

Digital Marketing Strategy In Improving The Competitiveness Of Islamic Educational Institutions In The 5.0 Era

Layli Rohmatillah¹, Firda Fina Fitriya², Gheitsaa' Zaahira Shoofiya³

¹ Universitas Nurul Jadid, rahmatillahlaili@gmail.com

² Universitas Nurul Jadid, Firdafinafitriya@gmail.com

³ Universitas Nurul Jadid, gzaahira@gmail.com

ARTICLE INFO

Keywords:

Digital Marketng, Islamic Education, Society 5.0

Article history:

Received 2025-08-12

Revised 2025-09-06

Accepted 2025-10-07

ABSTRACT

The Society 5.0 era demands educational institutions, including Islamic educational institutions, to be able to adapt quickly to the increasingly rapid development of digital technology. Digitalization not only has an impact on the learning system, but also on the education marketing system. This study aims to analyze the digital marketing strategies used by Islamic educational institutions to increase their competitiveness in the digital era. This study uses a qualitative approach with a case study method in three Islamic educational institutions in Indonesia. Data collection techniques were carried out through observation, in-depth interviews, and documentation. The results of the study show that the use of social media, development of interactive websites, and collaboration with Muslim influencers are the most effective strategies in building a positive image and expanding the reach of promotion. This strategy is able to attract the attention of the wider community, especially the millennial generation and Gen Z who are familiar with digital platforms. However, challenges such as limited human resources, lack of understanding of digital marketing, and budget constraints are still significant obstacles. Therefore, this study recommends increasing HR competency in the field of digital marketing and utilizing Artificial Intelligence (AI)-based technology as a further innovation. The right strategy will make Islamic educational institutions more adaptive, innovative, and competitive in facing the challenges of educational globalization

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Layli Rohmatillah

Universitas Nurul Jadid; rahmatillahlaili@gmail.com

1. INTRODUCTION

Development of information and communication technology has changed many aspects of life, including education (Amin, 2025). With digital transformation, educational institutions are

becoming more focused on academic achievement rather than communication and developing a broader institutional identity (Sari, Abidin, Damanik, Aswan, & Hasibuan, 2025). The era of Society 5.0, which places humans above technological progress, is a challenge for educational institutions but also an opportunity. They must be able to adjust tactics to maintain their existence and expand their reach, such as marketing and public relations (Sirozi, 2025).

In entering the technological era, Islamic educational institutions face more complex problems (Nurlina, Nurdin, & Prihatin, 2023). On the one hand, they are required to uphold Islamic values, which are the basis of operations and learning, and on the other hand, they are required to appear professional, contemporary and innovative when conveying the message and image of their institution to the public (Munif, Sujianto, & Mutohar, 2023). In today's digital world, the most active millennials and Gen Z prefer information that is fast, visual, and easily accessible. To stay relevant and competitive, Islamic educational institutions need a new approach to promotion (Nurrachmawati, 2023).

One of the strategic solutions to meet the communication needs of educational institutions in the digital era is digital marketing (Panani, Mutohar, & Suijianto, 2024). The use of social media platforms such as Instagram, YouTube, TikTok and others has proven successful in increasing engagement and expanding audiences. (Farhanah, 2024). In addition, collaboration with Muslim influencers who have high credibility and the use of interactive websites greatly helps to form a positive image of the organization (Nugrahanti, Marsasi, Semmawi, Gusti, & Azizi, 2024). However, this strategy does not always work. Limited human resources, lack of technical knowledge, and limited budget are some of the problems that arise (Berlianada, Mu'awanah, Santika, & Harsoyo, 2022).

Due to these conditions, research that studies digital marketing strategies in Islamic educational institutions is very important. This study not only explains current marketing methods, but also evaluates how effective they are in increasing the competitiveness of organizations in global competition (Setyaningsih, Vusvitha, & Harahap, 2025). It is expected that successful strategy patterns and problems often encountered in their implementation will be found by collecting data from several Islamic educational institutions in Indonesia. It is expected that the results of this study will provide practical knowledge to managers of other educational institutions (Saputra, Rif'ah, & Andrianto, 2023).

In addition, this study will offer suggestions that can be applied sustainably through a comprehensive analysis. One of them is the importance of improving human resource capabilities in the field of digital marketing through training and cooperation between sectors (Widodo & Islam, n.d.). In addition, the inclusion of intelligent technology such as AI into promotion and communication management is also an innovation worth considering. Islamic educational institutions can survive in the era of Society 5.0 by using the right and sustainable strategies (Widodo & Islam, n.d.) They can also develop into relevant, adaptive and competitive institutions in the national and global education map.

2. METHODS

This research uses a qualitative approach with a case study method that is exploratory and descriptive in nature (Nurrachmawati, 2023). This approach was chosen because it is able to describe in depth and holistically the digital marketing strategies implemented by Islamic educational institutions in a real and dynamic context (Yanto, Wanto, & Murniyanto, 2023). The case study was conducted at three Islamic educational institutions located in three major cities in Indonesia, namely Jakarta, Surabaya, and Yogyakarta. The selection of these locations was based on the consideration that these cities represent urban areas with high levels of technology penetration and digital activity, making them relevant to be used as objects of digital marketing studies in education.

Data collection was carried out using three main techniques: participant observation, in-depth interviews, and documentation (Yanto et al., 2023). Observations were conducted directly to

observe the digital communication and promotion strategies taking place in each institution, including the use of social media, website design, and online campaign activities. In-depth interviews were conducted with school administrators, marketing teams, teachers, and students, to gain perspectives from the various parties involved. Documentation included secondary data collection such as digital brochures, social media activity reports, and other visual documentation.

In the data analysis stage, researchers apply data reduction techniques, data presentation, and descriptive conclusion drawing. Data reduction is done by sorting relevant information from the results of interviews and observations, then presented in the form of systematic and thematic narratives. Data presentation is done in the form of narrative descriptions and tables of findings to make it easier for readers to understand the patterns found (Muawwanah, Sapuadi, & Riyadi, 2025). Conclusions are drawn inductively by identifying the relationship between the strategies implemented and their impact on the competitiveness of educational institutions.

To maintain the validity of the data, researchers use source triangulation and technique triangulation techniques, to ensure the accuracy and consistency of information obtained from various sources and methods. This approach is expected to provide an objective and in-depth picture of the reality of digital marketing in Islamic educational institutions, as well as being a strong basis for making strategic recommendations (Mubarok, 2024).

3. FINDINGS AND DISCUSSION

The results of this study indicate that the three Islamic educational institutions that are the objects of the study have implemented digital marketing strategies actively and in a variety of ways to answer the challenges of transformation in the Society 5.0 era. The strategy is implemented through three main channels, namely social media, interactive official websites, and collaboration with Muslim influencers. These three approaches have been proven to have a positive impact on improving the image of the institution and public appeal to the educational programs offered.

3.1 Media Sosial

The use of social media such as Facebook, Instagram, and TikTok is one of the most dominant strategies. The content shared is not limited to institutional promotions, but also includes educational videos, alumni testimonials, student activities, and new student admissions (PPDB) campaigns. The content is packaged creatively, visually, and responsive to trends, which is very much in line with the characteristics of today's digital audience, especially the millennial and Gen Z generations. Well-managed social media activities can build emotional connections between institutions and the public and strengthen community loyalty.

3.2 Website Resmi Interaktif

All three institutions have official websites that are professionally designed and responsive. Features such as online registration, virtual campus tours, catalogs of excellent programs, multimedia galleries, and chat-based educational consultation services are a special attraction for prospective students and parents. The website not only functions as an information center, but also as a two-way communication medium that strengthens branding and public trust in the institution. In addition, the website that is integrated with the school data system shows the institution's readiness to digitize educational services as a whole.

3.3 Kolaborasi dengan Influencer Muslim

One unique approach taken is to collaborate with young Muslim influencers who have a good reputation on social media. This collaboration is carried out in the form of endorsements, video reviews, or becoming a resource person at webinars organized by the school. This strategy is considered very effective in increasing engagement and expanding the reach of promotions,

especially to groups of young parents who actively follow digital trends. The social influence built through this approach creates a significant trust effect.

Although these strategies have a positive impact, this study also found a number of major challenges. First, the limited human resources (HR) who understand the concept and practice of digital marketing as a whole is a crucial obstacle. Most marketing personnel in Islamic educational institutions still do not have a background or special training in this field. Second, the limited digital promotion budget means that several initiatives cannot be implemented optimally, for example in the use of paid advertising (ads) or the development of school mobile applications.

Overall, the implemented digital marketing strategy has contributed to increasing the competitiveness of the institution, as seen from the increase in the number of applicants, the increase in the institution's exposure in the digital space, and the formation of a positive image in the eyes of the public. The implementation of adaptive and innovative digital strategies shows that Islamic educational institutions have great potential to develop in the Society 5.0 era. However, in order to ensure the sustainability of this strategy, institutions need to strengthen their internal capacity, especially in the fields of technology and digital communication.

CONCLUSION

The results of the study show that digital marketing is a very effective method to increase the competitiveness of Islamic educational institutions in the Society 5.0 era. Using social media, creating interactive websites, and collaborating with Muslim influencers have been proven to improve the image of institutions, increase promotional reach, and attract new students. Educational institutions can be closer to the community, especially the younger generation who are very familiar with digital platforms, thanks to this approach. However, the success of digital marketing is highly dependent on the internal readiness of the institution, both in terms of human resources and technological infrastructure. Therefore, the development of a digital marketing strategy must be accompanied by continuous capacity building and innovation, not just the use of media.

REFERENCES

- Amin, A. (2025). Urgensi Pemasaran Bagi Pendidikan Islam. *Jurnal Manajemen Pendidikan Islam*, 3(1), 1–11.
- Berlianada, A. F., Mu'awanah, B., Santika, D. M., & Harsoyo, R. (2022). Manajemen Pemasaran Pendidikan Dalam Meningkatkan Daya Saing Di Ma Ma'arif Al-Mukarrom Kauman Ponorogo. *Edumanagerial*, 1(2), 249–263.
- Farhanah, P. A. (2024). *Manajemen Strategi Pemasaran Pendidikan Dalam Meningkatkan Kualitas Lembaga Pendidikan Di Stai Darussalam Kunir subang*. S-2 Manajemen Pendidikan Islam.
- Muawwanah, R., Sapuadi, S., & Riyadi, S. (2025). Strategi Pemasaran IAIN Palangkaraya Dalam Penerimaan Mahasiswa Baru. *Edu Society: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, 5(2), 263–274.
- Mubarok, R. (2024). Strategi pengembangan manajemen diklat dalam meningkatkan daya saing lembaga pendidikan. *JURNAL ILMU PENDIDIKAN & SOSIAL (SINOVA)*, 2(2), 127–138.
- Munif, M., Sujianto, A. E., & Mutohar, P. M. (2023). Korporasi Produksi Pendidikan: Paradigma Baru Dalam Meningkatkan Kompetensi Dan Daya Saing Lembaga Pendidikan Islam Transformatif. *Al-Mafazi: Journal of Islamic Education Management*, 1(1), 23–40.
- Nugrahanti, T. P., Marsasi, E. G., Semmawi, R., Gusti, Y. K., & Azizi, M. (2024). Pengembangan Pelatihan Keterampilan Manajerial Bagi Pengusaha Kecil Dan Menengah Dalam Meningkatkan

- Daya Saing Bisnis Di Era Digital. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 5(2), 2747–2753.
- Nurlina, N., Nurdin, D., & Prihatin, E. (2023). Strategi Peningkatan Daya Saing melalui Program Pembelajaran Berbasis Pendidikan Islam. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(5), 6052–6064.
- Nurrachmawati, A. (2023). *Strategi Pemasaran Untuk Membangun School Branding Dalam Upaya Meningkatkan Daya Saing Lembaga Pendidikan (Studi Kasus di MTS Negeri 1 Ponorogo)*. IAIN Ponorogo.
- Panani, Z., Mutohar, P. M., & Suijianto, A. E. (2024). Strategi Pemasaran Jasa Pendidikan Dalam Meningkatkan Daya Saing Yang Berorientasi Lingkungan Di Era Industri 4.0. *Edusaintek: Jurnal Pendidikan, Sains Dan Teknologi*, 11(3), 1183–1198.
- Saputra, H. T., Rif'ah, F. M., & Andrianto, B. A. (2023). Penerapan digital marketing sebagai strategi pemasaran guna meningkatkan daya saing umkm. *Journal of Economics, Management, Business, and Entrepreneurship*, 1(1), 29–37.
- Sari, W., Abidin, H. Z., Damanik, S., Aswan, A., & Hasibuan, R. I. (2025). *Manajemen Pemasaran Pendidikan Islam adalah proses perencanaan, pelaksanaan, dan evaluasi kegiatan pemasaran yang dilakukan oleh lembaga pendidikan Islam dengan tujuan untuk menarik, mempertahankan, dan membina hubungan yang baik dengan peserta didik, ora*. PT. Sonpedia Publishing Indonesia.
- Setyaningsih, D., Vusvitha, V., & Harahap, N. L. S. (2025). Strategi Pemasaran Jasa Pendidikan di Era Digital. *Jurnal Inovasi Dan Manajemen Pendidikan*, 5(1).
- Sirozi, M. (2025). Strategi Peningkatan Daya Saing Madrasah Di Era DIGITAL. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(01), 535–549.
- Widodo, H., & Islam, P. S. M. P. (n.d.). *Analisis Strategi Pemasaran untuk Meningkatkan Daya Saing Studi Kasus Aisyiyah Daycare Sidoarjo*.
- Yanto, A., Want o, D., & Murniyanto, M. (2023). Marketing Dalam Manajemen Pendidikan Islam: Strategi Peningkatan Minat Masyarakat Terhadap Madrasah diMA Darussalam Kepahiang. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 9(1), 122–133.