



# Analysis of Customer Relationship Management (CRM) on Branding Model of Integrated Islamic Education Institutions in East Java

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**Abstract:** The aim of this research is to find out an overview of the implementation of branding at the Integrated Islamic School (SIT) in the East Java region which is represented by 4 (four) institutions, namely SDIT Ar Ruhul Jadid Jombang; SDIT Insan Kamil Sidoarjo; SDIT Al Uswah Magetan; and SDIT Insan Permata Malang. The research was carried out using a quantitative approach to develop the results in the following year using a development research approach. The respondents used as research targets were parents of 200 grade 1 (first) students. The research results obtained were that branding efforts at the East Java Integrated Islamic School (SIT) were in the "very high" category with a frequency of 71.0%.

**Keywords:** institutional branding; CRM (*Customer Relationship Management*)

## 1. INTRODUCTION

The various styles of Islamic educational institutions that exist, for some people who partially understand the concept of Islamic religious characteristics will think that among these types of institutions are closely related to the spread of the teachings / understanding of "radicalism". This paradigm simply emerges through issues that develop in the community without knowing where the cause is. This condition is emphasized by research concluded by (1) that the entry of radicalism into Indonesia is through educational activities where most Indonesian students who are studying abroad (especially the Middle East region) try to impose the understandings gained there to be

applied to the life system of Indonesian society which is very different from the Middle Eastern society. This is what makes radicalism very massive and widespread in Indonesia. So that some Indonesians who are unfamiliar with the understanding of variations in religious views consider that the newly emerging Islamic-based educational institutions are also part of groups that teach radicalism through education.

In connection with this meaning, if it is drawn to the phenomenon of the development of the "image / brand / brand" of Islamic educational institutions that are wrong in the eyes of the community related to the spread of radicalism in the Islamic education environment, then it is a serious concern of all educational institutions, especially Islamic educational institutions that fall into a new category in Indonesia, namely integrated-based Islamic educational institutions. The essence of understanding the wrong image / brand in the eyes of potential customers can affect many things to the implementation of education that is being run by the institution, one of which is the decline in consumer interest to choose the institution as a place of education for their children, family, or relatives. Starting from this case, the institution can overcome it through changes in marketing strategy in order to form branding (creating a brand) that is right for the institution in the eyes of the wider community. Another important thing in this program is to have and carry out management components such as leadership, decision making, regeneration and problem solving, because this is an important role in the success of each program run by an institution including educational institutions (2).

Seeing the urgency of the existing phenomenon, the researchers are interested in solving the existing problems through an effort to develop a branding model for integrated Islamic educational institutions through the Customer Relationship Management (CRM) approach. CRM is a business strategy that aims to understand, anticipate, and manage the needs of existing and potential customers of an organization. CRM is oriented towards the customer's point of view as the center of organizational services (3). In this study, researchers will explore data to be presented descriptively in order to carry out a survey as the initial stage (capital) of conducting development research.

## **2. METHOD**

The approach used by researchers is quantitative research. The design used by researchers is descriptive research. Quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research on certain populations or samples, sample collection techniques are generally carried out randomly, data collection using quantitative / statistical data analysis instruments with the aim of testing predetermined hypotheses

Data was collected using a questionnaire. Surveys with questionnaires are usually distributed to research respondents. The type of questionnaire is closed, because respondents just choose the answers that have been provided. Through this questionnaire, it will make it easier for respondents to choose and determine answers.

The steps taken by researchers in data collection, namely: (a) the researcher makes a questionnaire and discusses it with research members; (b) the researcher determines

the time of distributing the questionnaire; (c) the researcher distributes the research questionnaire; (d) respondents are asked to fill in or answer questions or statements in the questionnaire. When finished, it was collected back to the researcher; and (e) the researcher tabulated and analyzed.

Data analysis was carried out using descriptive statistical analysis and inferential statistical analysis. Calculations using descriptive statistics are carried out to describe the tendency of score variations between one another (4). This analysis uses a score ranking calculation in measuring the tendency of the implementation of the teacher's professional duties as the research variable. Calculations using inferential statistics are carried out to compare two or more groups.

The subjects of this study were parents of students in Integrated Islamic Elementary Schools or in Indonesia recognized as *Sekolah Dasar Islam Terpadu* (SDIT) in East Java. The research began with survey research starting from preparing instruments in the form of structured interviews and questionnaires to capture school problems in terms of implementing institutional branding and the image of educational institutions in the eyes of the community. After knowing the problems faced, an appropriate institutional branding development model was found. Researchers will follow up on the product to be developed will pass the trial stage in the development formula (5). At this stage, the design of an institutional branding development model with a CRM approach in schools will be developed to be tested for validation and limited trials through development research.

### 3. RESULTS AND DISCUSSION

The selected research variable is about the development of a branding model of Islamic educational institutions according to the Customer Relationship Management (CRM) approach in Integrated Islamic Education Institutions in East Java. The variables described by researchers in this study are the branding of educational institutions through descriptive analysis of variables.

Table 1 to Table 10 below shows the presentation of the results of descriptive tests using descriptive frequency of the selected variables in detail and each indicator will also be described in the context of mapping branding patterns that will be associated with the Customer Relationship Management (CRM) model

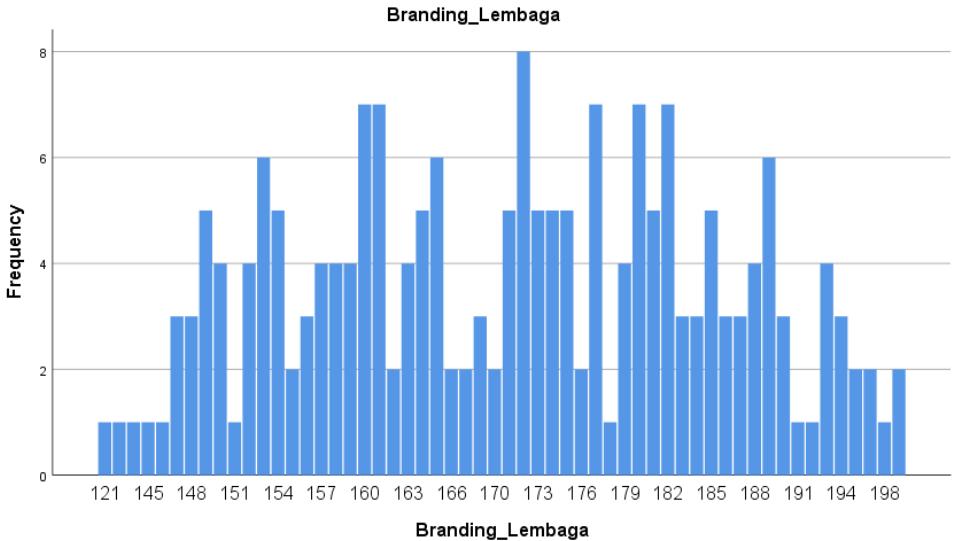
**Table 1** Variable Description Test of Institutional Branding

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Institution_Branding	200	121	200	170.34	14.931
Valid N (listwise)	200				

**Table 2** Results of the Institutional Branding Variable Category Test

		Category Institution Branding			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Enough	1	.5	.5	.5
	High	57	27.5	28.5	29.0
	Very High	142	68.6	71.0	100.0
	Total	200	96.6	100.0	
Missing	System	7	3.4		
Total		207	100.0		

Starting from Table 1 and Table 2 above, it is known that out of 200 (two hundred) research respondents on the branding variable of Islamic education institutions, the results show that the institution in carrying out branding efforts is in the "very high" category with a frequency of 142 and a percentage of 71.0% with a mean value of 170.34.



**Figure 1** Description of Respondent Data on Institutional Branding Variables

In Figure 1 above, it can be seen that the distribution of research data from 200 (two hundred) respondents is in the score range 121 to 198. Through this data, the frequency and percentage of the research results are obtained.

**Table 3** Descriptive Test of Brand Equality Indicator

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Brand Equality	200	12	35	28.30	4.756
Valid N (listwise)	200				

**Table 4** Brand Equality Indicator Category Test Results

		Category_BrandEquality			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Enough	9	4.3	4.5	4.5
	High	99	47.8	49.5	54.0
	Very High	92	44.4	46.0	100.0
	Total	200	96.6	100.0	
Missing	System	7	3.4		
Total		207	100.0		

Starting from Table 3 and Table 4 above, it is known that out of 200 (two hundred) research respondents on the branding variable of Islamic education institutions, the results show that institutions in carrying out school branding efforts on brand equality indicators or school efforts to distinguish the brand/brand/image of the institution are in the "high" category with a frequency of 99 and a percentage of 49.5 with a mean value of 28.30.

**Table 5** Descriptive Test of Brand Image Indicators

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Brand Image	200	36	75	66.93	6.357
Valid N (listwise)	200				

**Table 6** Category indicator *Brand Image test result*

		Kategori BrandImage			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Enough	1	.5	.5	.5
	High	44	21.3	22.0	22.5
	Very High	155	74.9	77.5	100.0
	Total	200	96.6	100.0	
Missing	System	7	3.4		
Total		207	100.0		

Starting from Table 5 and Table 6 above, it is known that out of 200 (two hundred) research respondents on the branding variable of Islamic education institutions, the results show that institutions in carrying out school branding efforts on brand image indicators or school efforts to make the "brand / brand / image" of the institution remembered by customers are in the "very high" category with a frequency of 155 and a percentage of 77.5% with a mean value of 66.93.

**Table 7** Descriptive Test of Brand Awareness Indicator

		Descriptive Statistics				
		N	Minimum	Maximum	Mean	Std. Deviation
Brand_Awareness		200	30	50	39.68	4.348
Valid N (listwise)		200				

**Table 8** Brand Awareness Indicator Category Test Results

		Category_BrandAwareness			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	High	113	54.6	56.5	56.5
	Very High	87	42.0	43.5	100.0
	Total	200	96.6	100.0	
Missing	System	7	3.4		
Total		207	100.0		

Starting from Table 7 and Table 8 above, it is known that out of 200 (two hundred) research respondents on the branding variable of Islamic education institutions, the results show that the institution in carrying out school branding efforts on brand awareness indicators or the ability of consumers to remember the identity of a product / service produced by the school version of consumer statements through research data is in the "high" category with a frequency of 113 and a percentage of 56.5% with a mean value of 39.68.

**Table 9** Descriptive Test of Customer Satisfaction Indicators

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Customer_Satisfaction	200	24	40	35.42	4.038
Valid N (listwise)	200				

**Table 10** Test Results of Customer Satisfaction Indicator Categories

		Category CustomerSatisfaction			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	High	10	4.8	5.0	5.0
	Very High	190	91.8	95.0	100.0
	Total	200	96.6	100.0	
Missing	System	7	3.4		
Total		207	100.0		

Starting from Table 9 and Table 10 above, it is known that out of 200 (two hundred) research respondents on the branding variable of Islamic educational institutions, the results show that the institution in carrying out school branding efforts on the customer satisfaction indicator or interpreted as the satisfaction felt by consumers / customers for the products / services that have been offered so that consumers / customers can re-purchase or provide long-term assessments which in turn can be made a priority for consumers to pay attention to the version of consumer statements through research data is in the "very high" category with a frequency of 190 and a percentage of 95.0% with a mean value of 35.42..

Based on Table 3 to Table 10 above, the conclusions related to branding efforts that have been made by Integrated Islamic Education Institutions in East Java, which in this case are represented by 4 (four) SIT (*Sekolah Islam Terpadu*) institutions, namely SDIT Ar Ruhul Jadid Jombang; SDIT Insan Kamil Sidoarjo; SDIT Al Uswah Magetan; and

SDIT Insan Permata Malang City successively starting from the highest to the lowest category can be seen in Table 11 below.

**Tabel 11** Conclusion of Teacher Professional Task Mapping on Research Indicators

Indicators in Research Variables	Category	Percentage
<i>Customer Satisfaction</i>	Very High	95%
<i>Brand Image</i> (The school's effort to be remembered by consumers)	Very High	77,5%
<i>Brand Awareness</i> (School remembered and re-purchase by consumers)	High	56,5%
<i>Brand Equality</i> (school's effort to make a different school name/logo/symbol))	High	49,5%

#### 4. DISCUSSION

Speaking of branding and image of educational institutions, research conducted by (6) found that there is a significant relationship simultaneously between service quality and academic culture with institutional image. Furthermore, there is also a significant relationship between service quality, academic culture, and institutional image on student satisfaction. On the other hand, according to (7) it is said that the urgency of the image and credibility of an Islamic educational institution will be able to last long when the image is deliberately realized, maintained, and developed by adjusting various conditions from time to time as they change. The ability of the institution to take positioning, differentiation, and branding in particular is the fastest power to realize the image of the institution as expected based on the characteristics of each institution to target consumers. Talking about branding educational institutions, (8) said that Islamic educational institutions must be able to internationalize their institutions because it is a key element that affects the brand in today's new competitive environment. The research conducted also revealed the ideal definition that a good brand is an ideal general characteristic for universities (which can be interpreted as educational institutions). The strength of school personnel including teachers is also an important key in creating the image of the educational institution itself, because the effectiveness of teachers has a big impact on learning and the success of an institution's education itself, in general, qualified teachers will produce good programs and improve the image of the educational institution itself (9)

In sequence, the research results reflected in the indicators in the branding variable of educational institutions, namely customer relationship of 95%; brand image of 77.5%; brand awareness of 56.5%; and brand equality of 49.5% can be collected for the needs and application of CRM applications. Data based on these indicators are collected as an effort to brand the institution (SIT) in the East Java region and then



followed up with a focus on fulfilling the needs of customers / consumers as described in (10).

According to (11) four elements need to be considered, namely brand equality; brand image; brand awareness; and customer satisfaction. The results of research related to these indicators can be followed up on the content to be collected through CRM data as follows: the first is brand equality, interpreted as a brand / name / symbol that becomes a differentiator among others. The second is brand image, interpreted as a brand attached to a product/service that can affect the illusion of the eye with the aim of making consumers interested. The third is brand awareness, interpreted as the ability of consumers to remember the identity of a product / service produced by a particular organization. The fourth is customer satisfaction, interpreted as the satisfaction felt by consumers / customers for the products / services that have been offered so that consumers / customers can repurchase or provide long-term assessments which can then be prioritized by consumers to be considered.

Through the meaning of branding efforts through CRM, it can be assumed that nonprofit organizations such as educational institutions also need a brand / image to instill the characteristics / selling points of their institutions in the eyes of education consumers. Through various branding efforts carried out by institutions, schools can strive so that the implementation of education carried out can be well understood and remembered by the wider community, so that consumers who are the target market can respond well to this.

## 5. CONCLUSIONS

Based on the proposed research objectives, namely in order to find out the description and mapping of branding efforts of integrated Islamic education institutions in the East Java region (SIT), the results obtained in sequence are: customer relationship by 95%; brand image by 77.5%; brand awareness by 56.5%; and brand equality by 49.5%. Meanwhile, the institution's own branding variable is in the "very high" category with a percentage of 71.0%. These results are seen as very good considering that the institution's branding efforts when associated with other things are not easy to implement. The indicators in the study can also be used as a basis for meeting needs in order to develop a CRM model.

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