Contribution of Digital Branding for Improving Madrasah Tsanawiyah Quality Education in the Pantura Area of Lamongan

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Abstract:
Discussion in this article is about the importance of madrasahs in utilizing digital media in branding themselves or building a madrasa self-image hammering digital media, especially social media digital platforms which have become a daily necessity of the community. According to researchers, the encouragement of the use of digital media is very necessary because the direction of society at this time is more active in surfing in cyberspace than in the real world, proof that discussions in social media on an issue develop faster than issues that are not blowed-up in digital media. The method used in this discussion is a qualitative method with a multi-site case study approach in three Madrasahs Tsanawiyah (MTs.) in the Pantura Kabupaten Lamongan area. The results of this study show that the implementation of digital branding strategies in three MTs in the Lamongan district has many points of similarity. There are at least two Strategies, namely the first: brand expression through logo, vision, mission, motto, and tagline. Both communication brands. The branding communication strategy is to introduce the institution to the external which is displayed digitally on the school's website, and school social media, such as Facebook, Instagram, Twitter, and Youtube. All three have branding that is favored differently. MTs. Mazrotul Ulum further strengthens the personality of teachers and educators as madrasa ambassadors. while MTs. Tarbiyatut Tholabah highlighted his achievements in extracurricular championships. As well as MTs. Muhammadiyah 2 Karangasem is self-sufficient with its International Cambridge program.

Abstrak:
Pembahasan artikel tentang pentingnya madrasah dalam memanfaatkan media digital dalam branding diri atau membangun citra diri madrasah memalui media digital terutama platform digital media sosial yang sudah menjadi kebutuhan masyarakat sehari-hari. Dorongan terhadap penggunaan media digital ini menurut peneliti sangat diperlukan karena arah masyarakat pada saat ini lebih aktif dalam berselancar di dunia maya dari pada dunia nyata, buktinya perbincangan dimedia sosial terhadap sebuah isu lebih cepat berkembang dari pada isu yang tidak diblow-up pada media digital. Metode yang digunakan dalam pembahasan ini adalah metode kualitatif dengan pendekatan studi kasus yang multi situs pada tiga madrasah tsanawiyah di daerah pantura kabupten Lamongan. Hasil penelitian ini menunjukkan Implementasi strategi digital branding pada tiga MTs di kabupaten Lamongan memiliki banyak point persamaan. Setidaknya ada dua Strategi yakni pertama; brand ekpresi melalui logo, visi, misi, moto dan tagline. Kedua brand komunikasi. Strategi komunikasi branding yakni mengenalkan lembaga kepada eksternal yang ditampilkan secara digital pada website sekolah, media sosial sekolah,

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seperti facebook, Instagram, twitter dan Youtube. Ketiganya mempunyai branding yang diunggulkan secara berbeda. MTs Mazrotul Ulum lebih menguatkan personality dari guru dan tenaga pendidik sebagai duta madrasah. sedangkan MTs Tarbiyatut Tholabah menonjolkan pada capaiannya dalam kejuaran-kejuaraan ekstrakurukuler. Serta MTs Muhammadiyah 2 Karangasem membranding diri dengan program International Cambridge nya. Media digital yang sifat komunikasinya dua arah, dianggap sebagai tempat yang sangat tepat sebagai wadah promosi sekaligus pengawasan dari masyarakat terhadap apa yang dilakukan oleh madrasah.

INTRODUCTION

Competition between educational institutions by competing to show its superiority is a good momentum how to take advantage of technological developments and all the needs of society to bring the educational climate much better. The madrasa's efforts to get better is a breath of fresh air on how exactly madrasahs are trying to improve in terms of quality. Considering the field of education Indonesia is currently ranked 108th in the world with a score of 0.603. The results of research conducted by UNESCO (United Nations Educational, Scientific and Cultural Organization) also placed Indonesia in 5th place after Thailand. So, in this case, the digital branding strategy is the right step for madrasahs to improve the quality of their output and support the quality of education in Indonesia.

In Lamongan regency, East Java, especially in the northern coastal area (Pantura), people's perception of madrasahs is very good. In this area, madrasas include educational institutions that are the main target of parents to take formal education. The Pantura area of Lamongan regency has a lot of Islamic boarding schools. The organizational affiliation of the pesantren is quite varied. Some are affiliated with NU, Muhammadiyah, and other institutions.

Despite receiving good trust from the community, madrasas must still improve their quality. In the era of the industrial revolution 4.0, madrasahs need to take advantage of internet technology in branding madrasahs. The existence of the internet of things requires madrasahs to be familiar with technology and use it to improve the quality of madrasahs. This is what is then called the digital branding of madrasahs. The existence of digital branding madrasahs can encourage wider community access. In addition to digital branding, madrasahs can shown madrasahs as Islamic educational institutions that are technologically literate and respond to social changes and technological changes that are growing. In this study, researchers chose digital branding in madrasahs at the Tsanawiyah level.

Digital branding is something important for schools because now it is the digital era, where whether they realize it or not, it has changed many people's habits in choosing educational institutions that used to hear enough stories from people or alumni of an educational institution, now they will check the truth themselves through available online media.

In addition to the technological factors that have developed very quickly and the increasing "cheapness" of technology, the trend of changing

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people's interests and behavior, especially in terms of seeking information, has made many educational institutions eventually change the direction of the mecca of promotion of their institutions in the digital direction.

The digital ecosystem does look very promising. In Indonesia itself, based on data from Hootsuite and We Are Social, quoted from detik.com, the number of internet users in Indonesia reached 202.6 million as of January 2021. When compared to the number of internet users in 2020, there was an increase of about 15.5% or more than 27 million people in the last 12 months. Not only internet users have increased, but the number of mobile devices connected to the internet has also skyrocketed sharply to 345.3 million with users active on social media on various platforms reaching 170 million or an increase of 10 million from the previous period. Internet users in Indonesia themselves spend up to 8 hours and 52 minutes accessing the internet. The composition of playing social media is about 3 hours and 14 minutes, streaming 2 hours and 50 minutes, and spending about 1 hour 38 minutes just reading online and offline media.

This research will later be carried out in the northern coastal area of Lamongan regency whose selection of research objects is focused on three Madrasah Tsanawiyah (MTs) in the Paciran district; first, MTs Mazrotul 'Ulum as a madrasa figure whose affiliation is more complex, namely some are affiliated with the organization of Nahdlatul Ulama and some tend to Muhammadiyah organizations. Second, MTs. Tarbiyatut Tholabah is a madrasa figure affiliated with the pure Nahdlatul Ulama community organization, and the third is MTs. Muhammadiyah 2 Karangasem is affiliated with the pure Muhammadiyah mass organization. The three madrasahs are quite representative of the organizational behavior of the MTs in digital branding to improve the quality of their education.

Even though the discussion about branding has often been discussed, including the writing of Akmal Mundiri[1] This paper reveals the *unware of brands* as a form of public awareness or ignorance of the advantages of services owned by Islamic educational institutions, in this paper also the concept of *Total Quality Management.* The paper focuses on developing the *branding image* of educational institutions and the application of integrated quality management in the face of changes in the world of education that is rapidly changing so as to be able to create satisfaction (*satisfaction*) of consumers of educational services. Furthermore, Susilawati and Harun[2] wrote an article with the title "SWOT Analysis as the Basis for Branding Strategy in Madrasah Ibtidaiyah Alhidayah, Cireunde, Ciputat" which concluded that the Branding strategy carried out by MI Al-Hidayah was a qur'an tahfidz program from grades 1 to IV. Suyadi's research concluded that the credibility and image of the school will last a long

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[1] Akmal Mundiri, *Strategi Lembaga Pendidikan Islam dalam Membangun Branding Image*, Jurnal Pendidikan, Vol. 3, No. 2 (Januari-Juni 2016). DOI: https://doi.org/10.33650/pjp.v3i2.125

[2] Iis Mei Susilawati dan Muhammad Harun,(2017) "Analisis SWOT Sebagai Dasar Strategi Branding pada Madrasah Ibtidaiyah Alhidayah, Cireunde, Ciputat", TARBAWI , 3,https://doi.org/10.32678/tarbawi.v3i01.1783

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time if it is always maintained and developed from all over time. The ability to take positioning, differentiation, and branding makes loyal customers choose the educational institution in question.[3] The research of Setyanto, Anggarina and Valentina concluded that branding at private universities was carried out in order to strengthen reputation.[4] Reputation must be formed through good performance by synergizing with the marketing department. Nasrullah's research concluded that consumers' decision to buy a product is significantly influenced by Islamic branding.[5]

Another article entitled *Does School Branding Matter in Secondary Education?.* Written by Chang, Yu-Ying Chris focuses on efforts to research the attributes of choice of students in vocational high schools as well as the school's efforts in building a branding school model in the education market.[6]

Another paper was written by Zulaikha with an emphasis on efforts to find out the awareness of educational institutions, namely junior high schools (Junior High Schools) in distinguishing efforts to build *branding* from media relations.[7]

From the studies above, no one has touched on the use of digital media as a tool in *branding* in madrasas. This study is important considering that in the era of the industrial revolution that is all internet, it is time for madrasahs to be encouraged to increasingly utilize this internet media to develop the quality of their institutions. This research is also in tsanawiyah madrasahs, which in general concern for digital media has not been as much as it is in aliyah madrasahs and universities which are needed more importantly and urgently. According to researchers, this encouragement to the use of digital media is very necessary because the direction of society at this time is more active in surfing in cyberspace than in the real world, proof that conversations on social media on an issue are developing faster than issues that are not blow-up on digital media.

METHOD

To gain a complete, in-depth understanding of the research focus, the researcher uses a qualitative type of research, with a case study approach and a multi-site design. The unit of analysis of this study is individuals and groups in MTs Mazra'atul Ulum Paciran, MTs. Tarbiyatut Tholabah and MTs Muhammadiyah 2 Karangasem. Researchers collect data from ongoing

[3] Suyadi, Strategi Pencitraan Lembaga Pendidikan Islam Anak Usia Dini : Studi Kasus RA Mu'adz bin Jabal Yogyakarta. (2016). *Al-Athfal: Jurnal Pendidikan Anak*, *1*(2). Retrieved from https://ejournal.uin-suka.ac.id/tarbiyah/alathfal/article/view/1083

[4] Yugih Setyanto. Et.al, "Branding yang Dilakukan Humas pada Perguruan Tinggi Swasta", Jurnal Muara Ilmu Sosial, Humaniora, dan Seni, 1,(April, 2017), https://doi.org/10.24912/jmishumsen.v1i1.347

[5] Nasrullah, M. (2015). ISLAMIC BRANDING, RELIGIUSITAS DAN KEPUTUSAN KONSUMEN TERHADAP PRODUK. *Jurnal Hukum Islam*, *13*(2), 79-87. https://doi.org/10.28918/jhi.v13i2.487

[6] *Chang, Y. (2013). Does School Branding Matter in Secondary Education ? https://www.semanticscholar.org/paper/Does-School-Branding-Matter-in-Secondary-Education-Chang/ca01df955976b1cd1c9ee167f1a72115b65edd02*

[7] Zulaikha, (2017). Perlukah Branding pada Sekolah? Studi Kasus pada SMP Swasta di Surabaya. *Jurnal Komunikasi Profesional*, *1*(2). https://doi.org/10.25139/jkp.v1i2.425

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events or symptoms in the three MTs, including activities compiled by public relations program managers, manager activities, students, and activity times. The data collection is through interviews, observations, and document tracking. The data obtained from this study is about digital branding in improving quality in MTs Mazra'atul Ulum Paciran, MTs. Tarbiyatut Tholabah and MTs Muhammadiyah 2 Karangasem. The data was obtained from several sources in the form of action actions, words, and documents in the three research locations. Then in analyzing the data, it is not enough to stop until the analysis of individual case data (individual cases), but it must also be continued with cross-site data analysis (cross-case analysis), then in this study, two stages of analysis are carried out, namely: a). Analysis of case data (individual case) and b). Cross-site data analysis (cross-case analysis).

RESULT AND DISCUSSION

Digital Branding and its Implementation Strategy in Education

Digital media is so rapidly growing nowadays. In the past, it started from information and communication technology from a hardware devices such as computers and application software through the internet. At a time when digital media is becoming part of everyday human life[8]

Digital itself in its sense is the depiction of a state of numbers consisting of the numbers 0 and 1 (digit numbers), or off and on. Or in another opinion is the signal or data expressed in the series of the numbers 0 and 1.[9] Digital media has differences from conventional media, if conventional media aims to create one-way mass communication, then digital media prioritizes two-way interaction between producers and audiences.[10]

There are several types of digital media. In terms of digital media, the term platform is often used to identify variations in the types of digital media. There are at least 10 variations of this digital media platform. Among others: 1). Content-based websites. Examples: Kompas.com, 2). Search engines. Example: Google, 3). User Generate Content Website. Example: Wikipedia, 4). Social Media. Examples: Facebook, Twitter, IG, Youtube, 5). Service websites. Example: e-mail, 6). Marketplace. Example: Bukalapak, 7). App Store. Example: Playstore, 8). Crowd-sourcing. Example: GoJek, 9). Repository. example: Doaj, 10). Cloud Computing. Example: Google Drive.

While Branding comes from the word brand which means brand product. Sociologically, however, the word "to brand", is attributed to the activities that cattle farmers in America often do by marking their livestock to facilitate the identification of ownership before being sold to the market. Therefore, branding is embedded in certain products from a business that can distinguish it from other products.

In this study, branding is embedded in the realm of education, where the object of the word is madrasah. Thus in this study, branding

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[8] Dyna Herlina, 2017. *Literasi Media: Teori dan Fasilitasi,Bandung*: Remaja Rosdakarya, p.123

[9] M. Prawiro, 2020. *Pengertian Digital:Definisi, Sejarah dan Manfaat Digitalisai Bagi Manusia*, www.maxmanroe.com

[10] Dyna Herlina, 2017. *Literasi Media: Teori dan Fasilitasi*,Bandung: Remaja Rosdakarya, p.125

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is interpreted as an activity carried out by the madrasah to create and show an image with the characteristics and advantages possessed by the madrasah.

According to Keller, the brand of a product can have benefits for producers and consumers. Where for manufacturers, the brand plays an important role as (a) a Means of identification to facilitate the process of handling or tracking products for the company, especially in organizing, inventory, and accounting records; (b) A form of legal protection against unique features or aspects of the product; (c) Signal the quality level for satisfied customers, so that they can easily choose and buy it again at a later time; (d) The source creates unique associations and meanings that distinguish the product from competitors; (e) A source of competitive advantage, primarily through legal protection, customer loyalty, and a unique image formed in the minds of consumers; and (f) Sources of financial returns, particularly concerning future opinions. While the benefits of the brand for consumers are identification of product sources, determination of responsibility to certain manufacturers or distributors, risk reduction, suppression of internal and external disbursement costs, special promises or ties with manufacturers, symbolic tools that project self-image, and quality signals.

Madrasah branding strategy is something that must be done by all educational institutions to answer the needs of consumers. Chang (2013) states that a strategy is proposed to determine intelligent goals, bringing the value of functions in the form of visions that visualize core

characteristics. School leaders must manage the market by promoting content to establish relationships with the media and the community. School placement depends on the brand.

The school brand is not only about the school's ranking and test scores, but also about its culture, atmosphere, and mindset. Creating and managing a strong brand is one of the main strategies to achieve educational goals. Thus, each school should build its brand and check that it consists of both characteristics that can meet the needs and expectations of their consumers which further creates a more efficient educational environment for generations in the next century.

After understanding the meaning of strategy, brand, and branding. In this discussion, we will review branding strategies. In various references, There are a lot of strategies given by experts. A branding strategy is a process by which a company identifies the brand elements necessary to create the right and viable brand proposition for customers[11]

There are two strategies in the implementation of branding according to experts. here are some views on the branding strategy that are put forward.: First, the Brand Expressions strategy, according to Gelder, to develop a brand to become strong, a branding strategy is needed. According to him, three key strategies in Brand Expression must be implemented so that brands are more competitive, namely: Brand Positioning, Brand Identity, and Brand Personality. All

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[11] Daniela Yasenova Baeva, Strong Brands 2011, *How Brand Strategy and Brand Communication Contribute to Build Brand Equity : the Case of Navigator*, Tesis : Fakuldade De Economia. p.22

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three strategies according to Gelder are called Brand Expressions[12]. Still according to Gelder, *brand expressions* are "*the brand as defined and manifested by an organization*." Furthermore, *brand expressions* are brands as the result of formulations from organizations or institutions that have brands, not brands as formulated from marketing results or consumer perceptions[13]

Second, Strategy Brand Communications. Brand Communication is one of the branding strategies incorporated by Barnes and Schultz. Brand Communication is an effort to introduce the brand both to internal and external parties. The purpose of brand communication is to change or improve the brand image or brand association with customers. If you look at the definition of brand communication conveyed by Barnes and Schultz, there are similarities in meaning with the internal and external branding strategies proposed by David Aaker above. According to Aaker, the branding strategy is divided into two, namely the internal branding strategy and the external branding strategy. An internal branding strategy is a strategy that is carried out in an organization. The purpose of internal branding is to ensure that stakeholders know and understand the vision and mission of the brand and that there is a concern for the brand they have[14]

According to Barnes & Schutlzs, the main objectives of the brand communications strategy are: (1) building and increasing Brand Awareness. (2) so that the message of a brand can be stronger, clearer and faster to arrive. And (3) For effective and interesting communication, consumers decide to make a purchase There are many brand communication channels, according to Barnes & Schultz, external communication can be done for example through sales promotion, direct marketing, events, public relations advertising, and also advertising. In addition, with advances in information technology, communication channels can be more youthful, effective, and efficiently carried out[15]

Branding itself is an image in the amount of beliefs, ideas and impressions that a person has in perceiving an object.[16] According to Nugroho J. Setiadi image is a person's perception of the company.[17] Therefore, the quality of the product largely determines whether the consumer will give a positive or negative response. From the two opinions above that the image and quality of the product largely determine the good and bad of the image in the eyes of consumers within the scope of educational institutions (madrasas). The quality of service felt by education consumers will result in a change in image, so that the image will

[12] Sisco Van Gelder, 2003, *Global Brand Strategy : Unlocking Brand Potential Across Counties, Cultures and Marketes,* London : British Library, p.17
[13] Sisco Van Gelder, 2003, *Global Brand Strategy : Unlocking Brand Potential Across Counties, Cultures and Marketes*, London : British Library, p.20
[14] Aaker, David, 2015, *Aaker on Branding,* Terj : Eta Sitepoe, Jakarta : Gramdia Pustaka Utama, p.183

[15] Aaker, David, 2015, *Aaker on Branding*, Terj : Eta Sitepoe, Jakarta : Gramdia Pustaka Utama, p.186-187
[16] Iwan Aprianto,dkk,2021, *Manajemen Public Relations Analisis Citra Perguruan Tinggi Keagamaan Islam*, Klaten: Lakeisha Cet. I, p. 80.
[17] Nugroho J. Setiadi, 2019, *Perilaku Konsumen: Perspektif Kontemporer pada Motif, Tujuan, dan Keinginan Konsumen*, Jakarta: Prenada Media Group, Cet. VII, p.112.

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strengthen. In Onong Uchjana Effendy's book,[18] *Image* or image defined in *Collin English Dictionary* is a mental picture or idea that results from imagination or personality and is displayed by the public to or from someone. Thus *image* or image can be interpreted as an illustration of the community response shown to an institution.

Meanwhile, according to Gronroos in Gi-Du Kang and Jeffrey James, namely, the image depicts expectations along with the implementation of marketing activities such as promotions, personal selling, advertising and other communication media.[19] The explanation from Gronroos can be interpreted to mean that an institution must be able to build the best possible image such as by promoting advertisements, media and other communications to communicate products or services effectively and make people easily understand. Referring to Gonroos' explanation above, educational institutions must be able to build the image of the institution as well as possible in order to maintain the perception and attitude given by the community towards the institution.

According to Adzira's explanation, the better the image of the institution, generally it will have an impact on the more positive the attitude of employees in doing their work. Likewise, in the world of education, the more positive the image of the madrasa, the more positive the attitude of the community towards the madrasa [20](Adriza,2015;81-82). From some of the opinions above, it can be concluded that the image of a madrasa is a picture, perception or attitude of a person towards a madrasa that shows a positive or negative attitude towards the products or services provided by the madrasa. Such as having good service, having a good educational program, being able to score a lot of student achievements, being able to develop students in a more positive direction for the future.

In the use of this digital branding strategy, of course, the use of digital media is a must considering the dependence of our current society with the digital world with internet services through devices, especially on social media platforms that are updated at any time. The use of social media as a tool for institutional branding is an important thing for madrasahs, this is evident from what has been done by three tsanawiyah madrasahs in the pantura area of Lamongan regency who have utilized digital platforms to build the brand of their educational institutions so that they are known to the public which ultimately has an impact on improving the quality of the institution. This digital media, apart from being a promotional event, can also be used by institutional stakeholders to supervise what has been done by the institution. Because the nature of digital media is two-way communication, in contrast to conventional media whose communication is only one-way.

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[18] Onong Uchjana Effendy. 2006. *Hubungan Masyarakat,* Bandung: PT Remaja Rosdakarya, Cet. VII, p. 46.

[19] Kang, G. and James, J. (2004), "Service quality dimensions: an examination of Grönroos's service quality model", Managing Service Quality: An International Journal, Vol. 14 No. 4, pp. 266-277. https://doi.org/10.1108/0960452041054680 6.

[20] Adriza, 2015, *Membangun Citra Lembaga Perguruan Tinggi Yang Berbasis Vokasi*, Yogyakarta: CV. Budi Utama, p. 81-82

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Implementation of Digital Branding Strategy on MTs in Pantura area of Lamongan Regency

Implementation of digital branding strategy There are at least two strategies, namely first; brand expression through logo, vision, mission, motto, and tagline. Second brand communication. The branding communication strategy is to introduce the institution to external ones that are displayed digitally on the school's website, and school social media, such as Youtube, Facebook, Instagram, and Twitter. In the preparation of the digital branding program, there is a public relations team that is actively involved starting from planning, implementing, and evaluating by providing inputs.

Every activity that exists in the school all employees know. So that when we were asked we could answer. Teachers and employees are involved in the preparation of programs and policies. As an administration, I am part of compiling the RAB which will be approved by the principal and the Foundation. In addition, we always have a weekly evaluation every Saturday. All are required to attend. On that day, the program was also delivered the next week.[21] The branding strategy is to form a brand personality. The formation of the personality brand MTs. Mazroatul Ulum Paciran is in line with the vision of the school, namely religious, charitable and outstanding. According to the Principal, the vision is attached to the school, teachers and students. According to the head of the madrasa, personality is a character possessed by teachers and learners.

As is the case with MTs, Mazroatul Ulum, the implementation of the digital branding strategy also has two strategies, namely the first; brand expression through logo, vision, mission, motto and tagline. Both brands communicate. This branding communication strategy includes personality branding that is always displayed digitally on school websites, school social media, such as Facebook, Instagram, and Twitter. However, in MTs. Tarbiyatut Tholabah The number of options in branding the image of the MTs school is more self-measuring on achievements in extracurricular activities that can be proud of. In addition to the quality of quality in the educational process that has been initiated A. extracurricular programs and equipped with adequate infrastructure and guided directly by professional trainers in their fields, it is very possible for MTs. Tabah to be able to compete with other madrasahs in competitions both at the regional and national levels.

The first branding strategy carried out by MTs. Muhammadiyah Karangasem is the same as the two previous MTs but what stands out is in its breakthrough to open an international class in collaboration with Cambridge (ICP) and the only Madrasah that opens an IT (Information & Technology) class in East Java as one of its flagship classes. This ecolah has a Muhammadiyah school brand located in islamic boarding schools with spiritual mastery of IT literacy and based on aspirational management. That vision isbranded on the school's website by displaying achievements related to the development of the quality of education."

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[21] Interview with Mazroatul Ulum Paciran MTs Teacher on 12 May 2022

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The matter of using the name of the school based on aspirational management has been initiated by the Principal for a long time. Based on the curriculum document of MTS Muhammadiyah Karangasem, the birth of an aspirational school involved many elements, namely the Principal and Teachers, committees, the Dikdasmen Council, the Muhammadiyah Karangasem Branch Leader, and the School Development Innovation Team (TIPS). Previously, it only used the name MTS Muhammadiyah, but because there were indeed two Muhammadiyah MTs in the same and adjacent districts, the name of the Karangasem hut was embedded as a differentiator. Due to the rapid development of the school, the school and the assembly are trying to find a Muhammadiyah school whose progress is good as a model to be adapted.

Improving the Quality of Education through Digital Branding Strategies in MTs in the Pantura area of Lamongan regency

Discussing the quality of schools from the three MTs above which are related to many things and many points of view, then p there is this discussion the author focuses on the quality related to the input of pores and their outputs. Inputs include facility and school infrastructure, educators and education staff as well as student intake in each MTs itself. Then at the level of related processes in the program of learning activities, extracurricular activities, and other activities contained in the curriculum and hidden school curriculum, as well as at the level of output includes excellence or achievement of the

school seen from its students and graduates..

The definition of quality is very broad depending on each person's perspective. Therefore, it is necessary to first pry into the definition of quality in the perspective of the subjects of this study. According to the head of the madrasa, quality is interpreted as not just an achievement or excellence owned by the school. Quality is the user's satisfaction with the services provided by the school to the user. Therefore, the development and service of the school depends largely on the satisfaction and service to the parents of the learners. The head of the madrasa stated: Quality in perspective is a change from bad to good. From ordinary to extraordinary. And this is what we do in school. Educating our children to be better learners than ever before. The worship is good, the morals are good, the character is good. This is an exceptional quality and cannot be measured by values. Parents feel well served and satisfied.[22]

Analysis of the quality of learning in this study using an input-process-output analysis knife. The main input is the learner. Students who enter through the new Student Registration (PPDB) process held in November. learning readiness of new learners at the beginning of the school year held HTP tests and IQ tests not as admission-laden. The test is only to map intelligence and learning styles. In addition, we want to know the learning readiness of students. So there are two tests, the first test is the IQ test and the second is the HTP psychological test drawing houses, trees and people. We then analyze the test results and we

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[22] Interview with head madrasa on date May 28, 2022

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tell the test results to the parents. The test is not intended to select learners

Quality analysis of the process found several advantages, including: first, the learning process applies learning with an edutainment approach. Learning is designed with creative learning. One of the characteristics of creative learning is edutainment-based learning. The learning is fun. Teachers design worksheet learning."

Learningis also carried out in the classroom by utilizing school facilities and infrastructure. Under certain conditions, learning is carried out outside the school by visiting places according to the learning theme. Learning in creative schools is not always in the classroom. We also develop learning outside the classroom. Sometimes it is carried out in schools. Take advantage of the area we have. It just so happens that our land is large. There are gazebos, mosques, greenhouses, squares. Sometimes we also do it outside of school. Visits to museums, government offices, research sites and others. This is all for the sake of developing fun learning

Learning brings in guest teachers from outside the school. They come from a variety of professions. Most are indeed parents of learners who volunteer to help. Intracurricular and extracurricular activities are designed to develop the relegius character and creativity of learners. Relegius character is characterized by changing the morals of students for the better. The three MTs also develop extracurricular activities. Extra-curricular activities include mandatory extracurriculars, in addition the school also has elective extracurricular activities. There are activities or events

that involve students as performers. The process carried out in the form of six points above, namely: (1) learning designed with an edutainment approach model, (2) learning is carried out in and in the classroom, (3) learning by bringing in guest teachers who are experts in their fields, (4) extracurricular development, (5) strengthening in moral aspects and the ability to read and write the Quran and tahfidz , and (6) the existence of events to increase the creativity and courage of students, if analyzed with the theory of input-process-output analysis.

The process is said to have high quality if carried out with coordination and harmony and the mixing of inputs (students, teachers, curriculum, financing, materials, etc.) is carried out harmoniously, the aim is to create a pleasant learning atmosphere (enjoyable learning), be able to increase the motivation and interest in learning of students, and be able to empower the potential of students. The word "empowering" means that students not only master the knowledge given by their teachers, more than that the knowledge gained integrates in the conscience of students in the form of passion, practice in everyday life, and more importantly students can learn continuously or be able to develop their potential. confirms that the processes carried out are aligned.

The output is generated through a process carried out by the school. The output is the learner who is declared passed. The output is generated by a series of tests performed by the school. Outputs can be academic scores produced by learners through tests. Outputs can also be non-academic in the form of changes in morals and

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faith, character, arts, sports, talents, other extracurricular achievements .

Regarding outputs of an academic nature produced by a series of tests. The test uses authentic assessment. This assessment is compiled by the school itself. Regarding the output in the form of non-academic values has been conveyed in front, that graduates have mastered the ability to read and write the Qur'an and memorize the Quran chapter 29.30 and verse ar Rahman. In addition, the output is also characterized by moral changes.

The findings on the quality of the output above confirm that the output is carried out with an authentic assessment developed by the school itself. Authentic assessments are carried out when associated with Syaodih's statement as stated that "in the output aspect, it is expected that learners have knowledge, personality and skills". If analyzed with the input-process-output theory which states that "Outputs are said to be of high quality if they have achievements. Meanwhile, the values of character, morals and mastery of reading, writing, and memorizing the Qur'an affirm that the output produced non-academically if analyzed with the theory above, it can be concluded that it meets the requirements of good output. The analysis of the quality of learning associated with the input-output-process analysis above, if classified based on the Tobroni school typology, indicates the type of effective school. Effective schools are schools that get good or bad input, but have a good process, good output and very good.

In addition, in realizing service and customer satisfaction, these three MTs develop a culture of school quality. The development of the quality

of MTs can be seen in a variety of perceptions. In this discussion, the author presents a discussion of quality in the perception of pre-facilities, learning and school achievement.

Quality of Facilities and Infrastructure School facilities and infrastructure are closely related to the physical availability of schools and their support. The three MTs realize that infrastructure is a vital need of educational institutions. the existence of a representative and comfortable building has always been a concern for the school. The advantage of school facilities and infrastructure owned by these three MTs actually lies in the design of the classroom. In school classroom design in general, it is specially designed to support learning in schools that have a cheerful character and involve all elements of intelligence and are child-friendly. Therefore, when we pay attention to the design of classes in this school, it is more lively and lively than classes in other schools.

In the first school seen is a bench design that accommodates the table and chair model of one student one bench and chair. The three MTs do not use the one-table, two-seater design that is plural used by other schools. The material used no longer uses wood but light metal combined with plastic material. The advantage of using this material is that it is more durable and makes it easier when there is a move in the classroom, especially changes in the seating design.

Classes in schools are arranged as attractive and comfortable as possible to avoid student saturation. However, in schools that do not use air conditioning to provide more comfort to students but only use electric fans. This when confirmed is so that

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students continue to make movements in learning and sweat. Because by sweating the teachers and students become healthy.

The advantage of these three MTs in the field of facilities and infrastructure is the existence of a mosque that is used as a means of worship, out-of-class learning, and also religious guidance for MTs students. In these mosques, it becomes a center for the religious development of female students. There is congregational prayer coaching, Qur'an Literacy coaching, Qur'an memorizing coaching, purification practice coaching, and Islamic Holiday Celebration or PHBI activities. Thanks to this coaching, students become orderly in worship. In this regard, the Head of MTs Mazroatul Ulum Paciran stated, "children are now in order of worship. This is a feat for them. The parents are very happy and supportive. Everywhere when they heard the call to prayer they rushed directly to the mosque to perform congregational prayers. Including in their homes."

The existence of mosque in the local I MTs Mazroatul Ulum Paciran has been completely renovated to be more mega and beautiful. While on local 2 it has been completed on the 1st floor and has been used. The construction of the 2nd floor of the mosque is still constrained by school funding. The quality of the Learning Activity Program in general, the quality of the learning activity program of the three MTs can be described in learning inside and outside the classroom and school activities. All school programs undertaken by schools are more connected between learning in and out of the classroom.

The quality of learning in the classroom in these three MTs Learning uses an edutainment approach. The edutainment approach is learning that adapts elements of education (education) with elements of entertainment. It is not surprising, then, that organized learning is fun in nature.

Meanwhile, out-of-class learning is designed to strengthen learning in the classroom. Out-of-class learning is more real than concept learning done in the classroom. Out-of-class learning provides a more tangible learner-learning experience than in-class learning. Learning outside the classroom is often carried out.

Out door learning activity is not just about visiting these places. There are special tasks that have been prepared by the teacher to be done by students during learning. In certain circumstances, learning outside the classroom and in the classroom also invites guest teachers. Guest teachers are practitioners who have competencies related to the theme of learning. Most of the guest teachers invited to the school are parents of students who volunteer to help carry out their children's learning. Activities that are intra-curricular include: learning to Read and Write the Qur'an, tahfidz al Qur'an, and school literacy. Specifically for learning to Read and Write the Qur'an and tahfidz al Qur'an is a school unggulan program. Qur'an Literacy and Qur'an tahfidz learning is carried out in the morning before learning begins for two hours of learning. The target of learning to Read and Write the Qur'an students must already be able to read the Qur'an in class XI.

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Concerning the extracurricular program is mandatory, in addition, the school also has selected extracurricular activities such as swimming, futsal, Islamic dance, painting, skills, crafts, tahfidz, archery, Qira'ah, English Club, Math Club, and Arabic club In addition to habituation, intra and extracurricular activities, these three MTs organize Gebyar Activities whose function is to support school activities as well as school branding facilities. These activities are quality activities and have advantages over other educational institutions. As conveyed by the Principal, the activities include (1) Assembly, (2) Javanese Cultural Week, (3) Digital World Week, (4) Tahfidz Graduation, and (4) art performances. Assembly activities, digital world week, and Javanese culture week have been mentioned a lot in the previous chapter.

These activities are organized by the school with the full involvement of learners. Active involvement of learners not only as performers but also as hosts, publications, and others. Departing from this activity is intended to increase the confidence of students and their courage. This activity received a positive response from parents and the community.

One of the quality indicators is the number of achievements obtained by the school both as an institution, teacher, and student. The school seeks to improve achievement, both academic and non-academic. There were a lot of competitions that we participated in. Indeed, we think winning the race is not everything. There are times when winning, there are times when you haven't been lucky. Institutionally, the achievements of the three MTs can be seen from the

last school accreditation score. In the accreditation score by the National Accreditation Board for Schools / Madrasah (BAN SM), getting the A accreditation predicate can be seen in the certificate issued by BAN SM which is affixed to the principal's workspace.

CONCLUSION

The implementation of the digital branding strategy on three MTs in the Lamongan district has many points in common. There are at least two Strategies, namely the first; is brand expression through logo, vision, mission, motto, and tagline. Both brands communicate. The branding communication strategy is to introduce the institution to externals that are displayed digitally on the school's website, and school social media, such as Facebook, Instagram, Twitter, and Youtube. All three of them have differently favored branding. MTs. Mazrotul Ulum strengthens the personality of teachers and educators as madrasa ambassadors. while MTs. Tarbiyatut Tholabah highlighted his achievements in extracurricular championships. As well as MTs. Muhammadiyah 2 Karangasem is self-aligned with its International Cambridge program.

In terms of the Quality of the three MTs some reviews showed excellence as per government regulations, just as the accreditation of these three MTs obtained Accreditation A. on the merit review, the school showed dominant excellence in the non-academic aspect rather than the academic aspect. In facilities and infrastructure, it is concluded that most of the facilities and infrastructure in government regulations have been fulfilled. In the achievement review, the school showed superior achievement with a

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predominance in the non-academic aspect rather than the academic aspect. In the learning review, the process and output review show good quality. On input-process-output review. This digital branding strategy is considered very helpful for madrasahs in improving the quality of their education because digital media has a very important role in society, and is an inseparable part of daily life. Digital media, which is two-way communication, is considered a very appropriate place as a forum for promotion as well as supervision from the public on what madrasahs do. This supervision will certainly contribute to improving the quality of madrasah education.

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