



# Teachers and Education Personnel's Efforts in Madrasah Branding to Increase the Attractiveness of New Student Admissions in the Digital Era

Lukman Abdul Majid<sup>1</sup>, Bunayar<sup>1</sup>, Agus Joko Purwanto<sup>1</sup>, Arifin Yusuf<sup>1</sup>, Bima Fandi Asy'arie<sup>2</sup>

<sup>1</sup>STIT Al Mubarak Bandar Mataram, Indonesia

<sup>2</sup>Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

✉ [manluk680@gmail.com](mailto:manluk680@gmail.com)\*

## Article Information:

Received October 25, 2025

Revised November 28, 2025

Accepted December 30, 2025

**Keywords:** *Teacher efforts, educational staff, madrasa branding, new student admissions, digital era.*

## Abstract

This study aims to determine the efforts of teachers and educational staff in branding madrasahs to increase the attractiveness of new student admissions in the digital era. Then, this study also analyzes the supporting and inhibiting factors in the madrasah branding process. The method employed is field research, utilizing a case study approach and a qualitative methodology. The research focus was conducted at Madrasah Aliyah Daar Al-Hikmah Seputih Mataram, Central Lampung. Based on the findings from a total of 25 informants, madrasah branding is a crucial strategy for attracting the interest of the community and prospective new students, particularly in today's digital landscape. Several strategic steps implemented include the creation of an official website as a public information medium, the formation of a branding team consisting of competent teachers and education staff, the use of social media such as Instagram and TikTok to creatively showcase various madrasah activities, community and alums involvement, and regular evaluations are important steps in expanding the promotional reach and improving the branding. In addition, several key supporting factors in madrasah branding include the presence of skilled human resources in digital design and communication, as well as the need for public trust in the madrasah due to its religious foundation. On the other hand, challenges faced by madrasah branding include budget constraints, competition between educational institutions (such as schools and Madrasah), and a lack of market understanding. Therefore, to achieve optimal branding effectiveness, Madrasah must collaborate, innovate, and continually improve their capacity to adapt to changing times and community needs

## How to cite:

Majid, L.A., Bunayar, B., Purwanto, A. J., Yusuf, A., Asy'arie B. F. (2025). Teachers and Education Personnel's Efforts in Madrasah Branding to Increase the Attractiveness of New Student Admissions in the Digital Era. *Ahlussunnah: Journal of Islamic Education*, 4(3), 236-249.

## E-ISSN:

2827-9573

## Published by:

The Institute for Research and Community Service

## INTRODUCTION

In today's era of social media dominance and technological advancements, branding is crucial for attracting the attention of parents and prospective students (Hayes et al., 2021). Branding Islamic education is not just a promotional activity, but a strategic approach to building a positive image and fostering public trust in the quality of education, Islamic values, and the excellence of students' character (Hermawan & Carnawi, 2024). Where teachers and education staff have a crucial role as representative institutions that reflect the image of the madrasah in the eyes of the community, both through communication, example, and innovation in learning. Given the decline in interest in religion-based schools due to stereotypes and changing times, branding is crucial for formulating relevant plans that can be implemented to increase the competitiveness of schools and Madrasah. In addition, the role of teachers and education staff can be optimized in attracting the interest of prospective students through the use of social media, the provision of good information services, excellent programs, and active involvement in the community as a reference for Madrasah in building a sustainable branding system to support the increase in the number of new students (Maulidin & Suhardi, 2024) (Asrori et al., 2025; Maulidin & Suhardi, 2024; Padil et al., 2025).

The phenomenon that has emerged today highlights one of the main problems: the lack of understanding among teachers and education personnel regarding the importance of their contributions in shaping a positive image of Madrasah in the eyes of the public. Many teachers are still fixated on academic roles without realizing that attitudes, ways of communicating, and innovation in learning also represent the overall quality of Madrasah. Additionally, the use of social media and information technology for promotion is still suboptimal, making it challenging for them to reach prospective students and parents broadly (Chabibi et al., 2025; Norman et al., 2023; Nurohman, 2024; Saptiningsih, 2020). On the other hand, other problems, such as the lack of a thoroughly designed branding method that involves collaboration between madrasah management and all education staff, have become less effective. This challenge stems from the intense competition from public and private non-madrasah schools, which are more actively promoting themselves to strengthen their competitiveness among prospective new students, both in schools and Madrasah.

A review of several previous research trends reveals three main focuses in the study on optimizing madrasah branding for the admission of new students, specifically at the madrasah aliyah level, which can be clarified as follows. First, research that highlights the role of teachers as agents of promoting Islamic values through a superior and characterful learning approach (Rahma & Perawironegoro, 2024). Teachers are the spearhead in shaping public perception of the quality of education in madrasahs (Mansir, 2020; Rahman & Akbar, 2021). Second, a study on the use of social media and information technology by education personnel in disseminating information about the advantages of Madrasah (Azizah et al., 2023; Mansir, 2020; Mery Gustianingsih Husada et al., 2025; Rahma & Perawironegoro, 2024). This digital branding is considered effective in reaching a wider community, particularly the millennial generation and parents of students who are well-versed in digital media development. Third, a study that emphasizes the importance of collaboration between madrasah heads, teachers, and all education staff in forming a positive image of Madrasah collectively. The lack of synergy between internal elements of Madrasah often hinders the realization of a consistent and impactful branding strategy. The overall relevant study highlights that the role of teachers and education personnel is crucial in promoting Madrasah in the increasingly digital era. However, it still needs to be strengthened in planning, coordination, and public communication skills so that madrasah branding is more targeted in accordance with

the expected goals (Andry arifianto & Wafa, 2025; Arya Winanda et al., 2024; Saputra et al., 2023; Zulfiah et al., 2023).

Considering the various problems that arise in this context, the purpose of this research is to investigate the efforts of teachers and educational staff in branding Madrasah to increase the attractiveness of new student admissions in the digital era. This study also analyzes the supporting and inhibiting factors in the madrasah branding process. The research was conducted at Madrasah Aliyah Daar Al-Hikmah, Central Lampung. This study makes an important contribution to the development of digital-based education promotion strategies, especially in the Madrasah Aliyah environment. Through the study of the efforts of teachers and education personnel in madrasah branding, this research can identify strategic steps relevant to the demands of the digital era, such as utilizing social media, creating websites, and fostering community involvement. In addition, this study also provides insight into the supporting and inhibiting factors in madrasah branding, which can be used as a material for evaluation and policy-making at the institutional level, thereby increasing the competitiveness and public trust of madrasahs (Saputri et al., 2024).

Madrasah branding is the process of shaping the image and identity of Islamic educational institutions, ensuring the public has a positive perception of them. In this context, teachers and education staff play a crucial role as the spearhead of the institution, representing the values, quality, and culture of madrasahs. According to, the success of marketing educational services is highly dependent on the institution's ability to build strategic and consistent communication across all its elements. The primary purpose of involving teachers and education staff in branding is to enhance the competitiveness of Madrasah, foster public trust, and create a positive impression of the learning process (Budiarti et al., 2023; Karsono et al., 2021). The benefits of branding this madrasah are, of course, to enhance the institutional image, foster public loyalty, and increase opportunities to promote the madrasah. Through their active participation in digital promotional media, all education personnel in Madrasah can create positive narratives that have a direct impact on increasing the interest of prospective students and the trust of the general public (Hilmi et al., 2024; Zainiya Anisa, 2022).

In the digital era, increasing the attractiveness of new student admissions can be achieved by optimizing various technology-based information channels and leveraging social media to reach prospective students more effectively. In marketing communication theory, the use of digital media is a crucial instrument for conveying consistent and relevant messages to the target audience (Atikah Aulia, Sri Davina, 2024; Kango et al., 2023; Maulidin & Suhardi, 2024). The primary objective of the branding strategy in Islamic educational institutions is to increase the visibility, trustworthiness, and popularity of madrasahs within the community. Through the use of social media such as websites and other digital platforms, educational institutions can promote excellent programs, a positive learning environment, and many other activities. On the other hand, the benefits of implementing this digital strategy include promoting Madrasah to facilitate increased visibility, more active public involvement, and greater efficiency in disseminating information, thereby achieving madrasah success creatively and innovatively.

## METHODS

This research is a field research, a type of case study with a qualitative approach (Engkizar, Jaafar, Alias, et al., 2025; Faddhia et al., 2025; Htay et al., 2025; Khairunisa et al., 2025; Okenova et al., 2025; Putra et al., 2020; Rahman et al., 2025). This study involves fieldwork to gather data in real-world conditions. The field method is used in this study, whose object is the symptoms or events that occur in a predetermined setting. To obtain in-depth data on the efforts of teachers and education staff in

branding Madrasah to increase the attractiveness of new students in the digital era, focusing on Madrasah Aliyah Daar Al-Hikmah, This research is designed to collect qualitative data in the field, objectively, in accordance with existing conditions. The primary data obtained in this study were collected through observations, interviews, and documentation at MA Daar Al-Hikmah. Meanwhile, the acquisition of secondary data is from various journal articles, books, school regulations, and other sources that discuss related research topics. Then, the main data in this study were obtained through "Focus Group Discussions which were conducted twice. The participants of the were 20 students at Al-Hikmah. In addition, this study also conducted separate interviews with madrasah heads, curriculum waka, teachers, education staff, and students. This is done to identify strategies for increasing the attractiveness of new student admissions in the digital era. The following is the distribution of informants (Akem et al., 2025; Engkizar, Jaafar, Masuwd, et al., 2025; Iskandar et al., 2023; Istiqamah et al., 2024).

## RESULT AND DISCUSSION

### Madrasah Branding to Increase the Attractiveness of Student Admissions

Based on the results of the interviews in this study, the researcher successfully described the various efforts made by teachers and education staff in building madrasah branding to increase the attractiveness of new student admissions as part of the marketing strategy at Daar Al-Hikmah. These findings provide a deeper understanding of their active role in supporting educational institutions' promotional and marketing activities. Based on the results of an interview with the head of the madrasah at Daar Al-Hikmah, the creation of a madrasah website is considered a strategic step to strengthen the institution's identity and increase its visibility in the digital era.

*"...To make it easier for Madrasah to provide information, we use a method through the madrasah website, which can be an official information medium. This is a means of promotion to attract prospective students and establish communication with the wider community. On the website, the profile of the madrasah, superior programs, student activities, achievements, and new student registration information will be displayed" (Informant).*

Website management requires collaboration between staff, especially in the collection of content in the form of videos and information updates. The following is an interview with the school operator and the manager of the madrasah website (Sabrina et al., 2022).

*"...The use of this website is designed to be easily accessible to parents and students through any device, including their personal smartphones. Apart from being a means of branding, the presence of the website is also a form of public accountability for the transparency of activities in Madrasah." (informant)*

So far, the activities carried out by the madrasah in branding are urgently needed to form a madrasah branding team. This is a crucial step to enhance the institution's competitiveness and image in the eyes of the public. The following is the teacher's presentation as the head of the madrasah branding team.

*"...This team was formed on the initiative of the head of the madrasah by involving teachers and education staff who have interests in the fields of design, social media, and communication with the community. This aims to manage promotional strategies in a structured manner, including creating informational content, designing publication materials, and collaborating with the wider community." (informant)*

One of the curriculum leaders also explained that this branding team plays an active role in compiling a positive narrative about the excellence of the madrasah, including tahfidz programs, extracurricular activities, and student achievements. The following is the data obtained.

*"...Part of the team that has been given a mandate from the madrasah is tasked with managing the madrasah's official social media accounts and ensuring that the information conveyed is always updated and interesting to the community. In its implementation, the branding team also held internal training to improve members' abilities in graphic design in accordance with the video content displayed." (informant*

Given the rapid development of the digital era, the essential use of social media has become an important part of promoting Madrasah, especially for introducing superior programs. The following is the teacher's presentation as the head of the madrasah branding team.

*"We have made every effort to make the most of platforms such as TikTok and Instagram that can be actively used to disseminate information about madrasah activities, such as tahfidz programs, extracurriculars, and religious activities. The use of social media is considered effective because it has a wide reach and is easily accessible to the public, especially parents of prospective students. With interesting and consistent content, Madrasah strive to build a positive image in the eyes of the public." (informant)*

The use of social media has proven effective in facilitating the branding process of Madrasah, as various madrasah activities are widely documented and published. This is important in attracting the attention of the public, especially prospective new students, by displaying the advantages and positive activities in the madrasah. The following is the student's exposure in the interview acquisition.

*"...I feel happy to be involved in madrasah promotion activities through social media such as TikTok and Instagram. We typically create short videos that highlight learning activities, extracurricular programs, and excellent initiatives such as Tahfidz and other religious activities. By creating interesting content and following trends, my friends will find it easier to introduce Madrasah to the community, "All of our activities are also uploaded in the form of photos through the madrasah's Instagram account with attractive captions so that parents and prospective students can see the atmosphere of our school. Through social media, the activities we carry out are disseminated more quickly and easily accessible. Many of my friends used to know about this madrasah from TikTok and were finally interested in entering this madrasah." (Informant)*

In other cases, the researcher also observed that several content strategies on social media focus on visualizing activities that reflect the superior character of the madrasah, such as worship activities (congregational dzuhur prayer and dhuha prayer), critical thinking, environmental and social care, and appreciating both academic and non-academic achievements. Additionally, interactions established through comments and direct messages serve as a responsive communication bridge in building a strong brand (Informant).

In addition, the researcher found supporting documents indicating that Daar Al-Hikmah has utilized social media, specifically TikTok and Instagram applications. Below is a picture of the digital media display used by Madrasah in promoting information to the public.

To facilitate the provision of information to the wider community, it is also necessary to involve the community and alumni in an important role in disseminating information about Madrasah, especially through print media such as brochures. The following is the explanation delivered by the religious teacher and head of public relations of the madrasah.

*"...The activities we have been conducting have also resulted in the printing of brochures containing profiles of madrasahs, featured programs, facilities, and registration procedures, which alums and community leaders then distribute to various locations. This is an effective way because alumni have an emotional closeness to the madrasah and are trusted by the surrounding environment, so that the information conveyed is easier to accept and trust by prospective parents of students." (Informant).*

So far, alumni contributions from various regions have received brochure



packages and been directed to distribute them to their schools of origin, residences, and religious communities. As conveyed by the teacher and head of the madrasah branding team.

*"...We invite community leaders such as local ustaz and heads to be involved because they have a strong influence in the madrasah environment. The provision of brochures is delivered directly through activities such as recitations, village activities, and other religious events. This step not only expands the reach of madrasah promotion but also strengthens the relationship between Madrasah, alumni, and the community."* (Informant).

After the process of activities in the madrasah branding is carried out well, it is essential to evaluate and provide feedback, which is an important part of the madrasah's quality development process, including in terms of branding and new student admissions. The following is the presentation delivered by the head of the madrasah.

*"...We always hold open meetings that are held at the end of each school year, where all teachers and education staff evaluate the branding of the madrasah that has been carried out, including the effectiveness of social media, brochure distribution, and community participation. Then a form of feedback is also carried out from prospective parents through a short interview to find out their perception of the image and services of the madrasah."*

In addition, the researcher conducted observations to assess the extent of the changes made based on the evaluation, including improvements to brochure design, enhanced social media content quality, and adjustments to public communication. In addition, Madrasah also began to involve alums as resource persons in socialization activities based on input provided from their respective perceptions.

Based on the data found at Daar Al-Hikmah, several strategic steps in the madrasah branding process can be highlighted to enhance the attractiveness and trust of the public and prospective new students in the digital era. First, the creation of a madrasah website serves as an official medium for delivering information that is easily accessible to the broader community. Second, the formation of a branding team involves teachers and education staff who have skills in the fields of communication, design, and promotion. Third, social media platforms such as Instagram and TikTok are actively used to showcase activities, flagship programs, and various religious events. Fourth, community and alums involvement is carried out through the distribution of brochures and participation in social activities to expand the reach of madrasah promotion. Fifth, regular evaluation and feedback are conducted to assess the effectiveness of the implemented strategy and provide a basis for future improvements.

**Table 1. Informant Identity Distribution**

| No                                      | Name          | Position                  | Education Level | Gender |
|-----------------------------------------|---------------|---------------------------|-----------------|--------|
| 1                                       | Yuli Hartatik | Head of Madrasah          | S1              | Woman  |
| 2                                       | Agus Mudzakir | Deputy Head of Curriculum | S1              | Man    |
| 3                                       | Khoirul Anam  | Religious Teacher         | S1              | Man    |
| 4                                       | Lukmanati     | Madrasah Branding Teacher | S1              | Woman  |
| 5                                       | Murdiyono     | Operator Madrasah         | S1              | Man    |
| 6                                       | X1            | Students (FGD)            | MA              | Man    |
| 7                                       | X2            | Students (FGD)            | MA              | Woman  |
| Source: processed by researcher (2025). |               |                           |                 |        |

This research was conducted over a period of two months. In the first FGD held in the first week of April, the question was more directed at how close students

are to each other at school. Furthermore, the second, scheduled for the last week of May 2025, will focus on branding madrasahs in the digital era at Daar Al-Hikmah. On the same day, the researcher also conducted separate interviews with school principals, curriculum officials, teachers, and education staff. Each FGD lasts for approximately 1-2 hours. Each participant is allowed to express their opinion. Furthermore, the researcher also made observations in the madrasah environment.

This study then employs a data analysis mode. First, data reduction. This stage involves a reduction process, where data is chosen, focused on, simplified, and transformed from the raw data arising from written records in the field. The data reduction in this study was conducted after the observation and interview data were obtained. Second, data presentation. This process is carried out at the stage of presenting data from observations and interviews with research informants, using research sources, and drawing conclusions. Third, conclude. This final stage involves writing a brief conclusion based on a review of field records at Daar Al-Hikmah, which will serve as the answer to the research topic.

### **Supporting and Inhibiting Branding Factors for Madrasah Branding in the Digital Era**

#### **Supporting Factors**

Based on the results of an interview with the head of the madrasah at MA Daar Al-Hikmah Seputih Mataram, competent Human Resources needs to be the primary supporting factor in optimizing the use of social media for madrasah branding.

*"...So far, the madrasah has a special team consisting of young teachers and education staff who have expertise in the field of graphic design and digital marketing. This team is tasked with producing interesting content such as activity videos and posters of featured programs, which are then designed to attract the attention of the public and prospective students."*  
(informant)

The skills and creativity of the human resources involved greatly influence success in social media management. All parties must understand the technical aspects that understand that digital communication strategies are right on target. As conveyed by the teacher and head of the *madrasah* branding team.

*"...Every upload of video content uploaded through social media is always monitored based on response and public outreach. The madrasah also provides internal training to enhance the team's capacity in managing digital media. This is a strength in itself for Madrasah in creating attractiveness in the midst of competition between educational institutions."*  
(informant)

*Every video content uploaded through social media is monitored based on response and public outreach. The madrasah also provides internal training to increase the team's capacity in managing digital media. This is a strength in itself for Madrasah in creating attractiveness amidst competition between educational institutions (Informant).*

*"...The beliefs of the surrounding community view Madrasah as institutions that can form religious character, discipline, and noble character. This advantage is a significant draw for parents seeking an education grounded in Islamic values. This trust is also built through the madrasah's track record in producing outstanding alumni, both in the academic, religious, and social fields of involvement in the community."* (informant).

In addition, the researcher also observed that several forms of religious activities in Daar Al-Hikmah, such as recitation, social service, and teachers' involvement in community activities, provide a deep positive image. In addition, information disclosure, friendly service in communication with parents also strengthen community loyalty. This can serve as a reference that enhances the community's confidence in knowing that MA Daar Al-Hikmah is the right choice for their children's education.

### Inhibiting Factors

However, during the branding process of Madrasah in the digital era, they also experienced some problems. Based on an interview with one of the teachers at MA Daar Al-Hikmah Seputih Mataram, budget limitations are one of the main factors inhibiting madrasah branding efforts. The teacher and head of the madrasah branding team conveyed the following.

*"...Although madrasahs have creative ideas for promotion, such as creating profile videos and using social media, their implementation is often delayed due to limited operational funds. The madrasah budget is more focused on basic needs such as teacher salaries, the purchase of stationery, and the maintenance of other facilities. Additionally, devices such as cameras, computers, and stable internet access are still not universally available. This condition hinders social media optimization and quality content production."* (informant)

On the other hand, competition between madrasah schools, including fellow Madrasah, poses a challenge in efforts to strengthen madrasah branding. As explained by the curriculum supervisor in the following interview.

*"...Many madrasahs and other schools in the surrounding area also carry out quite creative promotional methods, such as providing scholarships, school facilities, and infrastructure that are sufficient to be given to all teachers and students. This causes the competitiveness of Madrasah to have to work harder to build creative ideas and maintain public trust to attract the interest of prospective new students."* (informant)

Not only that, the lack of understanding of the market is one of the inhibiting factors in madrasah branding efforts. So far, the madrasah has not fully analyzed the needs and expectations of prospective new students. The following is the statement of the madrasah operator based on the interviews that have been conducted.

*"...The promotional strategy employed by the madrasah is not entirely effective. For example, promotional materials during branding have not displayed various programs that are most in demand by the community or advantages that are the main attraction for prospective new students. Additionally, there are challenges in developing effective programs that align with current educational trends. Therefore, capacity building is needed to read market needs as part of an effective branding strategy."* (informant)

Based on the data obtained at MA Daar Al-Hikmah, several supporting factors contribute to the significant branding efforts of the madrasah. One of them is the availability of competent human resources, particularly in the effective use of social media. Attractive and informative content design is a strategy to build attractiveness in the eyes of the public and prospective new students. In addition, consumer needs are also an important factor, where people show a high level of trust in religious-based educational institutions such as Madrasah. This trust is the main capital in strengthening the image of the madrasah. However, there are also several inhibiting factors in the branding process, including a limited promotional operational budget, increasingly fierce competition between madrasah schools, and a lack of understanding of market analysis that plays a role in determining promotional strategies. These three factors pose challenges that must be overcome to enhance the effectiveness of madrasah branding in the rapidly evolving digital era.

Based on data obtained from MA Daar Al-Hikmah, several strategic steps were identified in the madrasah branding effort that are crucial for increasing public attraction and trust. Key considerations for madrasah branding can be addressed through the creation of an official website. This is a strategic step that is in line with organizational communication theory, according to, which stresses the importance of effective information channels in conveying the institution's message to the broader community. The use of the madrasah website serves as a digital representation that expresses not only administrative information but also enhances the institution's image in the eyes of the public. A study (Riaz et al., 2023; Suharsono & Nurahman,



2024; Supriadi et al., 2025). noted that informative and interactive school websites have a positive impact on public perception, particularly in enhancing the credibility of educational institutions. By disseminating information through the website, it serves as an information center for prospective students and parents, making it easier for them to access superior programs, madrasah achievements, and the registration process. The existence of this website serves as a crucial foundation in madrasah branding in the digital era, where people increasingly rely on internet-based information to choose the school or madrasah they prefer.

On the other hand, it is also necessary to form a branding team consisting of teachers and education staff with expertise in the fields of communication, design, and promotion, which is one of the keys to managing the image of a consistent educational institution, an effective promotion team must have the ability to understand market segmentation and convey the institution's values of excellence through the right visual and narrative strategies. This aligns with the study by, which emphasizes the importance of academic community involvement in strengthening the identity of religious-based Islamic educational institutions. The role of teachers and education staff in managing promotional content and establishing public communication is a factor that enhances the branding of the madrasah. A collaborative approach can certainly increase professionalism in delivering promotional messages and also strengthen the sense of belonging to the institution within the internal circles of the madrasah (Filip, 2012; Molasy, 2025)

Given the rapid development of the digital era, it is urgently necessary to actively utilize social media platforms such as Instagram and TikTok to showcase madrasah activities, thereby reflecting an effective digital communication strategy. According to (Bairizki, 2021; Farisi & Setiawan, 2023; Irzak Yuliardy Nugroho et al., 2022; Susanti, 2023; Uswatun Hasanah & Eka Diana, 2025; Yaqin & Setiani, 2017). Digital platforms enable the interactivity and personalization of messages, which can effectively expand the audience's reach. A study shows that social media is very effective in building emotional relationships with prospective students and the community, especially the young generation who are digitally active. By utilizing digital media to display documentation of activities, program excellence, and other religious activities that define the madrasah's identity, it can certainly facilitate the delivery of information as a whole. Additionally, the involvement of alumni and the community in promoting the institution through the distribution of brochures and social engagement also strengthens external relations. Not only that, but it is also essential for educational institutions to conduct regular evaluations, as this digital strategy serves as the basis for continuous reflection and innovation in addressing the competitive challenges between schools and Madrasah in the modern era.

The success of madrasah branding has several supporting factors that lead to the quality of competent human resources, especially in mastering technology and digital media According to Expertise in marketing communication management is indispensable in building the image of an educational institution. In this context, the ability of teachers and academic staff to create engaging and informative content on social media platforms such as Instagram and TikTok is a valuable asset in reaching the digital generation and enhancing the positive image of madrassas. Furthermore, the high level of public trust in religious-based education strengthens the position of madrassas in the global competition for Islamic education. This trust is a valuable form of social capital, as it fosters loyalty, word-of-mouth promotion, and increased public interest in madrassas (Gunawan et al., 2024; Hakim & Rozi, 2024; Rusmini et al., 2023).

However, the success of madrasah branding also faces various obstacles that cannot be ignored. A limited promotional operational budget is one of the main obstacles to reaching the target audience broadly and consistently This aligns with the

opinion, which states that limited financial resources can hinder the success of educational institutions' marketing strategies. In addition, the high level of competition between schools and Madrasah in grabbing the public's attention demands a more innovative and sustainable branding strategy. Additionally, a lack of understanding of market analysis results in less targeted promotion planning. Studies also show that promotional strategies not based on market research risk failing to build emotional relationships with consumers. Therefore, Madrasah need to develop market analysis skills and innovate continuously to thrive and evolve in the dynamic educational landscape of the digital era (Asmani, 2015; Muhammad Fathul Amin et al., 2023; Muhammad Nur Ahsan & Siti Aimah, 2025).

## CONCLUSION

Based on the findings at Daar Al-Hikmah, it can be concluded that madrasah branding is a crucial strategy for increasing the attraction and acceptance of new students, especially in the digital era characterized by intense competition. Some of the strategic steps implemented include the creation of an official website as an easily accessible information medium, the formation of a branding team consisting of competent teachers and educational staff, and the use of social media platforms such as Instagram and TikTok to creatively and interestingly display the activities and advantages of the madrasah. Additionally, community and alumni involvement, achieved through the distribution of brochures and social activities, has proven effective in expanding the reach of promotions. Evaluation and feedback are also an important part of measuring effectiveness and designing future strategy improvements. The primary supporting factors in this branding process are the availability of competent human resources in digital design and communication, as well as the high level of public trust in religious-based Madrasah. This trust is a strong capital in building a positive image of the institution. However, the branding process also faces several obstacles, including limited promotional budgets, intense competition from other schools and Madrasah, and a lack of understanding of market analysis as the basis for strategic planning. Therefore, to achieve effective branding success, good collaboration, creativity, and capacity building are necessary for Madrasah to understand market needs and educational dynamics in the ever-growing digital era.

## REFERENCES

- Akem, U., Hamdan, N. M., Iskandar, M. Y., Efendi, E., & Halimahturrafiah, N. (2025). Digital Technology in Quranic Learning: Opportunities and Challenges. *Journal of Quranic Teaching and Learning*, 1(2), 139–154. <https://joqer.intischolar.id/index.php/joqer/index>
- Andry arifianto, & Wafa, A. (2025). The Strategic Role of Madrasah Committee in Strengthening Collective Leadership: Case Study of MA Tahfidz Alquran Pesanggaran Banyuwangi. *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan*, 23(1), 119–130. <https://doi.org/10.32729/edukasi.v23i1.2192>
- Arya Winanda, Amiruddin Siahaan, & Inom Nasution. (2024). Peran Kepala Madrasah Dalam Meningkatkan Profesionalitas Guru Di MTS Negeri 2 Medan. *Karakter: Jurnal Riset Ilmu Pendidikan Islam*, 2(1), 325–348. <https://doi.org/10.61132/karakter.v2i1.446>
- Asmani, J. M. (2015). *Manajemen Efektif Marketing Sekolah: Strategi Menerapkan Jiwa Kompetisi dan Sportivitas untuk Melahirkan Sekolah Unggulan*. Diva Press.
- Asrori, M., Asy'arie, B. F., Akhirudin, Yusup Sofian, G., Syakir Hidayat, A. F., Suja, A., & Roibin. (2025). Islamic educational and cultural values in Indonesian puppetry art: a systematic literature review. *Cogent Education*, 12(1), 1–19. <https://doi.org/10.1080/2331186X.2025.2490445>

- Atikah Aulia, Sri Davina, M. U. (2024). Hubungan Pendidikan Agama Islam dengan Pendidikan Kewarganegaraan dalam Membangun Karakter dan Moral Bangsa. *Pediaqu: Jurnal Pendidikan Sosial Dan Humaniora*, 3(4), 5307–5314. <https://publisherqu.com/index.php/pediaqu>
- Azizah, B., Ridla, H. Z., & Arifin, Z. (2023). Nilai-Nilai Pendidikan Karakter Dalam Al-Qur'an:(Kajian Tafsir Al-Qur'an Surah Al-Baqarah Ayat 261-267. *Tarbiya Islamia: Jurnal Pendidikan Dan Keislaman*, 13(2), 21–37. <https://doi.org/10.36815/tarbiya.v13i2.2860>
- Bairizki, A. (2021). *Manajemen Public Relations (Teori dan Implementasi Humas Perguruan Tinggi)*. Pustaka Aksara.
- Budiarti, E., Anggreini, D., Susanti, D. A. P., Damayanti, Y., & Yunita, Y. (2023). Strategi Branding Sekolah dalam meningkatkan Kepercayaan Masyarakat di Indonesia. *JIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(5), 3568–3576. <https://doi.org/10.54371/jip.v6i5.2074>
- Chabibi, C., Khudori Solch, A., Tharaba, M. F., Asy'arie, B. F., & Bunayar. (2025). Synergy to Strengthen the Quality of Islamic Education in Achieving Sustainable Development Goals (SDGs). *Tafkir: Interdisciplinary Journal of Islamic Education*, 6(1), 153–170. <https://doi.org/10.31538/tijie.v6i1.1395>
- Engkizar, E., Jaafar, A., Alias, M., Guspita, B., & Albizar, R. (2025). Utilisation of Artificial Intelligence in Qur'anic Learning: Innovation or Threat? *Journal of Quranic Teaching and Learning*, 1(2), 1–17. <https://joqer.intischolar.id/index.php/joqer/index>
- Engkizar, E., Jaafar, A., Masuwd, M. A., Rahman, I., Datres, D., Taufan, M., Akmal, F., Dasrizal, D., Oktavia, G., Yusrial, Y., & Febriani, A. (2025). Challenges and Steps in Living Quran and Hadith Research: An Introduction. *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, 8(3), 426–435. <https://doi.org/10.24036/ijmurhica.v8i3.396>
- Faddhia, N., Alias, M. F. ., & Urfa, W. (2025). The effect of hot seat strategy on the 1st intermediate students' Reading comprehension. *Cypriot Journal of Educational Sciences*, 15(5), 1089–1098. <https://doi.org/10.18844/CJES.V15I5.5153>
- Farisi, Y. Al, & Setiawan, M. B. A. (2023). Strategi Manajemen Humas dalam Meningkatkan Branding Image di Madrasah Aliyah Nurul Jadid. *JIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(12), 10653–10663. <https://doi.org/10.54371/jip.v6i12.3407>
- Filip, A. (2012). Marketing Theory Applicability in Higher Education. *Procedia - Social and Behavioral Sciences*, 46, 912–916. <https://doi.org/10.1016/j.sbspro.2012.05.223>
- Gunawan, L. S., Narimo, N., & Yuniati, R. (2024). Pentingnya Kolaborasi: Guru sebagai Agen Kunci dalam Meningkatkan Penerimaan Peserta Didik Baru. *Adi Widya: Jurnal Pengabdian Masyarakat*, 8(1), 390–399. <https://doi.org/10.33061/awpm.v8i1.10210>
- Hakim, M. N., & Rozi, F. (2024). Strategi Manajemen Humas dalam Meningkatkan Animo Masyarakat terhadap Pendidikan Madrasah. *JoIEM (Journal of Islamic Education Management)*, 5(1), 28–45. <https://doi.org/10.30762/joiem.v5i1.2675>
- Hayes, S. C., Merwin, R. M., McHugh, L., Sandoz, E. K., A-Tjak, J. G. L., Ruiz, F. J., Barnes-Holmes, D., Bricker, J. B., Ciarrochi, J., Dixon, M. R., Fung, K. P. L., Gloster, A. T., Gobin, R. L., Gould, E. R., Hofmann, S. G., Kasujja, R., Karekla, M., Luciano, C., & McCracken, L. M. (2021). Report of the ACBS Task Force on the strategies and tactics of contextual behavioral science research. *Journal of Contextual Behavioral Science*, 20, 172–183. <https://doi.org/10.1016/j.jcbs.2021.03.007>
- Hermawan, I., & Carnawi. (2024). Konsep Membangun Branding Image Untuk Meningkatkan Kepercayaan Terhadap Lembaga Pendidikan Islam. *ASCENT:*

- Al-Bahjab Journal of Islamic Education Management*, 2(1), 12–26.  
<https://doi.org/10.61553/ascent.v2i1.96>
- Hilmi, H., Murni, E. T., Sabrina, R., & Guspita, R. (2024). Character Education in the Qur'an: An Analysis of the Story of Prophet Ibrahim and his Family. *Al-Kayyis: Journal of Islamic Education*, 2(2), 77–86.
- Htay, S. S., Po, E. T. H., & Kaewkanlaya, P. (2025). Building Student Character through Worship in Elementary Schools. *Muaddib: Journal of Islamic Teaching and Learning*, 1(2), 55–63.
- Irzak Yuliardy Nugroho, Mufidah CH, & Suwandi. (2022). Pluralisme Hukum Dalam Tradisi Perkawinan Sasuku Pada Masyarakat Minang. *Al-Manhaj: Journal of Indonesian Islamic Family Law*, 4(1), 25–41. <https://doi.org/10.19105/al-manhaj.v4i1.5722>
- Iskandar, M. Y., Bentri, A., Hendri, N., Engkizar, E., & Efendi, E. (2023). Integrasi Multimedia Interaktif Berbasis Android dalam Pembelajaran Agama Islam di Sekolah Dasar. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(4), 4575–4584. <https://doi.org/10.31004/obsesi.v7i4.5021>
- Istiqamah, R. N., Putra, A. Y., Nasra, A., & Guspita, R. (2024). Learning the Book of Ta'lim Al-Muta'allim at the Islamic Boarding School. *Suluah Pasaman*, 2(2), 40–50.
- Kango, U., Supriadi, Y. N., Idrus, I., Sonjaya, Y., & Hasanah, R. (2023). Implementasi Strategi Pemasaran di Madrasah Aliyah Unggulan Bertaraf Internasional. *Munaddhomah*, 4(1), 81–91. <https://doi.org/10.31538/munaddhomah.v4i1.340>
- Karsono, K., Purwanto, P., & Salman, A. M. Bin. (2021). Strategi Branding Dalam Meningkatkan Kepercayaan Masyarakat Terhadap Madrasah Tsanawiyah Negeri. *Jurnal Ilmiah Ekonomi Islam*, 7(2), 869–880. <https://doi.org/10.29040/jiei.v7i2.2649>
- Khairunisa, F., Kaema, M. T., & Ibrahim, B. (2025). The Effect of Instagram Reels on Arabic Vocabulary Learning Outcomes. *Journal of Arabic Literature, Teaching and Learning*, 1(2), 47–54.
- Mansir, F. (2020). Kesejahteraan Dan Kualitas Guru Sebagai Ujung Tombak Pendidikan Nasional Era Digital. *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS*, 8(2), 293. <https://doi.org/10.36841/pgsdunars.v8i2.829>
- MAULIDIN, S., & SUHARDI, M. (2024). Manajemen Pemasaran Pendidikan Berbasis Website Sebagai Media Informasi Di Smkn Unggul Terpadu Anak Tuha. *VOCATIONAL: Jurnal Inovasi Pendidikan Kejuruan*, 4(3), 109–123. <https://doi.org/10.51878/vocational.v4i3.4226>
- Mery Gustianingsih Husada, Yuni Anisa, Moh. Ali, & Muthoharoh. (2025). Inovasi dan Difusi Pemanfaatan Teknologi Informasi dalam Manajemen Pendidikan Islam. *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam*, 6(1), 282–285. <https://doi.org/10.55623/au.v6i1.414>
- Molasy, H. D. (2025). *Madrasahku Keren Ayo Bikin Sekolahmu Jadi Hits!: Panduan Praktis dan Inspiratif dalam Membranding Madrasah*. Indonesia Emas Group.
- Muhammad Fathul Amin, Najiburrahman, N., & Hakim, A. M. (2023). Revitalizing the Madrasah Brand: A Strategic Roadmap for Enhancing Quality and Fortifying Image. *Journal of Educational Management Research*, 2(2), 69–84. <https://doi.org/10.61987/jemr.v2i2.244>
- Muhammad Nur Ahsan, & Siti Aimah. (2025). Penerapan Manajemen Mutu Terpadu di Lembaga Pendidikan Swasta Islam: Resiliensi Terhadap Keterbatasan Anggaran. *Southeast Asian Journal of Islamic Education Management*, 6(1), 21–36. <https://doi.org/10.21154/sajiem.v6i1.395>
- Norman, E., Sulaiman, S., Marliani, L., Widiyanti, D., Rasini, I. N., & Dewi, M. (2023). Effective Public Relations Management in Building a Positive Image: A



- Case Study of Madrasah Ibtidaiyah Negeri 3 Cirebon. *Jurnal Pendidikan Islam*, 12(1), 135–144. <https://doi.org/10.14421/jpi.2023.121.135-144>
- Nurohman, D. A. (2024). *Membangun Citra Sekolah: Strategi Promosi dan Layanan Berkualitas*. PT Indonesia Delapan Kreasi Nusa.
- Okenova, B., Xu, W., & Adel, S. (2025). The Practice of Moderate Education to Prevent Interreligious Conflict. *Muaddib: Journal of Islamic Teaching and Learning*, 1(2), 36–54.
- Padil, M., Asy'arie, B. F., Pranajaya, S. A., Alfiyanto, A., Wahyudi, D., Mahdi, M., Wahyudin, A., & Tharaba, M. F. (2025). Political Exploration and Islamic Education Methods in Indonesia: A Systematic Literature Review in the Perspective of Sustainable Development Goals (SDGs). *Journal of Posthumanism*, 5(3), 1014–1041. <https://doi.org/10.63332/joph.v5i3.839>
- Putra, A. E., Rukun, K., Irfan, D., Engkizar, Wirdati, K, M., Usmi, F., & @Ramli, A. J. (2020). Designing and Developing Artificial Intelligence Applications Troubleshooting Computers as Learning Aids. *Asian Social Science and Humanities Research Journal (ASHREJ)*, 2(1), 38–44. <https://doi.org/10.37698/ashrej.v2i1.22>
- Rahma, A., & Perawironegoro, D. (2024). Kontribusi Lembaga Pendidikan Islam terhadap Pengembangan Akhlak Generasi Muda. *Jurnal Inovasi Global*, 2(11), 1687–1699. <https://doi.org/10.58344/jig.v2i11.208>
- Rahman, I., Wati, W., Putri, N., Wulandari, R., & Habibi, U. A. (2025). Commercialization of Quranic Tahfidz Houses in Indonesia: Da'wah or Business? *Journal of Quranic Teaching and Learning*, 1(2), 34–48.
- Riaz, U., Burton, B., & Fearfull, A. (2023). Emotional propensities and the contemporary Islamic banking industry. *Critical Perspectives on Accounting*, 94. <https://doi.org/10.1016/j.cpa.2022.102449>
- Rusmini, R., Chaniago, F., & Piola, H. (2023). Strategi Branding Image dalam Meningkatkan Daya Saing di Madrasah Tsanawiyah. *ISLAMIC PEDAGOGY: Journal of Islamic Education*, 1(1), 18–28. <https://doi.org/10.52029/ipjie.v1i1.144>
- Sabrina, V., Oktavia, G., Albizar, A., Susanti, H., AR, F. M., & Suryani, Y. (2022). Eight Supporting Factors for Students Success in Quran Memorization. *Khalifa: Journal of Islamic Education*, 6(1), 73. <https://doi.org/10.24036/kjie.v6i1.202>
- Saptiningsih, F. M. & T. (2020). *School Branding: Strategi di Era Disruptif*. Jakarta: Bumi Aksara.
- Saputra, W., Rahman, I., Zulmuqim, Z., Zalnur, M., Triana, N., & Mutathahirin, M. (2023). Islamic Personal Development Activities in shaping the Character of Students in Junior High Schools. *Nida Al-Qur'an: Jurnal Pengkajian Islam*, 4(2), 103–112. <https://doi.org/10.63061/jpi.v4i2.25>
- Saputri, A., Syafril, S., Yetri, Y., & Yusof, R. (2024). Planning Program for Gifted and Talented Students in Madrasa. *Journal of Innovation in Educational and Cultural Research*, 5(2), 238–251. <https://doi.org/10.46843/jiecr.v5i2.1554>
- Saputri, S. A. S. (2023). Strategi Digital Marketing dalam Meningkatkan School Branding di SMA Yadika 6 Pondok Aren. In *UIN Syarif Hidayatullah Jakarta*.
- Suharsono, J. P., & Nurahman, D. (2024). Pemanfaatan Youtube Sebagai Media Peningkatan Pelayanan Dan Informasi. *Ganaya: Jurnal Ilmu Sosial Dan Humaniora*, 7(1), 298–304. <https://doi.org/10.37329/ganaya.v7i1.3157>
- Supriadi, S., Wahyuni, S., Siregar, D. R., Ulfah, F., & Santoso, R. (2025). Peningkatan Penguatan Branding dan Transparansi Melalui Pengembangan Sistem Informasi Website. *Lamahu: Jurnal Pengabdian Masyarakat Terintegrasi*, 4(1), 16–24. <https://doi.org/10.37905/ljpm.v4i1.29872>
- Susanti, R. (2023). Pengaruh Metode Pembelajaran Berbasis Proyek Terhadap Prestasi Belajar Matematika Siswa Sekolah Dasar. *Jurnal Review Pendidikan Dan Pengajaran*, 6(4), 3997–4007. <https://doi.org/10.31004/jrpp.v6i4.23266>
- Uswatun Hasanah, & Eka Diana. (2025). Manajemen Hubungan Masyarakat dan



- Ekstrakurikuler Pramuka: Kolaborasi dalam Meningkatkan Citra Lembaga di Era Digital. *Action Research Journal Indonesia (ARJI)*, 7(2), 1229 – 1243. <https://doi.org/10.61227/arji.v7i2.470>
- Yaqin, A., & Setiani. (2017). Karakteristik Petani dan Kelayakan Finansial Usahatani Garam Secara Tradisional dan Teknologi Geomembran (Studi Kasus di Desa Pangarengan Kecamatan Pangarengan Kabupaten Sampang). *Pamator*, 10(1), 54–60. <https://doi.org/10.21107/pamator.v10i1.3440>
- Zainiya Anisa. (2022). Branding Sekolah Islam Modern: Sekolah Islam Terpadu, Madrasah/Sekolah Alam, dan Tahfiz Al-Qur'an. *EL-HIKMAH: Jurnal Kajian Dan Penelitian Pendidikan Islam*, 16(1), 49–64. <https://doi.org/10.20414/elhikmah.v16i1.6191>
- Zulfiah, E., Putri, N. N. N., & Fadhilah, M. (2023). Strategi Pemasaran Jasa Pendidikan dalam Meningkatkan Minat Masyarakat Masuk Sekolah Dasar Islam Terpadu. *Ideguru: Jurnal Karya Ilmiah Guru*, 8(3), 414–422. <https://doi.org/10.51169/ideguru.v8i3.606>

**Copyright holder:**

© Majid, L.A., Bunayar, B., Purwanto, A. J., Yusuf, A., Asy'arie B. F.

**First publication right:**

Ahlussunnah: Journal of Islamic Education

**This article is licensed under:**

**CC-BY-SA**