

STRATEGIC MANAGEMENT PRACTICES IN BUILDING MADRASAH BRANDING; A CASE STUDY AT MI ROUDLOTUL THOLIBIN TULUNGAGUNG

Suprihno^{1*}, Agus Zaenul Fitri², Sulistyorini³

^{1*} Sekolah Tinggi Agama Islam Muhammadiyah Tulungagung, Indonesia

^{2,3*} Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung, Indonesia

E-mail: hasbiatt@gmail.com, guszain@uinsatu.ac.id, tyorinis261@gmail.com

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Abstract

This study aims to analyze the implementation of strategic management practices in building madrasah branding at MI Roudlotul Tholibin Tulungagung. The study employed a qualitative approach with a case study design. Data were collected through interviews, observation, and documentation, and analyzed using the Miles and Huberman interactive model. The findings revealed that strengthening madrasah branding was carried out through three stages: strategic planning, strategic implementation, and strategic evaluation. Strategic planning included formulating the madrasah vision, strengthening institutional identity, and planning digital media utilization. Strategic implementation was conducted through the use of social media, publication of institutional activities, religious and academic branding, and digital educational services. Strategic evaluation was carried out through digital media monitoring, evaluation of community responses, and continuous branding strategy development. The study concludes that the implementation of strategic management has strengthened the image of the madrasah as a religious, modern, and competitive Islamic educational institution in the digital era.

Keywords: *Strategic Management, Madrasah Branding, Digital era*

INTRODUCTION

The development of the educational world today shows increasingly complex dynamics, especially with the emergence of the digital era, which has brought significant changes in various aspects of life, including the management of educational institutions. These changes encourage educational institutions to adapt to the development of information and communication technology in order to continuously improve the quality of educational services (Muhamad. Wijaya, 2025). Educational institutions that are capable of utilizing digital technology effectively will be better positioned to maintain their existence and enhance their competitiveness amid the increasingly competitive dynamics of the educational environment (Rofiq, 2025).

Competition among educational institutions, both public and private, has become increasingly intense, requiring each institution to develop appropriate strategies to enhance its competitiveness. The competition among educational institutions is not only related to academic quality but also to the institution's image and public trust in the educational services it provides (Istiqomah et al., 2025). The increasing level of competition is also influenced by the growing public demand for the quality of educational services and the advancement of communication technology, which has expanded public access to various educational institution options (Lukman, 2025).

Madrasah branding has become one of the essential strategies that cannot be overlooked in the management of Islamic educational institutions. Madrasah branding represents a strategic effort undertaken by educational institutions to build a positive identity and image, enabling the institution to become more widely recognized and trusted by the community (Ummah, 2019). Branding that is implemented in a planned and integrated manner alongside the improvement of educational service quality has proven to enhance the professionalism of educational institutions and strengthen their competitiveness in a sustainable way (Efendi & Wahyuni, 2025).

The importance of branding in educational institutions is also closely related to the need to create differentiation amid the large number of institutions offering similar educational services. Madrasahs need to demonstrate distinctive advantages and unique characteristics that differentiate them from other educational institutions, thereby providing the community with clear reasons for choosing the institution (Yulianti, 2023). An appropriate branding strategy has been proven to enhance the competitiveness of educational institutions and strengthen public trust in Islamic educational institutions (Gafur et al., 2025).

The success of madrasah branding cannot be separated from the role of strategic management in the administration of educational institutions. Strategic management is a systematic process of planning, implementation, and evaluation aimed at achieving organizational goals effectively and efficiently (Efendi & Wahyuni, 2025). The proper implementation of strategic management enables educational institutions to develop outstanding programs and continuously improve the quality of educational services (Ummah, 2019).

Strategic management also plays a significant role in ensuring that all activities within educational institutions are carried out in a directed and integrated manner in accordance with organizational goals. A strategic approach enables educational institutions to identify existing opportunities and challenges, allowing them to formulate appropriate strategies to improve the quality of educational services (Hasanah et al., 2023). The integration between strategic management and branding has become highly important, as effective branding requires careful planning and consistent implementation in the management of educational institutions (Muiz et al., 2024).

In the digital era, the implementation of madrasah branding has undergone significant changes as the utilization of information technology has become an essential component in the management of educational institutions. Social media and digital platforms have evolved into effective communication tools for building the image of educational institutions within society (Fuadiy & Qomarudin, 2023). Professional and well-planned management of digital media is capable of increasing the visibility of educational institutions and strengthening their institutional identity amid increasingly competitive educational competition (Janudin et al., 2024).

The phenomenon of digitalization has also transformed the way society evaluates and selects educational institutions, making people increasingly selective in determining their educational choices. Parents and prospective students are now more active in seeking information through digital media before deciding on an educational institution (Nifasri, 2025). Therefore, educational institutions need to be capable of providing attractive and easily accessible information through various digital platforms in order to enhance public trust in the institution (Istiqomah et al., 2021).

Nevertheless, the reality in the field indicates that not all madrasahs are capable of optimally implementing strategic management and branding in the management of educational institutions. There are still madrasahs that conduct branding in an unplanned manner and without integration into the overall institutional management strategy (Husni, 2025). Limited human resources and the minimal utilization of technology have become factors that hinder the strengthening of madrasah branding, resulting in the institutional image not developing optimally (Gafur et al., 2025).

Based on the background above, the researcher examines the process of strategic management in strengthening madrasah branding implemented at MI Roudlotul Tholibin. This study specifically focuses on the functions of strategic management, namely strategic planning, implementation, and evaluation.

LITERATURE REVIEW

Strategic management is a managerial approach that plays a crucial role in directing educational institutions toward achieving competitive advantage through integrated processes of strategic planning, implementation, and evaluation. Within the context of madrasahs, strategic management is not solely oriented toward improving academic quality but also toward establishing a strong institutional identity capable of enhancing public trust. The implementation of strategic management enables madrasahs to identify their strengths, weaknesses, opportunities, and challenges, thereby allowing them to formulate adaptive policies in response to changes in the educational environment, particularly in the digital era characterized by increasingly intense competition among educational institutions (Sari et al., 2022). These changes require madrasahs not only to maintain the quality of learning but also to build a positive institutional image as Islamic educational institutions that are excellent, innovative, and trusted by the community.

Madrasah branding has evolved into one of the most important strategies in modern educational management. Branding is no longer perceived merely as a promotional activity but rather as a strategic process of building institutional identity, reputation, and positive public perception regarding the quality of educational services provided by a madrasah. Efendi and Wahyuni (2025) argue that branding integrated with educational quality improvement enhances institutional professionalism, improves the quality of learning, and strengthens the long-term competitiveness of madrasahs. Therefore, the success of branding is measured not only by the increasing number of student enrollments but also by the development of public trust, parental loyalty, and a stronger institutional reputation (Efendi & Wahyuni, 2025).

The rapid development of information technology has transformed educational branding from conventional promotional approaches into digital branding. The utilization of social media platforms such as Facebook, Instagram, YouTube, WhatsApp, and official websites has become a strategic instrument for building public communication, disseminating institutional information, and strengthening organizational image. Ramadhani and Setyowati (2023) emphasize that professionally managed social media, supported by a dedicated editorial team, significantly improves organizational communication and enhances sustainable madrasah branding (Ramadhani & Setyowati, 2023). Wijaya et al. (2025) demonstrate that optimizing social media through the establishment of content management teams and the utilization of internal institutional assets effectively increases public engagement while reinforcing the image of madrasahs as religious, innovative, and high-achieving educational institutions (Muhamad. Wijaya, 2025).

Previous studies also indicate that the success of madrasah branding is strongly influenced by the leadership of the madrasah principal. Principals are expected not only to perform administrative functions but also to act as strategic leaders and *edupreneurs* capable of creating innovative flagship programs, establishing collaboration with various stakeholders, and developing effective communication strategies. Husni (2025) explains that transformative leadership combined with an entrepreneurial orientation constitutes a key factor in building superior madrasah branding in the era of disruption (Husni, 2025). Similarly, Azizah et al. (2022) found that the development of flagship programs, such as research-based learning initiatives, strengthens institutional identity while enhancing competitiveness at both national and international levels (Samsudin & Azizah, 2021). These findings are further supported by Rusmini et al. (2023), who argue that branding becomes more effective when supported by strategic planning, flagship programs, high-quality educational services, and intensive communication with the community.

In addition to leadership and digital media, educational innovation has become another essential foundation for strengthening madrasah branding. The development of integrated curricula, character education, religious habituation, and various flagship programs has been shown to establish distinctive institutional identities that differentiate madrasahs from competing educational institutions. Hotimlana and Hidayah (2024) found that curriculum innovation integrating religious and general education significantly improves educational quality while reinforcing the image of madrasahs as superior Islamic educational institutions (Hotimlana & Hidayah, 2024). Likewise, Karsono et al. (2021) concluded that branding strategies combining improvements in service quality, academic and non-academic achievements, and community-oriented services have a substantial impact on strengthening public trust in madrasahs (Karsono et al., 2021).

Although numerous studies have examined madrasah branding from the perspectives of educational marketing, social media utilization, leadership, and educational innovation, most of them have focused on branding implementation from a partial perspective. Existing research has rarely integrated branding within a comprehensive strategic management framework encompassing **strategic planning, strategic implementation, and strategic evaluation** as interconnected managerial processes. Therefore, this study seeks to address this research gap by comprehensively examining how the functions of strategic management are implemented to strengthen madrasah branding in the digital era, thereby enabling Islamic educational institutions to develop a religious, modern, adaptive, and sustainably competitive institutional image.

METHOD

This study employed a qualitative approach using a case study research design. The qualitative approach was selected because this study aims to gain an in-depth understanding of the phenomenon of strategic management implementation in strengthening madrasah branding in the digital era, which requires a contextual understanding of the processes, strategies, and management practices within educational institutions. The primary focus of this study is the implementation of strategic management, which consists of strategic planning, strategic implementation, and strategic evaluation within educational institutions.

This study was conducted at MI Roudlotul Tholibin Banjarejo Rejotangan, Tulungagung Regency. The selection of the research site was based on the consideration that the madrasah has demonstrated significant development in the management of educational institutions and has implemented digital-based branding strategies in building its institutional image. The study was carried out over a six-month period, from January to June 2025.

Data collection techniques in this study were conducted through in-depth interviews, observation, and documentation. Interviews were employed to obtain information regarding the management and branding strategies of the madrasah. Observation was carried out to directly examine branding activities and the utilization of digital media, while documentation was used to complement the research data, including work programs, promotional media, and institutional documents.

Data analysis in this study employed the interactive analysis model proposed by Matthew B. Miles and A. Michael Huberman, which consists of data condensation, data display, and conclusion drawing. To ensure data validity, this study applied source triangulation, method triangulation, and member checking techniques, thereby ensuring a high level of validity and trustworthiness of the collected data.

RESULTS AND DISCUSSION

RESULTS

1. Strategic Planning of the Madrasah

a. Formulation of the Madrasah Vision

MI Roudlotul Tholibin formulated the madrasah vision to build the image of an Islamic educational institution that is religious, excellent, and adaptive to the development of the digital era. The vision was formulated collaboratively by the principal, teachers, and educational staff.

The madrasah developed several flagship programs, namely Qur'anic tahfidz, bilingual programs, and the cultivation of akhlaqul karimah culture as the institution's primary identity. The madrasah also sought to establish an institutional image that is modern, friendly, and capable of utilizing digital technology in educational services. In addition, the madrasah designed institutional promotion programs to strengthen public image and trust toward the quality of Islamic education provided by the institution.

b. Analysis of Community Needs

The madrasah conducted an analysis of community needs regarding educational institutions. This analysis was carried out through communication with parents, community leaders, and the surrounding community.

The community expected educational institutions not only to excel academically but also to provide religious character education and adapt to the development of digital technology. Therefore, the madrasah utilized digital media to facilitate public access to information regarding school programs and activities.

c. Digital Media Planning

Digital media became an essential component in the strategic planning of madrasah branding. MI Roudlotul Tholibin utilized social media platforms such as WhatsApp, Facebook, Instagram, YouTube, and the institutional website as tools for publication and communication with the community.

Digital media were employed to publicize madrasah activities, flagship programs, student achievements, and religious activities. In addition, the madrasah established a social media management team to organize publication content in a more systematic and planned manner.

Digital media were also utilized to promote institutional transparency, foster more open communication, enhance the institutional image, and expand the dissemination of information to the wider community.

2. Strategic Implementation of Madrasah Branding

a. Utilization of Social Media

MI Roudlotul Tholibin utilized social media as the primary instrument for strengthening madrasah branding in the digital era. The social media platforms employed included WhatsApp, Facebook, Instagram, YouTube, and the institutional website.

These digital platforms were used to disseminate information regarding madrasah activities, promote flagship programs, and establish communication with the community and parents. The use of social media was considered effective because information could be delivered quickly and accessed easily by the public. Social media management was handled by a special team consisting of teachers and madrasah operators, enabling publication activities to be conducted regularly and systematically.

b. Publication of Madrasah Activities

The publication of activities at MI Roudlotul Tholibin was actively carried out through digital media. Various activities such as learning processes, competitions, religious programs, and student achievements were published as part of strengthening the institutional image.

The madrasah sought to present positive activities and flagship programs so that the community could recognize the quality of education provided by the institution. The publication of activities also functioned as a strategy to increase public trust in the madrasah.

These activities were disseminated through social media by uploading photo documentation, video recordings, and digital information shared with parents and the wider community.

c. Religious and Academic Branding

MI Roudlotul Tholibin developed its institutional image through branding strategies that strengthened both religious and academic identities. Religious branding was reflected in various religious programs, including Qur'anic tahfidz, bilingual programs, worship habituation, Islamic character education, and the cultivation of *akhlaqul karimah* culture.

Meanwhile, academic branding was implemented through the improvement of learning quality, enhancement of student achievements, and the development of innovative educational programs. The madrasah attempted to maintain a balance between religious education and academic excellence as its institutional characteristic.

The integration of religious and academic branding became the primary strategy in establishing a superior madrasah image that is trusted by the community.

d. Digital Educational Services

MI Roudlotul Tholibin began to develop digital-based educational services to support the needs of society in the modern era. Digital services were implemented through the dissemination of school information, communication with parents, and online publication of institutional activities.

The madrasah utilized digital platforms to facilitate access to educational information, thereby making communication between the school and the community more effective. In addition, the utilization of digital media also contributed to improving transparency in educational services.

Digital educational services became an important aspect of implementing madrasah branding because they demonstrated that Islamic educational institutions are capable of adapting to technological developments without abandoning religious values.

3. Strategic Evaluation of Madrasah Branding

a. Monitoring of Digital Media

MI Roudlotul Tholibin conducted regular monitoring of digital media to ensure that the dissemination of information and institutional publications operated effectively. Monitoring activities were carried out on social media platforms such as Facebook, Instagram, WhatsApp, and YouTube.

The madrasah paid close attention to the consistency of publication activities, the quality of digital content, and public responses to the information disseminated. The social media management team also evaluated the level of public interaction, including comments, feedback, and the distribution of digital information. Monitoring digital media was conducted to maintain the positive image of the madrasah and enhance the effectiveness of communication with the community.

b. Evaluation of Community Responses

The madrasah conducted evaluations by observing community responses, particularly from parents and the surrounding community. The institution identified positive responses through the increasing level of public trust in the madrasah and the growing number of prospective students enrolling in the institution.

Feedback from parents and the community was used as evaluation material to improve educational services and the digital communication system of the madrasah. Evaluations were conducted through direct communication as well as through social media platforms. Community responses became an important indicator in measuring the success of madrasah branding in the digital era.

c. Development of Branding Strategies

MI Roudlotul Tholibin continuously developed its branding strategies in order to adapt to technological advancements and the evolving needs of society. The development of madrasah branding was carried out by improving the quality of digital content, expanding the publication of institutional activities, and strengthening the identity of the madrasah as a religious and modern Islamic educational institution.

The madrasah also sought to improve the quality of educational services and strengthen collaboration among all members of the school community in supporting institutional branding. In addition, branding development was implemented through innovations in educational programs and the utilization of more creative and communicative digital media.

Madrasah branding was continuously developed to maintain institutional existence and strengthen the positive image of the institution amid the increasingly competitive educational environment in the digital era.

DISCUSSION

1. Strategic Planning of Madrasah Branding in the Digital Era at MI Roudlotul Tholibin

According to Richard L. Daft, strategic management is a series of decisions and actions used to formulate and implement strategies that enable organizations to achieve alignment with their competitive environment in order to attain organizational goals (Ummah, 2019). This concept indicates that strategy functions as an important instrument for madrasahs, particularly MI Roudlotul Tholibin, in achieving institutional objectives. The implementation of strategic management at the madrasah can be observed through institutional documents such as the Madrasah Operational Curriculum (*Kurikulum Operasional Madrasah*), the Madrasah Work Plan (*RKM*), the Medium-Term Work Plan (*RKTM*), and the Learning Implementation Plan (*RPP*) as manifestations of strategic management practices within the institution.

Strategic planning at MI Roudlotul Tholibin begins with the formulation of the madrasah's vision and mission, which are consistently discussed annually through curriculum workshops. The formulation of the vision and mission is not considered a completely new process; rather, it begins with the evaluation of the existing vision, mission, objectives, and institutional strategies previously implemented by the madrasah. This evaluative process is then integrated with situational analysis through the use of SWOT analysis. The institution identifies and examines opportunities and threats within the external environment, as well as strengths and weaknesses within the internal environment.

These findings are consistent with previous studies explaining that SWOT analysis plays an important role in the strategic planning process of educational institutions because it assists madrasahs in identifying internal and external conditions as the basis for institutional development strategies. (Sulistiyo & Chotimah, 2023)

This finding is consistent with the concept of strategic formulation proposed by Muhammad Zainul Fitri, which explains that strategic formulation is a series of processes involved in the creation and determination of organizational strategies. At this stage, greater emphasis is placed on major activities, including the preparation of alternative strategies, strategy selection, and the determination of strategies to be implemented within the organization (Muhammad Zainul arifin, 2023).

The findings of this study indicate that the strategic planning of madrasah branding at MI Roudlotul Tholibin was carried out through the formulation of the madrasah vision, strengthening institutional identity, analyzing community needs, and planning digital media utilization. These findings demonstrate that madrasah branding is not merely understood as a promotional activity, but also as a strategic effort to build institutional image and public trust toward Islamic educational institutions.

The formulation of the madrasah branding plan was conducted participatively by involving the principal, teachers, and educational staff. This process was directed toward establishing a madrasah that is religious, excellent, and adaptive to the development of the digital era. These findings are in line with the concept of strategic management, which emphasizes that strategy formulation must be conducted systematically through the involvement of all organizational elements so that institutional goals can be achieved effectively. Previous studies also explained that the implementation of strategic management in madrasahs is carried out through work meetings, organizational coordination, and stakeholder involvement in determining the direction of institutional development.

Furthermore, the strengthening of the madrasah's identity was implemented through flagship programs such as Qur'anic tahfidz, bilingual programs, Islamic character education, and the cultivation of *akhlaqul karimah* culture. These programs became the primary institutional identity in establishing madrasah branding amid educational competition. The findings of this study reinforce the concept of *brand image*, which explains that institutional image is constructed through organizational identity, values, and service quality. Previous research also stated that a positive institutional image will emerge when educational institutions are capable of presenting distinctive characteristics and advantages compared to other institutions.

Strategic branding planning was also carried out through the analysis of community needs toward Islamic educational institutions. The madrasah recognized that society today not only requires educational institutions that excel academically but also institutions that provide religious character education and are capable of adapting to digital technological developments. These findings indicate that madrasah branding strategies were formulated based on social and community needs, making institutional branding more relevant to contemporary developments. Previous studies explained that the success of educational branding is influenced by the institution's ability to understand community needs and establish effective communication with the public.

In addition, digital media planning became an essential component in strengthening madrasah branding in the digital era. MI Roudlotul Tholibin utilized social media platforms such as WhatsApp, Facebook, Instagram, YouTube, and the institutional website as communication and publication tools. The use of digital media demonstrates that the madrasah has transformed its organizational communication system from conventional methods into technology-based communication systems. Digital media were utilized to broaden the dissemination of information, promote institutional transparency, and strengthen the positive image of the madrasah within society. The process of formulating madrasah branding and planning digital media utilization can be illustrated in the following diagram:

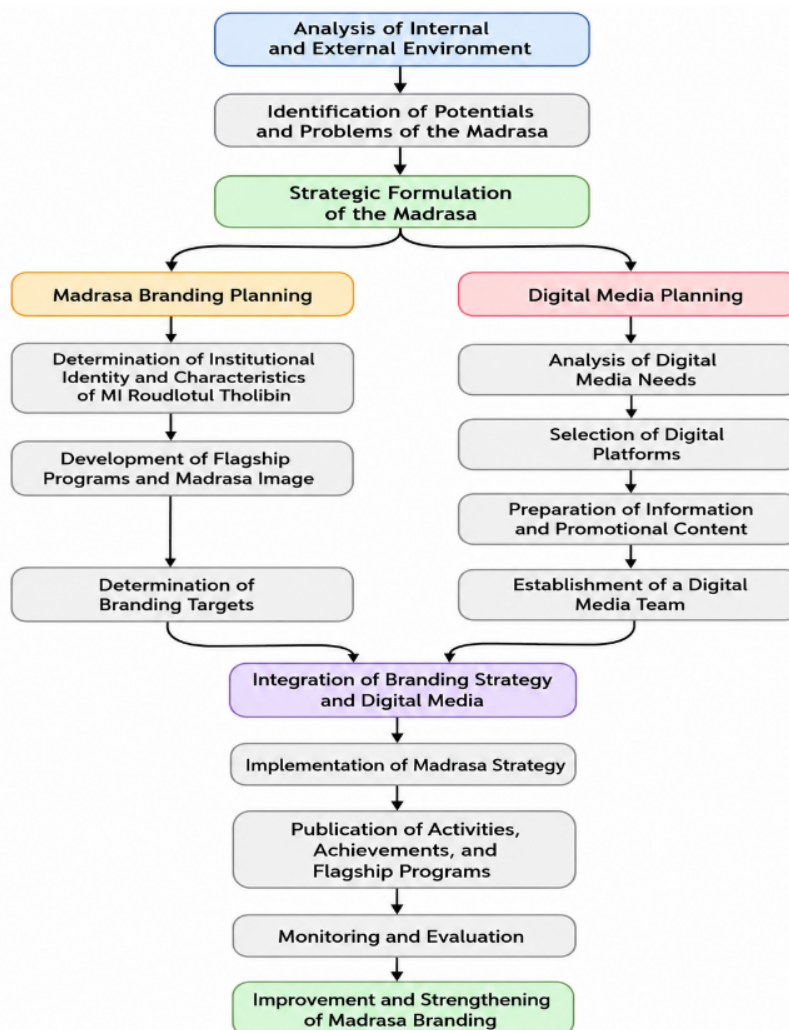


Figure 1: Strategic Planning of Madrasah Branding in the Digital Era

2. Strategic Implementation of Madrasah Branding in the Digital Era at MI Roudlotul Tholibin

The findings of this study indicate that the strategic implementation of madrasah branding was carried out through the utilization of social media, publication of madrasah activities, strengthening of religious and academic branding, and the provision of digital educational services. These implementations demonstrate that madrasah branding was conducted actively and continuously as part of the development of Islamic educational organizations.

The use of social media became the primary strategy in establishing public communication for the madrasah. Social media platforms such as WhatsApp, Facebook, Instagram, YouTube, and the institutional website were utilized to disseminate information regarding madrasah activities, promote flagship programs, and establish communication with the community and parents. These findings indicate that digital media play a significant role in strengthening the existence of educational institutions in the digital era. Previous studies explained that digital media are capable of improving the effectiveness of organizational communication because information can be delivered quickly, broadly, and accessed easily by the public.

The publication of madrasah activities was actively conducted through photo documentation, activity videos, and digital information disseminated via social media platforms. Learning activities, competitions, religious

programs, and student achievements were used as branding content to establish a positive image of the Islamic educational institution. These findings indicate that institutional image is constructed through visual communication and public experiences toward organizational activities. Previous studies also explained that the consistent publication of educational activities can increase public trust in the quality of educational institutions.

Religious and academic branding became the primary characteristics of MI Roudlotul Tholibin in establishing its institutional identity. Religious branding was reflected through Qur'anic tahfidz programs, worship habituation, Islamic character education, and the cultivation of *akhlaqul karimah* culture. Meanwhile, academic branding was implemented through the improvement of learning quality, enhancement of student achievement, and the development of innovative educational programs such as bilingual programs. The combination of religious and academic branding demonstrates the madrasah's effort to maintain a balance between religious education and modern education as a strategy for strengthening institutional image.

Furthermore, the implementation of digital educational services indicates the transformation of educational services based on information technology. In the study conducted by Ririn Purwani et al., the transformation of educational services was found to improve educational quality through easier access to information, thereby creating a dynamic learning environment (Karsono et al., 2021). The madrasah utilized digital platforms to disseminate educational information and establish more effective communication with parents. These findings indicate that the use of digital technology functions not only as a promotional medium, but also as a means of educational services, institutional transparency, and operational efficiency in education.

3. Strategic Evaluation of Madrasah Branding in the Digital Era at MI Roudlotul Tholibin

Strategic evaluation involves a systematic process of measuring and assessing the implementation of strategies that have been carried out. This process includes performance analysis, impact measurement, and effectiveness assessment. According to Nurul Istiqomah (2025), evaluation is conducted periodically to ensure that implemented strategies are capable of achieving the intended objectives and remain acceptable and adaptive to changes in the environment and stakeholder needs (Istiqomah et al., 2025).

The findings of this study indicate that the strategic evaluation of madrasah branding was conducted through digital media monitoring, evaluation of community responses, and the continuous development of branding strategies. Evaluation activities were carried out to determine the effectiveness of branding implementation and to maintain the consistency of the madrasah's image amid the development of the digital era.

Digital media monitoring was conducted regularly on social media platforms such as Facebook, Instagram, WhatsApp, YouTube, and the institutional website. Monitoring activities focused on the consistency of publications, the quality of digital content, and public responses to the disseminated information. These findings indicate that digital media have become an essential component in the branding evaluation system of the madrasah. Previous studies explained that digital media evaluation is necessary to maintain the effectiveness of organizational communication and improve the quality of institutional image in the public sphere.

The evaluation of community responses was conducted through observations of public trust levels, the increase in student enrollment, and feedback from parents and the surrounding community. Positive public responses indicate that the madrasah branding strategy has successfully established the image of an Islamic educational institution that is religious, modern, and trusted by society. Previous studies also explained that the success of educational branding can be identified through the development of public loyalty and trust toward educational institutions.

Furthermore, the development of branding strategies was implemented through improving the quality of digital content, strengthening educational services, and innovating technology-based educational programs. The madrasah also reinforced collaboration among all members of the school community in supporting institutional branding. These findings demonstrate that madrasah branding is a dynamic process that must continuously evolve in response to changing societal needs and technological advancements.

Therefore, the implementation of strategic management in strengthening madrasah branding at MI Roudlotul Tholibin demonstrates the integration of strategic planning, program implementation, and digital branding evaluation in building the image of an Islamic educational institution that is religious, modern, and competitive in the digital era.

CONCLUSION

Based on the findings and discussion, it can be concluded that the implementation of strategic management in strengthening madrasah branding at MI Roudlotul Tholibin was carried out through three main stages: strategic planning, strategic implementation, and strategic evaluation.

Strategic planning was conducted through the formulation of the madrasah vision and mission, strengthening institutional identity, analyzing community needs, and planning digital media utilization. The madrasah developed flagship programs such as Qur'anic tahfidz, bilingual programs, Islamic character education, and *akhlaqul karimah* culture as the institution's branding identity.

Strategic implementation was carried out through the use of social media, publication of madrasah activities, strengthening religious and academic branding, and developing digital educational services. Platforms such as WhatsApp, Facebook, Instagram, YouTube, and the website were actively used to disseminate information, promote programs, and build communication with the community and parents.

Strategic evaluation was conducted through monitoring digital media, evaluating community responses, and continuously developing branding strategies. The madrasah evaluated publication consistency, content quality, public trust, and the effectiveness of digital communication to improve institutional branding.

Overall, the study shows that strategic management has helped MI Roudlotul Tholibin build the image of a religious, modern, and competitive Islamic educational institution in the digital era.

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