

Reconstructing Digital Management-Based Educational Marketing for Institutional Competitiveness and Branding in Indonesian Higher Education

Junaidi^{1*}, Isidur Haufiku², Werdining Wulan³, Chanda Chansa Thelma⁴

¹Institut Agama Islam Darul Ulum Banyuwang Pamekasan, Indonesia

²University of Management, Department of Education, Nkurenkuru Campus, Namibia

³Universitas Islam Jember, Indonesia

⁴Chreso University, Zambia

*Corresponding Author: junaidistai@gmail.com

Submitted : May 18, 2026

Accepted : August 13, 2026

Published : August 17, 2026

A B S T R A C T

This study aims to reconstruct digital based educational marketing management in strengthening competitiveness and institutional branding within Indonesian higher education institutions amid the rapid development of digital transformation. The study employs a qualitative approach through library research and document study by analyzing various scientific references, journal articles, books, institutional documents, and digital publications related to educational marketing, digital management, and higher education branding. Data were analyzed using content analysis and thematic analysis to identify conceptual patterns regarding the integration of digital management and educational marketing strategies. The findings reveal that digital transformation has shifted educational marketing from conventional promotion into an integrated strategic management system focused on institutional branding, stakeholder engagement, public trust, and competitive advantage. This study reconstructs an integrated digital management based educational marketing framework by connecting management functions, including planning, organizing, implementation, supervision, and evaluation, with digital capabilities such as digital communication, stakeholder engagement, institutional branding, and data driven decision making. Organizing emphasizes the systematic distribution of responsibilities within digital marketing teams. Implementation is carried out through optimizing websites, social media, and digital communication platforms to strengthen institutional visibility and engagement. Furthermore, supervision and evaluation are conducted using data driven approaches through digital analytics, engagement monitoring, and institutional performance assessment. The study concludes that integrating management functions with digital technology creates an adaptive, innovative, and sustainable educational marketing model capable of strengthening institutional competitiveness and branding in the digital era.

Keywords: digital marketing, educational marketing, institutional branding, digital management



Introduction

Digital transformation has brought fundamental changes across various sectors of human life, including the education sector. These transformations have not only affected learning systems but have also reshaped institutional governance, communication strategies, and educational marketing mechanisms directed toward society. The intensifying competition within the contemporary digital educational landscape poses substantial challenges for educational administrators in maintaining institutional quality and sustainability. Educational institutions are not only required to preserve academic excellence but are also expected to enhance service quality, strengthen institutional value propositions, and attract public interest in order to sustain their existence and institutional stability. The rapid advancement of technology has significantly transformed educational systems while simultaneously influencing public perceptions regarding the importance of education (Putri et al., 2026). Consequently, individuals tend to rely on various signals and information cues in shaping their attitudes and making decisions (Perera et al., 2022).

Changes in public behavior regarding information acquisition have also altered the interaction patterns between educational institutions and society. Modern society increasingly relies on digital media as the primary source of information concerning institutional quality, reputation, facilities, and competitive advantages. This condition requires educational institutions to move beyond a sole focus on academic aspects and develop integrated digital marketing approaches capable of strengthening institutional branding, public trust, and competitive positioning. Competition among educational institutions should no longer be viewed merely as a threat, but also as a challenge and opportunity for continuous innovation. Currently, most business sectors utilize social media as a marketing instrument, including higher education institutions (Simbolon & Yanti, 2021). Every educational institution is therefore required to implement effective marketing strategies to introduce and promote educational services to the public. Educational marketing is closely associated with the institution's ability to establish competitive advantage, as an educational institution can be considered competitive when it demonstrates distinctive characteristics, quality, and advantages that differentiate it from other institutions. Accordingly, effective marketing strategies contribute positively to increasing public interest and ensuring institutional sustainability.

Within the context of higher education in Indonesia, digital transformation has significantly reshaped the competitive dynamics among universities and colleges. Higher education institutions are no longer competing solely in academic performance but also in building digital reputation, increasing institutional visibility, and strengthening university branding through various digital platforms.

This competition has become increasingly complex due to the growing number of higher education institutions, shifts in prospective students' information seeking behavior, and the expansion of digital ecosystems that position social media and online platforms as primary references in selecting universities.

The urgency of digital transformation in higher education marketing is also supported by various empirical data. The continuously increasing number of higher education institutions in Indonesia has intensified competition for attracting prospective students. At the same time, the high level of internet penetration and widespread use of social media have fundamentally changed the way prospective students seek information about universities. These developments indicate that digital presence, the quality of online communication, and technology based marketing strategies have become increasingly critical factors in strengthening institutional competitiveness and enhancing institutional branding in the digital era.

These behavioral changes indicate that prospective students' decisions in choosing higher education institutions are no longer influenced merely by geographical proximity and tuition costs, but also by institutional image, digital presence, quality of public communication, and the level of institutional engagement with society through digital media. Under these circumstances, higher education institutions are required to develop educational marketing strategies that are not only informative but also interactive, adaptive, and digitally integrated in order to strengthen institutional competitiveness amidst increasingly dynamic higher education competition.

Furthermore, the expansion of digitalization within Indonesian higher education has encouraged a paradigm shift in educational marketing from conventional models toward a digital ecosystem marketing approach. This approach positions digital media not merely as promotional tools but also as strategic instruments for building stakeholder engagement, institutional trust, and sustainable university branding. Therefore, the ability of higher education institutions to integrate digital management with marketing strategies has become a crucial factor in enhancing institutional sustainability and competitive advantage in the era of digital transformation.

In contemporary society, educational marketing cannot be separated from the process of digitalization, particularly considering the strong interactive functions embedded within social media platforms (Nguyen et al., 2021). The digital era has introduced transformative changes in marketing practices, including those within the educational sector (Setyaningsih et al., 2025). Fundamentally, marketing refers to activities aimed at offering products or services to consumers in order to gain recognition, attract interest, and encourage utilization by society. Within the educational context, marketing serves to build a positive institutional

image while simultaneously increasing public interest in the educational services provided. The increasingly competitive nature of educational institutions has positioned marketing as a strategic necessity for building reputation and maintaining institutional existence (Fauzi, 2024).

Educational marketing in the digital era no longer functions merely as a promotional activity but has evolved into an integral component of institutional management strategy. The digitalization of marketing enables educational institutions to establish more interactive, responsive, and adaptive communication with society. Moreover, the utilization of digital media provides opportunities for institutions to expand promotional reach, strengthen institutional identity, and enhance sustainable public engagement. In this context, digital marketing is not solely related to information dissemination but also to strengthening emotional connections, public loyalty, and positive perceptions toward educational institutions.

Currently, educational marketing is extensively conducted through social media and digital platforms. The use of websites, Instagram, Facebook, WhatsApp, YouTube, and other digital platforms has become an effective means of disseminating educational information to society. Educational marketing applies marketing and communication strategies to attract and retain students within higher education institutions (Riccomini et al., 2021). Social media demonstrates highly significant functions in educational marketing, particularly in facilitating information acquisition, communication development, experience sharing, and promotional outreach expansion for educational institutions (Pawar, 2024). In addition, social media utilization enables broader and more effective integration of marketing messages in introducing institutional advantages to the public (Aquino, 2024).

Digital-based educational marketing can be implemented through digital marketing strategies. Marketing strategies within educational institutions constitute an integral aspect of building, enhancing, and maintaining institutional image (Riyanto & Kharisma, 2024). Unlike business sectors primarily oriented toward profit generation, educational marketing emphasizes public satisfaction regarding the educational services provided, thereby contributing to increased public trust in educational institutions (Maturidi et al., 2024). Digital marketing in education is not solely oriented toward technological utilization but also toward the ability of educational managers to establish effective relationships with society through strategic use of digital technologies (Jannah et al., 2022).

The rapid development of information technology, particularly the internet and social media, has created significant opportunities for educational institutions to develop more effective digital-based marketing strategies (Faujiah, 2024). Branding in the digital era has become increasingly important as it assists

educational institutions in building reputation, strengthening institutional identity, and enhancing the attractiveness of prospective students amidst intensifying competition (Hamzah et al., 2025). The utilization of social media in educational marketing within the Industry 4.0 era represents a strategic choice due to its accessibility across various segments of society. In this context, social media functions not only as a communication medium but also as a crucial instrument within educational marketing management strategies (Nurmalasari & Masitoh, 2020).

The existence of digital technology has become a critical factor in modern educational management, particularly in supporting institutional marketing processes directed toward wider society. Digital marketing and social media have become essential components of higher education marketing strategies as educational institutions increasingly operate within competitive and digitally mediated environments (Abbas, 2026). Digital based marketing strategies can be implemented through various electronic media such as websites, Facebook, Instagram, WhatsApp, YouTube, and other digital platforms capable of facilitating rapid, effective, and extensive dissemination of educational information. Nevertheless, the internet also offers capabilities unavailable in traditional media by enabling users to interact directly with presented content. During the early phases of network communication concepts, interactions generally occurred within one to one communication models (Kisioleka et al., 2025). Therefore, digital marketing communication strategies are also essential within higher education (Eum, 2025). The utilization of digital media facilitates educational institutions in introducing programs, facilities, achievements, and institutional advantages to the public.

Beyond facilitating communication and promotion processes, digital transformation has also encouraged the emergence of data driven educational marketing models. Through the utilization of social media analytics, website traffic analysis, digital engagement metrics, and user interaction data, educational institutions are able to understand societal needs and preferences more accurately. Such approaches enable institutions to formulate more adaptive, personalized, and public oriented marketing strategies. Accordingly, digital based educational marketing functions not merely as a promotional instrument but also as a component of strategic management systems aimed at enhancing institutional sustainability and competitiveness.

However, based on previous literature, studies on educational marketing in the digital era have predominantly focused on the use of social media as general promotional tools, such as websites, Instagram, Facebook, WhatsApp, and YouTube for disseminating educational information. These studies have not extensively examined how digital based management concepts can be

systematically, structurally, and sustainably integrated with educational marketing strategies to strengthen institutional competitiveness.

Furthermore, most existing studies still conceptualize digital marketing in education as a one way communication medium, thereby failing to comprehensively develop digital management models capable of integrating interaction, branding, service quality, stakeholder engagement, and institutional value enhancement holistically. Previous studies also remain limited in explaining how digital technologies can be integrated with educational management functions such as strategic planning, digital organization, technology based supervision, and data driven marketing evaluation. Therefore, a significant research gap remains regarding the implementation of integrated digital based management in educational marketing aimed at enhancing institutional competitiveness within the digital era.

Based on these issues, this study aims to reconstruct the concept of digital management based educational marketing to enhance the competitiveness and institutional branding of higher education institutions in Indonesia. Unlike previous studies, which have generally focused on the use of digital media as a promotional tool, this study offers a conceptual contribution through the development of an integrated digital management-based educational marketing framework. This framework incorporates key strategic management functions, including strategic planning, digital organization, stakeholder engagement, data-driven decision making, and institutional branding, into a comprehensive educational marketing system. This conceptual reconstruction is expected to enrich the literature on digital based educational management while providing a strategic reference for higher education institutions in developing innovative, adaptive, interactive, and sustainable educational marketing systems in the era of digital transformation. Furthermore, this study is expected to broaden the academic discourse on the integration of digital management and higher education marketing as an approach to strengthening institutional competitiveness and reputation.

Research Method

This study employed a qualitative approach using library research and document study methods to examine the reconstruction of digital management based educational marketing in enhancing the competitiveness and branding of higher education institutions in Indonesia. A qualitative approach was selected because the study emphasizes an in-depth understanding of the phenomenon of digital transformation in educational marketing management, institutional branding strategies, and the strengthening of university competitiveness in the digital era. According to Nazir, literature review constitutes a comprehensive

examination of previous scholarly works aimed at formulating appropriate historical and methodological foundations for research (Kusumastuti et al., 2026). Meanwhile, library research encompasses all research activities related to collecting relevant information from credible scientific sources aligned with the research focus (Hermawan, 2019). This approach enabled the researchers to comprehensively explore the conceptual relationship between digital management, educational marketing, institutional branding, and competitive advantage within higher education institutions.

The study adopted a document study design because the primary data sources were derived from various scientific documents, including national and international journal articles, academic books, conference proceedings, research reports, and digital publications relevant to the research theme. Document study was considered appropriate since the phenomenon of digital educational marketing in higher education is widely represented in scholarly publications discussing digital marketing strategies, university branding, institutional social media management, digital transformation in educational management, and public behavior in selecting higher education institutions. Accordingly, this study focused on critically examining diverse scholarly sources to develop a conceptual understanding of digital management based educational marketing reconstruction in Indonesian higher education institutions.

The data sources consisted of both primary and secondary data. Primary data were obtained from reputable national and international journal articles, academic books, and previous studies discussing digital marketing, educational marketing, higher education branding, social media, and digital educational management. Secondary data were collected from official university websites in Indonesia, institutional reports, digital publication documents, higher education social media platforms, and other relevant electronic sources. These data sources were utilized to strengthen the analysis regarding the implementation of digital marketing strategies and university branding in the era of digital transformation.

Data were collected through document analysis and a systematic literature review. The literature search was conducted systematically across several academic databases, including Scopus, Google Scholar, Crossref, DOAJ, and other reputable scholarly sources. The search employed the following keywords: digital management, educational marketing, digital marketing in higher education, institutional branding, higher education competitiveness, and digital transformation in education. The inclusion criteria comprised scholarly publications relevant to the research topic, primarily published within the last ten years. However, studies published before this period were also included if they provided significant conceptual contributions to the field. The exclusion criteria included sources that were not relevant to the research focus, were not derived

from credible scholarly sources, or lacked adequate methodological information. Subsequently, the selected literature was screened based on its academic quality, substantive relevance, publication recency, and contribution to the development of the digital management based educational marketing conceptual framework.

Data analysis was conducted using content analysis and thematic analysis techniques. According to Sari et al., content analysis represents a systematic and objective approach for analyzing message content in written, visual, and audio documents, while thematic analysis is employed to identify, analyze, and interpret meaningful patterns or themes within qualitative data (Sari et al., 2025). The analytical process began with data reduction to select information relevant to the research focus, followed by coding, categorization, and interpretation based on the major themes identified across various data sources. The analysis was conducted critically and interpretatively to identify relational patterns between digital management concepts and higher education marketing strategies in strengthening institutional branding and enhancing university competitiveness in Indonesia.

In addition, this study employed a conceptual analysis approach to reconstruct a more integrative, adaptive, and sustainable model of digital management based educational marketing. The conceptual reconstruction was carried out through four stages: (1) identifying key concepts related to digital management, educational marketing, institutional branding, and higher education competitiveness from the selected literature; (2) comparing and synthesizing these concepts to identify their relationships and complementarities; (3) integrating educational management functions, including strategic planning, digital organization, technology based marketing implementation, digital supervision, and data driven marketing evaluation, with higher education marketing practices; and (4) formulating an integrated conceptual framework of digital management based educational marketing. This approach was intended to generate a conceptual model capable of addressing higher education marketing challenges in responding to global competition and shifts in digital societal behavior.

The validity of the data was maintained through source triangulation techniques by comparing various scholarly references with related thematic relevance. According to Sugiyono, source triangulation involves the use of multiple data sources to confirm research findings (Faustyna, 2023). Furthermore, the researchers conducted cross checking procedures on previous studies, applied theoretical frameworks, and institutional documents from higher education institutions to ensure consistency in data interpretation. This approach was implemented to ensure strong academic validity and to provide a comprehensive conceptual understanding of the reconstruction of digital management based educational marketing in Indonesian higher education institutions.

Through these methods, this study is expected to contribute academically to the development of digital educational management studies, particularly in the field of technology based higher education marketing. In addition, the study is anticipated to serve as a strategic reference for higher education institutions in Indonesia in developing innovative, adaptive, interactive, and data-driven educational marketing systems oriented toward strengthening institutional branding and enhancing competitiveness in the era of digital transformation.

Results and Discussion

Digital Management-Based Educational Marketing Planning

Planning represents a fundamental stage in the implementation of educational marketing, particularly within higher education institutions in the era of digital transformation. Planning is not merely understood as the formulation of promotional programs, but also as an integral component of strategic management functions in determining the direction, objectives, and sustainability of institutional marketing. In the context of higher education, digital-based marketing planning serves as a foundational step in building institutional competitiveness, strengthening university branding, and enhancing public trust in the quality of educational services offered. Therefore, higher education institutions are required to develop systematic, adaptive, and digitally responsive marketing plans aligned with the needs of contemporary digital society in order to remain competitive in an increasingly dynamic educational environment.

Educational marketing planning is conducted as an institutional effort to build public confidence in academic quality, institutional reputation, and competitive advantages possessed by universities. According to Wijaya in Wiranty et al., educational marketing planning is an essential process to convince society about educational services that meet public needs while providing clear understanding regarding the types of services offered by educational institutions (Wiranty et al., 2024). Thus, marketing planning is not solely oriented toward promotional activities, but also involves the construction of institutional image, identity, and positioning within an increasingly competitive educational landscape. Well-designed planning supports institutions in determining communication strategies, promotional media, and marketing approaches aligned with the characteristics of modern society.

Digital management based educational marketing requires all higher education stakeholders to possess the ability to design structured, systematic, and technology driven marketing strategies. Each institutional component must consider various aspects to be promoted to society, such as academic quality, educational facilities, institutional achievements, flagship programs, student services, and graduate prospects. In addition, marketing strategies must be able to

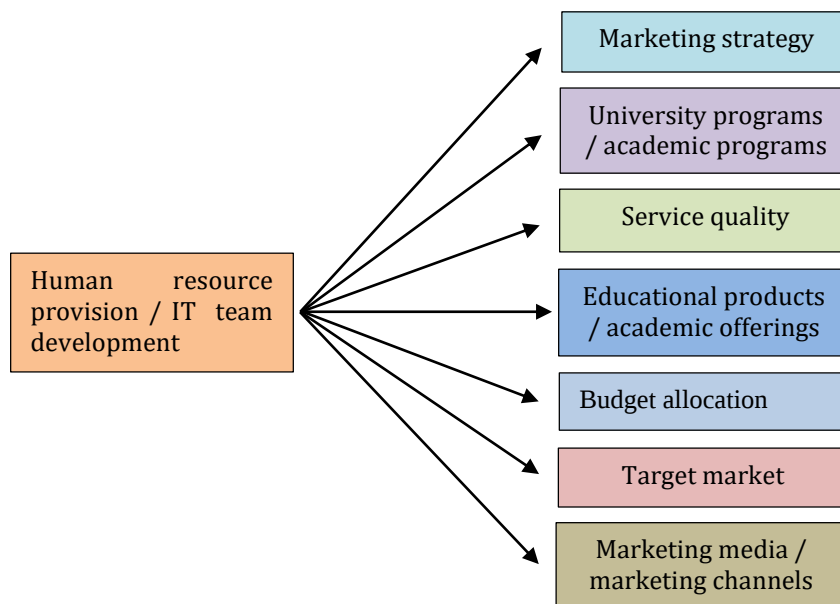
adapt to changing societal behavior, where digital media has become the primary source of information in accessing educational services. In this context, the utilization of digital platforms plays a crucial role in supporting the effectiveness of higher education marketing.

In the digital era, educational marketing planning is no longer conducted in a conventional manner, but has evolved through the use of various digital platforms such as institutional websites, Instagram, Facebook, YouTube, TikTok, LinkedIn, and other digital media. The use of these platforms enables universities to establish more interactive, rapid, flexible, and extensive communication with the public. According to Taufiq et al., marketing in educational institutions is an essential activity that must be implemented appropriately through the utilization of social media and various digital platforms as instruments for communication and educational promotion (Taufiq et al., 2023). Digital media not only functions as an information dissemination tool, but also as a strategic instrument for building engagement, public loyalty, and sustainable university branding.

In implementing digital management based educational marketing planning, universities must conduct strategic analysis of societal needs and education market conditions. This analysis aims to understand prospective students' preferences, educational market demands, digital behavioral trends, and public communication patterns within the digital environment. The concept of educational marketing planning includes market identification, segmentation and positioning, and educational product differentiation. Market identification is conducted to determine societal needs and expectations regarding higher education services. Subsequently, segmentation and positioning are used to define target markets and the strategic position of universities within competitive institutional environments. Meanwhile, product differentiation is achieved by developing institutional uniqueness and advantages that distinguish one university from others, both in academic and non academic aspects (Shiroth & Citraningsih, 2023).

Furthermore, digital-based educational marketing planning must also integrate a data-driven marketing approach in strategic decision-making processes. Universities can utilize digital data such as website traffic, social media interactions, engagement levels, and user behavioral patterns to formulate more effective and adaptive marketing strategies. This data driven approach enables institutions to understand societal needs more accurately, resulting in marketing strategies that are more targeted, responsive, and aligned with digital technological developments. Thus, educational marketing is no longer limited to institutional promotion but has become part of a strategic management system aimed at ensuring sustainability and enhancing institutional competitiveness.

Based on the synthesis and critical analysis of the reviewed literature, this study reconstructs the concept of digital management based educational marketing planning into an integrated conceptual framework. The proposed framework emphasizes that educational marketing planning should no longer be viewed merely as a promotional activity but rather as a strategic management process that integrates institutional planning, educational products, service quality, human resource and digital capacity development, budget allocation, target market identification, and the selection of appropriate digital marketing channels. These components are interconnected in forming a comprehensive educational marketing planning system designed to strengthen institutional branding, enhance competitiveness, and support the long term sustainability of higher education institutions.



In general, digital management based educational marketing planning must be carefully designed, systematically structured, and sustainably implemented based on comprehensive analysis of societal needs and information technology developments. The results of such analysis serve as a foundation for determining marketing strategies, selecting digital media, designing promotional content, and strengthening university branding. Therefore, decision-making in educational marketing should not be based on assumptions alone, but must rely on strategic studies and relevant data to ensure optimal achievement of marketing objectives. With well structured planning, higher education institutions will be better able to enhance institutional reputation, expand promotional reach, build public trust, and strengthen competitiveness in the era of digital transformation.

Educational Marketing Structuring (Organizing)

Educational marketing structuring refers to the process of mapping tasks, responsibilities, and authority to individuals and groups in implementing marketing strategies in accordance with previously established plans. Organizing is a crucial function within educational management because it relates to the systematic division of work to ensure that all marketing activities can be carried out effectively and efficiently. In the context of educational institutions, leaders are responsible for arranging task distribution based on the abilities, competencies, and professionalism of each individual or working group. As stated by Widayanti in Berlianada et al., organizing is the process of dividing work into smaller tasks, assigning responsibilities to individuals according to their capabilities, allocating resources, and coordinating efforts to achieve organizational goals effectively (Berlianada et al., 2022).

In the field of education, marketing structuring is highly essential as it facilitates the implementation of marketing programs while also improving the effectiveness of supervision and coordination systems. Through proper structuring, educational institutions can establish a more directed marketing structure, ensuring that each individual clearly understands their respective duties and responsibilities. Educational marketing structuring can be implemented through the appointment of coordinators, determination of team members and team size, as well as the identification of target markets or market segmentation. This division aims to ensure that all marketing processes are well organized, prevent task overlap, and enable each member to perform their responsibilities optimally in accordance with their assigned roles.

In addition, educational marketing structuring plays an important role in determining institutional market segmentation strategies. According to Atika and Machali, organizing activities aim to group and determine market segmentation decisions within the overall educational service market currently being operated (Brillianty & Jabar, 2024). With clear market segmentation, educational institutions can design more targeted marketing strategies aligned with societal needs, characteristics, and interests. Therefore, organizing does not only function as task distribution, but also serves as a strategic component in enhancing the effectiveness of educational marketing in today's digital competitive era.

However, in implementing educational marketing structuring, institutions must pay attention to assigning tasks in accordance with individual competencies and capabilities. Responsibilities aligned with competencies encourage individuals to perform their duties consciously, professionally, and responsibly without feeling overburdened. This condition creates a more productive, collaborative, and conducive working environment, allowing all educational marketing programs to be implemented optimally in line with previously established objectives.

Implementation of Educational Marketing

The implementation of educational marketing represents the operational stage of planning and organizing marketing strategies that have been formulated by educational institutions. At this stage, institutions begin to execute various communication and promotional strategies to build relationships with society, enhance institutional visibility, and strengthen educational competitiveness in the era of digital transformation. Educational marketing implementation is no longer understood merely as conventional promotional activity; rather, it has evolved into an integral component of strategic management in higher education aimed at building institutional branding, public trust, and competitive positioning within an increasingly competitive educational landscape.

Digital transformation has driven a shift in educational marketing communication patterns from one way communication models to more interactive, adaptive, and digitally engaged communication. In this context, educational institutions utilize various electronic media as primary instruments of marketing, such as websites, blogs, Facebook, WhatsApp, Instagram, and YouTube. The website functions as a central digital information hub that represents the identity, quality, and professionalism of the institution. Through websites, institutions can deliver academic information, educational services, institutional achievements, facilities, and student admission systems more quickly, transparently, and accessibly. In addition, blogs are utilized as platforms for academic publication and dissemination of educational content that strengthen the intellectual image and reputation of institutions in the digital public sphere.

Social media platforms such as Facebook, Instagram, WhatsApp, and YouTube play a strategic role in building broader interaction and communication with society. Facebook enables two-way communication through information sharing, public discussion, and direct responses to societal needs. WhatsApp serves as a fast, personal, and responsive communication tool that enhances the efficiency of public information services. Meanwhile, Instagram has a visual-interactive character that is effective in increasing digital engagement and strengthening institutional visibility among digital native generations. Through visual content, promotional design, academic activity documentation, and institutional achievement publications, Instagram helps shape positive public perceptions of educational institutions. YouTube, on the other hand, serves as a powerful audiovisual marketing platform for building emotional branding through institutional profile videos, educational activity documentation, student testimonials, and digital learning content.

According to Nurmalasari and Masitoh, social media based educational marketing strategies are implemented through Facebook, Instagram, and YouTube by first identifying societal conditions and needs, so that marketing strategies can highlight institutional strengths and achievements (Basorah et al., 2024). This

indicates that digital educational marketing is not only oriented toward information dissemination but also toward building strategic communication that fosters emotional relationships and long-term public loyalty.

In addition to electronic media, educational marketing also utilizes print media such as brochures, posters, billboards, banners, and newspapers as part of public communication strategies. Print media are used to expand promotional outreach directly to society, particularly in areas with limited digital access. The integration of print and digital media demonstrates that educational marketing requires a multi channel communication strategy to ensure that institutional messages are effectively received by diverse community groups.

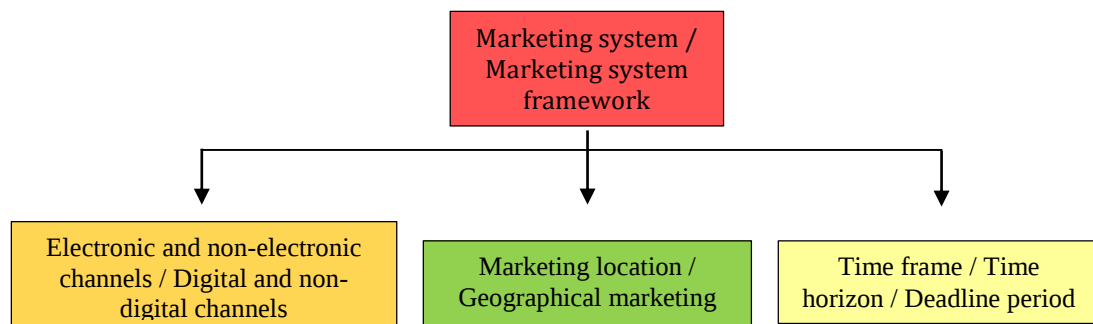
Educational marketing implementation is also closely related to strengthening institutional value propositions through the management of product, price, place, and human resources. Educational products include the quality of educational services, learning systems, institutional facilities, academic achievements, and graduate prospects offered to society. Price relates to tuition policies adjusted to service quality and community affordability. Place refers to institutional location, which is important in terms of accessibility, comfort, and a conducive learning environment. Human resources constitute a core component in the success of educational marketing, as the quality of educators, administrators, and marketing teams significantly determines service quality.

According to Russo, Mele, and Russo Spena, a strong value proposition provides functional, emotional, and social benefits that differentiate an educational institution from others, thereby making it more attractive to society (Rusdiah et al., 2025). Therefore, educational institutions must be capable of developing innovative, adaptive, and technology-based marketing strategies to maintain institutional existence amid global educational competition. Tjiptono also states that educational institutions must be able to market themselves effectively so that the quality of human resources and educational standards can develop optimally (Faridhoh et al., 2020).

Thus, digital based educational marketing implementation functions not only as a promotional instrument but also as part of strategic educational management in building institutional branding, increasing public trust, strengthening stakeholder engagement, and creating competitive advantage in the era of digital transformation.

Based on the synthesis and critical analysis of the reviewed literature, this study reconstructs the organizing and implementation dimensions of digital management based educational marketing into an integrated management framework. Within the organizing dimension, the reconstructed framework emphasizes the establishment of a collaborative digital marketing structure involving institutional leaders, marketing teams, information technology

personnel, content creators, and communication managers, each with clearly defined roles and responsibilities. Meanwhile, in the implementation dimension, the proposed model integrates digital and non-digital marketing channels, target market orientation, value proposition development, institutional branding, stakeholder engagement, and data-driven communication strategies into a coordinated educational marketing system. The integration of these components demonstrates that educational marketing should no longer be regarded merely as a promotional activity but as a strategic management process that supports institutional competitiveness and long term sustainability.



Based on the above explanation, the utilization of social media and digital platforms in educational marketing is an effective strategy for expanding information reach, strengthening public communication, and enhancing institutional attractiveness amid increasingly competitive educational environments. The use of digital media such as websites, blogs, Facebook, WhatsApp, Instagram, and YouTube enables institutions to deliver information quickly, interactively, flexibly, and accessibly. These platforms not only function as promotional tools but also as instruments for strengthening institutional branding, increasing community engagement, and building a sustainable positive institutional image. Therefore, the ability of educational managers to handle digital media professionally, responsively, and communicatively is a crucial factor in supporting the effectiveness of digital-based educational marketing.

In the current era of digital transformation, websites, blogs, Facebook, WhatsApp, Instagram, and YouTube are among the most widely used media by educational institutions to disseminate information such as student admissions, facilities, institutional achievements, academic programs, school activities, and other educational services. Ease of access, rapid information distribution, and the presence of visual and interactive features on each digital platform provide significant opportunities for institutions to attract public attention more broadly. In addition, these digital features enhance communication effectiveness through more engaging, informative, and adaptive content aligned with modern societal needs. Therefore, the implementation of digital based educational marketing is not only oriented toward information dissemination but also plays an important role

in strengthening competitiveness and ensuring institutional sustainability in the digital era.

Educational Marketing Supervision (Controlling)

Controlling is a managerial process designed to ensure that all educational marketing activities are implemented in accordance with institutional objectives, plans, and predetermined targets. In the context of digital based educational marketing, controlling plays a crucial role in maintaining the effectiveness of marketing strategy implementation so that it remains directed, measurable, and oriented toward enhancing university competitiveness. The controlling process is carried out based on previously formulated strategic plans, ensuring that each marketing activity can be evaluated through clearly defined performance indicators. Supervision may be directly conducted by university leadership through monitoring the performance of marketing teams, evaluating digital media utilization, and observing public responses and needs as users of higher education services. These measures reflect institutional oversight to ensure that marketing implementation is carried out professionally, effectively, and in alignment with the university's vision.

The controlling process does not only function to assess subordinate performance but also serves as a mechanism for guidance, direction, and continuous improvement of implemented educational marketing strategies. Amiruddin states that controlling has several important objectives, including stopping deviations, preventing recurring errors, improving organizational effectiveness, ensuring transparency and accountability, and assisting management in correcting obstacles that arise during goal achievement processes (Amiruddin et al., 2021). In digital educational marketing, supervision is also required to ensure that information delivered through digital media remains relevant, accurate, communicative, and capable of building a positive institutional image in the eyes of society.

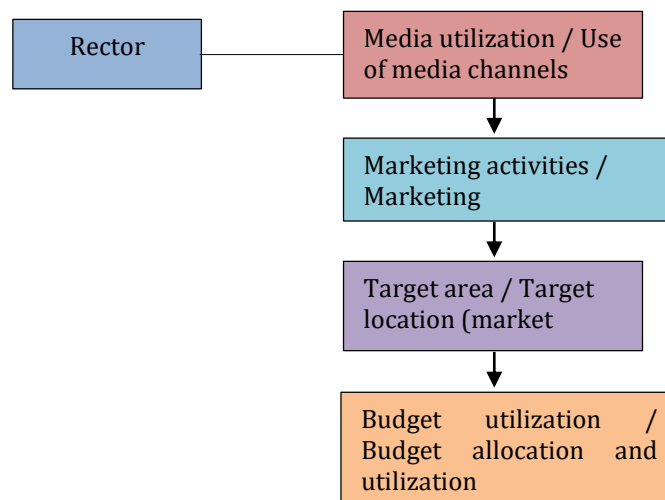
Digital based educational marketing supervision in higher education can be conducted through evaluation of social media performance, website analytics, audience engagement levels, promotional content effectiveness, public responses, and student admission conversion rates. This approach demonstrates that supervision is no longer conventional in nature but has evolved into data-driven supervision that utilizes digital technology as a strategic evaluation instrument. Through digital based supervision, universities can assess marketing effectiveness more quickly, accurately, and measurably, thereby facilitating decision making processes for continuous improvement of marketing strategies.

In addition, Simons' levers of control framework explains that effective control requires a combination of diagnostic control, interactive control, and

boundary (rule based) control to ensure that organizations remain adaptive yet controlled (Afriani et al., 2025). In the context of digital educational marketing, diagnostic control can be implemented through the evaluation of marketing target achievement, interactive control through active communication between institutional leaders and digital marketing teams, and boundary control through the establishment of standard operating procedures for institutional digital media usage. Thus, educational marketing supervision functions not only as an organizational control mechanism but also as part of a strategy to strengthen service quality, enhance institutional branding, and build public trust in higher education institutions in the era of digital transformation.

Based on the synthesis and critical analysis of the reviewed literature, this study reconstructs the controlling dimension of digital management based educational marketing into a data-driven supervision framework. The proposed framework emphasizes continuous monitoring of marketing implementation through the integration of leadership supervision, digital media performance, marketing activities, target market achievement, and budget utilization. These components are systematically evaluated using measurable performance indicators to support evidence-based decision making and continuous improvement.

The aspects that need to be supervised by institutional leaders in educational marketing implementation include:



In higher education institutions, educational marketing supervision is generally conducted by institutional leaders such as the rector, vice rectors for academic or cooperation affairs, heads of public relations and admissions offices, and institutional digital marketing teams. This supervision includes evaluation of digital promotional performance, effectiveness of social media platforms, institutional website management, public responsiveness, and student admission

achievement rates. In addition, deans and heads of study programs also play a role in supervising academic information dissemination to ensure alignment with institutional identity, quality standards, and university branding. With structured supervision in place, educational marketing processes can be implemented more effectively, professionally, and in alignment with the strategic objectives of higher education institutions.

Evaluation of Educational Marketing

Evaluation is an essential component that cannot be separated from the educational marketing process, as it functions to identify weaknesses, obstacles, and various shortcomings in the implementation of institutional marketing strategies. Through evaluation, higher education institutions can determine the level of effectiveness of implemented marketing programs and simultaneously establish improvement measures for the development of future strategies. In addition, evaluation also serves to assess the achievement of marketing targets, the effectiveness of digital media used, and the success of institutions in building branding, enhancing competitiveness, and attracting prospective students. In the context of digital based educational marketing, evaluation becomes a strategic instrument to ensure that all marketing activities are aligned with institutional objectives and societal needs.

Davies and Davies explain that strategic educational marketing management involves a systematic process that includes environmental analysis, strategy formulation, program implementation, and performance evaluation within a competitive environment (Fitriyani & Supatmin, 2025). Therefore, evaluation in educational marketing is not merely an administrative assessment tool but also serves as a foundation for strategic decision making to improve institutional marketing quality. Evaluation is conducted based on predetermined programs and indicators so that the results can provide a clear picture of both achievements and aspects that require further development.

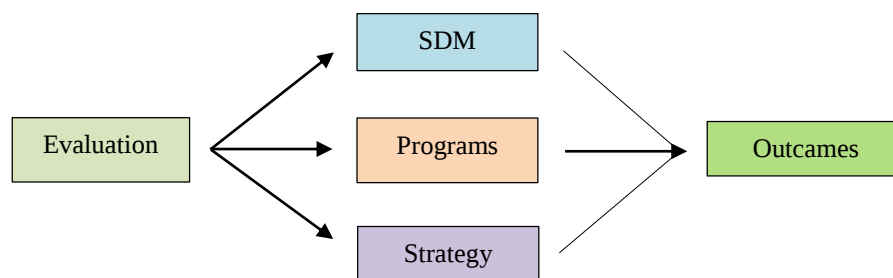
Arikunto, as cited in Handayani and Ismanto, states that program evaluation is a process aimed at determining the extent to which educational objectives are effectively realized (Handayani & Ismanto, 2020). Meanwhile, Isaac categorizes evaluation models into several approaches, namely goal oriented evaluation, decision oriented evaluation, transaction oriented evaluation, and research oriented evaluation. In digital educational marketing, these approaches can be applied through the evaluation of promotional target achievement, marketing decision making effectiveness, quality of digital interaction with society, and the impact of branding strategies on institutional reputation enhancement. Furthermore, Daniel L. Stufflebeam and Egon G. Guba define evaluation as a process of obtaining and providing useful information as a basis for determining alternative organizational decisions (Yusuf, 2017). Thus, digital based educational

marketing evaluation plays an essential role in supporting the development of more adaptive, innovative, and sustainable marketing strategies.

In the context of higher education, educational marketing evaluation can be conducted through analysis of social media performance, student enrollment growth, institutional website effectiveness, public engagement levels, community satisfaction with digital information services, and the success of institutional branding in the digital space. Evaluation can also be conducted through monitoring data analytics, user satisfaction surveys, and reviewing the effectiveness of published promotional content. With systematic and data based evaluation, universities can improve marketing strategies in a more accurate, measurable, and adaptive manner in accordance with digital transformation and the needs of modern society.

Through the synthesis and critical analysis of the reviewed literature, this study reconstructs the evaluation dimension of digital management based educational marketing into an integrated evaluation framework. The proposed framework emphasizes continuous evaluation of marketing programs, strategy implementation, human resource performance, and marketing outcomes through the use of measurable performance indicators and digital analytics. The evaluation results are utilized as evidence based feedback for strategic decision making, continuous quality improvement, and the refinement of educational marketing strategies in subsequent periods.

Every program requires evaluation to determine the extent of success achieved based on previously established plans. The evaluation aspects in educational marketing include:



Based on the above explanation, evaluation represents the final stage of educational marketing management that plays a crucial role in measuring the success of previously planned and implemented programs. Through evaluation, higher education institutions can determine the effectiveness of marketing strategies while also identifying challenges, weaknesses, and obstacles encountered during implementation. The results of such evaluation serve as a basis for institutional leaders in making strategic decisions to improve, develop, and adjust future marketing programs so that they become more effective, adaptive, and aligned with societal needs in the digital era.

In digital based educational marketing, the aspects that need to be evaluated include the effectiveness of digital media used, performance of stakeholders or marketing teams, quality of programs and activities promoted, accuracy of marketing targeting, efficiency of promotional costs, and outcomes generated from marketing strategies. In addition, evaluation can also be conducted through analysis of social media engagement levels, public responses, increase in student enrollment, strengthening of institutional branding, and public trust toward higher education institutions. With systematic and continuous evaluation, universities can develop more innovative, competitive, and reputation oriented educational marketing strategies in the era of digital transformation.

Conclusion

Digital transformation has brought significant changes to educational marketing strategies in higher education institutions in Indonesia. Educational marketing is no longer understood merely as an institutional promotional activity; rather, it has evolved into a strategic management function oriented toward strengthening competitiveness, institutional branding, public services, and building public trust in universities. The utilization of digital technologies through websites, social media, and various digital communication platforms provides opportunities for universities to establish more interactive, effective, extensive, and adaptive communication aligned with societal needs in the digital era.

This study shows that the reconstruction of digital management-based educational marketing can be implemented through the main management functions, namely planning, organizing, implementation, controlling, and evaluation of educational marketing. In the planning stage, universities are required to conduct market identification, segmentation, branding strategy formulation, and selection of appropriate digital media in accordance with societal characteristics. In the organizing stage, task and responsibility distribution is carried out systematically to ensure that marketing processes are effective and well coordinated. Furthermore, the implementation stage is carried out through the optimization of digital media such as websites, Instagram, Facebook, WhatsApp, YouTube, and other digital platforms as tools for promotion, communication, and institutional image strengthening. In addition, digital-based educational marketing supervision is an essential component to ensure that all marketing activities are aligned with institutional objectives through monitoring of digital media performance, evaluation of marketing team performance, and analysis of public responses. Meanwhile, evaluation is conducted to measure the effectiveness of marketing strategies, identify implementation challenges, and serve as a basis for strategic decision making in developing future marketing

programs. Such evaluation can be carried out through digital media analytics, public engagement levels, branding effectiveness, and student enrollment growth.

A key contribution of this study is the reconstruction of an integrated conceptual framework that positions digital educational marketing as a strategic management system rather than merely a promotional activity. The proposed framework integrates management functions with digital capabilities through the interconnection of planning, organizing, implementation, controlling, and evaluation with digital communication, stakeholder engagement, institutional branding enhancement, and data driven decision making. This framework extends previous studies by moving beyond the view of digital educational marketing as merely the utilization of digital media and offering a broader perspective on how digital management principles can strengthen the competitiveness and sustainability of higher education institutions.

This study has limitations as it employs a literature review and document study approach; therefore, the data obtained remain conceptual and do not directly reflect empirical implementation in specific higher education institutions in Indonesia. In addition, this study does not specifically examine the effectiveness of each digital platform in enhancing university branding and competitiveness based on quantitative data or digital user behavior analysis. Consequently, the findings are limited in representing broader and more in-depth real-world implementation. Based on these limitations, future research is recommended to adopt empirical approaches using mixed methods, case studies, or quantitative research in order to measure the effectiveness of digital based educational marketing more comprehensively. Future studies may also explore the use of artificial intelligence, big data analytics, digital engagement, and technology based branding strategies in enhancing higher education competitiveness in the era of digital transformation. Moreover, higher education institutions in Indonesia are expected to develop more integrated, adaptive, innovative, and data driven digital marketing systems to strengthen institutional reputation and increase public trust in higher education services.

Thus, the reconstruction of digital management based educational marketing can serve as a strategic model for higher education institutions in improving competitiveness and institutional branding in the digital transformation era. This study also emphasizes that the integration of management functions and digital technology is a crucial factor in creating an innovative, adaptive, measurable, and sustainable educational marketing system, thereby strengthening the existence of higher education institutions amid increasingly competitive academic environments.

References

- Abbas, M. (2026). Digital and social media marketing as a core strategy in higher education: Evidence from student engagement and institutional branding. *Golden Ratio of Mapping Idea and Literature Format*, 6(2). <https://doi.org/10.52970/grmilf.v6i2.2086>
- Afriani, L., Bafadal, I., Ubaidillah, A. F., Utari, T. I., & Chidayatiningsih, R. (2025). Principal supervision at the educational unit level: Implementation of organizational management and control. *IJESS International Journal of Education and Social Science*, 6(2). <https://doi.org/10.56371/ijess.v6i2.425>
- Amiruddin, Ritonga, A. H., & Samsu. (2021). *Manajemen pemasaran lembaga pendidikan Islam*. K-Media.
- Aquino, J. F. (2024). Social media marketing strategies: Implementation, optimization, and integration among private higher education institutions. *International Journal of Multidisciplinary and Current Educational Research (IJMCER)*, 6(4). <https://www.ijmcer.com>
- Basorah, M., Roesminingsih, E., & Khamidi, A. (2024). Strategi pemasaran sekolah dalam menarik minat masyarakat. *Kelola Jurnal Manajemen Pendidikan*, 11(1). <https://doi.org/10.24246/j.jk.2024.v11.i1.p103-119>
- Berlianada, A. F., Mu'awanah, B., Santika, D. M., & Harsoyo, R. (2022). Manajemen pemasaran pendidikan dalam meningkatkan daya saing di Ma'arif Al-Mukarrom Kauman Ponorogo. *Jurnal Edumanagerial*, 1(2). <https://ejournal.iainponorogo.ac.id/index.php/edumanagerial/article/view/1510>
- Brilianty, S., & Jabar, C. S. A. (2024). A bibliometric study of educational marketing strategy. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(1). <https://doi.org/10.33650/al-tanzim.v8i1.5733>
- Eum, S.-W. (2025). Effects of digital marketing on departmental choice and awareness in higher education. *International Journal of Engineering Business Management*, 17. <https://doi.org/10.1177/18479790251339786>
- Faridhoh, U., Muslihah, E., Kultsum, U., & Gunawan, A. (2020). Education marketing management: Strategy for improving customer loyalty in Cilegon private vocational school. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 6(2). <https://doi.org/10.32678/tarbawi.v6i02.2730>
- Faustyna. (2023). *Metode penelitian qualitative komunikasi (teori dan praktek)*. UMSU Press.
- Faujiah, A. (2024). Marketing management strategies to enhance the competitiveness of educational institutions in the digital era. *ICO EDUSHA*, 5(1). <https://prosiding.stainim.ac.id/index.php/prd/article/view/488>
- Fauzi, M. I. (2024). Manajemen pemasaran dalam meningkatkan mutu pendidikan. *Jurnal Ilmiah Manajemen dan Kewirausahaan (JIMAK)*, 3(1). <https://doi.org/10.55606/jimak.v3i1.2416>

- Fitriyani, S., & Supatmin. (2025). Implementation of education marketing strategies in improving school competitiveness in South Tangerang: A systematic literature review. *International Journal of Multidisciplinary Research and Literature*, 4(5). <https://doi.org/10.53067/ijomral.v4i5.375>
- Hamzah, S. S., Riswandari, N., & Efendi, M. N. (2025). Yudharta University branding strategy through social media content. *Heritage: Journal of Social Studies*, 5(1). <https://doi.org/10.35719/hrtg.v5i1.136>
- Handayani, B., & Ismanto, B. (2020). Evaluasi manajemen pemasaran jasa pendidikan nonformal Pusat Kegiatan Belajar Masyarakat. *Jurnal Manajemen dan Supervisi Pendidikan*, 4(2). <https://doi.org/10.17977/um025v4i22020p083>
- Hermawan, I. (2019). *Metode penelitian pendidikan kuantitatif, kualitatif dan mixed methode*. Hidayatul Quran Kuningan.
- Jannah, N. N., Suryana, Y., & Khoeruddin, H. (2022). Strategi pemasaran madrasah berbasis digital hubungannya dengan minat peserta didik. *Jurnal Kependidikan Islam*, 12(2), 127-137. <https://doi.org/10.15642/jkpi.2022.12.2.127-137>
- Kisioleka, A., Karyyb, O., Kobisc, P., & Pawliczek, A. (2025). Digitalisation of marketing activities in higher education institutions. *Procedia Computer Science*, 270. <https://doi.org/10.1016/j.procs.2025.09.320>
- Kusumastuti, S. Y., Judijanto, L., Alirejo, M. S., Mutoharoh, Umilhayati, Chandra, K., & Ifadah, E. (2026). *Metode penelitian kualitatif dan kuantitatif: Teori dan aplikasinya*. Buku Sonpedia.
- Maturidi, R., Nugraha, D., & Malik, A. (2024). Strategi pemasaran pendidikan dengan menggunakan media digital dalam meningkatkan kuantitas peserta didik. *Manajerial: Jurnal Manajemen Pendidikan Islam*, 4(1). <https://doi.org/10.70143/manajerial.v4i1.350>
- Nguyen, P. D., Tran, L. T. T., & Baker, J. (2021). Driving university brand value through social media. *Technology in Society*, 65. <https://doi.org/10.1016/j.techsoc.2021.101588>
- Nurmalasari, N., & Masitoh, I. (2020). Manajemen strategik pemasaran pendidikan berbasis media sosial. *Journal of Management Review*, 4(3). <https://doi.org/10.25157/mr.v4i3.4524>
- Pawar, S. K. (2024). Social media in higher education marketing: A systematic literature review and research agenda. *Cogent Business & Management*, 11. <https://doi.org/10.1080/23311975.2024.2423059>
- Perera, C. H., Nayak, R., & Nguyen, L. T. Van. (2022). The impact of social media marketing and brand credibility on higher education institutes' brand equity in emerging countries. *Journal of Marketing Communications*, 29(1). <https://doi.org/10.1080/13527266.2022.2086284>

- Putri, A. D., Mahdayeni, & Aprianto, I. (2026). Konsep pemasaran pendidikan. *Journal of Artificial Intelligence and Digital Business (RIGGS)*, 5(1). <https://doi.org/10.31004/riggs.v5i1.5772>
- Riccomini, F. E., Cirani, C. B. S., CarvalhoPedro, S. de, Garzaro, D. M., & Kevin, K. S. (2021). Innovation in educational marketing: A study applied to Brazilian private higher education institutions. *Journal of Marketing for Higher Education*, 34(4), 1–21. <https://doi.org/10.1080/08841241.2021.1966157>
- Riyanto, & Kharisma, M. (2024). Strategi pemasaran pendidikan dalam meningkatkan citra lembaga sekolah. *JIPSKI: Jurnal Ilmu Pendidikan dan Studi Keislaman*, 2(1). <https://doi.org/10.66187/jipski.v2i1.279>
- Rusdiah, N., Sain, Z. H., & Mundiri, A. (2025). School marketing management based on customer preferences in an educational setting. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 28(1). <https://doi.org/10.24252/lp.2025v28n1i6>
- Sari, M. N., Susmita, N., & Ikhlas, A. (2025). *Melakukan penelitian kepustakaan*. Pradina Pustaka.
- Setyaningsih, D., Vusvitha, V., & Harahap, N. L. S. (2025). Strategi pemasaran jasa pendidikan di era digital. *JIMP: Jurnal Inovasi dan Manajemen Pendidikan*, 5(1). <https://doi.org/10.12928/jimp.v5i1.11876>
- Shiroth, A., & Citraningsih, D. (2023). Konsep manajemen pemasaran dalam peningkatan citra lembaga pendidikan. *Jurnal Pendidikan dan Agama Islam*, 6(3). <https://doi.org/10.54396/saliha.v6i1.544>
- Simbolon, F. P., & Yanti, L. (2021). Customer engagement in higher education: How important role of social media marketing, e-service quality, and e-satisfaction for Generation Z students? *The Winners*, 22(1). <https://doi.org/10.21512/tw.v22i1.6970>
- Taufiq, M., Harahap, N., & Murtafiah, N. H. (2023). Manajemen pemasaran pendidikan di era millenial. *Jurnal on Education*, 5(4). <https://doi.org/10.31004/joe.v5i4.4107>
- Wiranty, A., Astuti, M., & Hidayat. (2024). Perencanaan pemasaran jasa pendidikan di SMA Bima Jaya Palembang. *Jurnal of Law Administration, and Social Science*, 4(4). <https://doi.org/10.54957/jolas.v4i4.833>
- Yusuf, A. M. (2017). *Asesmen dan evaluasi pendidikan*. Kencana.