

Branding Islamic Educational Institutions Through Promotion Strategy at MI Tarbiyatul Akhlaq Taman

Jaya Roza Azzukhrufi

¹ Sekolah Tinggi Agama Islam Alif Laam Miim Surabaya, Indonesia
e-mail: rozarufi123@gmail.com

Submitted: 15-10-2024

Revised : 15-12-2024

Accepted: 15-01-2025

ABSTRACT. This study aims to analyze the promotional strategy in building the brand of an Islamic educational institution at MI Tarbiyatul Akhlaq. Using a qualitative case-study design, the research was conducted from March to May 2025. The main subjects were the head of the madrasah, the teachers, the staff, and the community leaders. Data was collected through observation, semi-structured interviews, and document analysis. The results show that the madrasah's promotional strategy is holistic, combining print media (brochures, banners) and digital media (WhatsApp, Instagram). The madrasah's brand is strengthened by students' daily spiritual activities, such as Dhuha prayer and recitation of the Asmaul Husna, which serve as unique selling points. This finding highlights that the limitations of internal resources are overcome by leveraging the social legitimacy of community leaders, thereby increasing credibility in the public's eyes. Thus, this study concludes that Islamic education branding can be effectively built through simple, creative, value-based, and community-supported promotional strategies, providing an important contribution to the study of community-based madrasah branding.

Keywords: *branding, promotional strategy, madrasah ibtidaiyah, Islamic education*

ABSTRAK. Penelitian ini bertujuan untuk menganalisis strategi promosi dalam membangun merek lembaga pendidikan Islam di MI Tarbiyatul Akhlaq. Dengan menggunakan pendekatan kualitatif dengan desain studi kasus, penelitian ini dilakukan dari Maret hingga Mei 2025. Subjek utama adalah kepala madrasah, guru, staf, dan tokoh masyarakat. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan analisis dokumen. Hasil penelitian menunjukkan bahwa strategi promosi madrasah bersifat holistik, menggabungkan media cetak (brosur, spanduk) dan media digital (WhatsApp, Instagram). Merek madrasah diperkuat melalui kegiatan spiritual harian siswa, seperti shalat Dhuha dan membaca Asmaul Husna, yang berfungsi sebagai nilai jual unik. Temuan ini menyoroti bahwa keterbatasan sumber daya internal diatasi dengan memanfaatkan legitimasi sosial tokoh masyarakat yang meningkatkan kredibilitas di mata publik. Dengan demikian, studi ini menyimpulkan bahwa branding pendidikan Islam dapat dibangun secara efektif melalui strategi promosi yang sederhana, kreatif, berbasis nilai, dan didukung oleh masyarakat, memberikan kontribusi penting bagi studi branding madrasah berbasis masyarakat.

Kata kunci: *branding, strategi promosi, madrasah ibtidaiyah, pendidikan Islam*

[HTTPS://DOI.ORG/10.31538/CJOTL.V5I1.3106](https://doi.org/10.31538/CJOTL.V5I1.3106)

INTRODUCTION

A fundamental aspect of human development, as measured by the Human Development Index, is education. Education is a crucial part of life for every individual. It is at this stage that a child's character, morals, and knowledge are systematically formed. As a formal educational institution with a distinct Islamic identity, Madrasah Ibtidaiyah (Islamic Elementary School) must have a strategic approach to its learning process. This includes not only the mastery of basic

knowledge but also the inculcation of religious, moral, and social values, such as the obligatory prayers, reciting supplications, and chanting salawat. Therefore, the existence of madrasahs requires special attention so that their branding-based promotion strategies can be integrated with modern developments and enable them to compete with other educational institutions, both public and private (Yismaw Ayenew, 2023). A promotion strategy in a madrasah is an activity that demands full attention to navigate the dynamic competition among schools. The proper implementation and selection of a suitable strategy are very important for the head of the madrasah, especially in an Islamic educational institution. Effective promotion strategies can increase the number of students enrolling each year, and a school's goals can be indirectly achieved if the promotional activities are massive and well-organized (Aziz et al., 2025; Riyadi et al., 2023). A weak promotion strategy can also lead to fewer prospective students. If a strategy is ineffective and fails to keep up with developments, for example, due to a lack of academic quality, poor facilities, unengaging extracurricular activities, or a negative public image, it will result in a decrease in student enrollment, as people are becoming more selective in choosing schools for their children (Yuliana & Pravitasari, 2023).

Promotion strategies include an organization's integrated decisions regarding products, markets, and marketing resources. They are essential for building strong customer relationships and improving organizational performance (Paluseri et al., 2025). A promotion strategy can be defined as an educational institution's integrated decision framework, which determines important choices regarding its goods or services, market, marketing actions, and marketing capital to create, communicate, and deliver value to customers in exchange for a return to the institution so that the organization can achieve its specific goals. Based on the branding of an Islamic educational institution, promotional efforts are evident in students' daily activities during their learning process, both before and after. These activities include Dhuha prayer, instilling a mindset of five-time daily prayers using weekly report books, reading Asmaul Husna along with its prayers, and fostering moral literacy, politeness, and courtesy (Mudiono, 2025). With these efforts, promotional segmentation, targeting, positioning, and differentiation can give the school a competitive advantage. Some previous studies on promotion and branding strategies for educational institutions have highlighted madrasah innovation. For example, a study by Hotimlana & Hidayah (Hotimlana & Hidayah, 2024) on MTs Zainul Falah emphasized the integration of religious and general curricula in a full-day school model. This focus showed how internal factors, such as curriculum, teachers' roles, and community support, influence an institution's image. However, the study did not delve into the role of external promotion strategies through print media, digital media, direct communication, or special events as a branding tool. However, madrasah branding is also significantly determined by how the institution positions itself and builds public trust through promotion. Therefore, this study on the branding of an Islamic educational institution through promotion strategies at MI Tarbiyatul Akhlaq aims to fill this gap by providing a new perspective: that Islamic education branding is not only built through curriculum innovation but also through systematic and planned promotion management.

A study by Riyadi et al. (Riyadi et al., 2023) examined the promotion strategy at the integrated Islamic educational institution Al-Fityan School Medan, which has a complete educational level and abundant resources. This research emphasized modern management and excellent programs, such as "One Night Stay" and the "Islamic Study Club," as key attractions to improve the school's competitiveness. Although important, this study is more relevant for large institutions with adequate financial support and facilities. It thus does not represent the context of a local community-based madrasah with limited funds, human resources, and traditional public perception. Meanwhile, a study by Aziz et al. (Aziz et al., 2025) at MI Nurul Huda Blora used a SWOT analysis to evaluate the school's promotion strategy. The results highlighted the strengths and opportunities for madrasah in promoting the madrasah while also showing the weaknesses

and external threats that must be anticipated. Although it describes the institution's internal and external conditions, this research is more analytical-descriptive. It has not reviewed in detail how promotion can function as a consistent and systematic branding tool. In conclusion, from these three studies, it is evident that madrasah branding research remains limited to curriculum aspects, the promotion strategies of large institutions, or descriptive SWOT analyses (Ikhwan et al., 2025). There are not many studies that focus on simple yet creative promotion strategies in local community-based madrasah ibtidaiyah that can directly build the institution's brand.

Based on the description, this research is focused on promotion strategies at MI Tarbiyatul Akhlaq Krembangan Taman to build the brand of an Islamic educational institution. This madrasah has a vision of "Selamatkan Generasi dengan Pendidikan yang Islami," which is realized through various spiritual activities, such as daily Quran recitation, recitation of Asmaul Husna, Dhuha prayer, istighosah, and the implementation of a five-time obligatory prayer report book for students (Anisah et al., 2024). This religious identity is a crucial asset in strengthening the madrasah's brand. In its promotional practices, MI Tarbiyatul Akhlaq also prioritizes closeness to the community, especially through the trusted role of local figures. Therefore, this research is important to demonstrate that madrasah branding is not solely determined by curriculum or modern facilities but can be effectively built through a promotion strategy based on Islamic values, which is simple yet creative and supported by the social legitimacy of community leaders.

METHOD

This study uses a qualitative case-study design (Hamzah, 2020) to explore promotion strategies for building the brand of an Islamic educational institution at MI Tarbiyatul Akhlaq. The research was conducted for three months, from March to May 2025. The research location was purposively selected because this madrasah has a vision of "Selamatkan Generasi dengan Pendidikan yang Islami" and actively conducts various spiritual and community-based promotion activities. The main subject of the research is the head of the madrasah, who is the central figure in designing and directing the promotion strategy. Supporting informants include teachers, administrative staff, and community leaders directly involved in the promotion activities and disseminating the madrasah's image (Creswell, 2013). Data was collected through participant observation, semi-structured interviews, and document analysis. Observation focused on the madrasah's promotion activities, including the organization of religious events, the use of social media, and interactions with the community. Interviews were conducted to explore the perceptions, strategies, and experiences of school and community leaders regarding the madrasah's branding. The documents analyzed included brochures, social media, school activity reports, and internal policy archives related to new student admissions. The research instruments consisted of observation notes, interview protocols, and document checklists, which were prepared in line with the research focus and validated by Islamic education experts (Hamzah, 2020).

Data analysis used the interactive model of Miles and Huberman (Miles et al., 2020), which includes data reduction, data display, and conclusion drawing. The data were thematically coded into categories of promotion strategies, community leaders' roles, and the formation of Islamic branding. To ensure validity, the research applied source and method triangulation, as well as member checks by returning initial findings to key informants for verification. This process allowed the researchers to obtain valid, in-depth, and contextual findings on the promotion strategy in building the brand of MI Tarbiyatul Akhlaq.

RESULT AND DISCUSSION

Result

The promotion strategy carried out by MI Tarbiyatul Akhlaq Krembangan Taman shows a systematic effort to build the brand of an Islamic educational institution. The results of observations and interviews revealed three main aspects of promotion: print media, electronic media, and special events. Promotion via Print Media: distributing brochures, installing banners, and setting up announcement boards around the school. These media are used to reach the local community that is geographically close to the school. The distributed brochures include the school's profile, vision, and mission, excellent programs, and extracurricular activities. Banners and flags are put up ahead of new student admissions, providing practical information to prospective guardians and ensuring visibility and accessibility for potential students and their guardians (Bakoil & Tuhana, 2023). In addition, the design of other print media is creative, featuring testimonials and inspiring stories that can motivate students to consider this madrasah.

Promotion via Electronic Media, Promotion through electronic media is carried out by using digital platforms such as WhatsApp and Instagram. Social media is used to disseminate documentation of student activities, ranging from Tahfidz competitions, Islamic holidays, Istighosah, to extracurricular activities. The presence of social media allows information about the madrasah to reach a wider audience, not limited to the village or sub-district. Interactive content, such as videos and images, encourages the surrounding community to provide real-time feedback. With this, the school, especially the social media admin, can continuously evaluate prospective students' responses to the content (Yogi Yunefri et al., 2024). Promotion via Special Events, Promotion in the form of special events is carried out through open houses, competitions held by LP Ma'arif, Islamic art performances, scouting events, and social work activities. These activities are not only a means of promotion but also a direct means of interaction between the school and the surrounding community. For example, PHBN events (Ikhwan et al., 2025) involve people from various surrounding villages, who then come to know MI Tarbiyatul Akhlaq as an educational institution that cares about the development of the Islamic younger generation. These events are usually held to strengthen community bonds and collaborate with various community organizations (Anisah et al., 2024). Promotion of these special events also leverages word-of-mouth and support from community leaders to increase community trust.

The effectiveness of this promotion strategy is reflected in the increasing public interest in enrolling their children in MI Tarbiyatul Akhlaq. New student admission data show an increase in the number of applicants compared to previous years. Parents consider this madrasah to have a strong identity as a religious, friendly, and high-achieving school (Paisun et al., 2025). The conducive school atmosphere, communicative teachers, and daily spiritual activities such as reading Asmaul Husna and Dhuha prayer further strengthen this image. However, the research also found several obstacles. First, the limited human resources, because teachers often double as promotion staff. Second, the limited promotion funds, generally from the committee or voluntary donations, so promotions are simple. Third, there is still a traditional perception among some people that madrasahs are less modern than public schools. These obstacles pose a challenge for MI Tarbiyatul Akhlaq in maintaining consistency in its promotional strategy.

Discussion

The research shows that the branding of MI Tarbiyatul Akhlaq is formed not only by visual elements but also by the real experiences of individuals who interact with the school. This aligns with the concept of atmospheric promotion, which emphasizes that user experience, service quality, and institutional atmosphere are key to building a positive image. Thus, school branding is more holistic: it is not just what is shown through brochures and banners, but also what the

community feels through the friendliness of the teachers, spiritual activities, and the quality of education. An effective holistic branding approach includes three aspects: a) Visual Elements and Experience: Effective branding integrates visual publications (brochures, banners) with experiential aspects like the friendliness of the teachers and the quality of education (Hermawan & Carnawi, 2024); Community Perception: Community perception is influenced by direct interactions, including spiritual activities and the overall educational environment (Yusuf, 2023); Inclusive Education: Implementing inclusive education improves the brand image and competitiveness, showing a commitment to quality and accessibility (Fachri et al., 2022).

This finding shows that MI Tarbiyatul Akhlaq's promotional strategy combines conventional (print media) and modern (digital media) approaches. This is interesting because, although the madrasah faces limited funds and human resources, it can still project a positive image by maximizing its existing potential. This strategy differs from promoting large-scale integrated Islamic schools, which usually rely on high-cost, excellent programs and modern facilities. This is consistent with the theory of Institutional Image, which addresses trust and reputation. A strong image fosters public trust and enhances the institution's reputation. In this case, the branding is about activities such as reading *Asmaul Husna*, reciting the Quran, the five-time prayer report book, Dhuha prayer in congregation, and many more (Fajry et al., 2024). Furthermore, in strategic management, institutions that manage their branding effectively can differentiate themselves and attract more students. In other words, MI Tarbiyatul Akhlaq builds its brand through a simple yet consistent strategy that aligns with the local community's social context (Khumairo & Azzukhrufi, 2025).

This study confirms previous findings that Islamic educational institutions often face promotion constraints due to limited internal resources, including funding and human capital. This is in line with research by Aziz, who found that many madrasahs in Indonesia still rely on traditional promotion methods due to limited budget allocation and a lack of staff capacity in digital literacy (Azzukhrufi et al., 2024). This condition places MI Tarbiyatul Akhlaq within the landscape of challenges common to similar educational institutions.

However, this study also identified a unique and relevant strategic opportunity in the local context: engaging community leaders. Community figures hold strong social legitimacy, which can be leveraged to increase the madrasah's credibility in the public's eyes. This is comparable to the concept of "social proof" in marketing (PhD, 2009), where recommendations from respected figures can significantly influence public perception. By prioritizing community leaders in its promotion strategy, MI Tarbiyatul Akhlaq not only strengthens its position but also asserts its closeness to the local culture. Another key finding of this study is that madrasah branding cannot be separated from the Islamic values embedded in students' daily activities. Spiritual activities, such as Dhuha prayer, *Istighosah*, and the implementation of a five-time prayer report book, function as more than just religious activities (Nurrachmawati, 2023). These activities are integral to the branding strategy that differentiates the madrasah from public schools.

This concept is known as "value-based branding," where brand identity is built on fundamental values (Aaker, 2020). The Islamic values consistently instilled in daily routines become a strong selling point, affirming the madrasah's unique identity and attracting parents who seek an educational environment that is not only academically excellent but also morally and spiritually sound. To overcome existing challenges, this study suggests several strategic steps that can be taken by the madrasah, including:

- a. Improving Digital Capacity: According to the theory of innovation diffusion (Rogers, 2003), increasing the digital literacy of teachers and staff will accelerate the adoption of more modern, creative, and consistent promotion methods, allowing the madrasah to reach a wider audience.

- b. Community Network Partnership: The involvement of alumni, guardians, and community leaders as school ambassadors is a very effective and efficient form of word-of-mouth marketing. This network can disseminate positive information and build trust at the community level (Kotler, 2016).
- c. Performance-Based Promotion: Building promotion programs that highlight the real achievements of students and excellent Islamic activities will strengthen the narrative of the madrasah as a quality institution. This strategy focuses on “outcome-based branding,” in which the results achieved serve as concrete evidence of the quality of education (Fachri et al., 2022).
- d. Optimization of Funding Sources: Securing promotion fund allocation through cooperation with the school committee or CSR programs from external partners offers a sustainable financial solution and reduces the burden on the madrasah’s internal budget (Wu et al., 2021).

By implementing these strategic steps, MI Tarbiyatul Akhlaq can not only overcome internal constraints but also leverage the community's strength and Islamic identity to build a strong, sustainable brand. Overall, this discussion affirms that the branding of MI Tarbiyatul Akhlaq Krembangan Taman is built through a contextual, value-based promotion strategy that involves closeness to the community. This provides an important contribution to the study of madrasah branding, as it shows that even simple promotion strategies can result in a strong brand if managed consistently.

CONCLUSION

Based on the research findings, it can be concluded that the branding of MI Tarbiyatul Akhlaq is a holistic process that integrates its Islamic identity with interactions within the local community. Although it faces limited human resources, the madrasah has succeeded in building a strong image by combining conventional and digital promotion and by leveraging the social legitimacy of community leaders. The key element of this branding is the Islamic values internalized in students’ daily activities, which serve as a selling point that differentiates the madrasah from public schools. Therefore, to strengthen the madrasah’s position, the branding strategy must focus on empowering teachers, collaborating with the community, and highlighting excellent programs that reflect its unique Islamic identity.

The implications of this research indicate that the successful branding of Islamic educational institutions at the elementary level depends not only on sophisticated marketing technology but also on the extent to which religious values are embodied in students' actual behavior, recognized by the community. Practically, this requires madrasah management to begin developing digital competency development schemes for educators to enable more extensive self-promotion. Furthermore, the involvement of community leaders implies that social capital is a crucial asset that must be nurtured to maintain public trust amidst competition in educational institutions.

Prospective developments in this research could be directed towards a more specific study of the effectiveness of digital-based strategic management or a comparative analysis of parent loyalty between community-based madrasahs and modern private schools. Future research could also explore how integrating local curricula can strengthen madrasah branding narratives at a broader regional scale.

BIBLIOGRAPHY

Aaker, D. (2020). *Aaker on Branding: 20 Principles That Drive Success*. Morgan James Publishing.

- Anisah, N., Nuradiyanti, I., Wulandari, E., Ramadani, H., Waang, K. A. D., Sutanto, A., Sazali, A., Adawiyah, R., Rahmah, Y., & Noor, M. R. (2024). Penguatan Nilai-Nilai Keislaman Melalui Penyelenggaraan Pekan Anak Sholeh pada Kuliah Kerja Nyata di Desa Bagagap. *Kayub Baimbai: Jurnal Pengabdian Masyarakat*, 1(2), 41–45. <https://doi.org/10.69959/kbjpm.v1i2.31>
- Aziz, M. S., Hartini, S., & Gunawan, S. (2025). Marketing Strategy of Islamic Higher Education Institutions: A structured-thematic analysis. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 10(2), 293–311. <https://doi.org/10.31538/ndhq.v10i2.153>
- Azzukhrufi, J. R., Nufitasari, N. W., & Khumairo, M. (2024). Urgensi Literasi Dalam Meningkatkan Sumber Daya Manusia (Studi Kasus di SMAN 1 Puri Mojokerto). *Ikhtisar: Jurnal Pengetahuan Islam*, 4(2), 545–560. <https://doi.org/10.55062/IJPI.2024.v4i2/636/5>
- Bakoil, M. B., & Tuhana, V. E. (2023). Pemanfaatan Brosur Kreatif dalam Kegiatan Sosialisasi dan Promosi Institusi Pendidikan. *Jurnal Kreativitas Pengabdian Kepada Masyarakat (PKM)*, 6(3), 864–873. <https://doi.org/10.33024/jkpm.v6i3.6781>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (third edition). SAGE.
- Fachri, Moh., 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>
- Fajry, F., Annur, S., & Handayani, T. (2024). Strategi Promosi Prodi Pendidikan Sendratasik Dalam Meningkatkan Jumlah Mahasiswa. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(1), 51–60. <https://doi.org/10.31538/munaddhomah.v5i1.728>
- Hamzah, A. (2020). Metode penelitian studi kasus. *Malang: Literasi Nusantara*. <https://scholar.google.com/scholar?cluster=13376977623881021009&hl=en&oi=scholarrr>
- Hermawan, I. & Carnawi. (2024). Konsep membangun image branding untuk meningkatkan kepercayaan terhadap lembaga pendidikan Islam. *ASCENT: Al-Bahjah Journal of Islamic Education Management*, 2(1), 12–26. <https://doi.org/10.61553/ascent.v2i1.96>
- Hotimlana, H., & Hidayah, U. (2024). Inovasi Madrasah Dalam Meningkatkan Branding Pendidikan Islam Melalui Kurikulum Terpadu. *Dar El-Ilmi: Jurnal Studi Keagamaan, Pendidikan Dan Humaniora*, 11(2), 1–11. <https://doi.org/10.52166/darelilmi.v11i2.7829>
- 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>
- Khumairo, M., & Azzukhrufi, J. R. (2025). Pengaruh Strategi Pengembangan Sekolah Terhadap Kepuasan Orang Tua Siswa di SMP Darul Muta'allimin Sidoarjo. *Management of Education: Jurnal Manajemen Pendidikan Islam*, 11(1), 24–41. <https://doi.org/10.18592/moe.v11i1.14997>
- Kotler, P. (with Internet Archive). (2016). *Marketing management*. New York: Pearson. http://archive.org/details/marketingmanagem0000kotl_f0a5
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook* (Fourth edition, International student edition). SAGE.
- Mudiono, M. (2025). Transformation of Islamic Educational Management in the Digital Era: Transformasi Manajemen Pendidikan Islam di Era Digital: Kajian Konseptual tentang

- Peluang dan Tantangan. *At Tandhim | Journal of Islamic Education Management*, 1(1), 47–57. <https://doi.org/10.53038/tndm.v1i1.287>
- Nurrachmawati, A. (2023). *Strategi Pemasaran Untuk Membangun School Branding Dalam Upaya Meningkatkan Daya Saing Lembaga Pendidikan (Studi Kasus di MTS Negeri 1 Ponorogo)* [Diploma, IAIN Ponorogo]. <https://etheses.iainponorogo.ac.id/26532/>
- Paisun, P., Maskuri, M., & Mistar, J. (2025). The Kiai's Leadership in Harmonizing Chinese-Muslim Relations through Multicultural Islamic Education. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 6(2), 329–344. <https://doi.org/10.31538/munaddhomah.v6i2.1897>
- Paluseri, A. H., Kaihatu, T. S., Sutrisno, T. F. C. W., & Farzana, A. (2025). The Effect of Marketing Management and Quality of Education Services on Improving School Reputation. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 10(2), 474–488. <https://doi.org/10.31538/ndhq.v10i2.117>
- PhD, R. B. C. (2009). *Influence: The Psychology of Persuasion*. Harper Collins.
- Riyadi, S., Darwis, M., Judijanto, L., Nicolas, D. G., & Saefudin, A. (2023). Effective Promotion Strategy of Integrated Islamic Education Institutions in Modern Society. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 15(1), 667–676. <https://doi.org/10.37680/qalamuna.v15i1.4192>
- Rogers, E. M. (2003). *Diffusion of Innovations, 5th Edition*. Simon and Schuster.
- Wu, Q., Cherian, J., Samad, S., Comite, U., Hu, H., Gunnlaugsson, S. B., Oláh, J., & Sial, M. S. (2021). The Role of CSR and Ethical Leadership to Shape Employees' Pro-Environmental Behavior in the Era of Industry 4.0. A Case of the Banking Sector. *Sustainability*, 13(17), 9773. <https://doi.org/10.3390/su13179773>
- Yismaw Ayenew, Y. (2023). Promotional Strategy and Organizational Performance: Source from Systematic Review Literature. *American Journal of Theoretical and Applied Business*. <https://doi.org/10.11648/j.ajtab.20230903.12>
- Yogi Yunefri, Yogi Ersan Fadrial, Sutejo, Pandu Pratama Putra, & Dwi Ana Pertiwi. (2024). Pemanfaatan media sosial dan aplikasi Canva untuk meningkatkan promosi Ponpes Ulil Albab Alja'afariyah. *J-COSCIS : Journal of Computer Science Community Service*, 4(1), 47–52. <https://doi.org/10.31849/jcscis.v4i1.15486>
- Yuliana, F., & Pravitasari, E. (2023). The Effect of Promotion Strategy and Social Media on the Attractiveness of Prospective New Students Moderated by Brand Image on Study Program Selection at the University of 17 August 1945 Jakarta. *Ekonika : Jurnal Ekonomi Universitas Kadiri*, 8(2), 248–265. <https://doi.org/10.30737/ekonika.v8i2.4743>
- Yusuf, M. (2023). Strategi Branding Image Dalam Mewujudkan Keunggulan Kompetitif Pada Lembaga Pendidikan Islam. *At-Tabsin: Jurnal Manajemen Pendidikan*, 3(2), 72–89. <https://doi.org/10.59106/attahsin.v3i2.143>