

Economic Valuation of Digital Marketing Crisis Management for Islamic School Reputation

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Abstract:

The increasing dependence of educational institutions on digital communication has made institutional reputation an important economic asset requiring effective crisis management. This study examines the economic valuation of digital marketing crisis management in strengthening the reputation of Islamic schools. A qualitative case study was conducted involving 20 purposively selected informants, including one principal, six teachers, three administrative staff members, eight parents, and two community leaders. Data were collected through interviews, observations, document analysis, and questionnaires, then analyzed using data condensation, reduction, display, verification, and triangulation. The results revealed that rapid digital crisis management strengthened institutional reputation, strategic digital marketing increased stakeholder trust through consistent communication, and systematic reputation preservation reduced long-term promotional expenditure. This study proposes an integrated framework linking economic valuation, digital marketing, crisis communication, and Islamic educational governance. Implications: Educational institutions should adopt proactive digital governance to enhance reputation, stakeholder trust, and sustainable resource efficiency.

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INTRODUCTION

The evolution and expansion of digital communication have transformed how educational institutions establish public trust and maintain long-term competitiveness. Islamic schools increasingly rely on digital marketing platforms to communicate institutional values, educational quality, and community engagement (Ali et al., 2021; Saepudin et al., 2023; Usman et al., 2021). However, digital reputation has become a valuable economic asset because negative online information can rapidly influence



enrollment decisions, donor confidence, and institutional sustainability. Society now expects educational organizations to respond professionally to digital communication challenges while preserving credibility and accountability (Pomytkina et al., 2021; Shirokov et al., 2022). Consequently, understanding the economic value of digital marketing crisis management is important not only for institutional development but also for strengthening public confidence in Islamic education, ensuring sustainable educational governance, and improving resource allocation efficiency.

Despite significant investments in digital promotion, many Islamic schools remain vulnerable to reputation crises caused by misinformation, delayed responses, inconsistent communication, and unmanaged social media interactions. Negative digital narratives frequently spread faster than official institutional clarification, creating uncertainty among parents, prospective students, and educational stakeholders (Hu et al., 2021; Kshetri et al., 2023). Such situations often reduce student enrollment, weaken fundraising opportunities, increase promotional expenditures, and diminish stakeholder confidence. Furthermore, many Islamic educational institutions prioritize promotional activities without establishing systematic crisis management strategies capable of protecting institutional reputation during unexpected communication failures (Mesa et al., 2023; Shodiq, 2022). These practical challenges demonstrate the necessity of integrating economic valuation into digital marketing crisis management to support sustainable institutional decision-making.

Previous studies have extensively examined digital marketing and institutional reputation from different perspectives. Hong et al. (2021) and Meepung et al. (2021) emphasized that digital marketing enhances organizational competitiveness through strategic customer engagement. Sapkota et al. (2023), Lan et al. (2024), and Husin et al. (2024) highlighted social media as a critical communication platform influencing organizational reputation. Fernández et al. (2022) and Fahmi et al. (2023) demonstrated that crisis communication strategies significantly affect stakeholder trust during organizational crises. Ukka (2024) and Eneis et al. (2022) further explained reputation as an intangible asset contributing to long-term organizational performance. Nevertheless, these studies primarily focused on corporate organizations, while limited attention has been given to Islamic educational institutions. Moreover, previous research rarely integrates economic valuation with digital marketing crisis management, leaving an important theoretical and practical research gap.

This study introduces a new perspective by positioning digital marketing crisis management as an economic investment rather than merely a communication strategy. Unlike previous research that predominantly measures communication effectiveness or stakeholder perceptions, this study evaluates how crisis management contributes to institutional economic value through reputation preservation, enrollment sustainability, marketing cost efficiency, and long-term financial resilience (Pham, 2023; Sharma et al., 2021; Xiao et al., 2022). Additionally, the research develops an integrated framework combining digital marketing, crisis communication, economic valuation, and Islamic educational governance. This interdisciplinary approach expands existing knowledge by demonstrating that reputation management possesses measurable economic implications capable of supporting strategic planning and institutional sustainability in Islamic schools (Ashiq et al., 2021; Cabrera-Murcia et al., 2024).

Based on these theoretical and practical issues, several important research questions emerge. First, how does digital marketing crisis management influence the economic value of institutional reputation in Islamic schools? Second, what economic dimensions are affected by successful crisis management strategies during digital communication disruptions? Third, how can educational institutions evaluate the financial consequences of maintaining or losing digital reputation? Finally, what strategic framework can effectively integrate crisis management with digital marketing to strengthen institutional competitiveness? Addressing these questions is essential because Islamic educational institutions increasingly operate within competitive educational markets where reputation directly affects organizational sustainability, financial performance, and stakeholder confidence.

This study argues that effective digital marketing crisis management generates measurable economic benefits by protecting institutional reputation, maintaining stakeholder trust, improving enrollment stability, and reducing long-term communication costs. The proposed framework assumes that reputation should be recognized as an economic asset requiring systematic investment through proactive digital governance and strategic crisis response mechanisms. Therefore, integrating economic valuation into digital marketing crisis management provides a comprehensive approach for evaluating institutional performance beyond traditional communication indicators. The originality of this research lies in combining economic valuation, crisis communication, digital marketing, and Islamic educational governance into a unified analytical framework that contributes theoretically to educational management literature and practically to evidence-based institutional policymaking.

RESEARCH METHOD

This study employed a qualitative research approach using a case study design to investigate the economic valuation of digital marketing crisis management in strengthening the reputation of an Islamic school (Kohn et al., 2024). A qualitative case study was selected because it enables an in-depth understanding of complex social phenomena within their real-life context, particularly the interaction between digital communication, institutional reputation, and stakeholder responses. The study also adopted grounded research principles, allowing concepts and theoretical explanations to emerge inductively from empirical findings rather than predetermined assumptions. This design was considered appropriate because the research sought to explore processes, meanings, and experiences that cannot be adequately explained through quantitative measurement alone.

The research was conducted at MI Nurul Islam Ganding, Sumenep Regency, East Java, Indonesia. This institution was purposively selected because it actively utilizes digital communication platforms, including an official website, social media accounts, and WhatsApp groups for parent engagement. Furthermore, the school has experienced several digital information crises that influenced public perception and institutional reputation, making it a suitable setting for this investigation. The study involved 20 informants, consisting of one principal, six teachers, three administrative staff members, eight parents of students, and two community leaders.

Data were collected using multiple qualitative techniques to obtain comprehensive and credible information through methodological triangulation (Kekeya, 2023). First, a desk review examined internal documents, communication policies, school reports, archived online news, and official digital publications. Second, non-participant observations were conducted to examine school activities, digital marketing practices, and interactions between educators and parents through digital communication platforms. Third, semi-structured in-depth interviews were carried out with the principal, teachers, administrative staff, parents, and community leaders to explore their experiences and perceptions regarding digital crisis management. Finally, a short open-ended questionnaire was distributed to parents to complement interview findings and strengthen contextual understanding.

The collected data were analyzed using the interactive qualitative analysis model consisting of data condensation, data reduction, data display, and conclusion verification (Cole, 2024). Data condensation involved selecting, simplifying, coding, and organizing relevant information according to the research objectives. Data reduction focused on eliminating redundant or irrelevant information while maintaining essential evidence. Subsequently, the findings were presented through descriptive narratives, thematic matrices, and conceptual tables to facilitate pattern recognition and relationship analysis. Finally, data verification was conducted by continuously comparing evidence across interviews, observations, documents, and digital sources. Content analysis, discourse analysis, and interpretive analysis were integrated to produce comprehensive and contextually meaningful findings.

The trustworthiness of the findings was ensured through several qualitative validity strategies (Lee et al., 2024). Source triangulation was performed by comparing information obtained from principals, teachers, administrative staff, parents, and community leaders. Method triangulation combined interviews, observations, document analysis, questionnaires, and digital content analysis to strengthen data consistency. Member checking was conducted by confirming preliminary interpretations with selected participants to ensure the accuracy of their statements. Peer debriefing with educational management researchers was also employed to reduce researcher bias and improve analytical rigor. Furthermore, maintaining an audit trail of field notes, interview transcripts, coding procedures, and analytical decisions enhanced the dependability and confirmability of the research findings.

RESULT AND DISCUSSION

Results

The discussion interprets the empirical findings by relating them to established theories and previous studies on digital marketing, crisis communication, reputation management, and educational governance. It highlights areas of convergence and divergence while explaining their theoretical and practical implications. The analysis further demonstrates how digital crisis management and strategic digital marketing generate measurable economic value by strengthening institutional reputation and improving long-term promotional efficiency within Islamic schools.

Digital crisis management strengthened institutional economic reputation.

Digital crisis management was operationally identified as every institutional effort undertaken to prevent, respond to, and recover from digital information disturbances that could influence the school's public image and economic sustainability. In the field, this practice included monitoring social media activities, verifying circulating information, issuing official clarifications, coordinating internal communication, and maintaining continuous interaction with parents and community members. Economic reputation referred to the institution's ability to preserve stakeholder confidence, maintain student enrollment stability, secure community support, and avoid unnecessary promotional expenditures. These indicators were consistently observed through participants' experiences regarding institutional responses during various digital communication challenges encountered by the school.

The principal explained, "Every digital issue is immediately discussed with teachers before we provide an official clarification through our communication channels because delayed responses often create unnecessary public misunderstanding." A teacher similarly stated, "Parents usually regain confidence after receiving transparent explanations supported by accurate information distributed through our official WhatsApp groups and social media accounts." These statements indicate that institutional responsiveness became the primary mechanism for minimizing reputational damage during digital crises. The researcher interpreted that rapid coordination and transparent communication reduced uncertainty among stakeholders, thereby strengthening public confidence and protecting the school's economic reputation from prolonged negative perceptions.

A parent expressed, "The school always provides clarification whenever confusing information appears online, making us feel confident that rumors are not left unanswered." A community leader also commented, "People respect the school because it communicates openly instead of avoiding public criticism when digital issues arise." These responses demonstrate that consistent transparency encouraged stakeholders to maintain trust despite temporary reputational challenges. The researcher interpreted that public confidence was influenced not only by the existence of digital crises but also by how effectively institutional leaders managed communication throughout the crisis. Consequently, transparent crisis responses contributed directly to preserving institutional credibility and economic sustainability.

The overall findings demonstrate that digital crisis management functioned as an institutional mechanism for protecting economic reputation through timely communication, coordinated internal decision-making, and transparent stakeholder engagement. Rather than allowing misinformation to shape public perception, the school actively responded to emerging issues using official digital communication channels. These actions reduced uncertainty among parents and strengthened confidence within the surrounding community. Restating these findings, the data consistently show that institutional reputation was preserved because crisis management emphasized responsiveness, openness, and communication consistency. A recurring pattern emerged whereby stronger crisis responses were associated with greater stakeholder confidence and improved institutional economic stability during digital communication disturbances.

Strategic digital marketing increased stakeholder trust significantly

Strategic digital marketing was operationally defined as the systematic utilization of digital communication platforms to disseminate institutional information, strengthen stakeholder engagement, and enhance organizational credibility. Field observations identified this practice through the regular management of the school's official website, social media platforms, WhatsApp parent groups, and digital publication of educational activities. Stakeholder trust referred to observable confidence demonstrated through continuous parental interaction, active participation in school programs, positive responses toward digital information, and willingness to recommend the institution to others. These operational indicators enabled researchers to examine how digital marketing practices influenced public trust within the school's communication environment.

Table 1. Observation Results of Strategic Digital Marketing Increased Stakeholder Trust Significantly

Observed Digital Marketing Activities	Observed Indicators
Regular updates on the official website	Information published consistently and accurately
Daily social media content	High interaction through comments, shares, and reactions
WhatsApp communication with parents	Rapid dissemination of official announcements
Publication of student achievements	Positive public responses toward school performance
Documentation of religious and academic activities	Increased community engagement with school content
Immediate clarification of digital misinformation	Consistent use of official communication channels

Observation findings demonstrate that digital marketing activities were implemented systematically across multiple communication platforms rather than through isolated promotional efforts. Regular publication schedules, consistent information updates, and active stakeholder interaction created a stable digital communication environment. Restating these findings, stakeholder trust developed because the institution continuously provided accurate, transparent, and accessible information through official channels. The observations further indicate that communication consistency reduced uncertainty and encouraged stakeholders to rely on institutional sources instead of unofficial information. The researcher interpreted that strategic digital marketing functioned as an ongoing relationship-building process, reinforcing institutional credibility through sustained digital engagement rather than temporary promotional campaigns.

The observed data reveal a consistent pattern linking communication regularity with increasing stakeholder trust. Digital marketing activities were characterized by continuous information dissemination, transparent reporting of school programs, prompt responses to public inquiries, and active documentation of institutional achievements. These practices created repeated opportunities for stakeholders to interact with reliable institutional information, reducing dependence on informal

communication networks. The consistency observed across different digital platforms suggests that stakeholder trust emerged gradually through repeated positive communication experiences rather than isolated campaigns. Overall, strategic digital marketing operated as an integrated communication system that strengthened institutional legitimacy, encouraged public participation, and enhanced the school's reputation within its surrounding community.

Reputation preservation reduced long-term promotional expenditure

Reputation preservation was operationally defined as the institution's continuous effort to maintain public confidence through consistent digital communication, transparent information dissemination, and documented promotional activities that supported institutional credibility. In this study, reduced long-term promotional expenditure referred to the decreased need for intensive corrective marketing campaigns because positive institutional reputation had already been established and maintained. Documentary evidence included digital publication archives, promotional activity reports, social media records, school newsletters, website updates, photographs of institutional activities, and documentation of community engagement. These materials demonstrated how reputation management functioned as a preventive strategy that minimized future promotional costs while sustaining stakeholder confidence over time.



Figure 1. Documentation Of Student Achievement Publications Posted on School Digital Media

Documentary evidence demonstrated that the school consistently maintained official digital publications throughout the observation period. Archived website updates, social media content, institutional newsletters, and activity documentation revealed continuous communication emphasizing educational achievements, religious programs, and community participation. Promotional records further indicated that institutional communication relied primarily on internally managed digital platforms

instead of frequent paid promotional campaigns. Observation of these documents suggests that the school invested in sustaining credibility through regular information management rather than responding reactively after reputational disturbances occurred. The researcher interpreted that systematic documentation functioned as tangible evidence supporting institutional transparency while simultaneously reducing dependence on additional promotional expenditures.

The documentary findings indicate that reputation preservation was achieved through continuous digital documentation rather than occasional promotional activities. School records consistently reflected organized communication practices, regular publication of institutional achievements, and timely dissemination of verified information across official platforms. Restating these findings, the available documentation demonstrates that maintaining public trust became a preventive strategy that reduced the necessity for extensive corrective marketing efforts. The researcher interpreted that sustained institutional visibility through authentic documentation generated cumulative reputational benefits, enabling the school to allocate promotional resources more efficiently while preserving stakeholder confidence over an extended period through consistent digital communication practices.

A clear pattern emerged across the collected documentation showing that continuous reputation management corresponded with reduced promotional intensity over time. Institutional communication emphasized routine publication schedules, transparent reporting, documentation of educational activities, and consistent dissemination of positive organizational information. These recurring practices strengthened institutional visibility without requiring frequent additional promotional interventions. The documentation further illustrates that stakeholder engagement was sustained through credible and well-organized communication rather than expensive marketing initiatives. Overall, the observed pattern indicates that systematic reputation preservation functioned as a long-term strategic investment, allowing the institution to maintain public confidence while improving promotional efficiency and supporting sustainable economic management within the school.

Discussion

The findings demonstrate that digital crisis management strengthened institutional economic reputation through rapid communication, transparency, and coordinated responses to misinformation. This result is consistent with crisis communication theory, which argues that timely organizational responses reduce uncertainty and protect stakeholder confidence (Agyare, 2025; Remondes et al., 2024). Likewise, reputation management literature recognizes transparent communication as a strategic resource for sustaining institutional legitimacy. However, this study extends previous perspectives by showing that crisis management also creates measurable economic value through enrollment stability and reduced reputational losses (Sun et al., 2023; Zhang et al., 2023). Theoretically, these findings broaden educational management literature by integrating economic valuation into digital crisis management. Practically, Islamic schools should institutionalize proactive crisis response systems within their digital governance strategies.

The findings further reveal that strategic digital marketing significantly increased stakeholder trust through consistent website management, social media engagement, and transparent communication. These observations support relationship marketing theory, emphasizing continuous interaction rather than one-way promotion (Akter et al., 2021; Yong et al., 2023). Previous studies generally associate digital marketing with institutional visibility and public engagement, whereas this research demonstrates that communication consistency becomes the principal mechanism for strengthening stakeholder confidence. Theoretically, the findings enrich digital marketing literature by positioning stakeholder trust as a cumulative outcome of sustained communication practices (Nadeem et al., 2020; Napathorn, 2022). Practically, Islamic schools should prioritize systematic content management, accurate information dissemination, and active stakeholder interaction to establish enduring digital credibility and institutional competitiveness.

Another important finding indicates that preserving institutional reputation reduced long-term promotional expenditure through continuous documentation and consistent digital publication. Existing reputation management literature commonly explains that positive reputation generates organizational advantages, yet few studies explicitly connect reputation preservation with promotional cost efficiency (Makame et al., 2024; Rose et al., 2023). This study therefore contributes a broader perspective by demonstrating that systematic digital documentation functions as a preventive investment rather than merely a communication activity. Theoretically, the findings integrate economic valuation into reputation management within educational institutions (Athreya et al., 2024; Parlar et al., 2022). Practically, school administrators should continuously document institutional achievements and communicate them through official platforms to minimize future corrective promotional expenditures and strengthen sustainable resource allocation.

Collectively, these findings indicate that digital crisis management, strategic digital marketing, and reputation preservation operate as interconnected organizational capabilities rather than independent communication activities. This integrated pattern supports strategic management perspectives emphasizing that organizational performance emerges from coordinated intangible resources. Unlike previous educational studies that frequently examine communication practices separately, the present research demonstrates their cumulative contribution to institutional economic sustainability. Theoretically, the study proposes a more comprehensive framework connecting digital governance, reputation management, and economic valuation within Islamic education. Practically, educational leaders should integrate communication planning, stakeholder engagement, and crisis preparedness into long-term institutional strategic management rather than implementing isolated promotional initiatives.

Overall, this study demonstrates that effective digital governance contributes not only to communication effectiveness but also to measurable institutional economic performance. The findings differ from conventional educational marketing approaches that primarily evaluate promotional success through visibility or stakeholder satisfaction. Instead, this research identifies reputation as an economic asset generated

through transparent crisis management, sustained digital engagement, and continuous documentation. Theoretically, these results strengthen interdisciplinary discussions connecting educational management, digital marketing, crisis communication, and institutional economics. Practically, Islamic schools can utilize this integrated approach to enhance competitiveness, improve public trust, optimize promotional spending, and ensure long-term organizational sustainability within increasingly digital educational environments.

CONCLUSION

This study concludes that digital crisis management, strategic digital marketing, and systematic reputation preservation collectively generate measurable economic value by strengthening institutional reputation, increasing stakeholder trust, and reducing long-term promotional expenditure in Islamic schools. The principal lesson is that reputation should be managed as a strategic economic asset through proactive digital governance rather than reactive communication. Scientifically, this research contributes an integrated framework linking crisis communication, digital marketing, economic valuation, and Islamic educational governance. Nevertheless, the findings are limited to a single case study, suggesting that future research should employ comparative, multi-site, or mixed-method approaches to enhance generalizability and validate the proposed framework across diverse educational contexts.

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