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Virtual School Tours: Boosting Community Interest and Attracting Prospective Students

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Abstract

This study aims to understand the role of Virtual School Tours (VSTs) in helping schools expand their information reach, present their facilities more persuasively, increase data transparency, and strengthen relationships with prospective students. The study employed a qualitative approach. Data were obtained through in-depth conversations with school officials, direct observation of various digital platforms used for publication, and document searches related to the dissemination of school information. The research findings indicate that VSTs enable the public to gain an overview of the school without having to physically attend, thus making access to information easier and more inclusive. The presentation of facilities through videos and digital tours provides a more vivid picture of the school's strengths. Information transparency increased because the data displayed on official channels was more organized and easily accessible. Furthermore, interaction with prospective students increased along with the increase in responses.

Keywords. *Virtual School Tour; access to information; educational facilities*

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Abstrak

Studi ini bertujuan untuk memahami peran Tur Sekolah Virtual (TSV) dalam membantu sekolah memperluas jangkauan informasi, menyajikan fasilitas dengan lebih persuasif, meningkatkan transparansi data, dan memperkuat hubungan dengan calon peserta didik. Studi ini menggunakan pendekatan kualitatif. Data diperoleh melalui percakapan mendalam dengan petugas sekolah, observasi langsung terhadap berbagai platform digital yang digunakan untuk publikasi, dan penelusuran dokumen terkait penyebaran informasi sekolah. Temuan penelitian menunjukkan bahwa TSV memungkinkan masyarakat memperoleh gambaran tentang sekolah tanpa harus hadir secara fisik, sehingga membuat akses informasi menjadi lebih mudah dan inklusif. Penyajian fasilitas melalui video dan tur digital memberikan gambaran yang lebih hidup tentang keunggulan sekolah. Transparansi informasi meningkat karena data yang ditampilkan di saluran resmi lebih terorganisir dan mudah diakses. Lebih lanjut, interaksi dengan calon peserta didik meningkat seiring dengan peningkatan respons.

***Kata Kunci**. Tur Sekolah Virtual; akses informasi; fasilitas pendidikan*

INTRODUCTION

The development of digital technology has encouraged educational institutions to change the way they convey information to the public, particularly in the New Student Admissions (PPDB) process According to the report (Kemendikbud, 2024), More than 72% of prospective students get information about schools through digital channels, especially visual media such as videos and virtual tours (Agus, 2022). This situation requires schools to adopt communication strategies that are more innovative and responsive to the needs of the digital generation, which prioritize interactive visual content.

Virtual School Tour (VST) is one of the innovations that is developing as a modern educational promotional media (Mundiri et al., 2025). Through video walkthroughs, 360-degree panoramic photos, or interactive web-based platforms and School Profiles (Ansori et al., 2022; Muali, 2025; Mundiri, 2023). VST allows prospective students to virtually experience the school environment without having to attend in person. Research shows that the use of interactive visual media can strengthen parents' positive perceptions of school quality, increase prospective student engagement, and build trust in the educational institution (Khoiroh, Hani, et al., 2025; Khoirun Nisa, 2024).

Several studies examining the use of web-based virtual tours have stated that they are effective as a promotional medium and introduction to the madrasa environment because they help students and parents understand the school facilities

and atmosphere remotely, thus supporting efforts to increase applicant interest. However, the main focus of this research is developing applications and usability testing, so the analysis carried out is not for the long term (Heryanto & Nurdiansyah, 2025). There are also researchers who say that having a 360-degree virtual tour can increase prospective students' understanding of the school environment and can foster positive perceptions, but in this study there was a shortage of IT staff so that the sustainability and maintenance of this virtual tour could be difficult without technically competent staff (Hermawan & Nugroho, 2025).

The increase in public interest in schools is greatly influenced by the ability of educational institutions to provide information that is interesting, credible and easily accessible to prospective students and parents (Basorah et al., 2024; Khoiroh, R, et al., 2025). In the digital era, school communication strategies no longer rely on brochures and direct visits, but have shifted to more immersive visual media such as Virtual School Tours (VST) (Paramansyah & Parojol, 2025) . One of the most widely used forms of VST is the school profile video, because it is able to present the facilities, learning activities, academic climate, and school identity more vividly, thereby increasing the interest of prospective students (Sari & Adeoye, 2025). A number of studies show that profile videos in the VST concept can build positive perceptions, strengthen the school's image, and contribute to increasing public interest in choosing an educational institution (Nurullah & Marsudi, 2023; Riduan, 2024).

This explanation of public interest is inextricably linked to the use of Virtual School Tours as an effective and relevant promotional medium for today's school communication needs. Educational marketing communications theory emphasizes the importance of authentic, clear, and easily accessible information experiences in building trust and interest (Erwin et al., 2024; Khoiroh, R, et al., 2025). However, there has been no research that specifically examines how simple visualization without immersive technology can build emotional and perceptual engagement of prospective students towards educational institutions, so researchers want to highlight how the implementation of Virtual School Tour (VST) contributes to introducing schools to the public so that public interest increases.

Through these various findings, it appears that Virtual School Tours (VSTs), particularly in the form of school profile videos, have significant potential to build a positive image, provide informative overviews, and attract the attention of prospective students and parents. Although the use of VSTs has been widely studied, the aspect of how simple visualizations without immersive technology can influence public perception and interest has received little attention. Therefore, this study aims to examine the application of VSTs as a means of introducing schools to the public and examine their contribution to increasing public interest in the school selection process. It is hoped that the results of this study can provide new insights and serve as a reference for schools in developing more effective, adaptive, and aligned communication strategies to the demands of the digital era.

RESEARCH METHOD

This research applies a descriptive qualitative method with a case study technique (Ilhami et al., 2024) This study aims to explore the phenomenon of using non-VR Virtual School Tours (VSTs) in a real-world context in a secondary school setting. This approach provides researchers with the opportunity to understand the details of the process of utilizing virtual media and the research subjects' experiences in accessing it. This research was conducted at Tunas Luhur Senior High School, a high school located in Probolinggo Regency, East Java. The school is known for its well-organized learning environment, adequate facilities, and strong commitment to building students' academic abilities and character. Tunas Luhur Senior High School was chosen as the research site because the school has utilized Virtual School Tours (VST) as a means of conveying information to the public. Furthermore, the school is considered an example of an institution that has quickly adapted to developments in digital technology, particularly in its efforts to introduce the school to prospective students and parents.

Table 1. Informant Data

Informant	Amount	Informant Code
Principal	1	AA
Vice Principal	2	SS, MH
Teachers	4	NN, NF, AN, RH
Students	3	AT, SA, AF
Parents	2	BW, AW
Community	2	IS, HN
	14	

Data collection was conducted using three main techniques. In-depth interviews were used to explore the perceptions, visual meanings, and experiences of informants when accessing VST. Interview data has been attached in Table 1 which contains informants, number of informants and informant codes. VST content observations were conducted to assess visual quality, information presentation structure, narrative flow, and level of interactivity. Media accessibility Data collection was strengthened by documentation in the form of VST videos in the form of school publication materials (Muali & Albustomi, 2025).

Data analysis techniques are carried out using interactive models (Hadi, 2016; Muhajirin et al., 2024; Safitri et al., 2022) This involved three main steps: sorting, coding, and grouping data based on thematic categories, which were presented in narratives and tables. To ensure the accuracy of the results, triangulation of sources and techniques was used to confirm the findings with participants, as well as conducting peer debriefing through peer discussions to reduce the potential for bias and increase the credibility of interpretations (Gilang Asri Nurahma & Wiwin Hendriani, 2021)

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RESULT & DISCUSSION

RESULT

Providing Wider Access to Information

The presentation of this research reveals that information created by Tunas Luhur High School is openly accessible, from social media to the school's official website. Observations show clear evidence of official and actively used social media platforms, WhatsApp, and the school's website.

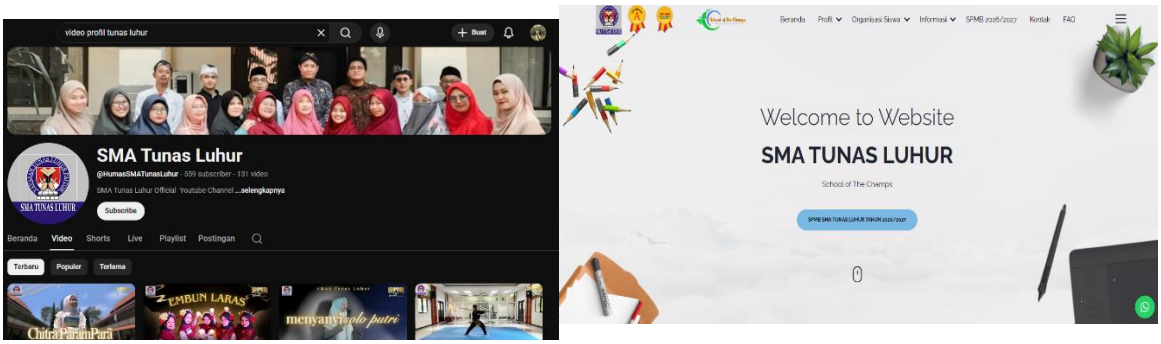


Figure A 1. Social Media and Official School Page

Based on the interview results obtained, the provision of this access is to provide extensive information to the public, especially prospective students and parents. The busyness faced by prospective students and parents means they cannot directly come to the school location and the availability of this information access makes it easier to find information related to the school at SMA Tunas Luhur, as said by informant 1 who stated that the school provides this virtual school tour to provide more open access to the public because many parents cannot come in person so that VST is a solution to this problem (HH_1_i).

Providing broader access to information through digital platforms is a concrete form of transparency in the quality of educational services offered by schools. This effort demonstrates the school's ability to adapt to technological developments, allowing the public to obtain information easily and quickly through online media regarding educational quality, student activities, and available facilities. Informant 2 also emphasized that the existence of Virtual School Tours is a solution for the public who want to know the overall condition of the school without having to attend in person, so that this form of openness further strengthens public trust in the educational services provided (SS_2_i). This step ultimately not only makes it easier for the public to access information but also increases the credibility of the school as an educational institution that is transparent, adaptive, and responsive to the needs of the times.

Based on the results of the analysis of the provision of information access implemented by SMA Tunas Luhur can be seen in Figure 1, which has a YouTube channel that contains complete information ranging from profile videos, competitions, film works to daily activities carried out at SMA Tunas Luhur. The School website is also

owned by SMA Tunas Luhur which can be accessed openly with clear information including the homepage, profile, student organizations, information, SPMB, Contact and FAQ.

Virtual School Tours provide a visual overview of the curriculum, learning activities, and student achievements. This information is often difficult to explain clearly in brochures. Video presentations allow the public to more easily understand the school's profile, as every detail is presented in a more engaging, comprehensive manner, and directly reflects the actual situation.

Showcasing School Facilities and Excellence in a More Attractive Way

Based on the analysis, the facilities shown in the video are in the form of public information needs related to the main facilities, namely Classrooms, Laboratories, Libraries and student service areas which are priorities. According to Informant 3, he stated that In addition to the main facilities, we also display facilities that are the characteristics and advantages of the school, namely extracurricular rooms and student activity areas (MH_3_i). In his statement, he made the public interested in the facilities at this school because it has a complete room accompanied by adequate extracurricular rooms so that students can also develop in their non-academics.

The facilities displayed through the Virtual School Tour provide an overview of the school's excellence that the public needs to know, because the visuals show the adequate condition of the facilities while reflecting the quality of the learning environment. The school also ensures that every recorded area is clean and well-organized so that the results presented truly provide an accurate and easily understood picture for prospective students and parents. This is in line with the statement of informant 4 who stated that they always ensure cleanliness and tidiness during the filming process, so that the public can get an accurate perception of the actual condition of the school (NN_4_i).

This demonstrates that the attention to cleanliness and tidiness during the filming process is not merely an aesthetic measure, but part of the school's strategy to convey an accurate image to the public. By ensuring that every angle captured is in its best condition, the school strives to present a credible visual representation so that the public gets a true picture of the learning atmosphere and the physical environment provided. This effort also reflects the school's seriousness in maintaining the quality of the learning spaces, while also demonstrating that the conditions depicted are not artificial, but are indeed the daily standard of life in the school environment. Thus, the resulting visual materials can increase the trust of prospective students and parents because they see consistency between the digital display and the real-world conditions. This approach ultimately strengthens the school's positive image as an institution that cares about environmental management and is transparent in displaying its facilities.

The school's profile video showcases the various strengths of Tunas Luhur High School, yet the presentation is done proportionally without exaggeration. The visual

content only shows the facilities actually used in teaching and learning activities and depicts the real experiences students have had while at the school. In addition to highlighting the facilities, the profile video also includes various student achievements, both in national and international competitions, so the public can see the school's track record more comprehensively. The presentation of information through this video helps the public understand the school's quality based on real, verifiable evidence, rather than simply one-sided promotion.

Improving School Information Transparency

The transparency of information developed by the school is clearly visible through the use of the Virtual School Tour, where all processes, facilities, and learning environments are openly accessible to the public. This effort demonstrates a significant increase in school information transparency because the VST directly contributes to expanding public access to various aspects of education delivery. Several informants also emphasized that the VST provides a realistic visual depiction, allowing the public to understand the school's condition without having to physically visit (NF_5_i). With this visual access, the school not only simplifies the process of providing information but also strengthens public trust by delivering clearer, more complete, and more easily understood data.

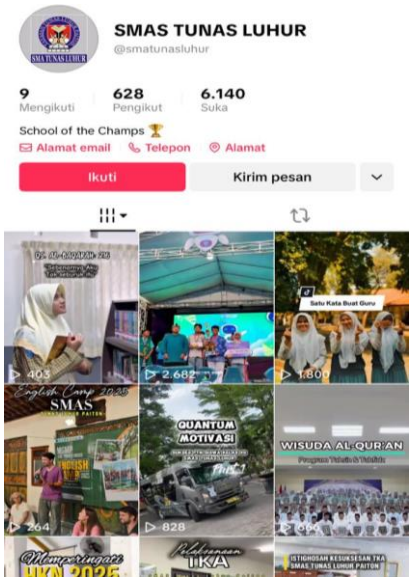


Figure A 2. Number of Social Media views

Based on the analysis of Tunas Luhur High School's social media activity, Figure 2 shows that each post shared by the school receives a significant number of views, ranging from hundreds, thousands, to tens of thousands of viewers. This high level of exposure indicates that the information shared by the school through digital media, including the Virtual School Tour content, is highly sought after by the public. This

enthusiasm also demonstrates the public's desire for more transparent, practical, and accessible information regarding the school's condition and various activities.

Virtual School Tours have proven effective in bridging the information gap that often arises when prospective students and the public only obtain images of a school through printed brochures, brief descriptions, or simply hearsay. Research findings indicate that the presence of VSTs significantly strengthens the principle of school transparency, as every facility, service, and environmental condition is presented as is, without exaggeration or visual manipulation. This level of transparency is further enhanced by the ease of access afforded to the public, allowing them to view the school profile whenever they need without having to visit in person. This makes the process of obtaining information much more efficient, practical, and simple for all parties seeking to learn more about the school.

Increased information transparency through Virtual School Tours also impacts how the public assesses a school's credibility. When prospective students and parents can directly observe classrooms, laboratories, sports facilities, and learning activities through authentic visual displays, their perception of the quality of educational services becomes more objective. This also reduces doubts that often arise from limited information or miscommunication between parties. In the context of competitive educational institutions, this type of transparency is an added value because the public tends to choose schools that consistently provide verifiable information. Thus, the Virtual School Tour plays an important role not only as a publication medium, but also as a means to build a school's reputation as transparent, accountable, and responsive to the public's information needs.

Increasing Prospective Student Interaction and Engagement

The existence of the Virtual School Tour has proven to have a significant impact on increasing interaction and involvement of prospective students and the general public. After the VST was published, the school began to see changes in communication patterns from the public, especially in the frequency of questions submitted. Various official school channels ranging from social media, WhatsApp, to the website experienced a surge in activity, indicating that the public is increasingly actively seeking more detailed information about facilities, learning programs, and the registration process. As shown in Figures 1 and 2, which also show the number of views on the school's social media, ranging from hundreds to tens of thousands of viewers. As stated by informant 5, "After the VST was published, the number of questions via WhatsApp, Instagram DM, and the website increased quite significantly. Many parents asked for details about the PPDB program and process" (NF_5_i)

Prospective students and parents who were previously passive or only relied on information from brochures now tend to be more proactive in contacting schools to verify the information they see on VST. This indicates that the visual displays provided through VST can trigger curiosity while increasing trust in educational institutions. Not

only that, this increase in engagement also shows that VST is able to bridge the communication gap that usually occurs when the public does not have the opportunity to visit in person. In other words, VST has become a medium that strengthens the relationship between schools and the public by presenting information that is more accessible, interesting, and convincing. According to informant 6, from PPDB data, there was an increase in the number of applicants after the VST was released. The public seemed more trusting and interested because the information was presented clearly and modernly (AN_6_i). From this, it can be seen that this increase in viewing not only influenced the increase in interest of new applicants but also became an effective means to build public trust.

Research results through observations on Tunas Luhur High School's social media show that activity in the comments section has become a fairly active communication space between prospective students and the school. Various questions asked, ranging from facilities and academic to non-academic activities, received direct responses from the school administrators, creating a two-way conversation. Informant 13 stated that the existence of this social media is very helpful because the public can follow various school activities in real time and can submit questions through comments or official contacts without having to visit the school in person (IS_13_i). This finding shows that social media not only functions as a means of disseminating information, but also as a communication bridge that strengthens community involvement and increases accessibility to school information services.

DISCUSSION

The research findings show that the provision of digital information access by SMA Tunas Luhur through social media, the school website, and the Virtual School Tour (VST) is in line with the literature which confirms that digital transformation has changed the way educational institutions convey information to the public (Hasnida et al., 2024; Sukriyah et al., 2025). This open access is a crucial strategy for increasing transparency, especially for parents who have limited time for physical visits. Research findings support this view, as VST has been shown to facilitate the public in obtaining an initial overview of the quality of educational services without geographical or time constraints. Implicitly, digital access provides a crucial function in simplifying information search flows, while its potential drawback, reliance on solely visual information, can be minimized through authentic content presented by schools.

In addition to expanding information, VST also plays a strategic role in presenting school facilities and excellence in a more engaging and objective manner. Literature shows that visual content can enhance public perception of an educational institution's credibility because the information provided is direct, tangible, and verifiable (Anggita, 2025; Iman & Alfaridli, 2025; Mubarok & Niswatin, 2024). The research findings support this view, as the facilities displayed in classrooms, laboratories, libraries, student service rooms, and extracurricular activities

demonstrate the school's readiness to provide an adequate learning environment. The uncomplicated presentation, as explained by informants, strengthens public trust. Consequently, authentic visual quality is the foundation for a positive school image, while the contributing factor is the school's consistency in maintaining the cleanliness and tidiness of the space during filming.

Information transparency is one of the important aspects strengthened through the implementation of VST. The literature on public information disclosure emphasizes that transparency encompasses not only the provision of data, but also the extent to which such information is freely accessible, complete, and accountable (Rahimallah & Ricky, 2023; Zahran, 2024). The findings of this study are highly consistent, as VST provides access to the physical conditions, learning programs, facilities, and even the school's culture in its entirety. Thus, VST functions not only as a publication tool but also as an instrument of institutional accountability. The correlation is evident: the greater the school's visual transparency, the greater the level of public trust, as the public can assess the quality of educational services based on concrete evidence, rather than assumptions or secondary information.

Another finding is increased public exposure through social media and school websites. Views reaching hundreds to tens of thousands demonstrate the high public demand for digital school information. This phenomenon aligns with engagement theory in digital communication, which states that public engagement increases when the content presented is relevant, interactive, and easily accessible (Komariyah et al., 2025; Pratiwi & Suhendra, 2024). In the context of this research, the increase in digital views and visits is a direct function of the attractiveness of VST content, while the contributing factor is changing consumer habits, which prefer to seek information through online platforms. Consequently, schools need to continuously maintain content quality to maintain consistent digital engagement and increase prospective student interest.

The most visible impact of VST is increased interaction and communication between schools and prospective students and parents. Research shows a surge in inquiries via WhatsApp, Instagram, and websites, indicating that the public has become more proactive after viewing VST content. Public communication literature confirms that clear visual presentations can increase curiosity and foster positive perceptions of educational institutions. (Hajar & Syaesti, 2024; Koniah et al., 2025). This study demonstrated this effect through increased registration interest in the year the VST was implemented. Structurally, the causal relationship can be explained: the clearer the information presented through the VST, the lower the risk of misinformation, thus making people more confident in interacting and exploring further information.

Social media also demonstrates its role as a space for increasingly intensive two-way communication. Observations show that the comments section has become an active forum for questions, supported by a quick response from the school. This finding aligns with previous research that suggests digital interactions can strengthen the

emotional bond between an institution and its public (Anggita, 2025; Nugraha & Irwansyah, 2022). This connectedness is a crucial function of VST and digital media as engagement tools, while the underlying structure lies in the public's need for real-time information that can be accessed without spatial constraints. Consequently, sustainable digital communication can be a long-term strategy for building trust and increasing registration engagement, as the public feels more valued through responsive, open, and consistent communication.

CONCLUSION

The results of this study indicate that the use of Virtual School Tours (VSTs), particularly through profile videos and digital-based visual materials, can help schools convey information more effectively and attract public interest. The use of technology not only digitizes promotions but also builds a more open relationship between schools and prospective students. VSTs allow the public to gain an initial overview of the learning environment without having to attend in person, making it easier for them to consider their school choices. Consequently, the Virtual School Tour at Tunas Luhur High School (SMA Tunas Luhur) increased the enthusiasm of prospective students.

This study contributes to this by presenting a new approach to understanding school communication strategies in the digital era. The use of perspectives related to public perception, how digital media works, and the role of VSTs in the PPDB (Enrollment Admissions) process offers a different perspective than previous research. The qualitative approach used also allows for a more detailed exploration of experiences and processes, broadening our understanding of how visual innovation can influence public decisions. This study also has certain limitations. The focus on a single school, the limited diversity of informants in terms of gender and age, and the predominance of qualitative data mean that the findings are not representative of the broader situation. Therefore, further research should involve more schools, consider the diversity of respondent characteristics, and utilize survey methods or mixed approaches to produce a more comprehensive picture. These further findings can inform the development of more targeted education policies.

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