verified, edited, and published through the faculty's official website or Instagram account. As a result, some activities remained visible only within internal conversations or study program social media, while the faculty website tended to prioritize faculty-level agendas, official events, and leadership activities.

Preliminary mapping also indicated an uneven distribution of faculty-level news coverage. During the initial observation period of March – April 2026, the faculty website published 17 news items, with 94.2% related to faculty-level activities and only 5.8% representing activities from study programs. Several study programs were represented by only 1 news item or were not represented at all during the observed period. This preliminary data shows that the issue faced

by FISH was not the absence of activities or digital media channels, but the absence of a standardized workflow that could transform scattered program-level information into official faculty-level news. Uneven coverage may reduce the function of faculty media as a shared institutional space because the public narrative of the faculty becomes less representative of the diversity of activities, achievements, and contributions across all study programs.

The local problem was also related to the workload of FISHMed as the faculty media center. The existing publication process required the team to receive information, request additional data, verify names and activity details, write or edit news, prepare captions, manage website uploads, design Instagram content, and coordinate publication schedules. In several cases, incomplete information from study programs created additional editorial work because the media team had to ask for missing details before the news could be processed. At the same time, website management and social media production were not yet fully differentiated, causing the publication workload to accumulate within the same operational structure. This condition created risks of delayed publication, inconsistent documentation, and limited capacity to cover program-level activities proportionally.

Faculty news and public relations information governance therefore requires clear procedures because institutional news production involves multiple stages, including information submission, coverage, data collection, factual verification, writing, editing, approval, archiving, and publication through official channels. Standard Operating Procedures, or SOPs, can help organizations improve consistency, efficiency, quality, and uniformity in work implementation (Akyar, 2012; Hollmann et al., 2020). In the context of FISH, a publication SOP is needed to reduce dependency on informal coordination, clarify the responsibilities of study programs, FISHMed, website managers, and faculty leadership, and create a shared standard for submitting and processing news. The SOP is also expected to support the values of service orientation, accountability, competence, adaptability, and collaboration within the Indonesian civil servant work culture known as ASN BerAKHLAK (Simatupang et al., 2025).

A standardized SOP is particularly important because faculty media serve as a bridge between the faculty and its stakeholders, including students, lecturers, administrative staff, alumni, partners, prospective students, industry, government, and the wider community. Cornelissen (2020) explains that institutional communication manages relationships between organizations and stakeholders through consistent and coordinated messages, while Argenti (2017) emphasizes that effective organizational communication helps institutions build identity, reputation, and public relationships. For FISH, this means that faculty news should not merely report events, but should also document institutional contributions, strengthen academic branding, and support the faculty's visibility within national and global higher education contexts.

Based on these issues, the development of a publication SOP based on cross-program collaboration was carried out as a concrete response to the partner's needs. The SOP was designed to establish a clearer, more equitable, accountable, and collaborative mechanism for managing news submissions from the 15 study programs and for organizing activities directly covered by FISHMed. This article aims to describe the process of strengthening faculty news and public relations information governance through the development of a collaborative cross-program SOP as an effort to improve information service quality, reduce uneven news coverage, clarify publication responsibilities, manage FISHMed's workload, and strengthen the institutional

reputation of the Faculty of Social Sciences and Law, Universitas Negeri Jakarta.

## METHOD

This community service activity employed a qualitative-participatory approach through the development of a news and public relations information Standard Operating Procedure (SOP) based on cross-program collaboration. The activity was conducted at the Faculty of Social Sciences and Law, Universitas Negeri Jakarta, with FISHMed (FISH Media Center) as the main target partner and the 15 study programs as the target users of the SOP. The method was organized as a sequence of community service intervention stages. The first stage was a needs assessment, which included a digital media inventory, observation of the existing publication workflow, and benchmarking with publication teams from seven other faculties at Universitas Negeri Jakarta. This stage was conducted to identify available media assets, existing bottlenecks, and comparative practices in faculty-level news governance. The second stage was stakeholder consultation through interviews with the Vice Dean III of FISH for Research, Innovation, Information Systems, and Partnership, the Head of the Website Management Division, and the Head of Public Information Management within the FISH Public Relations Unit. This stage was used to clarify strategic expectations, operational needs, workload distribution, faculty branding direction, SDGs and IKU alignment, and the practical requirements of the publication workflow.

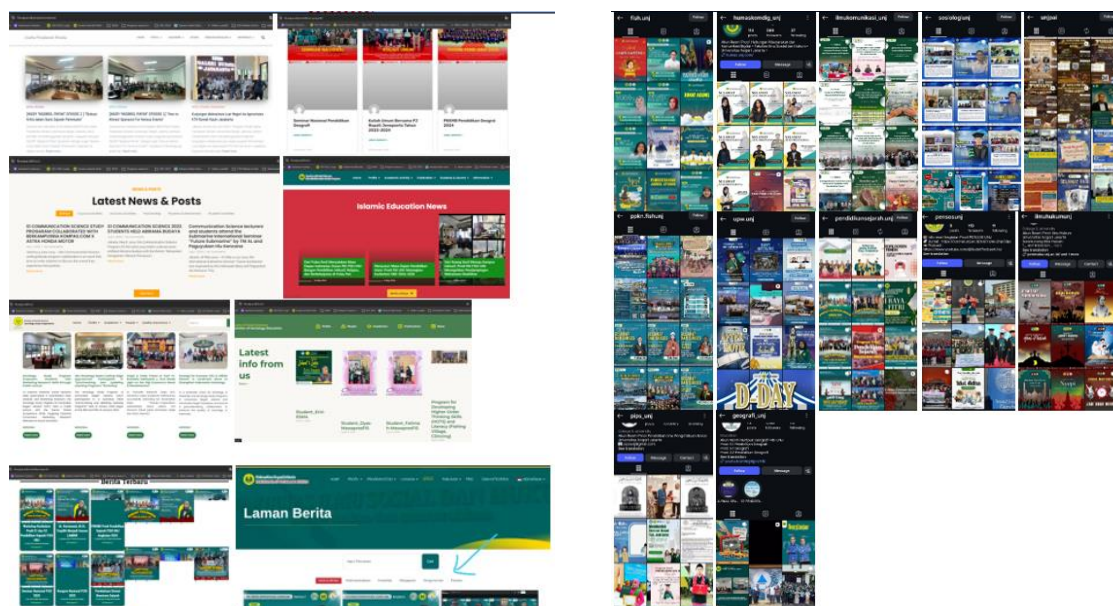
The third stage was SOP drafting, which produced two main SOP streams: an SOP for news submissions from the 15 study programs and an SOP for activities directly covered by FISHMed. This stage also included the development of a press release form, five news categories, role distribution between the website and social media teams, and a standardized flow for information submission, verification, editing, approval, and publication. The 15 study programs were involved as target users of the SOP by mapping their publication needs and designing a standardized submission mechanism. Direct validation was conducted with FISHMed and faculty public relations representatives, while broader program-level implementation is recommended as the next stage of SOP socialization. The fourth stage was validation and alignment, during which the SOP draft was reviewed with FISHMed and FISH Public Relations to ensure that the workflow reflected the media team's actual working conditions and the faculty's institutional needs. The fifth stage was a workflow simulation using sample cases, including a study program news submission and an activity directly covered by FISHMed, to test the clarity of the procedure, the completeness of required data, and the feasibility of role distribution. The final stage was SOP finalization based on the feedback obtained during validation and simulation. The success of the activity was assessed based on the completion of the SOP draft, the clarity of the publication workflow, the availability of role distribution, the usability of the press release form, and the feasibility of implementing the SOP to support more equitable, accountable, and structured faculty news coverage.

## RESULT AND DISCUSSION

### *Result 1. Digital Media Inventory of FISH and Study Programs*

The digital media inventory showed that the Faculty of Social Sciences and Law had already developed several publication assets, particularly the faculty website, faculty Instagram account, study program websites, and study program social media accounts. These digital channels indicated that FISH had sufficient basic infrastructure to support institutional communication,

news dissemination, public information services, and academic branding. The faculty website functioned as the formal channel for official news, announcements, and institutional documentation, while Instagram supported visual dissemination and faster public engagement (see in Figure 1). Meanwhile, study program websites and social media accounts had become important spaces for documenting program-level activities, student achievements, academic events, and community engagement initiatives. However, these assets were still managed in a relatively decentralized manner. The existence of multiple digital channels did not automatically create an integrated publication system because program-level information was not yet consistently connected to faculty-level media.



**Figure 1.** Digital media inventory of FISH and study program publication channels (left-website, right-instagram)

**Source:** Author's documentation, April 2026

The inventory also revealed that the main issue was not the absence of digital media, but the lack of a coordinated mechanism for transforming scattered information into official faculty news. Information from study programs was often shared through internal WhatsApp groups or uploaded independently through each study program's social media account, while the faculty website and Instagram tended to prioritize faculty-level agendas. As a result, several program-level activities and achievements were visible only within program-level digital spaces and were not always documented through the faculty's official channels. This condition created a gap between the availability of digital media assets and their strategic use for integrated faculty publication governance. The initial inventory therefore became an important basis for developing the SOP because it demonstrated the need for a clearer publication flow, standardized submission format, defined roles among FISHMed, website managers, social media teams, and study programs, and a more systematic connection between website-based documentation and Instagram-based public engagement.

## **Result 2. Existing Publication Workflow and Bottlenecks**

The observation of the existing publication workflow showed that faculty news production was constrained by several bottlenecks in the movement of information from study programs or

activity organizers to official faculty media. In the previous workflow, activity information was commonly initiated by study programs, faculty units, or event committees and then circulated through internal WhatsApp groups or sent informally to the relevant media personnel. This process allowed information to move quickly, but it did not provide a clear entry point, a fixed submission format, a designated person in charge, or a publication timeline. As a result, FISHMed often received incomplete materials, such as photos lacking sufficient context, event names without clear descriptions, or achievement information without verified participant details. These incomplete submissions created additional editorial work because the media team had to request missing information before drafting or editing the news. Another bottleneck emerged in the approval and channel distribution stages, as website publication, internal dissemination, and Instagram content adaptation were not yet organized with clearly defined responsibilities. The absence of a standardized workflow, therefore, created risks of delayed publication, inconsistent documentation, duplicated coordination, and uneven representation of study program activities on the faculty website and Instagram. This finding confirmed that the publication problem was not only related to media availability but also to the lack of a procedural mechanism that could regulate information submission, verification, editing, approval, website publication, social media adaptation, and archival documentation in a more accountable sequence.

### ***Result 3. Benchmarking with Seven Faculties***

The benchmarking process was conducted by reviewing publication practices in seven other faculties at Universitas Negeri Jakarta, namely the Faculty of Education, Faculty of Languages and Arts, Faculty of Mathematics and Natural Sciences, Faculty of Engineering, Faculty of Sports and Health Sciences, Faculty of Economics and Business, and Faculty of Psychology. The review showed that faculty-level publication governance generally relied on two complementary digital channels: the official faculty website, a formal channel for institutional news, announcements, profiles, and achievement documentation, and social media, a more flexible channel for expanding information reach and public engagement. The benchmarking also indicated that stronger publication practices were supported by consistent official channel identity, clearer links between information dissemination and institutional branding, and more organized content management. These findings confirmed that the development of FISHMed's SOP needed to position the faculty website as the main institutional archive, while Instagram and other social media channels functioned as visual dissemination and engagement platforms.

Several elements from the benchmarking were identified as relevant for adoption in the FISHMed publication SOP. These included a clear publication workflow from study programs or units to the faculty media team, the appointment of a person in charge for publication in each study program or unit, minimum standards for publication materials, content classification, submission and publication timelines, coordination between website and social media teams, structured content planning, writing and visual identity standards, archival mechanisms, and periodic publication evaluation. These elements were considered important because FISHMed's publication problem was not merely related to content availability but to the absence of a practical system to regulate how information was submitted, verified, edited, published, disseminated, and archived. The benchmarking, therefore, served as a comparative basis for developing a more operational SOP that was realistic for FISHMed's working conditions and responsive to the faculty's need for more systematic, coordinated, and sustainable news governance.

#### **Result 4. Strategic Inputs from Interviews**

The strategic interviews and coordination process provided important institutional direction for refining the FISHMed publication SOP. The interview with the Vice Dean III of FISH UNJ emphasized that faculty news governance should not only address technical publication problems, but also support public information openness and institutional visibility. As stated in the interview,

*“One of the issues we are facing is that not all study program activities have been covered on the FISH website, whereas information such as internationalization and MoA signing should be opened to the public, not only for institutional branding purposes but also as part of the core value of a state institution regarding public information openness.”*

This statement confirmed that the SOP needed to regulate a more systematic flow from study programs to faculty-level media, especially for strategic news categories that contribute to institutional reputation and public accountability. The interview with the Head of Website Management further highlighted the need to activate and operationalize news categorization on the faculty website. The interviewee stated,

*“News categorization already exists on the website, but it has not been actively used because information is still scattered, and the current practice is mostly focused on publishing what is considered important. In fact, news categorization is very important because it helps organize content, improve information searchability, guide editorial planning, and monitor whether faculty publications have represented the diversity of activities across study programs and units.”*

In addition, the Head of Public Information Management emphasized the strategic connection between faculty news and SDGs-based institutional reporting:

*“One of the institution’s SDGs assessment indicators comes from news published on the institutional website, including the FISH website. Therefore, news should not only be informative but also connected to SDGs values and explain its impact on society. This is something that has often been overlooked and should become a shared concern.”*

These inputs led to three major refinements in the SOP: the use of five news categories, the inclusion of SDGs relevance in the press release template, and the direction that selected strategic news, such as internationalization and MoA signing, should also be escalated to university-level publication channels.

#### **Result 5. FISHMed Workload and Role Distribution**

The workload analysis showed that FISHMed’s publication process involved several interconnected tasks, including receiving publication materials, checking data completeness, editing news drafts, obtaining approval, coordinating website publication, disseminating published news, preparing Instagram content, and archiving publication outputs. Before the SOP was developed, these tasks were not yet clearly distributed across the relevant actors, creating the potential for workload accumulation, especially between the website management function and social media production. The SOP development process, therefore, clarified the distribution of roles among faculty leadership, the Head of the News and Coverage Division (FISHMed Advisor), the Head of the Website, the heads of study programs, and the FISHMed team. This role

distribution was essential to ensure that FISHMed would not function as the sole actor responsible for the entire publication process, but rather as a coordinator and processor within a shared faculty news governance system.

The stakeholder mapping related to the faculty publication process is presented in Table 1 below:

**Table 1.** FISHMed Workload and Role Distribution in the Faculty News Publication Process

No	Stakeholder	Position in the Publication Process	Main Roles	Information Contribution	Expected Benefit from SOP
1.	Faculty Leadership	Policy direction and approval authority	Provides strategic direction, validates sensitive or official content, ensures alignment with faculty branding and institutional policy	Official agenda, policy statements, institutional achievements, strategic partnerships, faculty-level programs, and priority issues related to SDGs and IKU	More accountable, consistent, and institutionally aligned publication governance; stronger faculty branding and reputation-building through official media channels
2.	Head of News and Coverage Division (FISHMed Advisor)	Faculty media manager and publication processor	Receives publication requests, checks data completeness, writes and edits news, manages publication schedules, publishes content on official channels	Processed news, captions, documentation, publication archives	Clear workflow, role clarity, improved efficiency, and stronger editorial consistency
3.	Head of Website Management	Digital publication gatekeeper and website administrator	Manages the faculty website, uploads approved news, organizes website content, maintains publication archives, ensures technical publication standards, and coordinates with the news and coverage team	Website news posts, publication links, digital archives, content categorization, website layout, and technical publication records	Clearer coordination between editorial and technical publication processes; improved website content management, more organized news archives, and reduced workload overlap with social media tasks
4.	Head of 15 Study Programs	Primary information provider and program-level verifier	Coordinates the submission of publication materials from each study program, verifies activity information, ensures the accuracy of names, positions,	Program activities, student achievements, lecturer activities, academic events, research, community service,	Equal opportunity for faculty-level coverage, clearer submission procedures, improved representation of

			dates, and achievements, and encourages program members to report newsworthy activities	partnerships, competition results, and supporting documentation	each study program, and stronger documentation of program-level contributions
5.	FISHMed Team	Operational publication team and content production unit	Conducts coverage, collects documentation, prepares captions, drafts news, designs social media content, coordinates with study programs and units, edits publication materials, and supports dissemination through website and Instagram	Event photos, video materials, interview notes, news drafts, captions, social media designs, publication reports, and documentation archives	More structured task distribution, reduced workload imbalance, clearer coordination with stakeholders, improved publication quality, and stronger integration between website news and social media content

Source: Author’s documentation, April 2026

The role distribution presented in Table 1 indicates that the SOP restructured FISHMed’s workload into a more coordinated sequence. Study programs were designated as the primary source of information and were expected to submit complete materials via the publication form. The Head of the News and Coverage Division or FISHMed Advisor served as the editorial coordinator, responsible for checking completeness, revising the news draft, and coordinating the publication process. Faculty leadership approved the content and ensured alignment with institutional direction, while the Head of Website handled final website publication and digital archiving. The FISHMed team supported operational coverage, documentation, caption preparation, and social media adaptation. This division of labor created a clearer boundary among editorial work, approval authority, website management, and social media production, making the publication process more structured, accountable, and sustainable.

### Discussion

The results of the field assessment, benchmarking process, and stakeholder mapping indicate that the main challenge in faculty publication governance was not the absence of information, but the absence of an integrated procedural mechanism to transform scattered information into official institutional publications. The FISH UNJ already had digital communication assets, particularly the faculty website and Instagram account, while each study program also maintained its own social media presence. However, these channels had not yet been connected through a standardized publication workflow. Information from study programs was often circulated informally through internal WhatsApp groups or posted independently on program-level social media accounts. Meanwhile, faculty-level publication channels tended to focus more on faculty events and leadership-level agendas. This condition created a gap between the richness of activities occurring at the program level and their representation in faculty-level institutional media.

After mapping the relevant stakeholders and identifying the faculty’s existing digital media

channels, the development of the SOP became a strategic step toward strengthening publication governance. The SOP was designed not merely as an administrative document but as a governance instrument to organize the relationships among content providers, media managers, verifiers, editors, and institutional audiences. In organizational communication, the consistency of message production and the clarity of communication flow are essential for sustaining institutional identity and reputation. A publication SOP can therefore be understood as a practical mechanism for translating institutional communication goals into daily operational procedures. It defines who provides information, what kind of information should be submitted, how information is verified, which channels should be used, and how publication outputs contribute to faculty visibility.

The development process produced two main SOPs. The first SOP regulates news publication originating from the 15 study programs within the faculty. This SOP was designed to accommodate program-level activities that may not be directly covered by the FISHMed team but are still important for faculty-level documentation. These activities include student achievements, lecturer activities, academic seminars, public lectures, student organization programs, research activities, community service, external collaborations, field practices, and other program-based initiatives. The second SOP regulates publication for activities directly covered by FISHMed. This SOP applies to faculty-level activities, official events, major institutional programs, leadership agendas, and other events for which the FISHMed team is assigned to conduct coverage, documentation, news writing, and publication.

The division between the two SOPs is important because the source, process, and responsibility of each publication type differ. Program-originated news requires the study program to submit complete information through a structured press release form, while FISHMed-covered activities require internal coordination regarding assignment, documentation, writing, editing, approval, and publication. This distinction helps prevent all publication responsibilities from being placed solely on the faculty media team. It also encourages each study program to become an active contributor to the faculty's institutional narrative. The SOP therefore supports a more collaborative model of publication governance in which faculty media function as an integrator, while study programs and units serve as active information sources. The following table 2 summarizes the two SOP streams developed in this activity.

**Table 2.** Two SOP Streams Developed for FISHMed News Governance

SOP Stream	Main Source of Information	Scope of Publication	Main Procedure	Expected Output
SOP for Publication from 15 Study Programs	Study programs, lecturers, students, student organizations, and program administrative staff	Student achievements, program activities, lecturer activities, academic events, research, community service, partnerships, field practices, and program-level innovations	Study program completes the press release form, submits supporting documentation, verifies names and activity details, and sends the material to FISHMed for editing and publication consideration	Program-level activities become eligible for faculty website and Instagram publication through a standardized information submission mechanism

SOP for Activities Covered by FISHMed	Faculty leadership, faculty units, study programs, committees, and assigned event organizers	Faculty-level events, official agendas, major collaborations, institutional ceremonies, strategic programs, and activities assigned for direct media coverage	FISHMed receives coverage assignment, coordinates with event organizers, conducts documentation, writes the news, verifies information, edits the content, obtains approval when needed, and publishes it through official channels	Faculty-level activities are documented and published consistently through the website and Instagram with clearer roles and publication stages
---------------------------------------	--	---	---	--

---

**Source:** Author’s documentation, April 2026

The first SOP addresses the problem of incomplete and uneven information submission from study programs. Before the SOP was developed, many program-level news items were shared only in the form of photos, names of winners, and the names of competitions or activities. Although such information may be sufficient for quick internal updates, it is not adequate for formal news production. Institutional news requires complete data, including participants' full names, study program, cohort, event title, organizer, location, date, level of competition or activity, achievement category, supervisor or mentor, activity background, significance, and supporting documentation (see Figure 2). Without these details, the faculty media team must repeatedly request additional information, which may delay publication or reduce the quality of the final news text.

The introduction of a press release form became one of the most important solutions in this SOP. The form helps study programs understand the minimum information required for faculty-level publication. It also standardizes the way information is submitted, reduces the editorial burden on FISHMed, and minimizes the risk of factual errors. The form functions as both a data collection instrument and an educational tool. Through this mechanism, study programs gradually learn that publication is not only about sending photos or short captions, but also about preparing complete, accurate, and meaningful institutional information. In addition, as noted by the Head of Public Information Management within the FISH Public Relations Unit during the interview, each activity should also be connected to SDGs values by explaining its contribution and impact on society. This mechanism strengthens the quality of faculty publications while improving media literacy, documentation awareness, and the capacity of program-level stakeholders to support institutional branding and global higher education positioning.

No	Kegiatan	Pelaksana						Mutu Baku			Keterangan
		PIC Prodi/Unit	Pembina FISHPMed	WD III	Tim Website	Tim Media Sosial	Humas Univ	Kelengkapan	Waktu	Output	
1.	Menyiapkan bahan publikasi							Foto, press release, data kegiatan	1x24 jam	Bahan publikasi	Awal proses publikasi
2.	Mengirim bahan publikasi kepada Pembina FISHPMed							Bahan publikasi	15 menit	Bahan diterima	Dikirim melalui kanal yang disepakati
3.	Memeriksa kelengkapan bahan							Bahan publikasi	30 menit	Hasil pemeriksaan	Jika belum lengkap, dikembalikan untuk dilengkapi
4.	Melengkapi bahan publikasi							Catatan perbaikan	1x24 jam	Bahan lengkap	Dilakukan oleh PIC Prodi/Unit
5.	Menyesuaikan/edited naskah							Bahan lengkap	2 jam	Draft berita	Siap diajukan untuk persetujuan
6.	Memberikan persetujuan substansi							Draft berita	1 jam	Disetujui/perbaikan	Jika belum disetujui, dikembalikan untuk revisi
7.	Memperbaiki naskah							Catatan revisi	1 jam	Draft revisi	Dilakukan oleh Pembina FISHPMed
8.	Mengedit akhir dan menayangkan berita di website							Draft disetujui	2 jam	Berita tayang	Dipublikasikan oleh website resmi FISHP
9.	Membagikan tautan berita melalui WAG dosen FISHP							Tautan berita	10 menit	Informasi diseminasi	Diseminasi internal fakultas
10.	Mengolah dan mempublikasikan konten media sosial							Berita tayang, foto	2 jam	Konten media sosial tayang	Publikasi pada media sosial FISHP
11.	Pemberitaan dengan kategori internasionalisasi dan penandatanganan MOA dipublikasikan ke website universitas							Draft disetujui	2 jam	Berita tayang	Publikasi pada website universitas melalui humas universitas

Figure 2. SOP for Publication from 15 Study Programs

Source: Data Processed by Author, June 2026

The second SOP (see Figure 3) addresses the internal workflow of activities directly covered by FISHPMed. Before the SOP was formulated, social media design and website publication tasks were handled by the same team. This condition created an overload for the website team, as they had to manage multiple responsibilities at once, including news writing and editing, website uploading, visual design, social media preparation, and publication scheduling. Such an arrangement is unsustainable because website management and social media production require distinct technical skills, time commitments, and editorial approaches. Website publication tends to require formal news writing, archival accuracy, and institutional documentation, while social media publication requires visual design, concise copywriting, platform awareness, and audience engagement.

The solution was to assign a dedicated social media team to manage Instagram and other

social media channels. This division of labor allows the website team to focus on formal news writing, editing, archiving, and website publication, while the social media team focuses on visual communication, caption writing, carousel design, reels, and publication timing. The separation of roles improves workflow efficiency and prevents task accumulation within a single team. It also enables each channel to develop in line with its communicative function. The website can serve as the official institutional archive, while Instagram can function as a public-facing platform for visual storytelling, engagement, and rapid dissemination. This role differentiation supports more strategic governance of digital communication.

No	Kegiatan	Pelaksana						Mutu Baku			Keterangan
		Tim FISHMed	Pembina FISHMed	WD III	Tim Website	Tim Media Sosial	Humas Univ	Kelengkapan	Waktu	Output	
1.	Mengirim surat undangan/tugas liputan	□						Surat undangan/tugas	15 menit	Informasi kegiatan	Awal proses peliputan
2.	Mengunjungi kegiatan dan surat dispensasi	□	◇					Surat undangan/tugas	15 menit	Berita/ tidak	Jika berita, diujikan kepada Pembina FISHMed.
3.	Mengirim surat dispensasi	□	□					Draft surat dispensasi	15 menit	Surat dispensasi	Ditakukan jika dilanjutkan
4.	Mengunjungi kegiatan dan kebutuhan liputan	□						Kamera, mic, surat tugas	30 menit	Berita/ foto/ video	Terdapat, diperlukan untuk liputan FISHMed.
5.	Melakukan liputan kegiatan	□						Berita/ foto/ video	Sesuai dengan kegiatan	Dokumentasi kegiatan	Berita/ foto, video dan data kegiatan
6.	Mengumpulkan dokumentasi dan mengunggah ke publikasi	□						Foto, data kegiatan, narasi awal	2 jam	Bahan publikasi	Sisa, diserahkan untuk penyusunan
7.	Mengunjungi editing naskah		□					Bahan publikasi	2 jam	Draft berita	Ditakukan oleh Pembina FISHMed.
8.	Membaca, memeriksa, dan mengoreksi		□					Draft berita	1 jam	Ditetujui/ diperbaiki	Jika belum ditetujui, dikembalikan untuk revisi
9.	Mengirim naskah		□					Catatan revisi	1 jam	Draft revisi	Ditakukan oleh Pembina FISHMed.
10.	Mengirim akhir dan mengunggah berita di website		□					Draft ditetujui	2 jam	Berita tayang	Dipublikasikan pada website resmi FISH
11.	Membagikan tayang berita melalui WAG resmi FISH		□					Tayang berita	10 menit	Informasi tayang	Disebar internal fakultas
12.	Mengambil dan mempublikasikan konten di media sosial					□		Berita tayang, foto	2 jam	Konten media sosial tayang	Dipublikasikan pada media sosial resmi
13.	Menyampaikan dan mengunggah MOA dan dipublikasikan ke website universitas					□		Draft ditetujui	2 jam	Berita tayang	Dipublikasikan pada website universitas melalui humas universitas

Figure 3. SOP for Activities Covered by FISHMed

Source: Data Processed by Author, June 2026

Another important discussion point concerns the lack of focus in previous faculty news coverage. Before the SOP development, publication categories were not clearly defined. News could be published based on incoming information, but it was not always organized into strategic themes that reflected the faculty's institutional priorities. This condition made it difficult to assess whether faculty media had sufficiently represented academic activities, student achievements, research, community service, partnerships, internationalization, and other strategic areas. Unfocused publication may also weaken branding because the public cannot easily identify the faculty's main strengths, contributions, and developmental direction.

To address this issue, the publication system was reorganized into five news categories: internationalization, research, teaching and community service, announcements, and achievements. These categories function as editorial guides to classify publication materials and ensure broader thematic coverage. They also help FISHMed and study programs identify which types of activities are newsworthy and relevant for faculty publication. The five categories can be developed as Table 3 below:

**Table 3.** Five News Categories in the FISHMed Publication SOP

News Category	Description	Examples of Publication Materials
Internationalization	News related to international academic engagement, global partnerships, visiting scholars, international courses, student and lecturer mobility, and cross-border institutional collaboration. This category supports the faculty's visibility in global higher education networks and strengthens its international reputation.	International lecturer series, visiting professor programs, global seminars, international conferences, overseas collaborations, student exchange activities, international guest lectures, joint programs with foreign universities, embassy-related academic activities
Research	News related to research activities, research dissemination, academic publications, innovation, intellectual outputs, research grants, and scholarly achievements by lecturers, students, or research groups within the faculty. This category highlights the faculty's contribution to knowledge production and academic development.	Research grants, research expos, journal publications, book chapters, conference presentations, research collaboration, intellectual property outputs, research group activities, academic dissemination forums, lecturer and student research achievements
Teaching and Community Service	News related to teaching, curriculum implementation, academic innovation, classroom-based projects, public lectures, student learning activities, and community service programs. This category includes Pengabdian kepada Masyarakat (PKM) because community service is closely connected to the implementation of academic expertise and the social impact of teaching and research.	Public lectures, classroom innovation, curriculum activities, academic workshops, student learning projects, teaching-based field activities, PKM programs, community empowerment, school outreach, village assistance, digital literacy training, public education programs
Announcements	Official information related to faculty administration, academic schedules, student affairs, institutional agendas, calls for participation, internal coordination, and public notices. This category ensures	Academic calendar updates, seminar announcements, registration information, scholarship announcements, competition calls, event invitations, administrative

News Category	Description	Examples of Publication Materials
	that important information from the faculty, study programs, and units is communicated clearly and accessibly to relevant audiences.	notices, faculty agenda announcements, deadline reminders, student affairs information
Achievements	News related to awards, recognitions, competitions, accomplishments, and public achievements obtained by students, lecturers, alumni, study programs, or faculty units. This category supports faculty branding by documenting and disseminating evidence of excellence, competitiveness, and institutional contribution.	Student competition awards, lecturer awards, outstanding student profiles, alumni achievements, study program recognitions, institutional awards, national and international competition results, faculty-level achievements, accreditation-related recognition

Source: Data Processed by Author, June 2026

The categorization of news items is closely related to institutional branding. Faculty publications should not merely report that an activity has taken place. They should also explain why the activity matters, how it contributes to the faculty’s academic identity, and how it connects to broader institutional performance indicators. For this reason, the SOP encourages publication materials to be linked with the Sustainable Development Goals (SDGs) and the Key Performance Indicators (IKU) of Indonesian higher education. This step transforms faculty news from simple event reports into strategic institutional narratives. For example, community service activities can be connected to SDG 4 on quality education, SDG 10 on reduced inequalities, or SDG 11 on sustainable communities, depending on the program focus. Student achievement and partnership activities can also be related to IKU dimensions such as student performance, lecturer activities outside campus, collaborative programs, and institutional recognition.

This approach is important because higher education branding increasingly depends on institutions’ ability to communicate their relevance, impact, and contribution. Faculty publications should therefore operate as a bridge between daily academic activities and the faculty’s long-term reputation-building agenda. When news items are consistently connected to SDGs and IKU, they help build a more coherent public narrative about the faculty’s role in education, research, social contribution, and institutional transformation. This does not mean that news should be artificially framed around indicators. Rather, the SOP encourages media managers and content providers to identify the authentic contribution of each activity and present it in a way that is aligned with recognized performance and development frameworks.

The discussion of challenges and solutions shows that the SOP was developed as a response to concrete operational problems. The following table 4 summarizes the main challenges found in the existing publication practice and the solutions introduced through the SOP development.

Table 4. Identified Challenges and SOP-Based Solutions

No	Identified Challenge	Implication for Publication Governance	Solution Introduced through the SOP
1.	Study programs often submitted only photos, winner names, and competition titles	The faculty media team lacked sufficient information to write complete and accurate news	A press release form was introduced to guide study programs in submitting complete publication data
2.	Information from study	Important information could be	A standardized submission flow

	programs was scattered across internal WhatsApp groups	missed, buried in conversations, or submitted too late	was established so that program information could be sent through a clearer publication mechanism
3.	Faculty media mainly published faculty-level activities	Program-level achievements and initiatives were not proportionally represented on the faculty website	The SOP for 15 study programs was developed to support more equitable news coverage
4.	Social media design and website publication were handled by the same team	The website team experienced workload overload and publication delays	A specific social media team was assigned to manage Instagram design, captions, and visual publication
5.	News coverage was not organized into clear editorial categories	Faculty publications lacked thematic focus and were difficult to evaluate strategically	Five news categories were developed to guide publication classification and editorial planning
6.	Publication outputs were not consistently linked to institutional branding	News items functioned mostly as event reports rather than reputation-building narratives	Publications were encouraged to connect activities with SDGs, IKU, and faculty branding priorities
7.	Website and Instagram served different purposes but were not yet strategically differentiated	Similar content could be published without considering platform function and audience behavior	The SOP differentiated website publication as formal institutional documentation and Instagram as visual public engagement

**Source:** Data Processed by Author, June 2026

The first major improvement introduced through the SOP is the transformation of incomplete information into structured publication material. Prior to the SOP development, study programs often submitted only photos, names of winners, and names of competitions or activities. Although these elements were useful as initial information, they were insufficient for producing complete and accurate institutional news. Faculty-level publication requires more detailed data, including the full names of participants, study program, cohort, event title, organizer, date, location, level of competition or activity, achievement category, supervisor or mentor, activity background, and supporting documentation. Without these details, the faculty media team had to repeatedly request additional information from the study programs, which could delay the editorial process and increase the risk of factual incompleteness. The introduction of a press release form therefore became a practical solution to guide study programs in submitting complete publication data. This form helps transform fragmented and minimal information into standardized news material that can be processed more efficiently by FISHMed.

The second improvement is the shift from scattered informal information sharing to a clearer and more accountable submission flow. Before the SOP was developed, information from study programs was often shared through internal WhatsApp groups. WhatsApp remains useful for quick coordination because it allows study programs, lecturers, administrative staff, and faculty members to circulate information rapidly. However, it is not sufficient as the main basis for institutional news production. Important information can easily be buried in long conversations, mixed with unrelated administrative messages, missed by the media team, or submitted too late for timely publication. The SOP responds to this challenge by establishing a standardized submission flow so that program-level information can be sent through a clearer publication mechanism. This mechanism ensures that information is not only communicated informally, but also submitted through a structured pathway that supports editorial tracking, verification, and publication planning.

The third improvement concerns the development of more equitable news coverage across the 15 study programs. The field assessment showed that faculty media mainly published faculty-level activities, such as official events, leadership agendas, faculty-wide programs, and institutional ceremonies. Although these activities are important for faculty communication, this publication pattern made program-level achievements and initiatives less proportionally represented on the faculty website. Many study program activities were already documented through program-level social media accounts, yet they were not always elevated to faculty-level publication channels. This condition created a gap between the richness of activities at the study program level and their visibility within the faculty's official media. The SOP for publication from the 15 study programs was therefore developed to support more equitable news coverage. Through this SOP, every study program has a clearer opportunity to submit activities, achievements, collaborations, research, teaching innovations, and community service programs for potential publication at the faculty level.

The fourth improvement is the redistribution of publication workload through the assignment of a specific social media team. Previously, social media design and website publication were handled by the same team. This arrangement placed a heavy workload on the website team because they had to manage multiple tasks simultaneously, including news writing, editing, website uploading, visual design, caption preparation, and social media publication. This situation created the risk of workload overload, publication delays, and reduced attention to the different editorial needs of each platform. Website publication requires formal news writing, accurate documentation, archiving, and institutional consistency, while social media production requires visual design, concise copywriting, audience engagement, and platform-specific creativity. The SOP therefore supports a clearer division of labor by assigning a specific social media team to manage Instagram design, captions, and visual publication. This solution helps the website team focus on formal institutional documentation while enabling the social media team to strengthen visual communication and audience engagement.

The fifth improvement is the establishment of editorial focus through defined news categories. Before the SOP was formulated, news coverage was not organized into clear editorial categories. As a result, faculty publications could appear as scattered activity reports rather than a strategically organized representation of faculty performance and identity. Without categories, it was also difficult to evaluate whether the faculty media had sufficiently covered important areas such as internationalization, research, teaching, community service, announcements, and achievements. The SOP introduced five news categories to guide publication classification and editorial planning. These categories provide a framework for organizing publication materials, identifying coverage gaps, and ensuring that faculty media represent the diversity of academic and institutional activities. Editorial categories are therefore not merely technical labels; they function as a monitoring tool for publication balance, thematic focus, and institutional branding.

The sixth improvement is the repositioning of publication outputs from event reporting to reputation-building narratives. Previously, faculty news items were not consistently linked to institutional branding priorities. Many publications functioned mainly as event reports that described who attended, what happened, and where the activity took place. Although this information is necessary, it is not sufficient to build a strong institutional narrative. Faculty publications should also explain the significance of an activity, its contribution to academic development, its relevance to students or society, and its alignment with broader higher

education goals. The SOP encourages publications to connect activities with the Sustainable Development Goals (SDGs), Key Performance Indicators (IKU), and faculty branding priorities. This framing allows faculty news to demonstrate not only activity implementation, but also institutional impact, academic contribution, and strategic relevance. For example, community service activities can be linked to SDGs related to quality education, reduced inequalities, or sustainable communities, while student achievements can be connected to talent development, student performance, and faculty reputation.

The seventh improvement is the strategic differentiation between the faculty website and Instagram as complementary publication channels. Before the SOP development, the website and Instagram were used as digital publication platforms, but their different communicative functions were not yet fully differentiated. Similar content could be published across both platforms without considering differences in platform function, audience behavior, content format, and communication objectives. The SOP addresses this issue by positioning the faculty website as a formal institutional documentation channel and Instagram as a visual public engagement platform. The website functions as the official archive for news, institutional records, achievements, collaborations, and accountability documentation. Instagram, on the other hand, supports faster dissemination, visual storytelling, audience interaction, and public-facing communication. This differentiation enables FISHMed to manage publication content more strategically by adapting each message to the platform's purpose.

Overall, the development of the publication SOP represents an important step in transforming faculty media governance from fragmented and informal practices into a more structured, equitable, and strategic communication system. The SOP addresses concrete operational challenges found in the existing publication process, including incomplete data submission, scattered WhatsApp-based information sharing, limited representation of study program activities, workload overload within the website team, unfocused news classification, weak connection between publication outputs and institutional branding, and insufficient differentiation between website and Instagram functions. Through the press release form, standardized submission flow, SOP for the 15 study programs, specific social media team assignment, editorial categorization, SDGs and IKU-based framing, and platform differentiation, the faculty can build a more accountable and inclusive publication system.

This discussion demonstrates that strengthening publication governance requires more than technical media management or the establishment of rules and procedures as formal instruments of order (Ayuningrum & Herari, 2024). It requires a shared institutional commitment to documentation, accuracy, equity, collaboration, and strategic storytelling, as emphasized in the work of (Barker & Gower, 2010). In this context, the SOP functions as a bridge between everyday academic activities and the faculty's broader reputation-building agenda. It enables study programs to contribute more actively to faculty-level publications, helps FISHMed manage information more systematically, reduces dependency on informal communication, and supports the faculty website and Instagram account as complementary digital media assets. By clarifying procedures, assigning roles, improving data submission, organizing news categories, and aligning publication narratives with SDGs, IKU, and faculty branding priorities, the faculty can strengthen the quality of information services, improve public trust, and contribute to the broader reputation-building agenda of higher education.

## CONCLUSION

This community service activity successfully addressed the publication governance issues faced by FISHMed (FISH Media Center) and the Faculty of Social Sciences and Law (Fakultas Ilmu Sosial dan Hukum/FISH), Universitas Negeri Jakarta (UNJ), by producing a publication SOP that responds to the concrete problems identified in the field. The activity showed that the faculty's publication process had previously been active but fragmented, as study program information was often scattered across internal WhatsApp groups, submitted in incomplete formats, or published only through program-level social media accounts. Through digital media inventory, observation of the existing publication process, benchmarking with publication teams from seven faculties, and interviews with faculty-level stakeholders, the activity resulted in a clearer publication mechanism, consisting of an SOP for news submissions from 15 study programs and an SOP for activities directly covered by FISHMed. The SOP introduced several practical improvements, including a press release form to improve data completeness, a standardized submission flow to reduce scattered information, a clearer division of roles between website and social media teams, five editorial news categories, and publication framing linked to SDGs, IKU, and faculty branding priorities.

The main contribution of this activity lies in transforming faculty publication management from an informal, person-dependent practice into a more structured, equitable, and accountable workflow. FISHMed and the related faculty stakeholders now have a shared procedural reference for submitting, verifying, editing, approving, and publishing news through the faculty website and Instagram account. This change strengthens the opportunity for all study programs to receive proportional faculty-level coverage and supports the faculty's broader agenda of institutional visibility and reputation-building. For program sustainability, the SOP should be implemented through regular socialization to study programs and faculty units, periodic evaluation of publication timelines and data completeness, and quarterly monitoring of news distribution across the five publication categories. This model can also be replicated by other faculties or academic units that face similar challenges in managing fragmented information, uneven news coverage, and the need for integrated institutional media governance.

## REFERENCE

- AKCG. (2023, April 5). *Higher Education PR: Media Relations Strategies for Colleges and Universities*. AKCG Public Relations Counselors. <https://akcg.com/higher-education-pr/>
- Akyar, I. (2012). Standard Operating Procedures (What Are They Good For?). In *Latest Research into Quality Control*. InTech. <https://doi.org/10.5772/50439>
- Al Yahyaei, N., & Al Senani, I. (2025). Institutional Branding and Media Visibility in Higher Education: A Theoretical Model for Strategic Communication Management. *Journal of Cultural Analysis and Social Change*, 353–363. <https://doi.org/10.64753/jcasc.v11i1.3791>
- Aminah, S., Maimun, A., & Zuhriyah, I. A. (2025). Strategic Public Relations as a Driver of Institutional Positioning and Competitive Advantage in Higher Education. *Business and Applied Management Journal*, 3(2), 195–208. <https://doi.org/10.61987/bamj.v3i2.1641>

- Anggarina, P. T., Irawan, A. P., & Dewi, F. I. R. (2024). Higher education reputation management through increasing the role of public relations. *Humanities and Social Sciences Letters*, 12(3), 692–702. <https://doi.org/10.18488/73.v12i3.3863>
- Argenti, P. A. . (2017). *Corporate communication*. McGraw-Hill Irwin.
- Ayuningrum, W. M., & Herari, N. (2024). Comparative Analysis of Government Communication Strategies in Environmental Law Enforcement: A Case Study of Indonesia (DKI Jakarta) and Singapore. *Journal of Communication and Public Relations*, 3(2), 83–101. <https://doi.org/10.37535/105003220245>
- Barker, R. T., & Gower, K. (2010). Strategic Application of Storytelling in Organizations: Toward Effective Communication in a Diverse World. *Journal of Business Communication*, 47(3), 295–312. <https://doi.org/10.1177/0021943610369782>
- Barros, F. R. de, Lima, H. da C. G., Oliveira, J. V. F. de, Faustino, L. R., & Muglia, T. B. (2024). Institutional communication strategies in higher education institutions: a systematic literature review. *Educationis*, 12(2), 45–56. <https://doi.org/10.6008/CBPC2318-3047.2024.002.0007>
- Baty, P., & Banette, D. (2026, March 16). *World University Rankings 2026: Methodology*. Times Higher Education. <https://www.timeshighereducation.com/world-university-rankings/methodology>
- Cornelissen, Joep. (2020). *Corporate communication : a guide to theory & practice*. SAGE Publications.
- Hollmann, S., Frohme, M., Endrullat, C., Kremer, A., D'Elia, D., Regierer, B., & Nechyporenko, A. (2020). Ten simple rules on how to write a standard operating procedure. *PLOS Computational Biology*, 16(9), e1008095. <https://doi.org/10.1371/journal.pcbi.1008095>
- Karmilah, L., Kartini, E., Kusuma, Z. N. A. W., Rostika, N., & Iskandar, S. (2025). Public Relations Management in Improving the Image and Performance of Educational Institutions: Strategies, Challenges, and Implications. *Journal of Innovation and Research in Primary Education*, 4(3), 1417–1425. <https://doi.org/10.56916/jirpe.v4i3.1506>
- Kemdiktisaintek. (2021). *Buku Panduan Indikator Kinerja Utama Perguruan Tinggi Negeri*.
- Kemdiktisaintek. (2025). *Keputusan-MENDIKTISAINTEK-Nomor-358-M-KEP-2025 (358/M/KEP/2025)*.
- Lund, B. D., & Wang, T. (2021). Information Dissemination and Interactions in Higher Education Social Media Posts. *Journal of Promotion Management*, 27(4), 547–561. <https://doi.org/10.1080/10496491.2020.1851848>
- QS. (2025, June 12). *QS World University Rankings: Methodology*. QS Top Universities. <https://www.topuniversities.com/world-university-rankings/methodology>
- Ramsdell, D. (2026, January 28). *Why Faculty Are Your Secret Marketing Weapon*. Enrollify (The Higher Ed Geek Podcast). <https://www.enrollify.org/episodes/episode-314-why-faculty-are-your-secret-marketing-weapon>

Soleha, S., Utomo, A. G., & Herari, N. (2023). Identifying Key Service and Quality Dimensions as Public Relations Strategy in RSUP Persahabatan. *Jurnal Ilmiah LISKI (Lingkar Studi Komunikasi)*, 9(2), 64–88. <https://doi.org/10.25124/liski.v9i2.6098>

Simatupang, S., Indajang, K., Grace, E., Candra, V & Perangin-Angin, P. (2025). Core Value BerAKHLAK menjadi Nilai Dasar Etika dan Budaya Kerja Aparatur Sipil Negara sebagai Pelayanan Publik. *Journal of Innovation Research and Knowledge*, 5(4), 4585–4592. <https://doi.org/10.53625/jirk.v5i4.11233>