



DIGITAL INSTITUTIONAL BRANDING ON THE SOCIAL MEDIA ACCOUNTS OF MTA ISLAMIC BOARDING SCHOOL INSTAGRAM

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ABSTRACT

The application of technology and digital media is growing every year. This can make it easier for an institution to carry out Institutional Branding through social media. An institution needs institutional branding to show its identity to the public. In institutional branding in digital media, an institution requires digital content to make it happen. Digital content is an upload in the form of video, audio, or images containing the message to be conveyed. Similar to other institutions, the MTA Karanganyar Islamic Boarding School also applies technology and digital media with digital content to carry out institutional branding. This study aims to find out how the application of digital content in Institutional Branding is carried out by MTA Islamic Boarding School using one of its social media, namely Instagram based on three components of Online Personal Branding. The main object of this research is the manager of the Instagram social media account of the MTA Karanganyar Islamic Boarding School, namely @ponpesmta. This study uses a qualitative approach so that the research results will be presented descriptively using narrative texts. The results of this study indicate that the digital content applied in the institutional branding of the MTA Karanganyar Islamic boarding school is in the form of student activities, Juziah Al-Qur'an reports, Aphorisms, announcements of the cottage, untaian bermakna, and public relations content. Digital branding through uploaded content marketing is expected to help the public in getting to know more about the MTA Karanganyar Islamic Boarding School.

Keyword : Personal Branding, Digital Branding, Institutional branding, Instagram, Islamic Boarding School.

1. INTRODUCTION

Media technology has reached a stage where it can change audience behavior in receiving information because of its development [1]. Media technology that continues to develop can affect the dissemination of information to be faster and more efficient (Romadhoni, 2018). The widespread use of digital media is one of the influences of the rapid development of media technology. The use of digital media has a myriad of benefits, and so do the risks that come with it. When we can use it properly, we will be able to enjoy the benefits of digital media. On the other hand, when we do not use it properly, we will face the risk of digital media itself. This condition affects almost all aspects of life, including the education aspect. Like other educational institutions, Islamic boarding schools are famous for their traditional side, but because of these conditions, Islamic boarding schools must also follow developments that occur. One of the benefits that we can get from the development of technology and digital media is that it can make it easier for an institution to carry out institutional branding.

Branding is an identity, in the form of a sign, name, or term that is useful in identifying a group, or goods and services so that they are different from other similar things. In other words, branding can be interpreted as a method that can be used so that the identity of a group, product, or service can be more easily recognized by the wider community because of its uniqueness/characteristics (Kotler, 2019).

Digital branding becomes one way to introduce the identity of the institution based on digital media. The main purpose of digital branding is of course so that a product or service can be different so that buyers can differentiate from others if they want to use the product or service. The application of appropriate digital branding will be able to influence public trust in Islamic boarding schools [2]. Content marketing in the form of digital branding is not just an ordinary post, but is designed in such a way to connect, interact, and give the impression to users to know something more deeply [3].

Institutional branding is a way for an institution to introduce its identity of the institution to the wider community. With the existence of institutional branding,

an institution can show the characteristics and advantages of the institution as well as be a differentiator from other similar institutions. In implementing institutional branding, an institution can apply existing technology and digital media, one of which is using social media. Social media has become the main means of publishing an organization. This is because social media has a wide reach, and is seen as more effective and efficient [4]. Social media can also analyze demographic data for each published content [5].

The social media used by the MTA Karanganyar Islamic boarding school include Instagram, Facebook, and Youtube, but what is discussed in this research is focusing on Instagram social media.

2. RESEARCH METHODS

The approach used is qualitative, because the data obtained and the analysis used in this study is qualitative. This approach will produce data in the form of a descriptive text (written words) or spoken by the informant, and observed behavior (Qonitat, 2019).

The data collection and analysis techniques used in this study were documentation, literature study, and in-depth interviews. Then an analysis was carried out from the results of the interviews that had been conducted and used as a written interview transcript.

The main object of this research is the manager of the Karanganyar Islamic Boarding School Instagram account, who is in charge of being in charged, as well as the content creator of the account.

3. RESULTS

3.1 Profile

The MTA Karanganyar Islamic Boarding School Instagram account was created in 2019. With 187 existing posts, the account already has 4147 followers. "Although it is still relatively new, the manager is trying to manage the content to be more organized, and also maintain interaction with existing followers" (Faiz, personal communication, 17 June 2022).



Figure 1. Instagram Profile

(Source: @ponpesmta)

Apart from being one of the promotional platforms for the MTA Karanganyar Islamic Boarding School, this Instagram account is also an institutional branding of the

cottage, so that the wider community, in general, knows what activities are being carried out by the MTA Karanganyar Islamic Boarding School, as well as being able to find out how the identity of the cottage that has been formed.

3.2 Highlights

There are six basic highlights used to display recorded cottage documentation. The basic highlights are Activities, Asatidzah, Santri, Building, Classes, and Questions.



Figure 2. Instagram basic highlights

(Source: @ponpesmta)

➤ Activity

The Activity highlight, it is filled with documentation of ongoing cottage activities.



Figure 3. Activity Highlights

(Source: @ponpesmta)

➤ Asatidzah

The highlight of Asatidzah is filled with documentation of the ongoing activities of the ustadz.



Figure 4.Highlights of Asatidzah (Source: @ponpesmta)

➤ *Students*

The Santri highlight is filled with daily documentation of students.



Figure 5.Highlights of Santri (Source: @ponpesmta)

➤ *Building*

In the Building highlight, it is filled with documentation of the existing Building. Because the MTA Karanganyar Islamic Boarding School is still building a new building, the documentation displayed includes buildings that are already standing, as well as those that are still under construction.

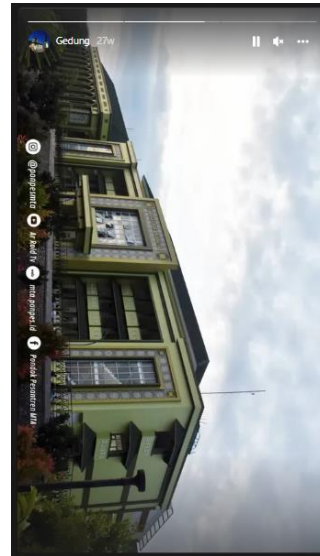


Figure 6.Building Highlights (Source: @ponpesmta)

➤ *Class*

The Class highlight is filled with photo documentation with students from each class.



Figure 7.Class Highlights (Source: @ponpesmta)

➤ *Question*

The Question highlight is filled with answers that have been made by the admin from questions asked by followers in the comments column



Figure 8. Question Highlights (Source: @ponpesmta)

3.4 Post

Of the 187 content that has been uploaded to the Instagram account of the MTA Karanganyar Islamic Boarding School, six types of content have been uploaded/posted, which consist of santri activities, Al-Qur'an juziah reports, aphorisms, announcements of cottages, meaningful threads, public relations content.

✓ Student Activities

The content of student activities is content that contains activities or events that are carried out in the boarding school



Figure 9. Student Activity Content 1 - Scout Activities (Source: @ponpesmta)



Figure 10. Santri Activity Content 2 - Muhadhoroh Activities (Source: @ponpesmta)



Figure 11. Content of Santri Activities 3 – Ilqo' Mufrodat Activities (Source: @ponpesmta)

✓ Juziah Al-Qur'an Report

Juziah Al-Qur'an Report Content is content that contains students who have passed the Juziah Al-Qur'an tahfidz exam (deposit 1 Juz in full with error limits and with conditions specified in one sitting). This report includes the brief identity of the santri, along with the acquisition of the memorized Juz Al-Qur'an that has been deposited.



Figure 12. Contents of Juziah Al-Qur'an Report 1 (Source: @ponpesmta)



Figure 13. Contents of the Juziah Al-Qur'an 2 Report (Source: @ponpesmta)



Figure 14. Contents of the Juziah Al-Qur'an 3 Report (Source: @ponpesmta)

✓ *Aphorisms*

Aphorisms content is content that contains inspirational words accompanied by pictures of santri activities. Many of the aphorisms that are uploaded are from Ustadz Gontor's quotes, so they have the feel of a KMI cottage.



Figure 15. Aphorisms Content 1 (Source: @ponpesmta)



Figure 16. Aphorisms Content 2 (Source: @ponpesmta)

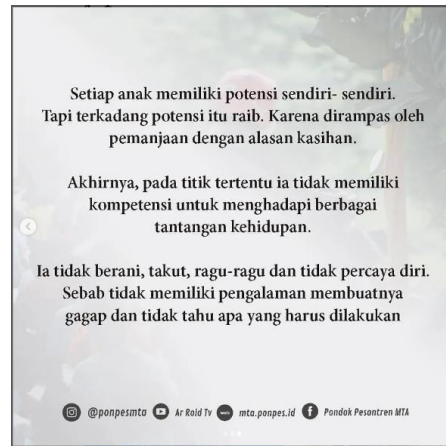


Figure 17. Aphorisms Content 3 (Source: @ponpesmta)

✓ *Announcement of Cottage*

Announcement of Cottage content is content that contains important notices/announcements from the leadership about new temporary and urgent decisions/policies issued by the boarding school and delivered to the guardians of students.

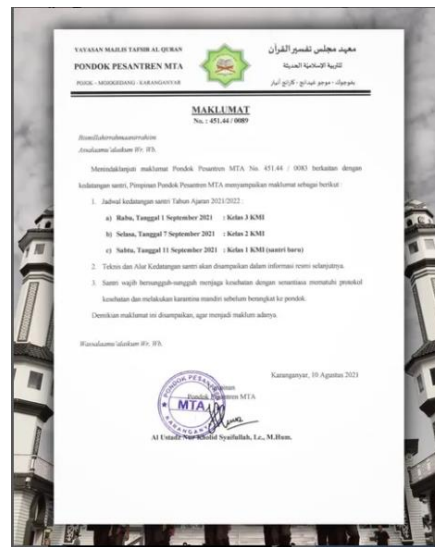


Figure 18. Announcement of Cottage Content 1 (Source: @ponpesmta)

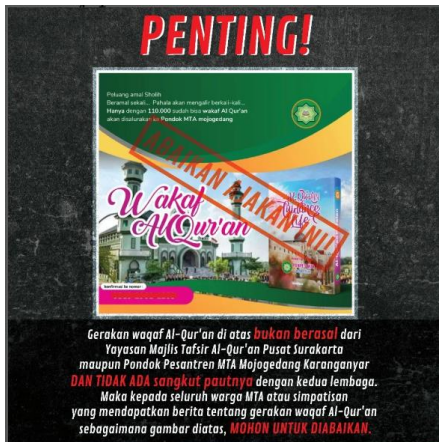


Figure 19. Announcement of Cottage Content 2 (Source: @ponpesmta)



Figure 20. Announcement of Cottage Content 3 (Source: @ponpesmta)

✓ *Untaian Bermakna*

Untaian Bermakna content is video content containing snippets of words taken from study documentation at the Central MTA Foundation as da'wah content.



Figure 21. Untaian Bermakna Content 1 (Source: @ponpesmta)



Figure 22. Untaian Bermakna Content 2 (Source: @ponpesmta)

✓ *Public Relations Content*

Public relations content is content that contains sayings, withering, etc. that are conveyed to the families of Islamic boarding schools that have relations with the MTA Karanganyar Islamic Boarding School.



Figure 23. Public Relations Content 1 - (public relations content for the new leader of Pondok Modern Darussalam Gontor) (Source: @ponpesmta)



Figure 24. Public Relations Content 2 - (public relations content during the 76th Indonesian Independence Day) (Source: @ponpesmta)

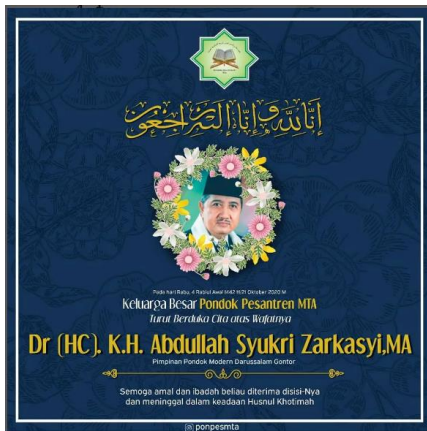


Figure 25. Public Relations Content 3 - (public relations content for withering submitted to the extended family of Dr (HC). KH Abdullah Syukri Zarkasyi. MA) (Source: @ponpesmta)

4. DISCUSSION

Online Personal Branding focuses on the way someone shows their figure online in cyberspace. A simple formula formulated by Frichmann regarding Online Personal Branding (OPB), namely:

$$\text{Skillset} + \text{Aura} + \text{Identity} = \text{OPB}$$

In other words, Online Personal Branding (OPB) consists of 3 components, namely Skillset, Aura, and Identity (Frichmann, 2014: 16). Skill set, Aura, and Identity are the main components used in the institutional branding of the MTA Karanganyar Islamic Boarding School.

Skillset is a set of abilities of a person based on education, experience, etc. This skill set is a representation of rational and functional values. According to Frischmann, Skill sets have been widely used in various existing social media. The skill set owned by the MTA Karanganyar Islamic Boarding School is described and conveyed through posting the contents of the santri activities, and the Juziah Al-Qur'an Report [8]. With the content of the uploaded activities of the students, the MTA Karanganyar Islamic Boarding School displays activities, activities, and excellent programs owned by the lodge. Besides routine teaching and learning activities and daily activities for students, other activities that are displayed include Muhadhoroh activities (public speaking practice), Ilqo' Mufrodah (adding Arabic and English vocabulary), Muhadasah (Arabic and English conversation exercises), Halaqoh Al-Qur'an (activities to facilitate students to improve reading, and deposit Al-Qur'an memorization), Scouting, and various sports (football, badminton, volleyball, etc.). Likewise with the content of the juziyah al-qur'an report. This content displays the achievements of memorizing one juz of seitan which have been successfully mastered by students and have been tested.

Aura can be described as how someone views us based on our style, charisma, and personality when we are on social media. This includes content that we control and distribute, as well as content that we do not control and distribute. An aura will be formed based on the perception of people who visit and see our social media. So we must have control over this perception if we want to build online personal branding. The aura of the MTA Karanganyar Islamic Boarding School is described and conveyed through the content of aphorisms and *untaian bermakna*. With the content of aphorisms typical of the KMI cottage, the MTA Karanganyar Islamic Boarding School can display the aura and feel of the cottage that describes the struggle, as well as the motivation of the students in studying based on the KMI curriculum (Kuliatul Mu'alimin Al-Islamiyah). Another content that describes the aura of the MTA Karanganyar Islamic Boarding School is the content of *untaian bermakna*. Because the MTA Karanganyar Islamic Boarding School is a lodge under the auspices of the MTA Foundation, in addition to the aura of the KMI boarding school that was formed, the MTA Karanganyar Islamic Boarding School also forms the aura of an MTA foundation cottage. Meaningful thread content is posted in the form of a short video snippet from a study by the late. Drs. Ahmad Sukina. Meaningful thread content is posted in the form of a short video snippet from a study by the late. Drs. Ahmad Sukina. Meaningful thread content is posted in the form of a short video snippet from a study by the late. Drs. Ahmad Sukina.

Identity can be represented as a reflection or reflection that can describe a person's self. The identity formed by the MTA Karanganyar Islamic Boarding School is described and conveyed through almost all posted content. Starting from the activities of students who can show how the activities are running, the curriculum used, etc. Then the content of the juziyah Al-Qur'an report can show that the MTA Karanganyar Islamic Boarding School in addition to implementing the KMI curriculum, also applies the tahfidz curriculum which has a specific target of memorizing the Qur'an. In addition, there is also content for announcements of cottage which shows temporary policies issued by cottage, and also public relations content which shows some relations of MTA Islamic Boarding School with outside agencies.

During intense competition, a boarding school must be able to determine the right segmentation in implementing the Institution's branding strategy. One of them is by analyzing the Organizational Positioning of the Institution. Positioning in an institution that is currently strengthening its brand image will be very useful in increasing the reputation of an institution [1]. Positioning can be interpreted as an innovative action of

an organization in designing a marketing strategy to create a certain impression that can be remembered by the public [6].

The MTA Islamic Boarding School has only been established for about three years. The MTA Islamic Boarding School is one of the educational units at the MTA Foundation, as well as one of the Islamic boarding schools in Karanganyar Regency. The existence that is expected to develop is in the form of a cottage that uses the KMI and Tahfidz curriculum. Therefore, the positioning carried out by the MTA Karanganyar Islamic Boarding School which is displayed on one of its social media, namely Instagram, is in the form of content that strengthens the brand image. With content in the form of santri activities, juziah Al-Qur'an reports, aphorisms, announcements of cottages, *untaian bermakna*, and public relations content, it is hoped that it can better describe and emphasize the positioning of the MTA Karanganyar Islamic Boarding School in the eyes of the public. Besides that, Two-way communication with followers will create positive communication [7]. Based on this, in one of the highlights on the Instagram account of the MTA Karanganyar Islamic Boarding School, there is also a question highlight as a means of communicating with followers.

5. CONCLUSION

The results of this study indicate that the digital content applied in the institutional branding of the MTA Karanganyar Islamic boarding school is in the form of student activities, reports on the juziah of the Qur'an, aphorisms, announcements of the cottage, *untaian bermakna*, and public relations content. The content uploaded to the Instagram of the MTA Karanganyar Islamic boarding school already includes three elements that make up personal branding, namely the Skillset (in the form of student activity content, and the Juziah Al-Qur'an Report), Aura (in the form of aphorisms content and *untaian bermakna*), and Identity (Student activities, Juziah Al-Qur'an Report, Announcement of Cottage, and Public Relations Content). Apart from these three components, another thing that is no less important is positioning. The positioning carried out by the MTA Karanganyar Islamic Boarding School is displayed in almost all content that will brand the cottage's image in the form of Islamic Boarding Schools that apply the KMI and Tahfidz curriculum. Digital branding through the uploaded content marketing is expected to help the public in getting to know more about the MTA

Karanganyar Islamic Boarding School and can strengthen the existence that is developing in the community of the MTA Karanganyar Islamic Boarding School.

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