



Digital Branding Strategy Of Islamic Boarding School Students In Increasing The Attraction Of Prospective Students A Systematic Review Of The Literature

Hafidatun Nabila^{1✉}, Yusril Ihza Saputra², Uryatul Hikmah³, Aminullah⁴, Moh. Holidi⁵, Febi Febrianto⁶, Umar Manshur⁷
^{1,2,3,4,5,6,7}Nurul Jadid University, Paiton, Indonesia

Article History:

Received: 28 February 2025

Revised: 08 March 2025

Accepted: 22 March 2025

Published: 23 April 2025

Keywords:

Digital Branding, Islamic Boarding School, Strategy, Attraction, Students

✉ Correspondence

hafidatunnabila@gmail.com

Abstract:

This study analyzes the digital branding strategies of Islamic boarding schools (pesantren) to increase the attractiveness of prospective students through a literature review approach. The era of the Industrial Revolution 4.0 and the development of digital technology have encouraged Islamic boarding schools to adapt by utilizing digital media such as websites, social media, and digital da'wah content as strategic tools to build a positive image, expand the reach of information, and increase public trust. This strategy encompasses not only the visual aspects and identity of the institution, but also the display of religious values, culture, the character of the kiai (Islamic scholars), and innovation in content presentation. Social media such as Instagram, YouTube, TikTok, and Facebook have become primary platforms for effective two-way communication, supporting the branding process, and building emotional relationships with the community. However, the implementation of digital branding in Islamic boarding schools faces challenges such as limited human resources, digital literacy, and professional content management. This study emphasizes the importance of integrating Islamic values with technological innovation to maintain the relevance of Islamic boarding schools in the digital era and strengthen the institution's competitiveness and reputation. It is hoped that the results of this study will provide a systematic and comprehensive overview of Islamic boarding school digital branding practices as an important strategy in attracting prospective students and building a positive image in the eyes of the community.

INTRODUCTION

The development of digital technology in the era of the Industrial Revolution 4.0 has brought significant changes to various aspects of life, including Islamic education. This transformation has not only impacted the learning process but also the way educational institutions build their image and communicate with the public. Islamic boarding schools, as the oldest Islamic educational institutions

How to Cite:

Ni'am, Et, al. (2025) The Power of Word-of-Mouth: Understanding the Dynamics of Organic Marketing in Faith-Based Educational Institutions
Copyright © 2025 The Author



in Indonesia, are now faced with the challenge of adapting to these developments to remain relevant and competitive amidst the increasing choice of Islamic educational institutions.

In recent years, the public's search patterns for information about educational institutions have undergone a significant shift. Prospective students and parents no longer rely solely on word of mouth, but also utilize digital media such as websites, Instagram, YouTube, and other platforms to assess the quality and reputation of Islamic boarding schools. This situation indicates that the image or branding of Islamic boarding schools is no longer formed conventionally, but is instead heavily influenced by the institution's digital presence and communication strategies.

Digital branding is a crucial strategy for building the appeal of educational institutions, including Islamic boarding schools. Branding extends beyond logos or visual identities, but also encompasses how Islamic boarding schools consistently present their values, culture, activities, and achievements to the public through digital media. In the context of Islamic boarding schools, digital branding plays a crucial role in shaping positive public perception, increasing trust, and expanding the reach of information to prospective students. (Khofsah, 2025; M. Rahman, 2025; Shoha, 2025).

However, the implementation of digital branding in Islamic boarding schools still faces various challenges. Not all Islamic boarding schools have adequate human resources for digital media management, limited technological literacy, and a suboptimally structured digital communication strategy (Wahid, 2025). Furthermore, some Islamic boarding schools are still in the transition phase from traditional to digital communication patterns, so their branding strategies are not yet fully integrated and sustainable.

Various previous studies have shown that utilizing social media platforms such as Instagram, Facebook, and YouTube can increase the visibility and positive image of Islamic educational institutions (Hefniy & Alwahedi, 2025; Holidi, 2025; Manshur, 2025). However, these studies tend to be fragmented, and few have specifically synthesized Islamic boarding school digital branding strategies comprehensively within a single, structured literature review. This indicates a research gap that requires further exploration to obtain a comprehensive picture of Islamic boarding school digital branding strategies.

Based on these conditions, this study aims to analyze the digital branding strategies of Islamic boarding schools (pesantren) to increase the attractiveness of prospective students through a literature review approach. This study will identify various strategies used by Islamic boarding schools to build their digital image, the media used, and their impact on increasing prospective student interest. Thus, this research is expected to provide a systematic and comprehensive overview of Islamic boarding school digital branding practices in the modern era.

The novelty of this research lies in its focused literature synthesis, which specifically examines Islamic boarding schools' digital strategies, focusing on increasing their appeal to prospective students. Unlike previous studies, which generally discuss digital media separately or focus solely on one aspect of social media, this study integrates various research findings into a coherent conceptual framework. Furthermore, this study places prospective students at the center of

analysis in assessing the effectiveness of Islamic boarding schools' digital branding, providing a new perspective on the study of Islamic education branding in the digital era.

RESEARCH METHODS

This research uses a literature review approach with a systematic design to examine, evaluate, and synthesize various previous research findings relevant to the topic under study. This method was chosen because it provides a comprehensive understanding and produces findings based on previously published scientific studies.

The data collection process was conducted through a search of credible academic sources, such as journal articles, scientific books, and other supporting documents. The literature search was conducted online through various academic databases, including Google Scholar, ResearchGate, PubMed, and Scopus (Donkoh & Mensah, 2023; Rosaliza, Asriwandari, & Indrawati, 2023; Salmona & Kaczynski, 2024). Keywords were used to identify relevant sources based on the research focus.

This is due to the researcher's limited capabilities, which precluded conducting an in-depth and detailed literature review. Furthermore, the simplicity and ease of presentation of the results were intended to facilitate reader comprehension of the study's content (Hennink & Kaiser, 2022; Meydan & Akkaş, 2024; Niam et al., 2024).

RESULTS AND DISCUSSION

Islamic Boarding School Digital Branding Concept

Based on the results of various studies, branding educational institutions is a strategic aspect in shaping a competitive image amidst increasingly fierce educational competition. Simply put, branding can be understood as a systematic effort to build, strengthen, and maintain an institution's identity so that it is recognized, trusted, and remembered by the public. Haris (2023)) explains that branding is not only related to a name or logo, but encompasses the overall values, qualities, and character that are conveyed to the public. These findings indicate that branding in education is not merely symbolic but also reflects the overall quality and credibility of the institution.

Numerous studies also show that branding plays a crucial role in attracting student interest and building parental trust. Hermanto (2024) explains that educational institutions with strong branding tend to gain social legitimacy more easily. In various studies, branding is manifested through flagship programs, student achievement, the quality of teaching staff, facilities, and institutional culture. This indicates that branding serves not only as a promotional tool but also as a representation of the educational institution's commitment to quality and identity.

Along with the development of information technology, literature reviews indicate a transformation of branding towards the digital realm. Digital branding is understood as an effort to build an institution's image through the use of digital media, such as websites and social media. Kurniasih & Setianti (2024) emphasized that the use of digital media enables educational institutions to reach the public

more broadly, quickly, and interactively. However, several studies also revealed that optimizing digital branding still faces various obstacles, such as limited human resources, low digital literacy, and unprofessional content management.

In the context of Islamic boarding schools, findings from various studies indicate that digital branding is a crucial strategy for building a positive image without abandoning traditional values. The image of an Islamic boarding school is shaped not only through publications but also through the consistency of values, culture, and the quality of interactions between elements of the institution. This demonstrates that Islamic boarding school branding is holistic, encompassing both visual aspects and values internalized in daily life.

Furthermore, the research results show that the image of Islamic boarding schools is formed from a combination of physical and non-physical aspects. Physically, the image can be seen through the institution's identity, such as its name, facilities, and publications. Meanwhile, non-physically, the image is built through values, culture, service quality, and communication patterns. These findings indicate that a positive image contributes to increased public trust, parental loyalty, and prospective students' interest in joining the Islamic boarding school.

Furthermore, various studies have confirmed that the uniqueness of Islamic boarding schools lies in their religious values, traditions, and distinctive culture, which are their main attractions. Values such as discipline, simplicity, and closeness to the kiai (Islamic cleric) are the primary identities that distinguish Islamic boarding schools from other educational institutions. Therefore, the digitalization process does not eliminate these values but rather accommodates them in a more adaptive way to remain relevant to current developments.

The transformation of Islamic boarding schools (pesantren) from a traditional to a modern system is also a significant finding in the literature review. Traditional Islamic boarding schools, which focused on teaching yellow books using the sorogan, bandongan, and halaqah methods, are now beginning to transform by integrating general knowledge, implementing the national curriculum, and utilizing technology. This demonstrates that Islamic boarding schools have a high capacity to adapt to changing times without losing their core identity.

In this image-building process, several studies have shown that kiai play a crucial role. Kiai serve not only as educators and caregivers, but also as sources of religious authority that establish legitimacy and public trust in Islamic boarding schools. This position makes kiai key figures in building the institution's reputation.

People tend to send their children to Islamic boarding schools (pesantren) due to their strong belief in the kiai (Islamic leader), especially those led by charismatic kiai. Abdurahman Mas'ud explained that the students accept the kiai's leadership because of their belief in the concept of blessing (barakah) inherent in the figure of a scholar and guardian. They believe that this figure possesses certain special qualities, so their leadership is accepted as a necessity, strengthening the community's trust in the pesantren.

Furthermore, various studies have revealed that the authority of the kiai is not only structural, but also cultural and spiritual. In the pesantren tradition, the kiai is the primary role model for the students, which in a modern context can be

understood as image building by charisma. This suggests that the reputation of the pesantren is greatly influenced by the kiai's charisma and authority in the eyes of the community.

Furthermore, the kiai also plays the primary role of controlling the process of nurturing students. As a miniature of society, Islamic boarding schools present complex social dynamics, thus requiring figures capable of maintaining stability. Rohematul Kutsiyah & Itaanis Tianah (2025) emphasize that kiai play a crucial role in resolving various problems within the pesantren environment. Similarly, Asnawan dan Sulaiman (2020) explain that kiai are able to establish a dialogue between Islamic teachings and the realities of life and provide contextual solutions.

In the organizational structure of Islamic boarding schools, research also shows that the kiai is the highest leader who determines the direction and policies of the institution. The *sami'na wa atha'na* relationship pattern reflects the high level of student obedience (Zaini et al., 2025). Furthermore, despite the modernization of Islamic boarding schools, strategic decisions remain under the authority of the kiai (Didit Ruhdiyanto et al., 2024). This demonstrates that kiai leadership remains the primary foundation for maintaining the sustainability and reputation of Islamic boarding schools.

Thus, based on a synthesis of various studies, the concept of digital branding of Islamic boarding schools can be understood as a strategic effort to build and communicate the identity of Islamic boarding schools through digital media without abandoning traditional values. Digital branding is not only related to technology-based promotion, but also a long-term process of building legitimacy, strengthening reputation, and increasing the competitiveness of Islamic boarding schools. In this regard, kiai (Islamic clerics) are a key element in strengthening public trust, thus playing a crucial role in the success of Islamic boarding school branding in the digital era.

Digital Islamic Boarding School Branding Strategy

A branding strategy is a systematic effort undertaken by Islamic educational institutions, particularly Islamic boarding schools, to build image, identity, and public trust through the use of digital technology. Branding is not only understood as promotional activities, but also as a process of building long-term relationships between the institution and the community as consumers of education. From a brand resonance perspective, branding success is characterized by the formation of loyalty and emotional attachment among the community to the institution (Munif, Rufaida, & Lama, 2025; F. S. Rahman, Nu'man, & Iskandar, 2023).

In the context of education, branding strategies are becoming increasingly important due to increased competition between educational institutions and changes in societal behavior in the digital age. Branding educational institutions and changes in societal behavior in the digital age. Branding educational institutions aims to build a positive perspective, increase attractiveness, and strengthen public trust. However, branding success cannot be separated from the quality of educational services, facilities, and graduates produced by the institution (Albustomi & Baharun, 2025; Thohir, 2024).

For Islamic boarding schools, digital branding strategies play a crucial role in maintaining their existence while expanding their reach. Globalization and technological advancements require Islamic boarding schools to be more adaptive and innovative without abandoning their distinctive Islamic values. Therefore, branding serves not only as a marketing tool but also as a communication tool to convey the values, vision, and excellence of the Islamic boarding school to the community.

In general, the objectives of a digital branding strategy for Islamic boarding schools include: (1) attracting the interest of prospective students, (2) building a positive image of the institution, and (3) increasing public trust. To achieve these objectives, Islamic boarding schools need to demonstrate differentiation through the excellence of their educational programs, achievements, and unique characteristics. This way, the public has a clear picture of the identity and quality of the Islamic boarding school. In its implementation, a digital branding strategy for Islamic boarding schools can be carried out through various approaches. One of them is the use of digital media such as websites and social media as official information centers that provide complete profiles, programs, and activities of Islamic boarding schools, while social media allows for two-way interaction and the rapid dissemination of information more widely.

Furthermore, the role of the *kiai* as a central figure in an Islamic boarding school is a crucial part of the branding strategy. Community trust in the *kiai*, based on religious values and scholarly charisma, is a key factor in shaping the image of the Islamic boarding school. The *kiai* serves not only as a leader but also as a representative of the institution's values and legitimacy in the eyes of the community. Therefore, the *kiai*'s leadership can be a powerful force in the institution's image building.

Thus, the Islamic boarding school's digital branding strategy integrates strengthening the institution's identity, utilizing digital media, and optimizing the figure of the *kiai* as a symbol of trust. These three aspects form the basis for building a strong and relevant image for the Islamic boarding school. The implementation of this digital branding strategy will be described in more detail in the following subchapters.

Social Media

In the digital era, social media has become a technological innovation with a significant impact on various fields, including the management of modern Islamic boarding schools. Platforms such as Facebook, Twitter, Instagram, YouTube, and TikTok serve not only as entertainment but also as communication media, sources of information, and educational resources (Barokah, 2025; Saleha & Sholihah, 2024). The presence of social media has brought about changes in the dynamics of Islamic boarding schools, both in terms of their institutions and student activities (Farid, 2024). This demonstrates that social media has transformed into a strategic instrument in supporting the existence and development of Islamic boarding schools in the digital era.

Conceptually, social media is a digital-based platform that enables rapid and widespread social interaction and information exchange. In the educational context, the use of social media has proven effective as a digital marketing

strategy in attracting public interest, particularly parents, in selecting educational institutions based on Islamic values (Ramdhan, 2024). Thus, social media serves not only as a communication medium but also as a branding tool that can increase the competitiveness of Islamic educational institutions.

In practice, modern Islamic boarding schools utilize platforms like Instagram, TikTok, and YouTube as their primary digital communication mediums. Instagram is used to present visual content in the form of student activities, flagship programs, and institutional information. TikTok is used to deliver creative and educational short video content, such as student activities and concise Islamic messages that are easily understood by the younger generation. Meanwhile, YouTube is used to present long-form content, such as religious studies, activity documentation, and comprehensive Islamic boarding school profiles.

The types of content presented include students' daily activities, learning processes, academic and non-academic achievements, and Islamic preaching content. The publication of this content contributes to building a positive image of Islamic boarding schools in the public eye (Azaroh, 2025; Najiah, 2025; Naningsih, Hidayah, & Aniati, 2024). This demonstrates that the quality and consistency of content are crucial factors in shaping public perception of Islamic boarding schools as modern and adaptive educational institutions.

Furthermore, social media plays a role in increasing the appeal of Islamic boarding schools to prospective students. By presenting engaging and informative content, Islamic boarding schools are able to expand their promotional reach and reach a wider audience without geographical boundaries. Easy access to information for the public, especially parents, also influences the decision-making process when choosing an educational institution. This demonstrates that social media plays a significant role in increasing public interest and trust in Islamic boarding schools.

Furthermore, social media also strengthens interactions between Islamic boarding schools and alumni, guardians, and the wider community, thus forming a digital community that supports the institution's development. Furthermore, the use of media also encourages the development of digital skills among students that are relevant to the demands of the modern era (Mustafa & Maulana, 2024; Sholehah & Ichsan, 2025).

Social media utilization strategies in Islamic boarding schools include determining target audiences, selecting appropriate platforms, developing engaging and relevant content, and optimizing social media features. Consistency in visual identity and communication style is also a crucial factor in building institutional branding. Social media, particularly Instagram, has become the dominant platform due to its high user base and its ability to present information visually and interactively (Dratistiana, 2023).

However, social media utilization in Islamic boarding schools still faces challenges such as limited human resources for content management and suboptimal strategy implementation. This demonstrates that the success of Islamic boarding schools' digital branding is determined not only by social media users but also by the quality of management and strategies implemented.

Thus, the use of social media platforms such as Instagram, TikTok, and YouTube is no longer complementary but has become a primary tool in Islamic

boarding schools' digital branding strategies. This demonstrates that social media integration can strengthen the institution's image, increase public trust, and significantly influence parents' decisions in choosing an Islamic boarding school as an educational institution for their children.

Islamic Boarding School Website

Islamic boarding school websites are strategic digital instruments that function as institutional information systems and digital branding tools for Islamic education. With the advancement of information technology, websites serve not only as publication media but also as the center of an integrated, systematic, and sustainable official information system for Islamic boarding schools. The development of Islamic boarding school websites aims to provide comprehensive and accurate information regarding institutional profiles, educational programs, curricula, activities, achievements, and information on new student admissions (PSB). With optimal content management, websites play a role in strengthening the institution's image as professional, credible, and adaptable to digital developments.

The development of Islamic boarding school websites is carried out through several stages, namely planning that includes determining objectives, target users, and types of content: a simple, modern, and easily accessible website design, the preparation of informative content such as Islamic articles, Islamic boarding school news, activity documentation, and academic information, as well as ongoing management and maintenance to ensure the website remains active and relevant (Fatoni et al., 2020). This shows that the website functions not only as an information medium, but also as an instrument for digitalizing information management that supports the transparency and accountability of the institution. Thus, the website facilitates access to official information for prospective students and parents in a fast, open, and structured manner.

Furthermore, the development of Islamic boarding school websites also contributes to strengthening public trust in Islamic educational institutions. This aligns with Kadi (2018) opinion, which states that Islamic boarding school websites are an important tool for expanding information reach, increasing transparency, and strengthening the institution's image in the digital age. Thus, websites become a key instrument in building a professional, modern, and technology-based Islamic boarding school brand.

This demonstrates that Islamic boarding school websites serve not only as informational platforms but also as strategic instruments for building institutional branding, increasing transparency, and strengthening public trust in Islamic educational institutions. Therefore, optimizing professional website management is crucial to supporting the digitalization of Islamic boarding school information management and enhancing the institution's attractiveness amidst increasingly complex educational competition.

Digital Preaching Content

Digital Islamic preaching content has become a strategic tool for strengthening Islamic boarding school branding in the era of digital transformation. In this context, Islamic boarding schools utilize digital media such

as websites and social media to disseminate moderate, inclusive, and adaptive Islamic values. This use of technology not only expands the reach of Islamic preaching but also strengthens the presence of Islamic boarding schools in the digital society (Abas & Kholidah, 2025; Wagner, 2025; Yakin, 2025).

The digital da'wah content developed by Islamic boarding schools demonstrates a transformation from conventional models to more varied and creative content. The content extends beyond religious sermons to videos of student activities, creative visuals, and educational and inspirational Islamic materials. Content creation aligns with the Islamic boarding school's vision and mission, encompassing da'wah, education, information, and inspiration (Listrianti, 2020; Mundir, Baharun, Soniya, & Hamimah, 2022). This demonstrates that social media is no longer merely a communication tool but has become a structured, values-based da'wah platform.

Furthermore, a storytelling approach is a crucial element in packaging digital Islamic preaching content. Narratives that depict the lives of students, their daily activities, and the internalization of values such as sincerity, discipline, and brotherhood have proven effective in building emotional connection with the audience. This approach makes Islamic preaching more contextual and humanistic, making it more easily accepted by the digital community, especially the younger generation. Thus, Islamic preaching content not only conveys religious messages but also builds emotional connections that strengthen the positive image of Islamic boarding schools.

In its implementation, the digital da'wah strategy is carried out systematically through structured planning and management. The Islamic boarding school forms a media team consisting of students, alumni, and administrators who have competencies in graphic design, videography, and social media management, various platforms such as Instagram, YouTube, TikTok, and Facebook with content characteristics tailored to each platform, such as short lecture videos for TikTok, long studies for YouTube, and Islamic quotes and activity documentation for Instagram and Facebook (Risma & Lailatul, 2025). This shows that digital da'wah has become part of the Islamic boarding school's institutional strategy that is designed professionally.

Thus, it is understandable that the digital da'wah content of Islamic boarding schools has undergone significant transformation, both in terms of form, strategy, and management. Ultimately, the integration of classical Islamic values with digital innovation keeps Islamic boarding schools relevant amidst modern developments and strengthens their appeal as values-based Islamic education.

Impact and Challenges of Islamic Boarding School Digital Branding

The development of social media in education has driven a transformation in institutional promotional strategies, including Islamic boarding schools, from conventional approaches to more adaptive digital branding. Digital branding serves not only as an information medium but also as a strategic tool in shaping public perception, increasing the institution's appeal, and influencing the decisions of prospective students and parents.

Several studies have shown that social media plays a significant role in increasing student engagement and interest. Ananda (2024) emphasized that

social media can be an effective educational tool through the presentation of visual and interactive content, while Handayani (2024) demonstrated that broad access to information through social media supports flexible learning processes. Conceptually, these findings indicate that optimizing social media in Islamic boarding schools' digital branding directly contributes to increasing prospective students' interest, particularly through the presentation of informative, persuasive, and relevant content tailored to the needs of the digital generation.

On the other hand, social media use also has implications for changing parents' decision-making patterns when choosing educational institutions. Suryaningsih (2020) serta Ramly dna Ayu (2022) show that social media exposure can influence perceptions of educational quality and learning outcomes. This indicates a shift from conventional, community-based recommendations to digital information-based patterns. In the context of Islamic boarding schools, digital branding is a determining factor in building public trust, so institutions that are active and credible on social media tend to be more preferred by the public.

Furthermore, digital branding plays a role in reconstructing the image of Islamic boarding schools as institutions that are not only oriented towards tradition but also adaptable to technological developments. Kristanti et al. (2025) revealed that social media contributes to the formation of students' character and image, which indirectly reflects the identity of the educational institution. Thus, digital branding of Islamic boarding schools not only impacts quantitative aspects such as increasing the number of applicants, but also qualitative aspects by strengthening the institution's image as a modern, open, and responsive institution to changing times.

However, the implementation of digital branding for Islamic boarding schools still faces various structural and cultural challenges. Limited human resources are a major obstacle, particularly related to low digital literacy among educators and institutional administrators. Nasiruddin (2022) serta Asmal & Taufik (2023) emphasize that the effectiveness of social media utilization in education is largely determined by the user's competence in optimally managing and producing content. This suggests that without adequate human resource support, digital branding will not be optimally implemented.

Furthermore, limited facilities and infrastructure, including access to technology and funding, also hinder the development of Islamic boarding schools' digital branding. Not all institutions have the facilities to support sustainable digital activities. Furthermore, the cultural factors within Islamic boarding schools, which tend to uphold traditional values, also influence the level of faith in digital innovation. Khairuni (2016) emphasized that the use of social media in education must be balanced with the strengthening of moral values to minimize negative impacts. Therefore, integrating technology and Islamic values presents a challenge that needs to be managed effectively.

Overall, these findings indicate that digital branding significantly contributes to increasing prospective student interest, fostering a positive perception, and strengthening the position of Islamic boarding schools and the competitiveness of educational institutions. However, successful implementation depends heavily on the institution's internal preparedness, both in terms of human resources, integration, and sustainability, so that digital branding can be implemented optimally without neglecting the unique characteristics and values

of Islamic boarding schools.

CONCLUSION

Islamic boarding school branding strategies are crucial and effective in increasing the attractiveness of prospective students and strengthening the institution's positive image in the digital era. Through the use of social media and creative digital Islamic preaching content based on Islamic values, Islamic boarding schools can showcase their uniqueness, quality, and distinctive culture more broadly and interactively. This branding implementation not only helps expand the reach of information and build public trust but also projects an image of the Islamic boarding school as relevant, modern, and adaptive to current developments. However, the success of this strategy is greatly influenced by the institution's internal readiness, such as resources, competent human resources, and adequate technological facilities. Therefore, digital branding management must be carried out in an integrated, sustainable manner, and based on the characteristics and values of the Islamic boarding school. This research emphasizes the need for digital innovation and adaptation that still considers Islamic and traditional aspects as the main strengths of Islamic boarding schools amidst the competition in modern education.

REFERENCE

- Abas, M. C., & Kholidah, N. D. (2025). Improving Brand Awareness of Educational Institutions Through Educational Personnel Recruitment Management in Madrasah. *At-Tarbiyat*, 8.
- Albustomi, A. Y., & Baharun, H. (2025). The Significance of Spiritual Leadership in Redefining the Culture of Sustainable Quality: The Process of Internalizing Values. *TIME Journal: Transformation of Islamic Management and Education Journal*, 2(1), 41–51.
- Azaroh, S. (2025). Implementasi Model Problem Based Learning untuk Meningkatkan Hasil Belajar Siswa pada Materi Larangan Mengonsumsi Minuman Keras. *Journal of Pedagogical and Teacher Professional Development*, 2(1), 122–139.
- Barokah, M. (2025). Management of Learning Outcomes Through SIJAGU PAI Design and Implementation of a Digital Reporting System for Islamic Religious Education. *Journal of Educational Management Research*, 4(2), 845–860.
- Donkoh, S., & Mensah, J. (2023). Application of Triangulation in Qualitative Research. *Journal of Applied Biotechnology and Bioengineering*, 10(1), 6–9. <https://doi.org/10.15406/jabb.2023.10.00319>
- Hefniy, H., & Alwahedi, M. A. A. (2025). Virtual School Tours: Boosting Community Interest and Attracting Prospective Students. *Evaluasi: Jurnal Manajemen Pendidikan Islam*, 9(2), 340–353. <https://doi.org/10.32478/3gtzvf72>
- Hennink, M., & Kaiser, B. N. (2022). Sample Sizes for Saturation in Qualitative Research: A Systematic Review of Empirical Tests. *Social Science & Medicine*, 292, 114523. <https://doi.org/10.1016/j.socscimed.2021.114523>

- Holidi, M. (2025). CBT Exam Implementation Guidance for Students in Facing Digital-Based Assessments. *Communautaire: Journal of Community Service*, 4(3), 297–312. <https://doi.org/10.61987/communautaire.v4i3.820>
- Khofsah, S. (2025). Management of the Habit of Reading the Qur'an as an Effective Memorization Strategy for Tahfidz Class Students at Madrasahs. *Journal of Education Management and Policy*, 1(3), 198–207.
- Listrianti, F. (2020). Transformation of Curriculum Development Based on Nationality-Oriented. *Jurnal Ilmiah Peuradeun*, 8(1), 37. <https://doi.org/10.26811/peuradeun.v8i1.380>
- Manshur, U. (2025). Madrasah Vision Management Strategy in Realizing Superior Educational Quality. *Educare: Jurnal Ilmu Pendidikan*, 5(1), 1–15. <https://doi.org/10.71392/ejip.v5i1.122>
- Meydan, C. H., & Akkaş, H. (2024). The Role of Triangulation in Qualitative Research: Converging Perspectives. In *Principles of Conducting Qualitative Research in Multicultural Settings* (pp. 98–129). IGI Global. <https://doi.org/10.4018/979-8-3693-3306-8.ch006>
- Mundir, A., Baharun, H., Soniya, S., & Hamimah, S. (2022). Childhood Behavior Management Strategy Based on Fun Learning Environment. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(4), 2583–2595. <https://doi.org/10.31004/obsesi.v6i4.2063>
- Munif, M., Rufaida, R., & Lama, A. V. (2025). Optimizing Student Participation With Gamification Learning Media: A Study of Digital-Based Structural Gamification. *Cendekia: Jurnal Kependidikan dan Kemasyarakatan*, 23(2). <https://doi.org/10.21154/cendekia.v23i2.11640>
- Mustafa, M., & Maulana, M. Z. (2024). Learning Innovation: Improving Educational Effectiveness in the Digital Age. *Proceeding of International Conference on Education, Society and Humanity*, 2(2), 720–726.
- Najiah, L. (2025). Implementation of Total Quality Management (TQM) as a Continuous Improvement Model in Educational Management: Implementasi Total Quality Management (TQM) sebagai Model Perbaikan Berkelanjutan dalam Pengelolaan Pendidikan. *JEMINOV: Journal of Education Management and Innovation*, 1(2), 14–23.
- Naningsih, E., Hidayah, F., & Aniati, A. (2024). Enhancing Learning Quality: The Role of Teacher Competence in Madrasah. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 7(3).
- Niam, M. F., Rumahlewang, E., Umiyati, H., Dewi, N. P. S., Atiningsih, S., Haryati, T., & Fathin, S. (2024). Metode Penelitian Kualitatif.
- Rahman, F. S., Nu'man, A., & Iskandar. (2023). Developing Student Moderation Attitudes Through Self-Control-Based Class Management. *Profesi Pendidikan Dasar*, 10(1), 1–14. <https://doi.org/10.23917/ppd.v10i1.21644>
- Rahman, M. (2025). Improving the Quality of Education in Madrasah Tsanawiyah Through Digital Technology-Based Strategic Management. *JETech: Journal of Education and Technology*, 2(1), 11–19.
- Rosaliza, M., Asriwandari, H., & Indrawati, I. (2023). Field Work: Etnografi dan Etnografi Digital. *Jurnal Ilmu Budaya*, 20(1), 74–103. <https://doi.org/10.31849/jib.v20i1.15887>

- Saleha, L., & Sholihah, C. (2024). Eco-Friendly Media: Assistance in Developing Educational Props from Waste Materials in Probolinggo City. *Guyub: Journal of Community Engagement*, 5(1), 249–271. <https://doi.org/10.33650/guyub.v5i1.8317>
- Salmona, M., & Kaczynski, D. (2024). Qualitative Data Analysis Strategies. In *How to Conduct Qualitative Research in Finance* (pp. 80–96). Edward Elgar Publishing. <https://doi.org/10.4337/9781803927008.00012>
- Shoha, S. I. (2025). Curriculum Renewal Management in Elementary Schools: A Case Study of the Implementation of the Independent Curriculum in Schools. *Journal of Education Management and Policy*, 2(1), 61–71.
- Sholehah, P. M., & Ichsan, M. (2025). Development of Study House Jember Learning Guidance Management Application Using the Django Framework. *MJTI: Multidisciplinary Journal of Technology and Informatics*, 1(2), 57–65.
- Thohir, P. F. D. M. (2024). Strengthening the Reputation of Islamic Boarding Schools: The Role of Leadership, Educational Innovation, and Local Wisdom. *Managere: Indonesian Journal of Educational Management*, 6(3), 331–346. <https://doi.org/10.52627/managere.v6i3.720>
- Wagner, D. A. (2025). *Learning as Development: Rethinking International Education in a Changing World*. Taylor & Francis. <https://doi.org/10.4324/9781003400370>
- Yakin, A. (2025). Transforming Organizational Culture in Islamic Educational Institutions: Cultivating a Quality-Oriented Learning Environment for Academic Excellence. *Journal of Educational Management Research*, 4(4), 1711–1731.