Indonesian Economic Review
Volume 6, Number 2, Agustus 2026
E-ISSN.: 2774-8073; Page 45-56
DOI: https://doi.org/10.53787/iconev.v6i2.117
Tersedia: https://iconev.org/index.php/ier

Islamic Education Transformation Model Based on Brand Image at MTSN 1 Tulungagung

Churia Fitatul Hidayati
Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia
Corresponding Author: churiafitatulhidayati@gmail.com

Abstract: This study aims to develop a brand image-based Islamic education transformation model to improve institutional competitiveness at MTsN 1 Tulungagung. The study is motivated by globalization and competition among educational institutions, requiring madrasas to achieve academic excellence while maintaining a positive public image. This research uses a qualitative approach with a case study design. Data were collected through in-depth interviews, participatory observation, and documentation involving madrasah principals, teachers, education staff, students, and parents. Data analysis employed an interactive model consisting of data reduction, data presentation, and conclusion drawing. The results show that brand image-based Islamic education transformation is built through three main components: (1) strengthening institutional identity based on Islamic values, academic achievements, and superior programs; (2) effective communication and publication through digital media and social activities; and (3) developing an organizational culture focused on quality, innovation, and service. Implementation is supported by transformational leadership, active participation of school members, and community synergy. The model integrates Islamic values, modern management, and educational marketing strategies to establish a strong and sustainable institutional image. Its implementation increases public trust, student enrollment, and academic and non-academic achievements. Therefore, brand image-based transformation can strategically strengthen the competitiveness of Islamic educational institutions. The study recommends strengthening institutional policies and sustainable innovations to maintain a positive madrasah image.

Keywords: Brand Image; Competitiveness; Educational Transformation; Innovation; Madrasah.

1. INTRODUCTION

Islamic education in Indonesia has undergone significant transformation, particularly over the past two decades. These changes have impacted not only the curriculum but also the paradigms, governance, and development strategies of Islamic educational institutions. Madrasahs, as one of the main pillars of Islamic education, face significant challenges to remain relevant amidst globalization, technological developments, and increasingly complex societal demands. Traditional educational models that emphasize mastery of Islamic texts and memorization-based teaching are transforming into integrative and adaptive models that combine Islamic values with general knowledge and 21st-century competencies (Amas, 2026). This transformation is driven by the need to produce graduates who excel not only in spiritual and moral aspects but also competent in facing the challenges of the times. In various madrasas, including MTsN 1 Tulungagung, efforts to integrate Islamic values with the national curriculum and develop soft skills are top priorities. Models such as the Salafiyah (traditional) are shifting to the Khalafiyah (modern) model, which emphasizes the integration of religious and general knowledge, as well as technology-based pedagogical innovation (Naim et al., 2022).

Furthermore, Islamic education in Indonesia is also characterized by efforts at inclusivity, with madrasas acting as agents of religious moderation and strengthening national character. This transformation requires synergy between Islamic traditions, curriculum

Naskah Masuk: 19 Juni 2026; Revisi: 20 Juli 2026; Diterima: 21 Agustus 2026; Terbit: 28 Agustus 2026

innovation, and adaptation to developments in information technology (Muqowim & Lessy, 2021). In the context of increasingly fierce competition in educational institutions, brand image is one of the strategic factors determining the competitiveness and sustainability of madrasahs. Brand image not only functions as a visual or symbolic identity, but also reflects the quality of service, program excellence, and values upheld by the educational institution. For MTsN 1 Tulungagung, strengthening brand image is crucial to improve public perception, attract prospective students, and build community trust. A positive image built through superior programs, visionary leadership, and excellent service will strengthen the madrasah's position amidst competition with public schools and other madrasahs (Mahmud et al., 2026). The brand image development strategy in madrasas can be carried out through the application of the 7P Marketing Mix framework, which includes strengthening products (curriculum and superior programs), prices (competitive education costs), places (accessibility and learning environment), promotions (social media and community activities), people (human resource quality), processes (service procedures), and physical evidence (facilities and infrastructure) (Munjin, 2022). A strong brand image also plays a role in building community loyalty, increasing parent participation, and expanding collaborative networks with various parties (Nugraha et al., 2026).

MTsN 1 Tulungagung is a state Islamic school with a long history and a good reputation in East Java. However, in facing the era of disruption and digitalization, this school faces various internal and external challenges. Internal challenges include the need to improve the quality of its human resources, strengthen its brand identity, and integrate Islamic values with curriculum and technological innovations. Meanwhile, external challenges come from changing community preferences, competition with public and private schools, and demands to adapt to dynamic national education policies. Furthermore, the gap between community expectations for madrasa graduates and the reality of competency achievement is also an issue that needs to be addressed (Irdiyanti et al., 2023).

The development opportunities of MTsN 1 Tulungagung lie in its potential integration of moderate Islamic values, the use of digital technology, and the strengthening of alumni and community networks. With the right strategy, this madrasah can become a role model for brand-image-based transformation of Islamic education at the national level (Naim et al., 2022). Various studies show that best practices in brand-image-based transformation of Islamic education involve integrating Islamic values into all aspects of management and learning, curriculum innovation, and the use of digital technology for promotion and community engagement. The experiences of leading madrasas in Indonesia demonstrate that strengthening

flagship programs (e.g., memorization of Islamic teachings, science, foreign languages), collaboration with stakeholders, and strategic use of social media can increase the institution's visibility and appeal (Mahmud et al., 2026).

In addition, the development of character and school culture based on Islamic values, as well as inspirational leadership (especially the role of Kyai), has proven effective in building public trust and community loyalty. The consistent implementation of the 7P Marketing Mix, supported by service innovation and infrastructure strengthening, is key in building a sustainable brand image. The theoretical framework of brand image-based Islamic education transformation refers to integrative models that combine theological, pedagogical, and managerial approaches. Effective transformation models usually involve: Integration of Islamic values in all aspects of the curriculum and management, Strengthening the leadership role of Kyai as a moral and spiritual symbol, Implementation of the 7P Marketing Mix strategy to build a consistent and adaptive brand image, Utilization of digital technology for promotion, learning, and community engagement, Development of flagship programs that become the main differentiation of the institution

Empirical studies also highlight the importance of continuous evaluation and adaptation of strategies according to the dynamics of the external environment and stakeholder needs. Although there has been a lot of research on the transformation of Islamic education and brand image strategies, there are several gaps that need to be filled, especially in the context of MTsN 1 Tulungagung. These gaps include: the lack of long-term empirical studies on the impact of integrating brand image strategies and digital technology in the transformation of Islamic education at MTsN 1 Tulungagung, the lack of research that combines in-depth analysis of the role of Kyai leadership with the application of the 7P framework in the context of modern madrasas, the limitations of quantitative and qualitative data related to measuring brand identity and its influence on increasing the number of enrollments and community involvement, the exploration of the integration of Islamic values with modern marketing strategies, especially in the context of digitalization and social media, further research is needed to develop a holistic, adaptive, and relevant brand image-based Islamic education transformation model to the needs of the times and local characteristics of MTsN 1 Tulungagung, the transformation of Islamic education in Indonesia, especially at MTsN 1 Tulungagung, is a multidimensional process that demands integration between Islamic values, curriculum innovation, visionary leadership, and adaptive brand image strategies. Strengthening brand image through the application of the 7P Marketing Mix, the use of digital technology, and the development of superior programs is the key to building competitive advantages in madrasas.

However, internal challenges such as strengthening brand identity and human resource readiness, as well as external challenges such as changing public preferences and competition among educational institutions, must be addressed through an integrated, research-based strategy. Thus, MTsN 1 Tulungagung has the potential to become a model for sustainable, brand-image-based Islamic education transformation that is relevant to current developments.

2. LITERATURE REVIEW

Previous research related to the transformation of Islamic education based on brand image in increasing competitiveness as research (Islam et al., 2026; Mulyono et al., 2025; Pratiwi et al., 2025; Rana, 2026; Sumardi et al., 2023; Zahro & Diana, 2025). This study reconstructs brand image theory with a focus on elementary education management. This reconstruction is important as an implication of conventional brand image theory, which is no longer relevant to current conditions. The values studied in brand image include the institution's internal values, optimization of digital communication strategies, and active community involvement. The approach used is qualitative with systematic analysis of literature. The results of the study indicate that these three brand image values synergize in forming a superior and trusted institutional identity (Pratiwi et al., 2025).

Competition not only occurs in the business world, but also in the world of education, where educational institutions are oriented towards building a positive image in the community to expand their competitiveness. The chosen approach is qualitative with a case study method at MTs Walisongo 1 Maron. The results of the study indicate that this educational institution uses social media (TikTok, Instagram, and Facebook) to promote its institution. By involving alumni, the school communicates its advantages to the community, namely: student achievements (academic and non-academic), school accreditation, and competitive graduate quality. As a result, a positive image of the institution is built and can influence the community in choosing this educational institution (Zahro & Diana, 2025).

The importance of marketing management applies not only to primary and secondary educational institutions, but also to higher education institutions to strengthen their competitiveness. A quantitative approach can explain that student factors are key to increasing the competitiveness of higher education (Mulyono et al., 2025). Research at five private universities in DKI Jakarta with 411 students as respondents explains that communication is a key factor for sustainable competitive advantage (Rana, 2026).

Competitive advantages were also responded positively by the Bin Baz Islamic Center Islamic Boarding School in Yogyakarta in the form of implementing activity programs, team formation, media determination, the role of public relations and parental satisfaction (Sumardi et al., 2023). Meanwhile, the strategy to develop a brand image towards increasing the competitiveness of Madrasah Ibtidaiyah in Tulungagung Regency is in the form of improving the quality of educational services, teacher competence, student achievement, strengthening Islamic values, and communicative communication with the community (Islam et al., 2026).

3. RESEARCH METHODS

This study uses a qualitative approach with a descriptive-analytical approach to examine in depth the brand image-based Islamic education transformation model at MTsN 1 Tulungagung. The qualitative approach was chosen because this study focuses on a holistic understanding of social phenomena, particularly regarding the processes, meanings, and strategies implemented by educational institutions in building their image and competitiveness. This approach allows researchers to obtain in-depth and contextual data, thus being able to describe the reality that occurs more comprehensively (Creswell, 2022). In this context, the study not only seeks to describe the phenomenon but also analyzes the interrelationships between the components that make up the educational transformation model.

The type of research used is a case study, which focuses on a specific object in depth within a real-life context. The selection of the case study was based on the research objective to explore in detail the practice of brand image-based Islamic education transformation that occurred at MTsN 1 Tulungagung as a unique and specific phenomenon. Yin stated that case studies are very appropriate for use when researchers want to understand a phenomenon in depth in a real and complex context (Yin et al., 2018). Thus, this study seeks to uncover various aspects involved in the transformation, including policies, strategies, implementation, and their impact on the institution. Data sources in this study consist of primary and secondary data. Primary data was obtained directly from informants related to the research object, such as the madrasah principal, vice principal for curriculum, teachers, education personnel, students, and parents. Informants were selected purposively, namely based on the consideration that they have knowledge and experience relevant to the research focus. This technique was used to ensure that the data obtained truly aligns with the research needs (Sugiyono, 2017). Meanwhile, secondary data was obtained from various official documents such as madrasa profiles, vision and mission, work programs, activity reports, and other publications related to brand image development and educational transformation.

Data collection techniques in this study were conducted through interviews, observation, and documentation. Interviews were conducted semi-structured to allow researchers the flexibility to dig deeper for information, while remaining focused on the research focus. Through interviews, researchers were able to obtain information related to the perceptions, experiences, and strategies implemented by the madrasah in building its brand image. Observations were conducted directly within the madrasah environment to observe learning activities, school culture, and the implementation of flagship programs. These observations were moderately participatory, in which researchers were only partially involved in the observed activities without disrupting their course (Moleong, 2018). Furthermore, documentation techniques were used to supplement the data obtained through interviews and observations, including written documents, photographs, videos, and archives relevant to the research. Data analysis in this study used the interactive analysis model developed by Miles and Huberman, which includes three main stages: data reduction, data presentation, and conclusion drawing (Miles et al., 2014). Data reduction was carried out by selecting and simplifying data obtained in the field according to the research focus. This process aims to facilitate researchers in identifying relevant patterns and themes. Data is presented in a systematic, descriptive narrative, making it easier to understand the relationships between data. Furthermore, conclusions are drawn gradually and continuously throughout the research process, until valid and accountable findings are obtained.

To ensure data validity, this study employed triangulation techniques, namely source triangulation, method triangulation, and time triangulation. Source triangulation was conducted by comparing data obtained from various informants to ensure consistency of information. Method triangulation was conducted by comparing the results of interviews, observations, and documentation, so that the data obtained became more valid. Meanwhile, time triangulation was conducted by collecting data at different times to ensure information stability (Sugiyono, 2017). In addition, the researcher also conducted member checks, namely the process of confirming with informants regarding interview results to ensure that the data obtained was in accordance with the stated intent. The location of this study was MTsN 1 Tulungagung, which was selected purposively considering that the madrasah had a good reputation and demonstrated a transformation in building a brand image as a superior Islamic educational institution. This research was conducted in several stages, namely the preparation stage, data collection, data analysis, and report preparation. Each stage was carried out systematically to ensure the research results obtained had high validity and reliability.

In its implementation, this study also considered ethical aspects of research. The researcher first requested permission from the madrasah before conducting the research. Furthermore, the researcher maintained the confidentiality of informants' identities and used the data obtained solely for academic purposes. The researcher also attempted to maintain objectivity throughout the research process by not favoring any particular interests. This is crucial to ensure that the research results truly reflect the actual conditions in the field (Creswell & Creswell, 2022). By using this research method, it is hoped that a comprehensive picture of the brand image-based Islamic education transformation model at MTsN 1 Tulungagung will be obtained. This method allows the researcher to deeply understand the strategies used, supporting and inhibiting factors, and the implications of this transformation for improving the quality and competitiveness of Islamic educational institutions. Therefore, the results of this study are expected to contribute both theoretically and practically to the development of Islamic education in Indonesia.

4. RESULTS AND DISCUSSION

The brand image-based transformation of Islamic education at MTsN 1 Tulungagung demonstrates a strategic approach that is not only oriented towards improving the institution's internal quality but also towards strengthening the community's external perception of the madrasah's quality and identity. In this context, brand image is not understood merely as a symbolic image or image, but rather as a representation of the overall quality of educational services provided. This aligns with Kotler and Keller's view that brand image is a perception formed in the minds of consumers based on experiences and information received (Kotler & Keller, 2009). Thus, efforts to build a brand image at MTsN 1 Tulungagung are carried out through strengthening the real substance of education, not just through promotion.

The transformation model implemented at MTsN 1 Tulungagung can be categorized as an integrative transformation model that combines Islamic values with the demands of modern education. This transformation encompasses various aspects, from curriculum and human resources to organizational culture, to management systems and public communication. This integrative approach aligns with the concept of Islamic education, which emphasizes a balance between spiritual and intellectual aspects. In practice, the madrasah not only develops students' academic abilities but also fosters a strong religious character as part of the institution's identity.

An integrative curriculum is a key pillar of this transformation. MTsN 1 Tulungagung developed a curriculum that contextually combines general science with Islamic values. For example, in science lessons, teachers not only convey scientific concepts but also relate them

to relevant Quranic verses. This approach strengthens students' understanding that science and religion are not separate but rather complementary. This concept aligns with the thinking of Al-Attas, who emphasized the importance of integrating science in Islamic education (Al-Attas, 1993). Thus, the curriculum is not only a tool for transferring knowledge, but also a means of forming a comprehensive Islamic worldview.

In addition to the curriculum, improving teacher competency is a key factor in the success of educational transformation. Teachers serve not only as transmitters of material but also as role models and agents of change in the educational process. Therefore, MTsN 1 Tulungagung actively conducts training, workshops, and professional development activities to improve teachers' pedagogical, professional, social, and personal competencies. This aligns with Mulyasa's view that the quality of education is largely determined by the quality of teachers, the primary implementers of the learning process (Mulyasa, 2012). With competent and committed teachers, educational transformation can be effective and sustainable.

In the context of brand image, flagship programs are a crucial element that differentiates MTsN 1 Tulungagung from other educational institutions. Programs such as Quran memorization, bilingual classes, and various extracurricular activities are key attractions for the community. These programs not only improve student quality but also strengthen the madrasah's identity as a leading and innovative Islamic educational institution. This differentiation strategy aligns with the educational marketing concept proposed by Kotler and Fox, which emphasizes the importance of program uniqueness in attracting consumer interest (Kotler & Keller, 2009). By having a clear flagship program, madrasas are able to build a strong position in the competitive educational market.

Brand image strengthening is also supported by the use of technology and digital media. MTsN 1 Tulungagung actively publicizes various activities, achievements, and flagship programs through social media and other digital platforms. This strategy allows the school to reach a wider audience and build effective communication with various parties. In today's digital era, the presence of online media is crucial in shaping public perception of an institution (Kotler & Armstrong, 2018). Thus, digitalization serves not only as a communication tool but also as a strategic tool for building and strengthening brand image.

School culture is another aspect that plays a significant role in brand image-based educational transformation. A strong organizational culture, characterized by discipline, religiosity, cleanliness, and a spirit of achievement, is a hallmark of MTsN 1 Tulungagung. This culture is not merely a formal rule but has been internalized in the daily behavior of students and teachers. Schein states that organizational culture is a pattern of basic assumptions learned

by a group in dealing with external adaptation and internal integration. In this context, school culture becomes a foundation that strengthens the brand image naturally through direct experiences felt by school residents and the community.

The leadership of the madrasah principal also plays a crucial role in the transformation process. The madrasah principal acts as a change agent, initiating and directing change toward the established vision. A visionary, participatory, and communicative leadership style can create a conducive work environment and encourage the involvement of all stakeholders. Yukl stated that effective leadership is leadership that can influence and direct organizational members toward achieving shared goals (Yukl et al., 2013). In this case, the principal of the madrasah not only functions as an administrator, but also as a transformational leader who inspires change.

However, the transformation process is not without challenges. One of the main challenges is resistance to change, especially from some educators who are accustomed to the old system. Furthermore, limited facilities and infrastructure also hinder the implementation of innovative programs. Increasing societal demands for quality education also put pressure on madrasas. However, these challenges can be overcome through effective communication, increased human resource capacity, and sound management. Robbins and Judge emphasize that the success of organizational change is greatly influenced by the ability to manage resistance and involve organizational members in the change process (Robbins et al., 2017).

From a competitive perspective, brand image-based transformation has proven effective in improving MTsN 1 Tulungagung's position in the education competition. This is demonstrated by the increase in enrollment, student achievement, and public trust. Porter states that competitive advantage can be achieved through an organization's ability to create higher value than its competitors (Delgado et al., 2022). In this context, brand image becomes a form of perceived value among the public, thus influencing their decisions in choosing an educational institution. Overall, the brand image-based Islamic education transformation model at MTsN 1 Tulungagung demonstrates that developing an institution's image is inseparable from improving its internal quality. Brand image is not merely an end result, but also part of a process that drives continuous improvement. By integrating Islamic values, educational innovation, and modern communication strategies, the madrasah is able to create a strong identity that is relevant to the needs of the times. This model can serve as an example for other Islamic educational institutions in facing the challenges of globalization and increasingly fierce competition in the world of education.

5. CONCLUSION

Based on the research results and discussion, it can be concluded that the brand image-based Islamic education transformation model at MTsN 1 Tulungagung represents a strategic approach that integrates improving the institution's internal quality with strengthening its external image in the community. This transformation focuses not only on academic aspects but also encompasses the formation of religious character, strengthening school culture, and professional and adaptive management.

The transformation model implemented is integrative and systemic, where all educational components—curriculum, human resources, flagship programs, and organizational culture—are developed in harmony to support the formation of a strong brand image. An integrative curriculum that combines general knowledge and Islamic values serves as the primary foundation for developing students who are not only intellectually intelligent but also possess strong spiritual character. Furthermore, continuous improvement of teacher competency is a crucial factor in ensuring the quality of the learning process.

Flagship programs such as Quran memorization, bilingual classes, and high-achieving extracurricular activities are distinctive features that strengthen the madrasah's identity. Technological support through digitalization and social media publications also plays a significant role in building a positive public perception of the institution. Thus, the resulting brand image is not merely a product of image building, but a true reflection of the quality of educational services provided.

The success of this transformation was also supported by a strong school culture, reflected in the values of discipline, religiosity, responsibility, and a spirit of achievement. The principal's visionary and participatory leadership was the primary driver in directing change and building synergy among all members of the school community. Despite various challenges, such as resistance to change and limited resources, the school was able to manage them well through effective communication and continuous innovation. Overall, the brand image-based transformation of Islamic education at MTsN 1 Tulungagung has proven effective in improving both the quality of education and the institution's competitiveness. This model demonstrates that strengthening an institution's image must be based on strong and consistent internal quality. Therefore, this model can serve as a reference for other Islamic educational institutions in developing relevant and sustainable transformation strategies to face the challenges of globalization and competition in the world of education.

REFERENCES

Al-Attas, S. M. N. (1993). *Islam and secularism*. International Institute of Islamic Thought and Civilization (ISTAC). https://doi.org/10.1057/9780230106703

Amas. (2026). The transformation of Salafiyah Islamic boarding school into Khalafiyah model: A case study of Al-Marjan Pesantren in Banten, Indonesia. *Asian Journal of Human Services, 30*(1). https://doi.org/10.14391/ajhs.e3001.1.007

Creswell, J. W. (2022). *A concise introduction to mixed methods research* (2nd ed.). SAGE Publications Ltd.

Creswell, J. W., & Creswell, J. D. (2022). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications, Inc.

Delgado, M., Ketels, C., Porter, M. E., & Stern, S. (2022). *The determinants of national competitiveness* (NBER Working Paper No. 18249). National Bureau of Economic Research. https://www.nber.org/papers/w18249

Irdiyanti, D. T., Haryono, H., Oktorina, N., & Awalya, A. (2023). Qualitative study on private school branding in Indonesia: Identifying barriers and strategies for school branding. *International Journal of Advanced and Applied Sciences, 10*(12), 100–108. https://doi.org/10.21833/ijaas.2023.12.012

Islam, U., Sayyid, N., Ramatullah, A., Tinggi, S., Muhammad, K. H., Shodiq, A., Pangeran, U., & Nganjuk, D. (2026). Strategies for building brand image to develop the competitiveness of Madrasah Ibtidaiyah in Tulungagung Regency. *MUDIR (Jurnal Manajemen Pendidikan), 8*(2). https://doi.org/10.55352/mudir.v8i2.3254

Kotler, P., & Armstrong, G. (2018). *Principles of marketing* (17th ed.). Pearson Education Limited.

Kotler, P., & Keller, K. L. (2009). *Marketing management* (13th ed.). Prentice Hall.

Mahmud, M. Y., Fadlilah, Fitriani, S., Chaniago, F., Farwati, S., & Sakunti, S. R. (2026). Educational excellence and strategic promotion: Strengthening Islamic school branding through 7P integration. *Munaddhomah, 7*(1), 44–59. https://doi.org/10.31538/munaddhomah.v7i1.1907

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications, Inc.

Moleong, L. J. (2018). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.

Mulyasa, E. (2012). *Manajemen dan kepemimpinan kepala sekolah*. Bumi Aksara.

Mulyono, H., Fikri, M. H., Hadian, A., Panjaitan, D. J., & Syamsuri, A. R. (2025). Value-based marketing transformation in Islamic higher education: A multidimensional analysis of competitive development strategies, brand image, and transformative student experiences. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi, 9*(3), 1185–1193. https://doi.org/10.22437/jiituj.v9i3.43194

Munjin. (2022). The strategies of brand image building at private institution of Islamic education in Purwokerto. *Pegem Eğitim ve Öğretim Dergisi, 12*(2), 123–132. https://doi.org/10.47750/pegegog.12.02.12

Muqowim, & Lessy, Z. (2021). Revisiting Islamic studies: Cementing bases for integrating science and religion in Islamic higher educational institutions. *Jurnal Pendidikan Agama Islam, 18*(1), 1–20. https://doi.org/10.14421/jpai.2021.181-01

Naim, N., Aziz, A., & Teguh, T. (2022). Integration of Madrasah diniyah learning systems for strengthening religious moderation in Indonesian universities. *International Journal of Evaluation and Research in Education, 11*(1), 108–119. https://doi.org/10.11591/ijere.v11i1.22210

Nugraha, A. R., Bakti, I., & Zubair, F. (2026). The branding and reputation of Islamic education: Its impact on public perceptions of Islamic schools, West Java, Indonesia. *Ianna Journal of Interdisciplinary Studies, 8*(1), 459–471. https://doi.org/10.5281/zenodo.17722474

Pratiwi, D. A., Aslamiah, A., Noorhapizah, N., & Novitawati, N. (2025). Reconstruction of brand image theory in education management: Conceptual study, technology, and transformation direction. *Journal of Economics Education and Entrepreneurship, 6*(2), 233. https://doi.org/10.20527/jee.v6i2.15725

Rana, J. A. S. (2026). From knowledge assets to brand equity: The role of integrated marketing communication and social media in Indonesian private universities. *Journal of Marketing Innovation (JMI), 6*(1), 75–95. https://doi.org/10.35313/jmi.v6i1.370

Robbins, S. P., Judge, T. A., & Campbell, T. T. (2017). *Organizational behavior* (2nd ed.). Pearson.

Sugiyono. (2017). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Sumardi, R. W., Mahmudah, F. N., Abbas, N., & Suparman, M. F. (2023). Branding image strategy in enhancing the competitive advantage of Pondok Pesantren Islamic Center Bin Baz Yogyakarta. *Al Hikmah: Journal of Education, 4*(1), 107. https://doi.org/10.54168/ahje.v4i1.148

Yin, K. Y., Yusof, R., Lok, S. Y. P., & Zakariya, Z. (2018). The effects of collaborative mobile learning using Edmodo among economics undergraduates. *International Journal of Academic Research in Progressive Education and Development, 7*(3), 40–47. https://doi.org/10.6007/IJARPED/v7-i3/4283

Yukl, G., Mahsud, R., Hassan, S., & Prussia, G. E. (2013). An improved measure of ethical leadership. *Journal of Leadership & Organizational Studies, 20*(1), 38–50. https://doi.org/10.1177/1548051811429352

Zahro, F., & Diana, E. (2025). Public relations strategies in improving brand image and institutional competitiveness in the digital era. *Electronic Journal of Education, Social Economics and Technology, 6*(1), 724–732. https://doi.org/10.33122/ejeset.v6i1.912