

The Role of Digital Video Content in Building Perception and Trust in Islamic Educational Institutions

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Abstract

This study aims to analyze the role of digital video content in building positive perceptions and increasing public trust in Islamic educational institutions. The focus of the study includes the function of digital video as a medium for shaping the institution's image, its influence on the trust of parents and prospective students, and effective content presentation strategies in attracting public attention. The study used a qualitative method with a case study approach. The most appropriate data collection techniques were in-depth interviews, observation of the institution's digital video content, and social media documentation, as they were able to explore public perceptions, experiences, and responses more comprehensively. The results showed that digital video content that showcases real-life activities, Islamic values, achievements, and testimonials can shape positive public perceptions of Islamic educational institutions. Furthermore, a creative, informative, and consistent video presentation has been shown to increase public trust and strengthen the institution's image. The implications of this study indicate that strategic use of digital media can be an effective tool in educational marketing and strengthening institutional relationships with the community.

Keywords: Digital Video Content, Public Perception, Public Trust

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INTRODUCTION

The development of digital media has changed the communication patterns of educational institutions with the public, including Islamic educational institutions (Iman et al., 2025). Theoretically, the use of digital video content is considered capable of building positive perceptions and increasing public trust because video has visual, emotional, and informative power that is more effective than conventional media (Ramadan et al., 2026). However, in practice, many Islamic educational institutions are still unable to optimally utilize digital media (Sain et al., 2024). This is evident in the low quality of content presentation, lack of consistent publications, and the lack of communication strategies that suit the needs of modern society. As a result, the image of the institution often loses out to other schools that are more active in digital promotion (Alfaridli et al., 2024). Social facts show that people now tend to seek educational information through social media before deciding on an educational institution for their children. This condition indicates a gap between the theory of digital media effectiveness and the reality of implementation in the field (Kusumawati et al., 2026; Singgalen et al., 2025). Therefore, research is needed to examine how

digital video content plays a role in shaping public perception and trust in Islamic educational institutions (Abas & Jamila, 2025; Albustomi & Hefniy, 2025).

In real-world conditions, many Islamic educational institutions have begun utilizing digital platforms such as YouTube, Instagram, TikTok, and Facebook as promotional and public communication media (Mulawarman & Yahya, 2025). The content displayed generally encompasses learning activities, Quran memorization, student activities, student achievements, and even parent testimonials. However, the effectiveness of this content has not been fully able to build widespread public trust (Maulana et al., 2025). Some institutions still display videos that are uninteresting, monotonous, and do not strongly convey the institution's identity. Furthermore, some institutions only actively upload content at certain times without a consistent digital communication strategy. On the other hand, modern society tends to judge the quality of educational institutions based on the digital media they see (Solodovnikov et al., 2024). Parents and prospective students are more likely to trust institutions that demonstrate transparency of activities and educational quality through communicative videos. This reality shows that digital media is not only a documentation tool but has become an important means of building the image, perception, and trust of the public towards Islamic educational institutions (Sukriyah & Annisa, 2025).

Several previous studies have shown that digital media has a big influence on the marketing and image of educational institutions (Abbas, 2026; Sarder & Mustaqeem, 2024). Previous research explains that the use of social media can increase public interest in educational institutions because information is more easily accessed and widely disseminated. Other research also states that digital video can increase promotional appeal because it provides a more realistic visual experience to the audience. Furthermore, there is research that highlights the importance of public trust in determining the decision to choose a school, especially through information transparency and testimonials from educational service users. However, most of these studies discuss social media in general and have not specifically examined the role of digital video content in building perceptions and trust in Islamic educational institutions. Previous research is also still limited to aspects of educational marketing without examining the relationship between video presentation strategies and the formation of the institution's image (Fiantini & Kunta, 2025). Therefore, this study aims to clarify how digital video content can shape positive perceptions and increase public trust in Islamic educational institutions.

The novelty of this research lies in its focus, which directly links digital video content, public perception, and public trust in Islamic educational institutions. While previous research has tended to focus on social media as a general promotional tool, this study specifically highlights the effectiveness of digital video as a visual communication medium capable of building emotional connections with the public. Furthermore, this study not only assesses the availability of video content but also examines effective presentation strategies, such as the use of storytelling, documentation of real-life activities, parent testimonials, and consistent content publication. Another novelty lies in the context of Islamic educational institutions, which possess distinct religious values, Islamic boarding school culture, and Islamic identity, distinct from those of general educational institutions. This study also examines how the public constructs perceptions and trust through the visual information they consume in digital media. Therefore, this research is expected to contribute to the development of digital media-based communication and marketing strategies for Islamic education.

This study aims to examine the role of digital video content in building positive perceptions and increasing public trust in Islamic educational institutions. The main questions addressed in this study are how digital video content can influence public perceptions of the quality of Islamic educational institutions, how digital video increases trust among parents and prospective students,

and what presentation strategies are most effective in attracting public attention. Based on these questions, this study starts from the argument that digital video content presented in an interesting, informative, consistent, and authentic manner can build a positive image of Islamic educational institutions in the eyes of the public. Furthermore, videos that showcase real-life activities, achievements, Islamic values, and testimonials from educational service users are believed to increase public trust in the quality of the institution. Thus, digital media functions not only as a means of information but also as a strategic tool in building relationships and social legitimacy for Islamic educational institutions in the digital era.

RESEARCH METHOD

This research uses a qualitative approach with the types of case study and grounded research (Lim, 2025; Viera, 2023). A qualitative approach was chosen because the research aims to deeply understand the phenomenon of the use of digital video content in building public perception and trust in Islamic educational institutions. Through this approach, researchers can explore the meaning, experiences, and views of informants regarding the effectiveness of digital media in shaping the image of institutions. A case study was used because the research focused on one particular institution, namely the Kebun Sari Gunung Kesan Karang Penang Sampang Islamic Boarding School, thus allowing for a more contextual and in-depth study. Meanwhile, grounded research was used to discover concepts and patterns that emerged directly from field data regarding the digital communication strategies of Islamic educational institutions. With this design, the research is expected to produce a comprehensive understanding of the relationship between digital video content, public perception, and public trust in Islamic educational institutions.

This research was conducted at the Kebun Sari Islamic Boarding School, Gunung Kesan, Karang, Penang, Sampang. The research location was chosen because the Islamic boarding school actively uses digital media, particularly video content, as a means of communication, publication, and promotion of the institution to the public. The use of social media such as YouTube, Instagram, Facebook, and TikTok demonstrates the institution's efforts to build a positive image and increase public trust through digital media. Furthermore, this Islamic boarding school has characteristics relevant to the research focus because it combines traditional Islamic education with modern communication strategies based on digital technology. This location is also considered strategic due to the high level of interaction between the institution and the community, especially parents and prospective students who obtain information through social media. Therefore, the Kebun Sari Islamic Boarding School is considered capable of providing appropriate and in-depth data regarding the role of digital video content in building public perception and trust in Islamic educational institutions.

The sources of information in this study consist of primary and secondary sources (Ajayi, 2023). Primary sources were obtained from respondents and informants who have a direct relationship with the use of digital video content at the Kebun Sari Gunung Kesan Karang Penang Sampang Islamic Boarding School. The main informants included the boarding school's social media managers, boarding school administrators, teachers, and education staff who understand the institution's digital communication strategy. In addition, respondents also included guardians of students, prospective students, and the surrounding community, who are the audience for the boarding school's digital video content. Meanwhile, secondary sources were obtained from various documents and texts that support the research, such as digital video archives, documentation of boarding school activities, online news, social media articles, and scientific literature related to digital media and Islamic education marketing. The use of these various information sources aims to obtain complete, in-depth, and objective data regarding the influence of digital video content on

public perception and trust.

The data collection process in this study was conducted through several techniques, namely desk review, observation, interviews, and documentation (Ekoto et al., 2022). The desk review was conducted by examining various documents, social media archives, scientific journals, online news, and digital video content published by the Kebun Sari Islamic Boarding School. This technique aims to understand the forms of digital communication used by the institution. Next, direct observations were made of digital media management activities and public responses to uploaded video content. Researchers also observed audience interaction patterns through comments, number of views, and forms of community participation. Interviews were conducted in-depth using semi-structured interview guidelines to obtain more flexible and in-depth data. Interview informants included Islamic boarding school administrators, social media managers, teachers, students' guardians, and the community. In addition, documentation in the form of photos, videos, social media screenshots, and institutional archives was used to strengthen the research data.

The data analysis in this study used an interactive analysis model that includes data condensation, data display, and data verification (Pham, 2024). In the data condensation stage, researchers carried out a data reduction process by selecting, simplifying, and focusing data relevant to the research theme, especially related to public perception, public trust, and digital video content strategies. Next, the reduced data was presented in narrative form, tables, and thematic categories in the data display stage to facilitate researchers in understanding the relationships between the data. The final stage was data verification or drawing conclusions, namely the process of interpreting data to find patterns, meanings, and relationships between the use of digital video content and the formation of public perceptions and trust. The analytical methods used included content analysis to examine messages in digital videos, discourse analysis to understand the institution's communication strategy, and interpretative analysis to interpret the views and experiences of informants regarding the effectiveness of digital media in building the image of Islamic educational institutions.

FINDINGS AND DISCUSSION

Digital Video Content as a Medium for Forming Positive Perceptions of Islamic Educational Institutions

Digital video content as a medium for shaping positive perceptions in this study is defined as all forms of digital-based visual publications used by the Kebun Sari Gunung Kesan Karang Penang Sampang Islamic Boarding School to introduce the identity, activities, values of Islamic education, and the quality of the institution to the public. The forms of content found in the field include videos of teaching and learning activities, Quran memorization, religious activities, documentation of student achievements, social activities, and profiles of the Islamic boarding school uploaded through social media such as Facebook, Instagram, YouTube, and TikTok. Operationally, positive public perception is evident from the increasing public interest in Islamic boarding schools, the emergence of the view that the institution has good educational quality, and the belief that Islamic boarding schools are able to keep up with current developments through digital media. Thus, digital video content not only functions as a means of information but also becomes a medium for shaping the image of Islamic educational institutions in the eyes of the wider community.

Based on interviews with Islamic boarding school social media managers, it was discovered that digital videos were intentionally created to showcase the actual activities of students and the Islamic boarding school environment so that the public could directly observe the quality of education at the institution. The informant stated that the public was more interested in watching videos of activities than reading written information. Meanwhile, an interview with a student

guardian indicated that the presence of digital videos helped parents gain an overview of the conditions of the Islamic boarding school before deciding to enroll their child in the institution. According to The Guardian, videos showing discipline, worship activities, and learning activities provided a sense of confidence in the quality of the Islamic boarding school. Based on these data, the researcher interpreted that digital video content has a strong emotional and visual influence in shaping positive public perceptions. Videos are considered capable of providing tangible evidence of the institution's activities, thereby increasing public interest and confidence in the Islamic boarding school.

Observations indicate that Kebun Sari Islamic Boarding School actively publishes various digital video content regularly through the institution's official social media channels. The majority of uploaded videos depict religious activities, learning processes, interactions between students and teachers, and the school's social activities. Furthermore, researchers found that each video utilizes engaging visual and audio elements, such as subtitles, Islamic background music, and live documentation of activities. Public interaction on social media is also quite high, reflected in the number of views, positive comments, and re-shares of videos by other users. Researchers interpret that consistent video content publication impacts the formation of public perception of the Islamic boarding school as an active, modern, and open institution to technological developments. The use of documentation of real-life activities also conveys a sense of transparency to the public, thereby enhancing the positive image of Islamic educational institutions in the broader social environment.

Based on interview and observation data, it is understood that digital video content plays a significant role in shaping the public's positive perception of the Kebun Sari Gunung Kesan Karang Penang Sampang Islamic Boarding School. Digital video is seen as a medium capable of directly showing the reality of Islamic boarding school life to the public without having to visit the location. The presence of videos that show learning activities, worship, student discipline, and the institution's achievements provides the public with a clearer picture of the quality of Islamic boarding school education. Furthermore, the use of social media allows information to be received and disseminated more quickly by the public. Researchers observed that the public tends to trust visual information more than written explanations because videos provide a real impression and are easier to understand. Thus, digital video content is not only a promotional tool for the institution but also a strategic medium in building a positive image and strengthening the relationship between the Islamic boarding school and the community.

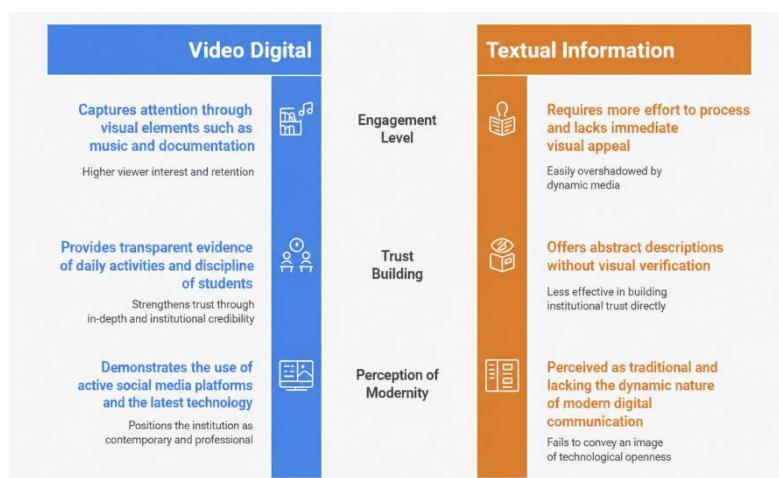


Figure 1. Content Video Digital and Textual Information

The data patterns found in the study indicate that positive public perception of the Kebun Sari Islamic Boarding School is formed through three main elements: visualization of real-life activities, consistent content publication, and transparency of institutional information. Videos that directly show student activities tend to attract more public attention than content in the form of text or simple images. Furthermore, consistent video uploads make the institution appear active and professional in managing digital communications. Another pattern shows that the public responds more positively to videos that showcase religious values, discipline, and student achievements because they are considered to reflect the quality of a good Islamic educational institution. The researchers also found that the more frequently the public views Islamic boarding school activities through digital videos, the stronger the positive perception they form of the institution. Thus, the data patterns indicate that digital video content functions as an effective visual communication tool in building a positive image of Islamic educational institutions amidst the development of modern digital media.

The Role of Digital Video Content in Increasing Parental and Prospective Student Confidence

The role of digital video content in increasing the trust of parents and prospective students in this study is defined as the ability of digital video media used by the Kebun Sari Gunung Kesan Karang Penang Sampang Islamic Boarding School to provide information, demonstrate transparency of activities, and convince the public about the quality of the institution's education. The forms of video content found in the field include documentation of learning activities, student worship activities, daily discipline, testimonials from students' guardians, student achievements, and a video profile of the Islamic boarding school published through the institution's official social media. The trust of parents and prospective students is evident in the increasing interest of the public in seeking further information, contacting the Islamic boarding school, and deciding to enroll their children in the institution. Operationally, digital video content is understood as a communication medium capable of presenting tangible evidence regarding the quality of the Islamic boarding school so that the public feels more confident in the educational system, environment, and character development implemented by the Islamic educational institution.

An interview with a student's guardian revealed that digital videos depicting the students' daily activities provided parents with a sense of calm and reassurance regarding their child's well-being at the Islamic boarding school. The informant stated that through these videos, parents could directly observe the students' learning, worship, and discipline without having to visit the location in person. Meanwhile, interviews with prospective students revealed that videos depicting Islamic boarding school activities increased their interest because they provided a realistic picture of the learning atmosphere and life within the boarding school. According to the informant, videos depicting students' togetherness and positive activities made the boarding school appear comfortable and trustworthy. Based on these data, the researcher interpreted that digital video content serves as a means of information transparency that strengthens public trust in Islamic educational institutions. The presence of realistic visualizations is considered capable of reducing the doubts of parents and prospective students in making educational choices.

Based on observations, researchers found that Kebun Sari Islamic Boarding School actively uploads videos showing the students' daily activities, the learning process, religious activities, and interactions between teachers and students. The published videos tend to depict real-life situations without excessive manipulation, thus giving the public a natural and authentic impression. Furthermore, researchers observed a positive response from social media audiences in the form of supportive comments, questions about registration, and video re-shares. Several videos of testimonials from students' guardians also received considerable attention because they were

considered to provide firsthand experiences regarding the institution's quality. Researchers interpret that the transparency of information through digital video has a significant impact on increasing public trust. Content that directly displays the reality of Islamic boarding school activities makes the public feel closer to and more confident in the quality of education, supervision, and character development implemented by this Islamic educational institution.

Based on the results of interviews and observations, it is understood that digital video content has a significant influence on increasing the trust of parents and prospective students in the Kebun Sari Gunung Kesan Karang Penang Sampang Islamic Boarding School. Digital videos help the public obtain clearer, more concrete, and easier-to-understand information about life at the Islamic boarding school. Parents feel more confident because they can directly observe the learning activities, discipline, and religious guidance applied to students. Meanwhile, prospective students gain an overview of the social environment and learning atmosphere at the Islamic boarding school. Researchers observed that visual elements in videos create a stronger impression than written information because they are able to present concrete evidence regarding the condition of the institution. Thus, digital video content not only functions as a publication medium but also becomes a means of building emotional connections and public trust in Islamic educational institutions through the delivery of open and authentic information.

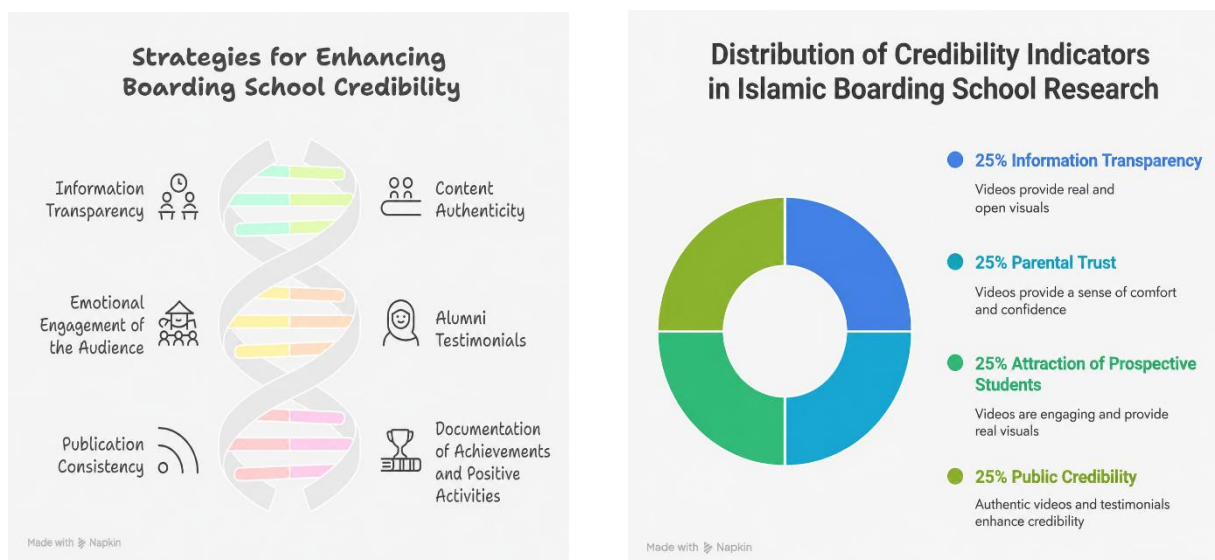


Figure 2. Different between Strategies for Enhancing Boarding School Credibility and Distribution of Credibility Indicators in Islamic Boarding School Research

The data patterns found indicate that increasing public trust in the Kebun Sari Islamic Boarding School is influenced by three main factors: information transparency, content authenticity, and audience emotional engagement. Video content that depicts the actual activities of students and teachers tends to be more easily trusted by the public than information in the form of text or simple images. Furthermore, videos that depict the daily atmosphere of the Islamic boarding school naturally convey an impression of honesty and openness, thus increasing parents' confidence in the quality of the institution. Another pattern shows that testimonials from students' guardians and documentation of positive activities have a significant influence on building trust in prospective students. The more frequently the public views consistent and relevant video content, the stronger the level of trust formed in the Islamic educational institution. Thus, the data patterns

indicate that digital video content is an effective communication medium in strengthening social legitimacy and increasing public trust in Islamic boarding schools in the digital era.

Effective Digital Video Content Presentation Strategies to Attract and Convince the Public

An effective digital video content presentation strategy in this study is defined as the way the Kebun Sari Gunung Kesan Karang Penang Sampang Islamic Boarding School packages, displays, and disseminates digital videos to attract attention and convince the public of the quality of Islamic educational institutions. These strategies include selecting video themes, using attractive visuals, developing communicative narratives, utilizing Islamic background music, and consistently publishing content through social media. The types of content found in the field include videos of student activities, learning documentation, testimonials from students' guardians, videos of Islamic boarding school profiles, and excerpts of religious activities presented concisely and easily understood by the public. Operationally, the effectiveness of the video presentation strategy is evident in the increase in audience interaction, such as the number of views, positive comments, re-sharing of content, and increased public interest in Islamic educational institutions. Thus, the digital video content presentation strategy is understood as an important part of building public appeal and confidence in Islamic educational institutions.

Interviews with Islamic boarding school social media managers indicate that video presentations are tailored to the needs and interests of the community, particularly the younger generation and older generations. The informant explained that short, clear videos that depict students' real-life activities garner more attention than videos that are too long. Furthermore, the use of Islamic music and short text in videos is considered to clarify the intended message. Meanwhile, an interview with a student's guardian revealed that videos that depict the atmosphere of the Islamic boarding school naturally make the community more trusting of the institution. According to the informant, simple yet realistic video presentations are more convincing than videos with too much visual manipulation. Based on these data, the researcher interprets that the success of a digital video presentation strategy lies in the institution's ability to present information that is communicative, authentic, and tailored to the audience's needs, thereby attracting attention and building public trust in the Islamic boarding school.

Based on observations, researchers found that Kebun Sari Islamic Boarding School uses a varied and consistent video presentation strategy in its social media posts. The uploaded videos are generally short with simple yet informative visuals. Some videos use explanatory text, light transition effects, and Islamic-themed background music to reinforce their intended message. Furthermore, the content that received the most positive responses from the public was videos of student activities, testimonials from guardians, and documentation of religious activities. Researchers also observed that videos uploaded regularly tended to receive higher engagement than inconsistent uploads. From these results, researchers interpret that a simple, authentic, and consistent video presentation strategy has a significant impact on attracting public attention. Consistency of publication and the ability to convey messages visually are important factors in building public confidence in the quality of Islamic educational institutions.

Based on the results of interviews and observations, it is understood that the strategy of presenting digital video content plays a crucial role in attracting and convincing the public about the Kebun Sari Gunung Kesan Karang Penang Sampang Islamic Boarding School. Short, clear videos that showcase the students' real-life activities have proven more easily accepted by the public than videos that are too long and formal. Furthermore, the use of simple visual elements, Islamic music, and communicative narratives helps the public understand the message the institution wants to convey. Researchers observed that the public is more attracted to videos that give a natural

impression and are not excessive in their presentation. Consistency of uploads also plays a role in strengthening the institution's image as an active and open institution in communicating with the public. Thus, the strategy of presenting digital videos not only determines the appeal of the content but also influences the level of public confidence in the quality of education and the Islamic values implemented at the Islamic boarding school.

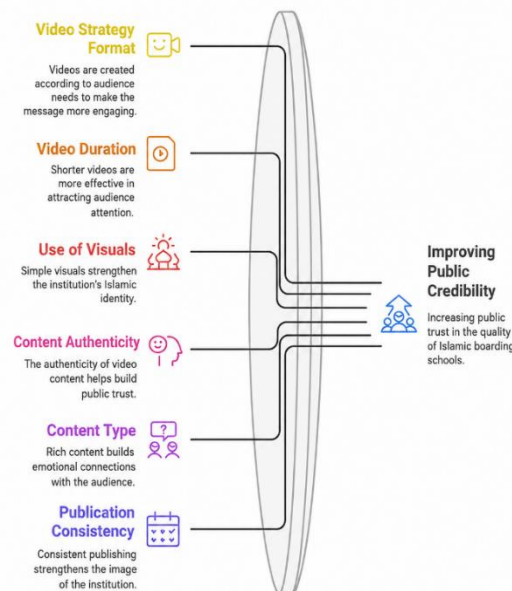


Figure 3. Digital Video Strategy for Credibility

The data patterns found indicate that the effectiveness of digital video content presentation strategies is influenced by several key factors: visual simplicity, authenticity of content, consistency of publication, and emotional connection with the audience. Videos that depict the real activities of Islamic boarding school students with simple presentations tend to receive more positive responses than videos that are overly formal or full of visual manipulation. Furthermore, the public is more attracted to short videos that directly convey the core activities of Islamic boarding schools. Other patterns indicate that the use of religious elements such as Islamic music, worship activities, and polite interactions between students can strengthen the positive image of Islamic educational institutions. Consistency in video uploads is also important because it makes the institution appear active and trustworthy in the eyes of the public.

Discussion

The development of digital media has brought about major changes in the communication strategies of Islamic educational institutions, particularly in building public perception and trust (Hosna et al., 2025; Nafilah & Diana, 2025). The results of the study indicate that digital video content at the Kebun Sari Gunung Kesan Karang Penang Sampang Islamic Boarding School plays an important role in shaping the institution's positive image through the presentation of students' real activities, learning activities, and religious values displayed visually. This finding is in line with visual communication theory, which states that audiovisual media has a stronger ability to influence audience perceptions than text-based media (Al-Jumaily & Alazzawi, 2025). In addition, the results of this study also support previous research explaining that social media can increase the appeal of educational institutions through the dissemination of information that is fast and easily accessible to the public. However, this study found that it is not only the existence of digital media that is important, but also how the content is presented authentically and consistently so as to build an

emotional connection with the audience. The implications of this finding indicate that Islamic educational institutions need to make digital media a primary communication strategy in facing changes in the information-seeking patterns of modern society (Faruqi, 2025).

The study also showed that digital video content significantly increased parental and prospective student trust in Islamic educational institutions. Videos depicting students' daily activities, discipline, religious practices, and testimonials from guardians provided a sense of confidence in the quality of Islamic boarding schools. This finding aligns with social trust theory, which explains that information transparency can strengthen an institution's legitimacy in the public eye (Handayani, 2025). Previous research also suggests that the public tends to trust visual information more because it is perceived as more realistic and difficult to manipulate than written information. However, this study found that authenticity is a key factor in building public trust. The public is more attracted to videos that depict real-life situations than to overly formal and overly produced content. The implication of this finding is that the use of transparent digital video can strengthen social ties between Islamic educational institutions and the community and increase public interest in choosing these institutions as a place to educate their children (Rosita, 2026).

In addition to enhancing perception and trust, the study's findings indicate that the strategy for presenting digital video content also determines the effectiveness of an institution's communication with the public. Videos that are short, clear, communicative, and consistently published have been shown to be more effective in attracting public attention. This finding aligns with digital communication theory, which explains that social media audiences tend to be more attracted to simple, visual, and easy-to-understand content (Mohamed, 2025). Previous research also suggests that short video duration and the use of emotional elements can increase audience engagement on social media. However, this study demonstrates that religious elements such as Islamic music, the atmosphere of Islamic boarding schools, and polite interactions between students are key differentiators in the communication strategies of Islamic educational institutions. This demonstrates that a modern, Islamic identity can be a powerful force in effective digital communication. The implication of these findings is the importance of Islamic educational institutions' ability to combine religious values with modern communication strategies to remain relevant in the digital era (Jannah, 2025; Aminullah et al., 2025).

From a so-what perspective, the results of this study indicate that the use of digital video content has a strategic function in strengthening the image of Islamic educational institutions, increasing public appeal, and building the institution's social legitimacy. Digital video content serves not only as a promotional medium but also as a means of information transparency and establishing emotional connections with the public. However, on the other hand, there is potential for dysfunction if content management is carried out inconsistently or is too image-oriented without reflecting the actual conditions of the institution. This condition can lead to public distrust if there is a discrepancy between the video content and the reality on the ground. Therefore, the effectiveness of digital media is highly dependent on the quality of communication established by the institution. This study shows that the positive function of digital media emerges when the institution is able to present information that is honest, relevant, and in accordance with the needs of the community. Thus, the success of a digital communication strategy is determined not only by technology but also by the institution's integrity in conveying information to the public.

From a causal perspective, this study demonstrates that the increasing positive perception and public trust in Islamic boarding schools are influenced by an open, visual, and interactive digital communication structure. Modern society tends to build judgments based on the information they consume through social media. When Islamic boarding schools consistently showcase real-life activities, achievements, and religious culture through digital videos, the public gains a clearer

picture of the institution's quality. This fosters trust because the public feels they have direct access to the institution's information. Furthermore, the digital communication structure allows for two-way interaction between the institution and the public through comments, messages, and audience responses to video content. This relationship strengthens the emotional closeness between the institution and the public. Therefore, the results of this study indicate that the success of digital video content in building public perception and trust does not occur spontaneously, but is formed through a combination of information transparency, consistent communication, and the institution's ability to visually present its Islamic identity in the digital era.

CONCLUSION

Digital videos that consistently present authentic information, real educational activities, Islamic values, student achievements, and stakeholder testimonials have proven effective in enhancing the institution's image and credibility among parents and prospective students. The findings indicate that the effectiveness of digital communication is not determined solely by the availability of social media platforms but also by the institution's ability to deliver transparent, engaging, and meaningful visual content that reflects its actual educational environment. Therefore, digital video serves not only as a promotional medium but also as a strategic instrument for fostering social legitimacy, emotional engagement, and institutional trust in the digital era. Despite its contextual limitations, this study contributes to the growing discourse on digital communication and educational marketing by highlighting the importance of integrating Islamic values with contemporary digital media strategies to strengthen the competitiveness and sustainability of Islamic educational institutions.

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