

Islamic Branding as a Competitive Advantage Strategy in Transformative Islamic Education

A Wathon¹, Sulistyorini², Agus Eko Sujianto³

¹STAI Miftahul Ula Nganjuk, Indonesia

^{2,3}UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

aminulwathon2012@gmail.com; sulistyorini@uinsatu.ac.id

Abstract

This study explores Islamic branding as a strategic approach to achieving competitive advantage in Islamic educational institutions in the contemporary global and digital era. Increasing competition among educational providers has encouraged institutions to develop distinctive identities that emphasize not only academic excellence but also ethical and spiritual values. This study aims to analyze how Islamic values are integrated into marketing frameworks, leadership practices, stakeholder engagement, and digital transformation to strengthen institutional branding. A qualitative approach with a conceptual and literature-based design was employed, focusing on recent scholarly works published between 2024 and 2025. Data were collected through a systematic literature review and analyzed using thematic analysis techniques. The findings indicate that Islamic branding, when integrated with the 7P marketing mix, enhances institutional credibility, public trust, and stakeholder satisfaction. Leadership, particularly religious leadership represented by *kyai*, plays a central role in shaping institutional legitimacy and brand identity. Furthermore, digital transformation and artificial intelligence provide new opportunities for branding innovation, although ethical and infrastructural challenges remain significant. The study concludes that Islamic branding must move beyond symbolic representation and be deeply embedded in governance, pedagogy, and institutional culture to achieve sustainable competitive advantage. This study contributes to the theoretical development of Islamic educational management

and offers practical recommendations for policymakers and educational leaders in strengthening value-based institutional branding.

Keywords: Islamic Branding; Islamic Educational Management; Competitive Advantage; Digital Transformation; Religious Leadership

INTRODUCTION

Islamic educational institutions, in particular, are challenged to balance academic excellence with the preservation of religious identity and moral values. This dual responsibility requires a strategic approach that not only enhances institutional performance but also reinforces ethical commitments rooted in Islamic teachings. Consequently, branding has emerged as a critical instrument for differentiating institutions in an increasingly competitive environment (Fachri et al., 2022).

In contemporary educational discourse, branding is no longer perceived as a superficial marketing tool but as a comprehensive framework that shapes institutional identity, culture, and stakeholder perception. For Islamic schools, branding must transcend conventional promotional activities by integrating spiritual values into organizational practices. This integration ensures that the institution's identity reflects authenticity and aligns with the expectations of Muslim communities seeking value-driven education.

A key dimension of Islamic branding lies in its integration with the 7P marketing mix, which includes product, price, place, promotion, people, process, and physical evidence. When infused with Islamic values, this framework becomes a powerful tool for building trust and institutional reputation. Studies indicate that such integration significantly enhances stakeholder satisfaction and strengthens competitive positioning (Mahmud et al., 2025; Mulyono et al., 2025). This suggests that value-based marketing is essential for sustaining long-term institutional success.

Beyond marketing frameworks, leadership plays a pivotal role in shaping the effectiveness of Islamic branding. In many Islamic educational contexts, religious leaders—particularly figures such as kyai—serve as both moral guides and institutional representatives. Their influence extends beyond administrative authority, contributing to the construction of public trust and social legitimacy. Research demonstrates that leadership grounded in religious values significantly impacts institutional reputation and stakeholder loyalty (Baharun et al., 2025; Mahmud et al., 2025).

The relationship between leadership and stakeholder engagement further highlights the importance of collaborative governance in Islamic education. Effective branding strategies require the active involvement of teachers, students, parents, and the broader community. Such participation fosters a sense of ownership and strengthens institutional credibility. By aligning leadership practices with stakeholder expectations, institutions can create a cohesive and trustworthy brand identity.

In addition to leadership, the integration of digital technology has become increasingly in shaping educational branding strategies. The rise of digital platforms has transformed the way institutions communicate with stakeholders, enabling more dynamic and interactive engagement. Digital marketing tools, including social media and data analytics, offer new opportunities for enhancing visibility and outreach.

However, the adoption of digital technologies in Islamic educational contexts is not without challenges. Issues related to ethical considerations, data privacy, and technological infrastructure must be carefully addressed. The integration of artificial intelligence, for instance, presents both opportunities for innovation and risks associated with misuse or misalignment with Islamic values (Abdallah & Awad, 2025; Harsanto et al., 2024; Imran et al., 2024). These challenges necessitate a balanced approach that prioritizes ethical integrity alongside technological advancement.

Another important aspect of Islamic branding is the use of experiential marketing and flagship programs. These initiatives provide tangible expressions of institutional identity, allowing stakeholders to directly experience the values and quality offered by the institution. Programs such as Qur'an memorization, leadership development, and character education serve as key differentiators that attract prospective students and parents.

Empirical studies indicate that experiential approaches significantly influence stakeholder satisfaction and enrollment decisions. By creating meaningful and memorable experiences, institutions can strengthen emotional connections and foster long-term loyalty (Ambarwati & Sari, 2024; Islam et al., 2024). This underscores the importance of aligning program design with institutional branding objectives.

Research highlights that governance based on Maqasid al-Shariah contributes to sustainable competitive advantage by promoting inclusivity, well-being, and ethical accountability (Abdalla & Memon, 2025; Abdullah et al., 2025; Harun et al., 2024). This approach not only enhances institutional credibility but also supports the development of well-rounded individuals who embody Islamic values.

Despite the growing body of literature on Islamic branding, several research gaps remain. One major limitation is the lack of empirical studies that measure the direct impact of branding strategies on student enrollment and institutional performance. Most existing research relies heavily on quantitative methods, which may not fully capture the cultural and spiritual dimensions of Islamic education (Alkadash et al., 2025).

Additionally, there is a need for the development of indigenous theoretical frameworks that are rooted in Islamic epistemology. Current approaches often adapt Western marketing theories without fully considering the unique characteristics of Islamic educational contexts. This limitation highlights the importance of developing context-specific models that reflect local values and cultural dynamics (Syauqi et al., 2025).

Another gap lies in the limited use of qualitative and mixed-method approaches, which are essential for understanding the nuanced experiences of stakeholders. Such methodologies can provide deeper insights into the ways in which Islamic values are perceived and practiced within educational institutions (Hady et al., 2025). Expanding methodological diversity will enhance the richness and relevance of future research.

Moreover, the ethical implications of integrating advanced technologies into educational branding require further exploration. While digital tools offer significant benefits, they also raise concerns related to equity, inclusivity, and moral responsibility. Addressing these issues is crucial for ensuring that technological innovation aligns with Islamic ethical principles.

In light of these challenges, it is evident that Islamic branding must be approached as a multidimensional strategy that integrates values, leadership, governance, and technology. This holistic perspective enables institutions to navigate complex environments while maintaining their ethical foundations. By aligning strategic objectives with Islamic principles, educational institutions can achieve both competitive advantage and social impact.

Therefore, this study seeks to analyze Islamic branding as a comprehensive strategy for achieving competitive advantage in transformative Islamic education. It focuses on the interplay between value integration, leadership roles, stakeholder engagement, digital innovation, and governance frameworks. Through this analysis, the study aims to contribute to the development of a more nuanced understanding of Islamic branding in contemporary educational contexts.

METHODS

This study adopts a qualitative research approach to explore the conceptual and practical dimensions of Islamic branding within educational institutions. A qualitative orientation is considered appropriate because the phenomenon under investigation involves values, beliefs, leadership dynamics, and socio-cultural contexts that cannot be adequately captured through numerical measurement alone. Qualitative inquiry allows for a deeper interpretation of meaning, particularly when examining how Islamic principles are embedded within organizational practices and branding strategies (Creswell, 2014).

The research design is grounded in a conceptual and systematic literature review framework. This design enables the researcher to synthesize existing knowledge, identify patterns, and construct a comprehensive understanding of Islamic branding as a competitive strategy. Rather than focusing on a single case or empirical dataset, the study integrates findings from multiple scholarly sources to generate theoretical insights and analytical generalizations.

The data sources for this study consist primarily of peer-reviewed journal articles, academic books, and conference proceedings. These materials were selected based on their relevance to key themes such as Islamic branding, educational management, leadership, digital transformation, and governance. Priority was given to publications indexed in reputable databases and those published within the last five years to ensure the currency of the data.

To enhance the credibility of the findings, the study applies explicit inclusion and exclusion criteria. Sources were included if they addressed Islamic values in education, marketing strategies in Islamic contexts, leadership roles, or technological integration. Conversely, studies that lacked academic rigor or were not directly related to the research focus were excluded. This filtering process ensures that only high-quality and relevant materials inform the analysis.

The data collection process followed a structured and iterative procedure. Initially, a comprehensive search was conducted using academic databases with specific keywords such as “Islamic branding,” “Islamic education management,” “7P marketing mix,” and “digital transformation in education.” The search results were then screened to identify studies that met the inclusion criteria. This process was repeated to ensure completeness and minimize bias.

Following the identification of relevant sources, the selected materials were organized and categorized based on thematic relevance. Key themes included value integration, leadership and stakeholder roles, digital innovation, experiential marketing, governance frameworks, and research gaps. This categorization facilitated a systematic analysis of the literature and enabled the identification of recurring patterns across studies.

The analytical framework employed in this study is thematic analysis, which is widely used in qualitative research to identify and interpret patterns within data (Miles et al., 2014). Thematic analysis allows for the extraction of key concepts and relationships, providing a structured yet flexible approach to understanding complex phenomena. This method is particularly suitable for synthesizing diverse sources of information.

In addition to thematic analysis, this study incorporates elements of content analysis to examine the frequency and emphasis of specific concepts within the literature. By analyzing how often certain themes appear and how they are discussed, the study provides a more comprehensive understanding of the current state of research on Islamic branding.

The validity of the research is strengthened through triangulation, which involves the use of multiple data sources and perspectives. By comparing findings from different studies, the research reduces the risk of bias and enhances the credibility of the conclusions. Triangulation also allows for a more holistic understanding of the phenomenon under investigation.

Reliability is addressed through the systematic documentation of the research process. Each stage of data collection and analysis is carefully recorded to ensure transparency and replicability. This documentation enables other researchers to follow the same procedures and verify the findings, thereby contributing to the robustness of the study.

One of the strengths of this methodological approach lies in its ability to integrate diverse perspectives into a unified framework. By synthesizing findings from multiple disciplines, including education, marketing, and Islamic studies, the research provides a multidimensional analysis of Islamic branding. This interdisciplinary approach enhances the relevance and applicability of the findings.

Future research is recommended to employ mixed-method approaches that combine qualitative and quantitative techniques. Such approaches can provide a more comprehensive understanding of Islamic branding by capturing both measurable outcomes and experiential insights. For instance, surveys can be used to measure stakeholder satisfaction, while interviews can explore perceptions and values in greater depth.

RESULTS

The findings of this study reveal that Islamic branding has evolved into a comprehensive strategic framework that integrates values, identity, and institutional practices within educational settings (Vitri et al., 2023). Rather than functioning solely as a promotional tool, Islamic branding operates as a multidimensional approach that shapes how schools position themselves in increasingly competitive environments. Its significance lies in its ability to differentiate institutions through value-driven identities, fostering trust and aligning organizational practices with the expectations of Muslim communities (Mahmud et al., 2025; Mulyono et al., 2025).

A central result emerging from the analysis is the conceptualization of Islamic branding as a holistic alignment between institutional identity and core Islamic values. Educational institutions that successfully implement this approach integrate principles such as amanah, ihsan, adab, and tauhid into their daily operations, communication strategies, and long-term vision. This alignment extends beyond symbolic representation and is reflected in curriculum design, governance structures, and service delivery, creating an environment that promotes both academic excellence and moral development (Mahmud et al., 2025; Nasution et al., 2024).

The study also identifies the 7P marketing mix as a widely adopted framework for operationalizing Islamic branding in educational contexts. Each component of the model is reinterpreted through an Islamic lens, enabling institutions to maintain coherence between their values and strategic practices. For instance, educational products are designed to incorporate both intellectual and spiritual development, while pricing strategies emphasize transparency and fairness. Similarly, physical environments are structured to reflect Islamic aesthetics, reinforcing the institution's identity (Ikhwan et al., 2025; Mahmud et al., 2025).

In terms of implementation, the integration of the 7P framework demonstrates that effective branding is closely linked to consistency across all institutional dimensions. Promotional strategies combine digital and traditional approaches to ensure broader outreach, while internal processes emphasize quality assurance grounded in ethical values. This comprehensive alignment ensures that stakeholders experience the institution's values not only through messaging but also through direct interaction with its services and environment.

Another significant finding relates to the role of leadership in shaping the success of Islamic branding. Religious leaders, particularly kyai in the Indonesian context, serve as central figures who embody institutional values and influence public perception. Their authority enhances credibility and fosters trust, which are essential for building a strong institutional reputation. Leadership that integrates spiritual guidance with strategic management contributes to the sustainability of branding initiatives (Hamdanah et al., 2025; Mahmud et al., 2025).

The analysis further reveals that stakeholder engagement is a critical component of effective branding. Institutions that actively involve teachers, students, parents, and alumni in their strategic processes demonstrate higher levels of trust and community support. This inclusive approach not only strengthens institutional legitimacy but also ensures that branding efforts are grounded in the lived experiences of stakeholders. As a result, the institution's identity becomes a shared construct rather than a top-down imposition.

In addition to leadership and stakeholder collaboration, digital transformation emerges as a key factor influencing contemporary branding strategies. Educational institutions increasingly utilize digital platforms to enhance communication, expand outreach, and engage with diverse audiences. The integration of artificial intelligence and data-driven tools enables personalized engagement and more effective decision-making processes, contributing to the overall effectiveness of branding efforts (Dubay & Richards, 2024; Harsanto et al., 2024).

However, the findings also highlight several challenges associated with digital integration. Issues related to infrastructure, technological readiness, and ethical considerations remain significant barriers. Institutions must navigate concerns such as data privacy, algorithmic bias, and the potential misalignment between technological practices and Islamic values. These challenges underscore the need for a balanced approach that combines innovation with ethical responsibility.

Furthermore, the study identifies the importance of innovative educational frameworks in strengthening Islamic branding. Models such as value transmission logic frameworks, curriculum integration strategies, and AI-based learning systems contribute to the development of a dynamic and responsive educational environment. These innovations allow institutions to adapt to changing societal needs while maintaining their core values (Tsani et al., 2024; Widodo, 2025).

Overall, the findings suggest that the integration of Islamic values with modern marketing frameworks, supported by strong leadership and stakeholder collaboration, forms the foundation of effective Islamic branding. While digital transformation offers new opportunities for growth and engagement, its implementation requires careful consideration of ethical and contextual factors. This comprehensive approach enables educational institutions to achieve sustainable competitive advantage while remaining true to their religious and moral foundations.

DISCUSSION

The findings of this study reinforce the argument that Islamic branding constitutes a strategic foundation for achieving competitive advantage in contemporary educational environments. Unlike conventional branding approaches that prioritize visibility and market positioning, Islamic branding integrates ethical values, institutional identity, and service quality into a cohesive framework. This integration enables educational institutions to offer a distinctive value proposition that resonates deeply with stakeholders who prioritize both academic excellence and moral development (Ambarwati & Sari, 2024; Ikhwan et al., 2025; Mulyono et al., 2025).

A critical dimension emerging from the analysis is the role of value-based differentiation in shaping institutional competitiveness. Islamic branding allows schools to distinguish themselves not merely through academic achievements but through the embodiment of principles such as integrity, responsibility, and excellence. These values serve as intangible assets that enhance institutional reputation and foster emotional connections with stakeholders, thereby strengthening long-term loyalty.

The incorporation of the 7P Marketing Mix within an Islamic framework further amplifies the effectiveness of branding strategies. Each component of the model is reinterpreted through ethical and spiritual lenses, ensuring that institutional practices remain consistent with Islamic teachings. This alignment creates a coherent organizational identity that is reflected across all dimensions of service delivery, from curriculum design to stakeholder engagement.

Another significant aspect of the discussion is the role of flagship academic and religious programs as tangible manifestations of institutional identity. Programs such as Tahfidz, integrated curricula, and religious moderation initiatives function as experiential platforms through which stakeholders can directly engage with institutional values. These

initiatives not only enhance the credibility of branding efforts but also contribute to the formation of student character and leadership (Islam et al., 2024; Usman et al., 2024).

The effectiveness of flagship programs can be understood through the lens of experiential marketing, which emphasizes the creation of meaningful and memorable experiences for stakeholders. By providing opportunities for active participation, these programs strengthen emotional bonds between the institution and its community. This experiential dimension plays a crucial role in influencing enrollment decisions and fostering sustained engagement.

Furthermore, the integration of Maqasid al-Shariah into institutional governance represents a significant advancement in aligning branding strategies with ethical and sustainability goals. By emphasizing the preservation of religion, intellect, life, lineage, and wealth, Maqasid al-Shariah provides a comprehensive framework for decision-making and organizational development. This approach ensures that institutional practices contribute to holistic well-being and long-term sustainability (Abdalla & Memon, 2025; Abdullah et al., 2025; Harun et al., 2024).

The application of Maqasid al-Shariah also enhances the inclusivity and safety of learning environments. Institutions that adopt this framework are better equipped to address diverse stakeholder needs while maintaining ethical integrity. As a result, stakeholder satisfaction and institutional credibility are significantly improved, reinforcing the effectiveness of Islamic branding as a strategic approach.

Leadership emerges as another critical factor influencing the success of Islamic branding. Religious leaders, particularly kyai, play a central role in shaping institutional identity and public perception. Their moral authority and social influence often outweigh technical aspects of service quality in determining stakeholder preferences (Baharun et al., 2025; Hamdanah et al., 2025; Mahmud et al., 2025).

The integration of spiritual leadership with modern management practices creates a unique form of governance that balances tradition and innovation. Leaders who embody Islamic values are able to inspire trust, foster collaboration, and guide institutions through complex challenges. This alignment between leadership and branding is essential for maintaining authenticity and consistency.

Empirical evidence further supports the effectiveness of Islamic branding in enhancing institutional competitiveness. Case studies from Indonesia demonstrate that the combination of Islamic branding and experiential marketing significantly influences student

enrollment decisions. In particular, word-of-mouth communication emerges as a powerful mediator, highlighting the importance of stakeholder satisfaction in shaping institutional reputation (Ambarwati & Sari, 2024).

Similarly, integrated Islamic schools that adopt stakeholder-inclusive marketing strategies report improved competitiveness and higher levels of parental satisfaction. These findings suggest that branding efforts are most effective when they involve active participation from all stakeholders, including teachers, students, and parents (Ikhwan et al., 2025; Mulyono et al., 2025).

The role of stakeholder-inclusive management extends beyond marketing to encompass broader aspects of institutional governance. By engaging stakeholders in decision-making processes, institutions can ensure that their strategies are aligned with community expectations. This participatory approach enhances trust and strengthens the legitimacy of branding initiatives (Cahyanto et al., 2025).

The embedding of core Islamic values within curriculum and institutional culture also contributes significantly to school image and stakeholder perception. Studies indicate that such integration enhances student leadership, commitment, and character development, thereby reinforcing the institution's reputation as a center of holistic education (Astuti, 2024; Mahmud et al., 2025).

Best practices from leading institutions further illustrate the practical application of Islamic branding principles. For example, private Islamic schools in southern Thailand have successfully adapted models from Pondok Modern Darussalam Gontor, demonstrating the transferability of effective strategies across different contexts. These institutions emphasize integrated management, strong leadership, and consistent promotion through both digital and traditional channels (Kusumaningrum et al., 2025; Mahmud et al., 2025).

Despite these positive findings, several theoretical and methodological gaps remain. The dominance of quantitative research approaches limits the exploration of cultural and spiritual dimensions that are central to Islamic branding. There is a need for more qualitative and mixed-method studies to capture the complexity of stakeholder experiences and institutional practices (Alkadash et al., 2025).

Another significant gap lies in the lack of indigenous theoretical frameworks that are rooted in Islamic epistemology. Current models often rely on adaptations of Western marketing theories, which may not fully capture the unique characteristics of Islamic

educational contexts. Developing context-specific frameworks is essential for advancing the field (Syauqi et al., 2025).

The integration of digital technologies and artificial intelligence presents both opportunities and challenges for Islamic branding. While these tools enable personalized engagement and innovative learning experiences, they also raise ethical concerns related to data privacy, algorithmic bias, and cultural alignment (Abdallah & Awad, 2025; Garcia et al., 2025).

Future research should therefore focus on developing ethical guidelines and culturally sensitive frameworks for the use of technology in Islamic education. Additionally, there is a need to explore the potential of AI-driven learning models and immersive digital environments in enhancing educational outcomes (Al-Zahrani & Alasmari, 2024; Solihat et al., 2024).

In conclusion, the discussion highlights that Islamic branding, when implemented through value-based marketing, flagship programs, and principled governance, offers a sustainable pathway for achieving competitive advantage. Leadership and stakeholder trust serve as critical enablers in this process, while future advancements depend on addressing methodological gaps and embracing ethical innovation.

CONCLUSION

This study concludes that Islamic branding is an effective strategy for enhancing the competitiveness of Islamic educational institutions. The integration of Islamic values with modern marketing frameworks, supported by strong leadership and digital innovation, creates a sustainable competitive advantage.

However, the success of Islamic branding depends on the authenticity and consistency of value implementation. Educational institutions must ensure that branding reflects not only external image but also internal practices and organizational culture.

Future research should focus on measuring the impact of Islamic branding on student enrollment and exploring qualitative approaches to capture deeper cultural and spiritual dimensions.

REFERENCES

- Abdalla, M., & Memon, N. (2024). Conclusion. In M. Abdalla, N. Memon, & D. Chown (Eds.), *Wellbeing in Islamic Schools: Nurturing the Mind, Body and Soul* (pp. 281–286). Palgrave Macmillan. https://doi.org/10.1007/978-3-031-76730-2_14
- Abdallah, R. K., & Awad, M. J. (2025). Integrating artificial intelligence and technology into UAE teacher licensing systems for global education reforms. In *Building a Unified*

- Teacher Licensing System: Policies, Education Reforms, and Cultural Integration* (pp. 211–250). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3373-0837-1.ch008>
- Abdullah, H., Mohd Zain, F. A., Juahir, H., Che Haron, H. I., Ismail, A., Islam, T., & Sheikh Ahmad Tajuddin, S. A. F. (2025). Developing Tahfiz empowerment index based on Maqasid Shariah. *International Journal of Islamic and Middle Eastern Finance and Management*, 18(5), 1066–1091. <https://doi.org/10.1108/IMEFM-06-2024-0317>
- Al-Zahrani, A. M., & Alasmari, T. M. (2024). Exploring the impact of artificial intelligence on higher education: The dynamics of ethical, social, and educational implications. *Humanities and Social Sciences Communications*, 11, Article 912. <https://doi.org/10.1057/s41599-024-03432-4>
- Alkadash, T. M., Bashar, A., & Khan, I. (2025). Charting the evolution of Islamic marketing scholarship: A multi-method analysis of the Journal of Islamic Marketing. *Journal of Islamic Marketing*, 1–26. <https://doi.org/10.1108/JIMA-07-2025-0459>
- Ambarwati, R., & Sari, D. K. (2024). Experiential marketing and Islamic branding: A new perspective on college decision in Islamic higher education. *Journal of Islamic Marketing*, 15(3), 745–776. <https://doi.org/10.1108/JIMA-08-2022-0207>
- Astuti. (2024). Value-based Islamic education management: Developing leadership and commitment in contemporary Islamic school environments. *Edelweiss Applied Science and Technology*, 8(5), 454–464. <https://doi.org/10.55214/25768484.v8i5.1709>
- Baharun, H., Sabran, S., Ilyasin, M., Duraesa, M. A., Thohir, P. F. D. M., & Zaini, A. W. (2025). The role of the kyai in shaping community preferences: Mediating the impact of service quality and teacher commitment. *Jurnal Pendidikan Islam*, 11(2), 344–361. <https://doi.org/10.15575/jpi.v11i2.44827>
- Cahyanto, B., Wibowo, A. M., Arifuddin, A., Dewi, D. K., Salamah, E. R., & Don, A. G. (2025). Innovation of brand building and character development in Islamic school: A transformation based on school core values. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6(3), 465–481. <https://doi.org/10.31538/munaddhomah.v6i3.1784>
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Dubay, C. M., & Richards, M. B. (2024). Leveraging artificial intelligence in project-based service learning to advance sustainable development: A pedagogical approach for marketing education. *Marketing Education Review*, 34(4), 307–323. <https://doi.org/10.1080/10528008.2024.2411975>
- Fachri, M., Rozi, F., & Tamimullah, T. (2022). Branding Image melalui Penerapan Pendidikan Inklusif dalam Meningkatkan Daya Saing Madrasah. *PALAPA*, 10(2), 316–334. <https://doi.org/10.36088/palapa.v10i2.2202>
- Garcia, M. B., Rosak-Szyrocka, J., & Bozkurt, A. (Eds.). (2025). *Pitfalls of AI Integration in Education: Skill Obsolescence, Misuse, and Bias*. IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3373-0122-8>
- Hady, M. S., Aziz, R., Nuqul, F. L., Mahpur, M., Nashori, F., & Alribdi, N. I. (2025). Strategies for fostering prosocial behavior: A mixed methods study in Indonesian Islamic schools. *Jurnal Pendidikan Agama Islam*, 22(1), 140–156. <https://doi.org/10.14421/jpai.v22i1.10668>

- Hamdanah, H., Baharun, H., Najiburrohman, N., Thohir, P. F. D. M., & Sanjani, M. A. F. (2025). The role of kiai leadership and service quality in shaping the reputation of pesantren. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6(4), 695–709. <https://doi.org/10.31538/munaddhomah.v6i4.1785>
- Harsanto, B., Farras, J. I., Firmansyah, E. A., Pradana, M., & Apriliadi, A. (2024). Digital technology 4.0 on halal supply chain: A systematic review. *Logistics*, 8(1), Article 21. <https://doi.org/10.3390/logistics8010021>
- Harun, M. S., Ali, A. K., & Syahir, A. N. A. (2024). The influence of the Shafie school on fatwa methodologies in Malaysia: Toward the unity of ummah's objective. *Mazhab Jurnal Pemikiran Hukum Islam*, 23(1), 351–390. <https://doi.org/10.21093/mj.v23i1.7620>
- Ikhwan, A., Zukhrufin, F. K., & Triyuliasari, A. (2025). Integrated Islamic school marketing management in Indonesia: Competitive or business oriented? *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6(2), 174–191. <https://doi.org/10.31538/munaddhomah.v6i2.1759>
- Imran, M., Almusharraf, N., Abdellatif, M. S., & Abbasova, M. Y. (2024). Artificial intelligence in higher education: Enhancing learning systems and transforming educational paradigms. *International Journal of Interactive Mobile Technologies*, 18(18), 34–48. <https://doi.org/10.3991/ijim.v18i18.49143>
- Islam, M. M., Ab Talib, M. S., & Muhamad, N. (2024). Developing theoretical lenses for upstream halal businesses. *Journal of Islamic Marketing*, 15(1), 192–220. <https://doi.org/10.1108/JIMA-05-2022-0156>
- Kusumaningrum, D. E., Wiyono, B. B., Burhanuddin, Maisyaroh, Lesmana, I., & Putri, S. C. (2025). Digital technology problems in the implementation of educational service branding in integrated Islamic elementary schools. In *2025 11th International Conference on Education and Technology (ICET)* (pp. 128–133). IEEE. <https://doi.org/10.1109/ICET67257.2025.11290730>
- Mahmud, M. Y., Fadlilah, Fitriani, S., Chaniago, F., Farwati, S., & Sakunti, S. R. (2025). Educational excellence and strategic promotion: Strengthening Islamic school branding through 7P integration. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6(4), 661–676. <https://doi.org/10.31538/munaddhomah.v6i4.1907>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis*. SAGE Publications.
- Mulyono, H., Fikri, M. H., Hadian, A., Panjaitan, D. J., & Syamsuri, A. R. (2025). Value-based marketing transformation in Islamic higher education: A multidimensional analysis of competitive development strategies, brand image, and transformative student experiences. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 9(3), 1185–1193. <https://doi.org/10.22437/jituj.v9i3.43194>
- Nasution, M. D. T. P., Rossanty, Y., Sany, A., Yanti, E. D., Malikhah, I., & Pratama, S. (2024). Islamic branding: A multifaceted perspective. In A. Rafiki & A. Sarea (Eds.), *Innovative Ventures and Strategies in Islamic Business* (pp. 247–266). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-3980-0.ch011>
- Solihat, A. N., Dahlan, D., Kusnendi, K., Susetyo, B., & Mahdi Al Obaidi, A. S. (2024). Artificial intelligence (AI)-based learning media: Definition, bibliometric, classification, and issues for enhancing creative thinking in education. *ASEAN*

- Journal of Science and Engineering*, 4(3), 349–382.
<https://doi.org/10.17509/ajse.v4i3.72611>
- Syauqi, M. L., Ghozali, M. Y., Khairah, R., Nurzen, K., Muksin, A., Romdhon, M. R., Prasetiawan, A. Y., Rezi, M., Sayska, D. S., & Muftadin, D. (2025). Embedding Islamic values in higher education: Trends, practices, and future research agenda. *Research Journal in Advanced Humanities*, 6(4). <https://doi.org/10.58256/sfz8ag27>
- Tsani, I., Sufirmansyah, Makmur, & In'am, A. (2024). Evaluating the integration of Islamic values in primary education: A logic model approach. *Jurnal Pendidikan Islam*, 10(1), 87–100. <https://doi.org/10.15575/jpi.v10i1.34238>
- Usman, H., Projo, N. W. K., Chairy, C., & Haque, M. G. (2024). The role of trust and perceived risk on Muslim behavior in buying halal-certified food. *Journal of Islamic Marketing*, 15(7), 1902–1921. <https://doi.org/10.1108/JIMA-09-2021-0303>
- Vitri, A. R., Sulistyorini, S., & Chotimah, C. (2023). Manajemen Strategik Berbasis Analisis SWOT dalam Meningkatkan Mutu Pendidikan di MTsN 3 Tulungagung. *Indonesian Journal of Islamic Educational Management*, 6(1), 17–24. <https://doi.org/10.24014/ijiem.v6i1.20467>
- Widodo, H. (2025). An AI-gamification-religiosity learning model to enhance critical literacy in private Islamic universities. *Islamic Quarterly*, 69(1), 75–120.