



ORGANIZING AND IMPLEMENTING MARKETING OF EDUCATIONAL SERVICES IN ISLAMIC EDUCATIONAL INSTITUTIONS: A COMPARATIVE STUDY OF THE LITERATURE

MENGORGANISASIKAN DAN MELAKSANAKAN PEMASARAN LAYANAN PENDIDIKAN DI LEMBAGA PENDIDIKAN ISLAM: SEBUAH STUDI KOMPARATIF LITERATUR

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Abstract

Although the discourse on educational marketing is theoretically established, empirical reality reveals a significant gap between strategic planning and operational execution. This failure is often rooted in weak resource organization and the inability to translate strategy into tactical action. This study aims to analyze and compare the organizational patterns and implementation of educational service marketing across institutional levels, including Madrasahs, Islamic Boarding Schools (*Pesantren*), and Islamic Higher Education Institutions. Using a library research method, data were collected through a systematic search of current academic literature (2015-2025) by adapting the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) selection flow to ensure data synthesis validity. Comparative analysis reveals distinct organizational model divergences: madrasahs tend to use ad-hoc committee structures, *pesantrens* rely on the centrality of the Kiai's charismatic leadership as the primary brand ambassador, while higher education institutions are adopting professional, permanent marketing units. Nevertheless, the convergence of success across all three entities lies in the integration of Islamic values within the 7P marketing mix and the vital role of Human Resources as the forefront of service delivery. This study implies the urgency of a managerial transformation from an incidental approach to the institutionalization of sustainable marketing functions to bridge the execution gap and build public trust.

Keywords : Education Marketing Management, Comparative Study, Organizing, Implementation, PRISMA.

Abstrak

Meskipun diskursus mengenai pemasaran pendidikan telah mapan secara teoretis, realitas empiris menunjukkan adanya kesenjangan yang signifikan antara perencanaan strategis dan eksekusi operasional. Kegagalan ini sering kali berakar pada lemahnya pengorganisasian sumber daya dan ketidakmampuan dalam menerjemahkan strategi menjadi tindakan taktis. Penelitian ini bertujuan untuk menganalisis dan membandingkan pola organisasi serta implementasi pemasaran jasa pendidikan di



berbagai tingkat institusi, termasuk Madrasah, Pondok Pesantren, dan Perguruan Tinggi Islam. Dengan menggunakan metode penelitian kepustakaan (*library research*), data dikumpulkan melalui pencarian sistematis terhadap literatur akademik terkini (2015-2025) dengan mengadaptasi alur seleksi PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) untuk memastikan validitas sintesis data. Analisis komparatif mengungkapkan adanya perbedaan model organisasi yang nyata: madrasah cenderung menggunakan struktur panitia *ad-hoc*, pesantren mengandalkan sentralitas kepemimpinan karismatik Kiai sebagai duta merek (*brand ambassador*) utama, sementara perguruan tinggi mulai mengadopsi unit pemasaran permanen yang profesional. Meskipun demikian, titik temu kesuksesan di ketiga entitas tersebut terletak pada integrasi nilai-nilai Islam ke dalam bauran pemasaran 7P dan peran vital Sumber Daya Manusia sebagai garda terdepan dalam penyampaian layanan. Penelitian ini mengimplikasikan urgensi transformasi manajerial dari pendekatan yang bersifat insidental menuju pelembagaan fungsi pemasaran yang berkelanjutan guna menjembatani kesenjangan eksekusi dan membangun kepercayaan publik.

Kata Kunci : Manajemen Pemasaran Pendidikan, Studi Komparatif, Pengorganisasian, Implementasi, PRISMA.

1. INTRODUCTION

In the past decade, the Islamic education landscape in Indonesia has undergone a significant paradigm shift, from a traditional-social management model to a more professional and market-oriented approach. This shift is triggered by increasingly fierce competition between educational institutions, both madrasahs, Islamic boarding schools, and Islamic universities, in the fight for potential students (Fathurrochman et al., 2021). Education is no longer just seen as a Public Good Only, but also as a service that must be managed with modern management principles to ensure sustainability and quality improvement. Therefore, the marketing of educational services is now a vital instrument that cannot be ignored in the strategic management of Islamic educational institutions.

The academic discourse regarding educational marketing has developed extensively, encompassing a wide range of in-depth theoretical dimensions. Previous literature has discussed the importance of formulating a clear vision and mission as the philosophical foundation of the institution, which is the direction for all organizational activities (Jatmikowati et al., 2024; Rafiudin et al., 2024). A strong vision, which integrates Islamic values and the demands of the times, is an absolute prerequisite for the institution's long-term success. Without a clear vision, marketing efforts will lose direction and consistency. The vision is present as a commitment of an institution in carrying out its activities, being a reminder and the main purpose of the educational institution to be established.

Furthermore, the concepts of segmentation, targeting, and market positioning (STP) has been identified as a crucial first step in understanding the dynamics of the education market (Atika & Machali, 2018). Accurate mapping of the demographic, geographical, and psychographic characteristics of prospective learners allows institutions to design relevant and targeted services. In today's digital era, understanding the behaviour of education consumers is becoming increasingly complex, requiring institutions to be more responsive and adaptive to changing public preferences. Although it is affected by the Industrial by taking the concept Marketing, educational institutions must continue to adapt to existing changes.

Once the strategic foundation of vision and market mapping is established, the focus of attention shifts to designing the marketing mix (Marketing Mix) comprehensive. The strategy of educational service products is now not only limited to the academic curriculum, but extends to additional services, character development, and extracurricular programs that are an added value for students (Adnan et al., 2024). This product diversification is the key to institutional differentiation during an increasingly crowded market. In addition, the pricing strategy (Pricing) is also becoming increasingly crucial, demanding a balance between affordability of access for the wider community and the financial



sustainability of institutions through innovative financing schemes (Diba & Bahaf, 2023; Junaris & Haryanti, 2022).

Similarly, the distribution strategy (square) and promotions which are now greatly influenced by the development of information technology. Digitalization has opened up new opportunities for educational institutions to expand the reach of marketing services and communications through online platforms (Prastowo, 2022). Utilization of social media, websites, and applications Mobile become a new standard in interacting with prospective students and parents. All these elements of the marketing mix form an ideal planning framework on paper, promising an increase in the competitiveness and image of the institution. Digitalization has changed the dynamics of marketing educational institutions, from previously only conventional, now educational institutions are adapting to the sophistication of the digital era.

However, the empirical reality on the ground often points to a worrying anomaly: the existence of gaps (Gap) significant gap between sophisticated strategic planning and actual marketing performance. Many Islamic educational institutions have complete strategic planning documents, inspiring visions, and innovative marketing mix designs, but still fail to achieve student recruitment targets or maintain loyalty Squirrel. This failure indicates that the main problem often lies not in the "what" that is planned, but in "who" is executing and "how" the plan is executed. Managerial inability to translate strategy into operational action is a major obstacle that is often overlooked in previous studies (Believers, 2020).

This is where the urgency of the organizing function lies (Organizing) and implementation (Actuating). Organizing in the context of education marketing is not just the formation of a new student admission committee (PPDB) which is Ad-hoc or seasonal. More than that, organizing demands the establishment of a permanent structure and Agile, the placement of competent human resources (HR), as well as a clear division of authority. Nurcahya et al. (2024) emphasized that the HR aspect plays a central role in service marketing because of the characteristics of the services that inseparable (inseparable) between the provider and the user. Without solid team organization, a brilliant marketing strategy will just be a discourse without measurable execution.

Meanwhile, the implementation stage is the phase of proving all assumptions and plans that have been prepared. Implementation requires the mobilization of all institutional resources to provide excellent service in accordance with the promotion promise. In the context of quality management, poor implementation will create a gap between customer expectations and the perception of the service received, which ultimately damages the image of the institution (Tjiptono, 2017). Therefore, marketing implementation should be viewed as Total Quality Management which involves the entire academic community, from leaders, educators, to education staff, in an integrated service orchestration.

This research is here to fill a gap in the literature that specifically highlights the organizing and technical mechanisms of marketing implementation in Islamic educational institutions. This article places organizing and implementation as an "execution bridge" that connects strategic planning to expected outcomes. His focus is to dissect the managerial mechanisms that allow marketing strategies to run in a systematic, coordinated, and sustainable manner. Thus, the purpose of this study is to provide a comprehensive overview of the effective practice of organizing and implementing marketing of educational services, to close the gap between planning and realization for the sake of improving the quality and competitiveness of institutions in the global era.

2. RESEARCH METHOD

This study uses a qualitative approach with the type of literature study (Library Research). This method was chosen because the focus of the research is to synthesize, analyze, and critically compare a wide range of relevant literature in order to build a solid conceptual framework (Snyder, 2019).. This research does not involve taking field data directly, but rather exploring secondary data in the form of scientific journal articles, reference books, and policy documents related to Islamic education marketing management (Adnan et al., 2024; Dian et



al., 2020). This approach allows researchers to identify patterns, gaps, and trends in marketing organizing practices and implementations across different types of educational institutions.

The data source in this study is entirely derived from secondary data obtained through documentation techniques. The researcher collected accredited scientific journal articles, authoritative reference books, and conference proceedings published in the last five years (2015-2025). The focus of data collection is directed at literature that discusses the evolution of marketing dynamics of educational services in the digital era (Zohriah et al., 2025), Formulation of the Strategic Vision of the Educational Institution (Supian et al., 2024), as well as adaptive market segmentation strategies (Atika & Machali, 2018). The use of these cutting-edge sources aims to ensure the relevance of the analysis to the contemporary challenges faced by Islamic madrasas, pesantren, and universities. The literature selection process is carried out with strict criteria to ensure the validity of the resulting synthesis. The selected literature should explicitly address the elements of the marketing mix (Marketing Mix) 7P in the context of education, such as product and distribution strategy (Adnan et al., 2024), value-based pricing (Diba & Bahaf, 2023), as well as effective promotional and communication strategies (Junaris & Haryanti, 2022). In addition, an empirical case study on marketing practices in certain Islamic educational institutions, such as MA Miftahul Ulum Sukaoneng (Riyawati et al., 2025), is also used as the main analysis material to photograph the reality of implementation in the field.

To avoid researcher bias and ensure objectivity in the literature selection, the article selection process was carried out by adapting the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flowchart. This procedure consists of three main stages: Identification, Screening, and Inclusion. The initial stage (Identification) involves a systematic search of major academic databases such as Google Scholar, SINTA (Science and Technology Index), and DOAJ (Directory of Open Access Journals). The keywords used include: "Islamic education marketing management", "implementation of madrasah marketing strategy", "marketing of pesantren education services", and "7P education marketing mix". This search is limited to literature published in the last five-year period (2015–2025) to ensure data up to date.

At the screening stage, the articles that have been identified are filtered by title and abstract. Articles that are duplicate or irrelevant to the main topic—for example, articles that discuss the marketing of merchandise products or marketing of non-Islamic education in general—are eliminated. The focus of the screening was directed at articles that specifically discussed the organizational aspects (team structure, leadership roles) and implementation (execution of the marketing mix) in Islamic educational institutions. The final stage is the selection of articles based on full-text reading by applying strict inclusion criteria. The inclusion criteria in this study are: (a) the article is the result of empirical research or conceptual studies published in accredited journals; (b) the subject of the research is a formal Islamic educational institution (madrasah, integrated Islamic school, Islamic university) or non-formal (Islamic boarding school); (c) the article explicitly discusses the 7P's marketing mix strategy and/or the organization of marketing resources. Articles that do not meet these criteria are removed from the analysis list. The result of this process is a set of selected articles that are then analysed using content analysis techniques to answer the formulation of the research problem.

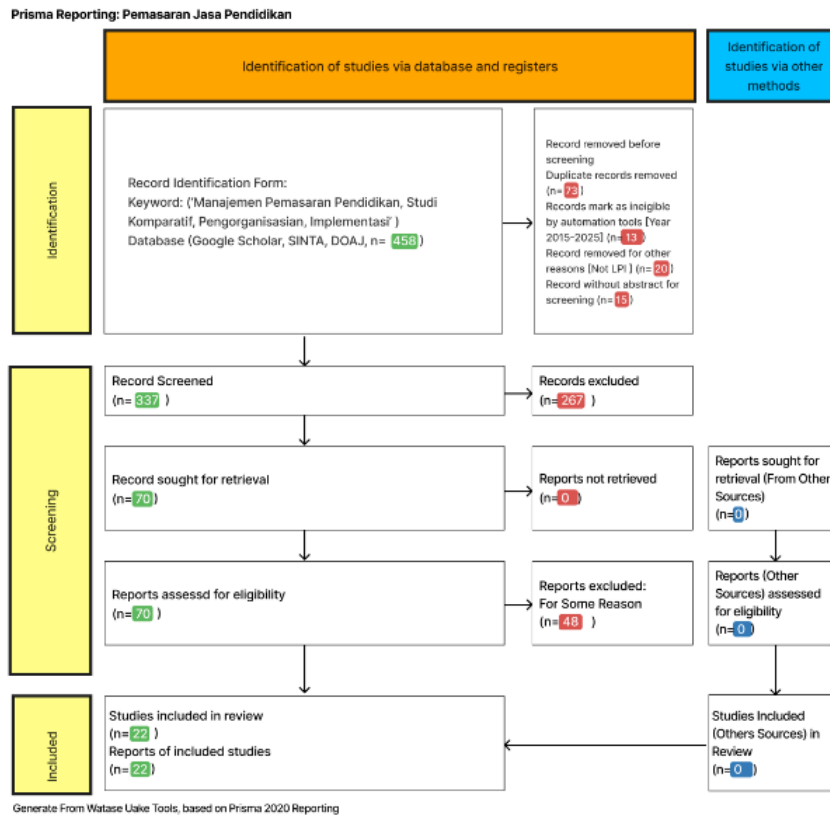


Figure 1. Adaptation PRISMA Flowchart for Literature Selection

To ensure transparency and validity in the literature selection process, this study adopts a PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flowchart, as illustrated in Figure 1. The selection process began with an initial identification that resulted in 458 articles from various academic databases. Through a gradual screening based on the relevance of titles, abstracts, and strict inclusion criteria—such as a focus on Islamic educational institutions and the 2015-2025 publication timeframe—the number of articles was narrowed down to 22 main studies that became the database of this synthesis analysis. This diagram visualizes a systematic elimination flow to ensure that only the most relevant and quality literature is analysed.

3. RESULT AND DISCUSSION

Comparative Analysis of Organizing (Pesantren vs Madrasah vs Modern)

Table 1. Comparison Matrix of Marketing Organizing Models

Dimension	Salafiyah Islamic Boarding School	Madrasah (General)	Modern Islamic Schools/Campuses
Organizational Model	Centralistic-Charismatic	<i>Ad-Hoc</i> (Committee)	Systemic-Professional
Command Centre	Kiai / Caregiver Figure	Head Of Madrasah	Director / Public Relations Manager
Implementers	Deep Family /Senior Student	Teachers & Staff (Additional Duties)	Dedicated Marketing Staff
Strategy Focus	Trust & Sanad	Student Quota Fulfilment	<i>Branding & Customer Satisfaction</i>



Duration Of Work	All The Time (Attached to the Figure)	Seasonal (Ahead of the School Year)	Permanent (All Year)
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Source: Results of Data Processing by Researchers (2025)

A comparative analysis of the marketing organizational structure of different types of Islamic educational institutions reveals fundamental differences influenced by organizational culture and level of professionalism. Table 1 summarizes the differences in the characteristics of the organizing model between Salafi Islamic Boarding Schools, Madrasas, and Modern Islamic Schools/Campuses. This comparison highlights how the centrality of the Kiai figure dominates in Islamic boarding schools, while madrasas tend to rely on seasonal committees, and modern institutions have moved towards more systemic and permanent structures.

Based on the synthesis of literature and case studies, there is a striking difference in the pattern of marketing organization between Islamic Boarding Schools, Madrasas, and Modern Schools/Campuses. This difference reflects the level of managerial maturity, organizational culture, and resources that each entity has. Islamic boarding schools with the centrality of their personalities (Charismatic-Based Organization). Marketing organization in the pesantren environment, as seen in the case study at the Al Muayyad Islamic Boarding School in Surakarta (Hasanah et al., 2021), it depends heavily on the central figure of Kiai or the caregiver. The marketing structure is hierarchical-traditional in which the Kiai acts as the Decision Maker single at once Brand Ambassador main. The operational marketing team, which is often filled by senior students or Islamic boarding school families, functions as the technical implementer of Kiai's vision, not as an independent strategy designer. Its main strength lies in the high public trust in the integrity of the figure, but the weakness is the extreme dependence on the individual, so that the sustainability of the strategy becomes vulnerable in the event of a change of leadership.

Madrasah with structure Ad-Hoc and its seasonality (Committee-Based Organization). In contrast to Islamic boarding schools, madrasas such as MA Miftahul Ulum Sukaoneng (Riyawati et al., 2025) and MTs Negeri 1 Jombang (Nisa' & Kurniawan, 2025) tend to adopt a temporary committee-based organizing model (Ad-hoc). Marketing is carried out by the New Student Admission Committee (PPDB) which is formed ahead of the new school year and dissolved after the quota is met. This structure is cross-functional, involving teachers and staff who have other key tasks, so the marketing focus becomes fragmented. Although this model is cost-efficient and capable of quickly mobilizing internal resources when needed, it has a fatal drawback in terms of continuity of relationships with customers (Customer relationship) outside the registration period.

While modern schools or campuses have a system of Systemic Institutionalization (System-Based Organization). On the other side of the spectrum, modern Islamic educational institutions such as SD Nasima Semarang (Thanks, 2021) and Islamic colleges (Azkiyah et al., 2020)1 shows a much more established and systemic pattern of organizing. Marketing is no longer handled by a seasonal committee or dependent on a single figure but is managed by a permanent work unit (Public Relations Division/Marketing) that works throughout the year. This organization is supported by clear Standard Operating Procedures (SOPs), the use of data management technology (Database) integrated, and professional staff who have specific competencies in the field of digital marketing and customer service. This approach allows the institution to conduct Branding Consistent market analysis, data-driven market analysis, and measurable customer satisfaction management, make them more adaptive and competitive in the global market.

So, the conclusion of the comparison is brief, the dynamics of organization move from the "Personal" model in Islamic boarding schools, to the "Collective-Incidental" model in madrasas and finally transformed into a "Professional-Institutional" model in modern institutions. The transition from dependence on figures to dependence on systems is a key indicator of the modernization of Islamic education marketing management.



Discussion

Tactical implementation of the marketing mix (product differentiation, pricing, digitalization)

The implementation of the 7P marketing mix in Islamic educational institutions shows a variety of strategies that are adjusted to the values and target markets of each institution. Table 2 presents a synthesis of how the seven elements—Product, Price, Place, Promotion, People, Process, and Physical Evidence—are translated into real practice. This synthesis shows the common thread of product differentiation between pesantren that rely on 'scientific *sanad*' and madrassas that offer an 'integrated curriculum', as well as how digitalization is starting to penetrate the distribution and promotion aspects at all levels of institutions.

Table 2. Synthesis of the Implementation of Marketing Mix Strategy (7P) in Islamic Education Institutions

Element 7P	Key Strategy Focus	Key Differentiation
Product	Integration of Religious & General Knowledge	<i>Islamic Boarding School</i> : Morals & Scientific Sanad <i>Madrasah/Modern</i> : Integrated Curriculum & Life Skills
Price	<i>Social-Oriented Pricing</i>	Cross subsidies, BAZNAS Scholarships, Affordable but quality costs.
Square	Accessibility & Distribution	<i>Digital</i> : Website, Online Registration (Dominant in Modern). <i>Physical</i> : Beautiful, Islamic, Strategic Environment.
Promotion	<i>Hybrid</i> (Online & Offline)	<i>Word of Mouth</i> (WOM) from guardians of students/alumni is the strongest promotion. Social media for <i>engagement</i> .
People	HR as a "Part-Time Marketer"	Pedagogic competence + Islamic personality (Uswah Hasanah). Teachers must be friendly and helpful.
Process	Transparency & Efficiency	Digitization of administration (One Day Service) vs. The selection process is based on adab/recitation tests.
Physical Evidence	Symbolization of Islamic Values	Mosque as the center, Cleanliness, Muslim Clothing, Islamic Architecture.

Source: Results of Data Processing by Researchers (2025)

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In addition to differences in organization, the research findings also reveal patterns of implementation of the marketing mix (Marketing Mix) 7P which has been adapted to local and Islamic values. On the Product aspect (Product), successful Islamic educational institutions are those that can offer clear and relevant differentiation. SDIT Luqman Al Hakim has won the competition by integrating the national and religious curriculum in a cohesive manner, offering excellent programs such as *tahfidz* Al-Qur'an and the study of the yellow book which is the answer to parents' need for a balance of general science and religion (Zulfiah et al., 2023). This product differentiation is not only limited to the curriculum but also includes the establishment of a learning environment conducive to character development (Character Building). The main product that is "sold" is "Morals and Scientific Sanad".



Islamic boarding schools such as Al Muayyad position themselves as moral fortresses. The main selling point is not just the memorization of the Qur'an, but the transmission of character (*akhlakul karimah*) and scientific authority that is *sanad* (connected) to previous scholars (Hasanah et al., 2021). It is an emotional and spiritual differentiation that modern institutions find difficult to replicate. On the other hand, institutions such as SDIT Luqman Al Hakim and MTs Negeri 1 Jombang offer an "Integrated Curriculum" as the main selling point (Zulfiah et al., 2023). They package the integration of the national curriculum (cognitive/scientific ability) with the religious curriculum (*tahfidz/Arabic*) in one efficient learning package (Full Day School). This product targets the segment of rational urban parents who want a balance of worldly and *ukhrawi* success.

Pricing strategy (Price) in Islamic educational institutions are found to be very varied and often do not follow the logic of pure profit maximization. Many institutions implement flexible and socially oriented pricing strategies (social-oriented). For example, MA Miftahul Ulum Sukaoneng implements an inclusive pricing policy by collaborating with philanthropic institutions such as BAZNAS to provide scholarships for underprivileged students (Riyawati et al., 2025). This strategy, referred to as cost-based modified by cross-subsidies, not only expanding access to education but also strengthening the image of the institution as an institution that upholds the social mandate of the *ummah* (Diba & Bahaf, 2023). In terms of promotion, the marketing communication mix is now dominated by a hybrid approach that combines conventional and digital methods. Although brochures and banners are still used to reach local segments, the use of social media such as Instagram, YouTube, and TikTok has become the main instrument for building Commitment with millennials and Gen Z. Authentic promotional content, such as student activity videos and alumni testimonials, has been shown to be more effective in building trust than ads that are Hard-Selling (Junaris & Haryanti, 2022). However, the most effective and credible promotional strategy for Islamic educational institutions remains Word of Mouth (WOM) positive, which is born from the satisfaction of the congregation and the guardians of the students (Zohriah et al., 2025).

Significant shifts were also found in the Distribution strategy (Square) and Promotions (Promotion), which is now heavily influenced by digitalization. The distribution of educational services is no longer limited to physical interactions in school buildings. MTs Negeri 1 Jombang, for example, has successfully leveraged digital platforms as an effective distribution channel for information and registration services, allowing for a wider market reach without geographical constraints (Nisa' & Kurniawan, 2025). Digital accessibility through responsive websites and active social media is an absolute prerequisite in a modern distribution strategy (Adnan et al., 2024). Service distribution strategy (Square) indicates a massive shift to the digital realm, but at a different pace, this indicates a direction towards the digital divide. In areas such as madrasas and campuses, the distribution of information and registration services has migrated almost entirely to digital platforms. MTs Negeri 1 Jombang and Islamic universities aggressively use Copyright © official, social media, and registration applications online to reach markets without geographical boundaries (Nisa' & Kurniawan, 2025). On the other hand, *salafiyah*-based *pesantren* still tend to maintain the distribution of information conventionally through alumni networks and recitations Offline. Even though some people are starting to use social media, the intensity and sophistication of the digital strategy is not as massive as that of modern madrasas or campuses. This creates a gap (Gap) in reaching the millennial market segment that Digital-Native.

The last three elements of the marketing mix (People, Process, and Physical Evidence) is found as a determining factor in the moment of truth (moment of truth) when the service is delivered. Competence and friendliness of staff (people) to be the face of the institution that interacts directly with customers. At MA Miftahul Ulum, the principal even issued a policy that requires all teachers and education staff to actively participate in bringing in new students, emphasizing that marketing is the collective responsibility of all school residents (Riyawati et al., 2025). This is in line with the concept of internal marketing which emphasizes the importance of building a service culture from within. The third finding that is very crucial is the central role of Human Resources (HR) and service quality management as the main pillars of execution. Analysis shows that even the most comprehensive



marketing strategy will fail if it is not supported by competent human resources. Human resources in Islamic educational institutions are not only required to have pedagogic and professional competence, but also personality and social competencies that reflect Islamic values (Nurchaya et al., 2024). They are the lead agents who turn marketing promises into real experiences for students.

As a final synthesis, this article positions organizing and implementation as an "execution bridge" that brings together all previously fragmented elements of marketing. Strategic vision (Supian et al., 2024), market segmentation analysis (Romadhon, 2024), and marketing mix strategy (Adnan et al., 2024; Diba & Bahaf, 2023) will only become a static document in the absence of a solid organizational structure and disciplined execution by competent human resources. The practical implications are clear: Islamic educational institutions must invest not only in physical promotion, but also in the development of management systems and human resource capacity development to ensure that every service interaction becomes Positive marketing moments.



Figure 2. Synthesis Model of "Execution Bridge" Marketing Educational Services

As the culmination of this analysis, Figure 2 illustrates a conceptual model of 'Execution Bridge' that connects the realm of strategic planning to the expected outcome. This model illustrates how vision, segmentation, and marketing mix (on the left side) can only cross over into a positive image and public trust (on the right side) through two main buffer pillars: Solid organization and disciplined implementation by competent human resources. This visualization confirms that without a solid execution bridge, strategic planning will remain isolated and have no real impact on the sustainability of the institution.

4. CONCLUSION

This comparative study concludes that although all Islamic educational institutions move in the same value corridor, there are fundamental divergences in their marketing organizing and implementation patterns. Islamic boarding schools tend to run marketing based on "Centrality of Personality", where the figure of Kiai becomes the main magnet of public trust. In contrast, Madrasahs have adopted more of an "Ad-Hoc Structural" pattern through seasonal committees (PPDB), while Modern Islamic Education Institutions have transformed towards "Systemic Institutionalization" with permanent marketing units. In terms of the implementation of the marketing mix, product differentiation is the main differentiator: Islamic boarding schools offer "scientific and moral sanad" as authentic selling points, while Madrasah and Integrated Islamic Schools offer "integrative curriculum" to answer the needs of rational markets. Inequality is also found in the adoption of digital distribution, where madrasahs and universities are much more aggressive than salafiyah Islamic boarding schools. However, the common thread that unites success in all entities is the integration of Islamic ethical values (shiddiq, amanah) and the vital role of human resources as the spearhead of service that determines customer satisfaction.

Based on these findings, this study formulated practical recommendations that are specific to each entity to increase competitiveness. For Islamic boarding schools, it is recommended not to always rely exclusively on the individual charisma of the caregiver (Kiai). Strategic efforts need to be made to transform this "personal charisma" into "institutional branding". This means that public trust must begin to be placed in the standard system, curriculum, and culture of the Islamic boarding school, so that the



sustainability of the institution is not shaken when there is leadership regeneration. For Madrasahs, it must abandon the mindset that marketing is a seasonal activity that is only carried out during the admission of new students. It is recommended to change the structure of the PPDB Committee, which is ad-hoc (temporary) to a permanent Public Relations and Marketing Unit. This team is tasked throughout the year to maintain relationships with student guardians (customer retention), manage social media professionally, and build a positive image consistently, not just sell when students are needed. For the next study, it is recommended to conduct field research with a quantitative approach to measure how much influence "charisma of figures" compared to "digital facilities" on parents' decisions in choosing Islamic educational institutions in the era of Society 5.0.

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