



Multi-Platform Advertising Optimization: Digital Strategy Integration as A Brand Equity Catalyst

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Abstract :

This study aims to examine how multi-platform digital advertising can enhance brand equity in educational institutions through structured and sustainable strategies. A qualitative approach with a case study design was employed to explore institutional branding practices. Data were collected via observation, in-depth interviews, and documentation of digital communication activities, then analyzed through data reduction, narrative presentation, and interpretation. The results reveal three key strategies for strengthening brand equity: aligning institutional messages and identity across multiple platforms, leveraging platform-specific features to increase audience engagement, and integrating data with continuous evaluation to guide communication policies. These findings demonstrate that digital platforms serve not only as communication channels but also as strategic tools for understanding audience responses and refining branding efforts. The study highlights that educational branding should be an integral component of institutional strategy. Incorporating institutional values with modern communication approaches is essential to maintain a strong, relevant, and competitive image in the evolving educational landscape.

INTRODUCTION

The increasingly competitive world of education demands that every institution, including Islamic education, have a clear and recognizable identity (Yusuf, 2023). Conceptually, branding is understood as a strategic effort to build an institution's image, differentiation, and public trust. However, in practice, many Islamic educational institutions still view branding as a simple administrative or promotional activity. This situation indicates a gap between modern branding theory, which emphasizes values, experience, and perception, and the reality of implementation on the ground. This occurs because some institutional administrators focus more on strengthening the curriculum and internal aspects than on building effective external communications. As a result, the potential of Islamic values, which should be a key strength, is not properly articulated to the public. This phenomenon is exacerbated by the limited use of digital media as a strategic tool in building an institution's image. Therefore, it can be concluded that the weak integration between branding concepts and actual practices is one of the factors hindering the competitiveness of Islamic education in modern society.

In practice, the challenges faced by Islamic educational institutions relate not only to the quality of education but also to how that quality is perceived by the public. Many institutions possess excellent programs but are unable to communicate them effectively. This is due to a lack of understanding of the importance of positioning and narrative in branding strategies. The use of social media, for example, tends to be primarily informative, without building an emotional connection with the audience (Isma'il, 2026). Meanwhile, other educational institutions are more adaptive in utilizing digital technology to strengthen

their image. This situation creates a perception gap where Islamic education is often seen as lacking innovation, despite its substantially competitive quality (Rosi & Nugraha, 2025). Furthermore, the lack of consistency in conveying the institution's identity also results in an incomplete message received by the public. Therefore, a more strategic approach to managing branding is needed to create a strong, consistent, and relevant image that meets the needs of today's society.

Several previous studies have discussed branding in the educational context, particularly in relation to service marketing management and institutional image building (Munawwaroh et al., 2024). These findings indicate that reputation, service quality, and effective communication play a crucial role in building public trust. However, studies specifically addressing the branding of Islamic education remain limited (Mufidata & Arsyadana, 2025). Most studies have not integrated religious values as a central component of branding strategies, but rather merely as a background to institutional identity. Furthermore, existing research tends to focus on managerial aspects without exploring the symbolic and cultural dimensions inherent in Islamic education. This situation indicates a significant opportunity for further research. This study aims to address this gap by emphasizing the importance of integrating Islamic values with modern branding strategies, resulting in a more comprehensive and contextual approach.

The novelty of this research lies in its effort to formulate a branding strategy that not only adopts modern concepts but is also rooted in Islamic values as its primary identity. This approach places spiritual aspects at the core of image formation, not merely as an accessory in institutional communications. To date, most branding strategies still employ a general approach that fails to fully represent the distinctive character of Islamic education (Najiburrohman, 2026). However, values such as integrity, morality, and scholarship have significant potential to become a strong point of differentiation. Furthermore, this research integrates the use of digital media as the primary means of conveying this identity broadly and consistently. By combining these two approaches, it is hoped that a branding model will be created that is more relevant to current developments without abandoning the essence of Islamic values. This also provides a new contribution to the development of educational branding studies, which have been dominated by a general perspective.

Based on these various issues, this research aims to examine in-depth the appropriate branding strategy in the context of Islamic education. The primary focus is on how educational institutions can build a strong and authentic image amidst increasingly fierce competition. Questions raised include what constitutes an effective branding strategy for Islamic education, what factors influence its success, and how Islamic values can be integrated into the process. This issue is crucial to examine because branding success is determined not only by the intensity of promotion but also by consistency in building meaning and public trust. The argument put forward in this research is that the integration of religious values and modern communication strategies is key to creating effective branding. With this approach, Islamic educational institutions can not only increase their competitiveness but also strengthen their role as relevant and trusted institutions within the wider community.

RESEARCH METHODS

This research uses a qualitative approach with a case study design, as the focus of the study is on an in-depth understanding of branding strategies implemented in a real-world context. This approach was chosen to allow researchers to explore the processes, meanings, and dynamics behind the strategy's implementation, rather than simply observing the final results. Case studies allow researchers to examine phenomena contextually and comprehensively, particularly in observing how digital strategy integration is implemented in daily practice (Restu et al., 2026). The research was conducted at an

Islamic educational institution that actively utilizes various digital platforms for promotional activities and public communications. This location was chosen because it indicated quite intensive branding development efforts, both through social media, the official website, and other digital platforms. Furthermore, the institution possesses characteristics relevant to the research focus, namely efforts to build its image and increase its competitiveness amidst the multitude of educational institutions available (Razak et al., 2025). This location selection is expected to provide a concrete picture of the implementation of multi-platform advertising strategies in the context of Islamic education. Information sources for this study came from informants deemed to have direct understanding and involvement in the institution's branding process. Key informants included the institution's management, marketing or public relations teams, and other parties involved in digital media management. Informants were selected purposively, considering their ability to provide relevant and in-depth data. Additionally, several supporting informants, such as students or parents, were involved to gain external perspectives on perceptions of the institution's image.

The data collection process was conducted through direct observation and in-depth interviews (Rifa'i, 2023). Observations were used to clearly observe how branding activities were carried out, including the use of digital platforms, the types of content presented, and the communication patterns established. Meanwhile, interviews were conducted semi-structured so that researchers maintained a guideline for questions but still allowed informants to freely express their experiences and views. This technique enabled richer data collection and was not limited to rigid answers. Data analysis was carried out in stages starting from the data collection process. The initial stage began with data reduction, which involved sorting information relevant to the research focus. Next, the data was presented in a systematic narrative form for easy understanding and further analysis. The final stage was drawing conclusions, which was carried out by identifying patterns, relationships, and meanings from the collected data. To maintain data validity, researchers also triangulated by comparing observation and interview results, resulting in a higher level of reliability in the resulting findings.

RESULTS AND DISCUSSION

Results

Synchronization of Brand Messages and Identity Across Various Platforms as a Foundation for Brand Equity

Synchronization of brand messages and identity at SDN Kalikajar 2 is defined as the school's effort to maintain alignment of information, values, and image conveyed through various communication media, both in person and digitally (Novita, 2025). This practice is evident in the consistent use of the logo, slogan, and communication style on the school's social media platforms, information boards, and interactions between teachers and parents (Munif et al., 2021). Operationally, this synchronization extends beyond visual appearance to include a shared narrative about the school's excellence, learning culture, and student achievement, which is consistently repeated across various platforms.

Based on an interview with one teacher, it was stated that "we always try to convey the same information, both in the parent WhatsApp group and during face-to-face meetings, so that there are no differences in perception." Meanwhile, another informant from the student's guardian stated that "information from the school feels clear and not confusing because what is conveyed on social media is the same as what the teacher explains." From these two statements, the researcher observed a collective awareness from the school to maintain message consistency. This indicates that synchronized communication has become part of an informal strategy implemented to build trust and a

positive image in the eyes of the public.

Observations show that SDN Kalikajar 2 uses several communication media, such as WhatsApp groups, bulletin boards, and face-to-face activities, to convey information. The content delivered is relatively consistent, both in terms of language and message substance (Thohir, 2024). For example, information related to school activities, student achievements, and flagship programs is always presented with the same narrative. Researchers interpret this consistency as not coincidental, but rather a form of institutional awareness in building a strong, recognizable identity.

Overall, the data shows that SDN Kalikajar 2 has consistently synchronized its messaging and brand identity across various communication platforms. This effort helps create a shared understanding among stakeholders and strengthens the school's image as an organized and trusted educational institution (Sa'diyah et al., 2025). The pattern emerging from these findings is consistent cross-media communication, supported by a shared awareness within the school. Synchronization occurs not only in the content of the message, but also in the delivery method and the values it seeks to emphasize (Fildzah & Atmadi, 2022). This suggests that the more consistent the message, the stronger the school's brand equity in the eyes of the public.

Table 1. Research Results: Message Synchronization and Brand Identity at SDN Kalikajar 2

Research Aspects	Temuan di SDN Kalikajar 2	Interpretasi Peneliti
Message Synchronization	School information is delivered uniformly through WhatsApp, social media, bulletin boards, and in-person meetings.	This demonstrates efforts to maintain consistent information to avoid differences in perception.
Brand Identity	The logo, slogan, and narrative highlighting the school's strengths are used consistently across various media.	This consistency creates a strong, recognizable school identity for the public.
Interview Results	Teachers emphasize the importance of conveying a unified message, while parents assess that school information is clear and unambiguous.	This data demonstrates a shared commitment to maintaining public trust.
Observation Results	Content about activities, achievements, and flagship programs is consistent in substance and language.	This indicates a focused communication strategy, not a random one.
Impact on Brand Equity	Stakeholders share a shared understanding of the school's image and values.	Synchronized communication contributes to strengthening the school's reputation as a trusted institution.

Leveraging Specific Platform Characteristics to Increase Audience Engagement

Utilizing the specific characteristics of each platform is understood as an effort to tailor information delivery strategies to the uniqueness of the media used (Abdurrahman, 2025). Each platform serves more than just a communication channel; it is utilized based on its interaction patterns, features, and audience characteristics (Aisyah et al., 2022). In the context of SDN Kalikajar 2, this approach demonstrates the school's ability to optimize the use of various media to deliver more effective and relevant messages. Each platform has a different function and communication style, so the school does not use the same content but instead refines messages to make them more relevant and engaging for its audience (Sugiono, 2022). For example, WhatsApp groups are used for quick and informative communication, while social media is utilized to display visual documentation of school activities that attracts more attention.

One teacher stated that "on WhatsApp we focus on important and quick-to-read information, but on social media we usually upload photos of activities to make them more

engaging." On the other hand, a parent stated that "I see school activities more often from the photos shared, so I feel closer to my child's activities at school." From these two statements, researchers observed a conscious strategy in utilizing the different characteristics of the platforms. This suggests that schools are not only conveying information but also striving to build emotional closeness with their audiences through appropriate approaches.

Observations show that SDN Kalikajar 2 differentiates content types based on the media used. WhatsApp groups tend to contain brief announcements, schedules, and administrative information, while social media groups document activities, student achievements, and interactive moments at school. Researchers interpret this approach as making information more accessible and increasing audience participation, as each platform is utilized according to user preferences.

Research data shows that SDN Kalikajar 2 is able to effectively utilize the characteristics of each communication platform to increase audience engagement. Adapting the format and style of message delivery makes information more relevant, understandable, and engaging for recipients (Kumala & Nadya, 2024). A visible pattern is the differentiation of content based on the platform's function. The school does not deliver a uniform message, but rather adapts it to the characteristics of the medium and the needs of the audience (Zain, 2026). This results in increased interaction and engagement, strengthening the relationship between the school and its stakeholders.

Data Integration and Continuous Evaluation as Catalysts for Strengthening Brand Equity

Data integration and continuous evaluation, in the context of this research, are understood as the process of collecting, managing, and utilizing various information obtained by a school to support strategic decision-making in building the institution's image (Sudarwan, 2025). At SDN Kalikajar 2, this practice is realized through recording community responses, parental involvement, the effectiveness of activity publications, and periodic evaluations of school programs. This data is not merely used as an administrative archive but is also processed as a basis for refining communication strategies and enhancing the quality of educational services. Thus, data integration serves as an instrument for maintaining consistent, targeted school reputation management. Interviews indicate that data-driven evaluation has become part of the work culture at SDN Kalikajar 2.

One informant stated that every school activity is constantly reviewed through input from parents and internal documentation to determine its impact on public perception. Another informant explained that the school utilizes data on new student registrations, activity participation rates, and social media interactions to assess the effectiveness of its promotional strategies. These findings indicate that data is positioned as both a reflection tool and a reference for designing next steps. Researchers interpret this approach as demonstrating institutional awareness that brand equity is not built spontaneously, but rather through a continuous evaluative process.

Based on observations, researchers found that the school maintains a systematic work pattern for documenting every activity. Various activity reports, visual documentation, and recapitulations of parent responses are well-documented and used as discussion material in internal meetings. Furthermore, efforts are made to adjust school programs based on previous evaluation results, for example by improving the way activities are published or enhancing the quality of service for specific agendas. This situation indicates that evaluation does not stop at the assessment stage, but continues with concrete corrective actions. Researchers interpret this as an indicator that SDN Kalikajar 2 implements an adaptive management cycle, where data is the primary foundation for

maintaining and strengthening the school's image.

Substantively, these findings confirm that data integration and ongoing evaluation are crucial elements in strengthening brand equity at SDN Kalikajar 2. The school relies not only on flagship programs or external promotions, but also on building its reputation through objectively analyzing internal and external conditions. By using data as the basis for evaluation, the school is able to maintain the relevance of its strategies while responding more appropriately to community needs. The patterns emerging from the data indicate that brand equity strengthening at SDN Kalikajar 2 occurs through a measurable and sustainable mechanism. Data integration allows the school to gain a more accurate understanding of public perception, while ongoing evaluation ensures that strategies are adjusted over time. The relationship between the two forms a dynamic image management process, ensuring that brand equity is not only maintained but also continues to evolve in response to the challenges and needs of the educational environment.

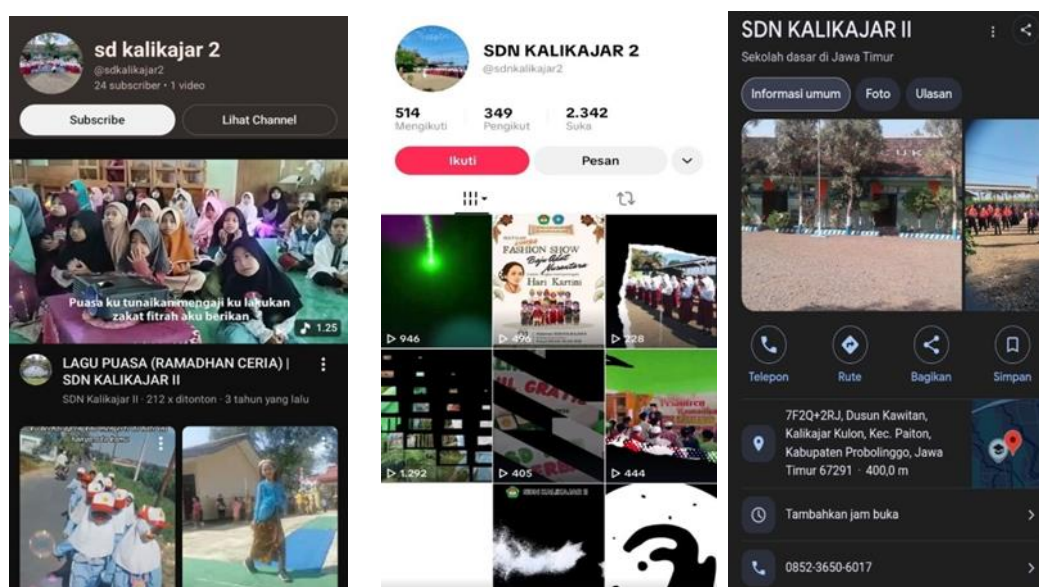


Figure 1, 2, 3. YouTube, Tik Tok, and the SDN Klikajar 2 website

The digital platforms of SDN Kalikajar 2's YouTube channel profile, TikTok account, and official website demonstrate the school's clear application of data integration and continuous evaluation to strengthen its brand equity. These three platforms demonstrate that the school utilizes digital media not only as a means of publication but also as a data source for analyzing public responses and assessing the effectiveness of its communication strategies (Ni'am et al., 2025). The YouTube channel profile image illustrates the school's efforts to document its activities in a visual and structured manner. This platform serves as a digital archive showcasing various programs, achievements, and learning activities. From a research perspective, YouTube is a crucial data source because the number of views, comments, and interactions can be used to evaluate the public's acceptance of the school's content. Therefore, this channel serves not only as a promotional medium but also as a data-driven evaluation instrument. Meanwhile, the TikTok profile image demonstrates the school's adaptation to the development of social media, which is more dynamic and engaging with the younger generation. Content presented on TikTok is generally concise, creative, and easily accessible to a wide audience.

In the context of this research, this platform provides rapid data on public response trends, such as the number of viewers, likes, and shares. This information is used by the

school to develop a more relevant and effective communication strategy (Kamil et al., 2025). The official website of SDN Kalikajar 2 demonstrates the formal and structured side of the school's digital identity. The website serves as the main information center, containing the institution's profile, flagship programs, activity news, and administrative services. In this research, the website demonstrates that the school has a more permanent documentation system that is accessible to the public at any time. Visitation data, most frequently accessed pages, and user feedback are part of the ongoing evaluation to improve the quality of information services. Overall, the three photos emphasize that SDN Kalikajar 2 is building a complementary digital communication ecosystem. YouTube, TikTok, and the website are not just publication platforms, but rather media that generate data for regular analysis and evaluation. The presence of all three demonstrates that strengthening the school's brand equity is carried out through a measured, adaptive, and community-oriented approach.

Discussion

The discussion on optimizing multi-platform advertising at SDN Kalikajar 2 does not stop at utilizing digital media as a publication tool, but rather develops into an integrated strategy to strengthen the school's brand equity. Synchronizing messages across various communication channels creates a consistent institutional identity, enabling the public to perceive the school's image as a whole (Mundiri et al., 2021). In marketing literature, message consistency is seen as a key foundation for building audience trust and loyalty. This concept aligns with David Aaker's view, which asserts that brand equity grows when a brand is able to maintain clear and stable associations in the minds of consumers. The results of this study demonstrate that this principle is relevant for application in the educational context. The difference is that in educational institutions, consistency concerns not only promotion but also unifying the values, culture, and experiences shared by the community. The implication is that schools that maintain a consistent narrative across various platforms will more easily gain social legitimacy than those with fragmented communication. In other words, the strategy's function lies in building a strong collective perception, while its dysfunction arises when divergent messages create public confusion. Utilizing platform-specific characteristics also demonstrates that an effective digital strategy must be based on an understanding of audience behavior. YouTube, TikTok, and websites are not treated as uniform channels, but rather are given different functions according to users' information consumption patterns.

These findings align with digital communication theory, which emphasizes the importance of content adaptation in increasing engagement. Previous research in digital marketing has shown that audiences are more responsive to messages tailored to the media format they use. However, the key difference in this study is its application to primary education institutions, rather than the commercial sector. This demonstrates that digital marketing principles have flexibility across sectors as long as the message remains authentic. The practical implication is that the success of a school's branding is no longer determined by the number of platforms available, but by the ability to strategically manage content differentiation. If all channels are filled with the same communication patterns, the opportunity to build emotional connection with the audience is reduced. The underlying cause lies in the shift in society's digital culture, which demands relevant, fast, and engaging communication experiences. Data integration and continuous evaluation are the most significant findings, as they position the branding process as a measurable practice.

The school uses data from public interactions, parent participation, and visits to digital platforms as the basis for evaluating its communication strategy. This approach reinforces the view that brand equity is built through a continuous process of adaptation, not simply through short-term campaigns. Modern management literature emphasizes that data-driven decisions result in strategies that are more responsive to audience needs. In the context of this research, data serves as a reflective instrument that allows the school to

objectively assess public perceptions. The difference between this and many other educational institutions is the awareness to use data not merely as an administrative archive but as a tool for transforming communication policies (Safitri, 2026). The primary implication is the development of a dynamic branding model. Its positive function lies in the school's ability to adapt to environmental changes, while its dysfunction will arise if evaluation is not followed by corrective action. Therefore, the success of this strategy depends on an organizational culture that is open to feedback.

From a structural perspective, the success of SDN Kalikajar 2 demonstrates the close relationship between digital innovation and strengthening institutional identity. Digital platforms are not merely a medium for distributing information, but also a space for producing meaning that influences public perception. In organizational sociology theory, legitimacy is achieved when an institution is able to demonstrate alignment between internal values and external expectations. The findings of this study demonstrate that schools can strengthen legitimacy through digital narratives that are consistent with actual practices on the ground. This is a crucial distinction from many branding strategies that focus solely on visual imagery without supporting substantive quality. The implication is that educational branding cannot be separated from the quality of the service itself. If the digital narrative does not align with reality, public trust will decline. Conversely, when real experiences align with digital representations, brand equity develops stronger due to social validation. Herein lies the correlation between the institution's internal structure and external public perception. Overall, this study confirms that optimizing multi-platform advertising serves as a catalyst in building a school's brand equity when implemented in an integrated, adaptive, and data-driven manner. A successful digital strategy is not simply about presence across multiple media outlets, but about the ability to build a mutually supportive communication ecosystem (Rongi, 2025).

These findings extend the educational branding literature by demonstrating that even elementary schools can adopt modern marketing practices without losing their identity. Furthermore, the research findings provide a conceptual contribution that brand equity in the education sector is built through a combination of identity consistency, platform differentiation, and continuous evaluation. The implications of these findings indicate the need for a paradigm shift among educational institutions, where branding is no longer positioned as an additional activity but rather as an integral part of institutional strategy. This is based on the reality of educational competition, which is increasingly influenced by public perceptions of an institution's quality, reputation, and identity. Therefore, planned branding management is a strategic necessity for educational institutions to maintain relevance and increase public trust. In this context, schools that are able to strategically manage digital communication will have a stronger, more trusted, and more relevant position in modern society.

CONCLUSION

This study confirms that an effective branding strategy for educational institutions, particularly in the context of Islamic education, rests on the ability to integrate digital communications in a structured manner through a multi-platform advertising approach. The findings demonstrate that branding success is determined not only by the intensity of promotion, but also by message synchronization, leveraging the unique characteristics of each platform, and ongoing, data-driven evaluation. These three elements are key factors influencing brand equity strengthening, as they build consistent public perception, increase audience engagement, and maintain the relevance of communication strategies to changing societal needs. The most important finding of this study is that digital platforms are not simply tools for disseminating information, but also strategic spaces for shaping institutional identity.

The lesson learned is that schools that manage their narratives consistently and adaptively will more easily gain social legitimacy. In the context of Islamic education, the integration of religious values with modern communication strategies has proven to be a differentiating force that not only strengthens the image but also expands the institution's competitiveness amidst increasingly open educational competition. Scientifically, this research makes an important contribution by updating the perspective of educational branding from a conventional promotional approach to a strategic model based on a digital ecosystem. The study also positions data integration, platform differentiation, and institutional values as interrelated variables in building brand equity. With a qualitative case study design, the research is able to provide an in-depth understanding of the dynamics of branding implementation in real-world practice. However, this research is still limited to a single case location, thus not representing the wider diversity of educational institutions. Variables such as audience age, social background, and differences in digital capacity between institutions have also not been comprehensively examined. Therefore, further research is needed with a more diverse coverage area, involving surveys and mixed methods approaches, to obtain a more comprehensive picture and form the basis for more targeted educational branding policies.

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