International Journal Corner of Educational Research
Vol. 5, No. 2, 2026, pp. 253~261
E-ISSN 2962-164X, P-ISSN 2962-8237, DOI: https://doi.org/10.54012/ijcer.v5i2.904

Flagship Marketing Program Strategies: Tahfidz, Bilingual, Islamic STEM, and Pesantrenpreneur

Khusnatul Amaliah[1], Justitia Rikalam[2], Siti Patimah[3], Rifyal Ahmad Lughowi[4]
[1 2 3 4]UIN Sultan Maulana Hasanuddin Banten, Banten, Indonesia

Article Info

Article history:

Received October 15, 2026
Revised October 17, 2026
Accepted October 20, 2026

Keywords:

Educational Marketing
Flagship Programs
Tahfidz
Bilingual Education
Islamic STEM
Pesantrenpreneur
Branding

ABSTRACT

Islamic educational institutions face increasing competition in communicating their distinctive educational value. However, marketing discussions on flagship programs require a clearer connection between the research problem, program-specific strategies, and the theoretical and practical implications of educational marketing. This article aims to examine how four flagship programs Tahfidz, bilingual education, Islamic STEM, and pesantrenpreneur can be positioned as instruments of differentiation and institutional branding in Islamic educational institutions. The study employs a qualitative library research approach, involving the identification, classification, interpretation, and synthesis of relevant literature on educational marketing, pesantren branding, bilingual education, STEM/STEAM integration, and entrepreneurship education. The review identifies four complementary dimensions of program positioning: Qur'anic character development through Tahfidz, communicative competence through bilingual education, scientific and technological competence grounded in Islamic values through Islamic STEM, and independence and entrepreneurial skills through pesantrenpreneur. The analysis further indicates that these programs can support a coherent institutional identity when integrated with the 7P marketing mix, evidence-based digital communication, and ethical promotional practices. Theoretically, this article offers an integrated framework for understanding flagship programs as interconnected components of educational differentiation and branding. Practically, it provides guidance for Islamic educational institutions in aligning marketing messages with learning processes, verifiable achievements, and educational outcomes. These findings are based on a synthesis of the literature and require empirical investigation to assess their implementation and effectiveness in specific institutional contexts.

This is an open access article under the CC BY-SA license.

Corresponding Author:

Khusnatul Amaliah
UIN Sultan Maulana Hasanuddin Banten, Indonesia
Email: 252703104.khusnatul@uinbanten.acid

1. INTRODUCTION

Islamic educational institutions in Indonesia operate in an increasingly competitive educational environment. Parents and communities have multiple options when selecting schools and Islamic boarding schools (*pesantren*) for their children. Consequently, these institutions need to develop educational services that respond to community needs while communicating their distinctive educational values and institutional strengths. In this context, educational marketing should not be

understood merely as a promotional activity for student recruitment. Rather, it involves identifying community needs, developing relevant educational programs, delivering service quality, and building public trust through consistent and accountable communication. Wijaya [1] explains that educational service marketing is closely related to the quality of services and the ability of educational institutions to understand the needs of their stakeholders. Similarly, Juhaidi [2] discusses educational marketing in relation to competition and the marketing mix in Indonesian Islamic higher education institutions. These perspectives suggest that effective marketing requires institutions to connect the educational value they offer with the expectations of prospective students and their families.

In the context of pesantren, educational marketing has distinctive characteristics because the educational experience encompasses religious learning, character formation, discipline, independence, and communal life. The value offered by pesantren therefore extends beyond academic instruction to include the development of students' religious and social competencies. Previous studies have examined several aspects of this process. Munawwaroh and Rahayu [3] discuss digital marketing strategies for strengthening pesantren branding, highlighting the relevance of institutional identity, digital media, and flagship programs. Research on tahfidz education has also explored the role of Qur'anic memorization programs in communicating institutional excellence and educational identity [4], while Silviyanti et al. [5] examine the implementation of English and Arabic language practices in an Islamic bilingual boarding school. In addition, Pepilina et al. [6] investigate the integration of STEAM and Islamic values through project-based learning in pesantren education. Faturahman et al. [7] examine the integration of entrepreneurship education into the pesantren curriculum. Taken together, these studies provide relevant insights into the educational and institutional value of distinctive programs.

Despite these contributions, the literature considered in this review addresses different dimensions of educational marketing and flagship-program development. Studies on digital branding, tahfidz, bilingual education, Islamic STEM/STEAM, and entrepreneurship provide a basis for understanding individual program characteristics and their potential institutional value. However, the reviewed literature does not yet establish a sufficiently integrated analytical framework for explaining how these four programs can be positioned collectively as complementary elements of educational differentiation and institutional branding. In particular, the relationship between program-specific educational outcomes, institutional positioning, the educational marketing mix, and evidence-based promotional communication requires further conceptual synthesis. This issue is important because promoting individual programs without a coherent institutional identity may result in fragmented marketing messages that do not adequately communicate the overall educational value of a pesantren.

To address this issue, this article examines four flagship programs: tahfidz, bilingual education, Islamic STEM, and pesantrenpreneur. These programs are selected because they represent complementary dimensions of Islamic education. Tahfidz emphasizes Qur'anic learning and character development; bilingual education supports Arabic and English communication competencies; Islamic STEM connects scientific and technological learning with Islamic values and ethical responsibility; and pesantrenpreneur emphasizes entrepreneurship, practical life skills, creativity, and economic independence. Their selection is based on the potential of these educational dimensions to form a coherent institutional identity, rather than on an assumption that every pesantren must implement all four programs. The programs can be analyzed through the educational marketing mix, particularly the 7P framework product, price, place, promotion, people, process, and physical evidence and through branding strategies that connect institutional positioning with observable educational activities and outcomes [8], [12], [13].

Accordingly, this article aims to analyze marketing strategies for tahfidz, bilingual education, Islamic STEM, and pesantrenpreneur and to formulate a conceptual approach for integrating these programs into a coherent educational differentiation and branding strategy. Using qualitative library research, the article identifies, classifies, interprets, and synthesizes relevant literature on educational marketing, pesantren branding, language education, Islamic STEM/STEAM, and entrepreneurship education. The article contributes theoretically by bringing

these four program dimensions into an integrated discussion of educational marketing and institutional positioning. Practically, it offers a framework that educational leaders can use to align program development, marketing communication, digital storytelling, and evidence of learning outcomes. Because the study is based on a literature review, its contribution is conceptual rather than an empirical demonstration of marketing effectiveness; the proposed approach therefore requires further examination in specific institutional contexts.

2. METHOD

This study employs a qualitative approach using the library research method. Library research was selected because the study analyzes and synthesizes concepts and previous research findings concerning educational marketing, pesantren branding, tahfidz programs, bilingual programs, STEM based on Islamic values, and entrepreneurship education in pesantren.

The data sources consist of two groups. First, scholarly journal articles published between 2024 and 2026, particularly those addressing pesantren marketing, digital marketing, branding, tahfidz, bilingual education, Islamic STEM, and pesantren entrepreneurship. Second, books published between 2022 and 2026, with an emphasis on educational service marketing and educational marketing management.

Data analysis involved four stages: literature identification, information classification, interpretation, and synthesis. The literature was grouped into the following themes: (1) educational marketing strategies, (2) tahfidz programs, (3) bilingual programs, (4) Islamic STEM, (5) pesantrenpreneur, and (6) digital branding. Each theme was then analyzed to identify marketing strategies that could be integrated into the management of Islamic educational institutions.

3. RESULTS AND DISCUSSION

3.1. Islamic Education Marketing Strategies

Educational marketing is a management activity aimed at identifying community needs, providing appropriate educational services, creating value for service users, and communicating an institution's strengths to the public. Educational marketing therefore differs from product marketing. The main product of an educational institution is a service and an educational experience. Because these are intangible, communities often assess institutional quality through reputation, facilities, flagship programs, teacher quality, student achievements, alumni, services, and institutional communication.

Wijaya positions educational service marketing as an important component of educational institution management, particularly in the face of competition over educational quality [1]. Juhaidi likewise explains that increasing competition among educational institutions requires them to develop strategies that demonstrate the strengths of their services to the public.

In the context of pesantren, marketing strategies can be developed through several components:

A. Product. The product being marketed is the full range of pesantren educational services, including tahfidz, bilingual, Islamic STEM, and pesantrenpreneur programs.
B. Price. Educational fees should reflect service quality and the financial capacity of the target market while maintaining transparency and fairness.
C. Place. The location, pesantren environment, facilities, safety, comfort, and accessibility are all part of the educational service experience.
D. Promotion. Promotion can be conducted through websites, Instagram, YouTube, TikTok, brochures, open houses, seminars, school visits, alumni, and direct communication with the community.
E. People. Teachers, ustaz/ustazah, pesantren leaders, educational staff, students, alumni, and all stakeholders contribute to shaping the institution's image.
F. Process. Student admission, learning, parent services, student activities, evaluation, and communication should provide a positive experience.

G. Physical Evidence. Buildings, laboratories, mosques, dormitories, STEM facilities, achievement documentation, student business products, and the pesantren environment provide tangible evidence that reinforces marketing messages.

Research on the marketing mix at tahfidz madrasahs indicates that the marketing mix can be used as a strategic instrument to improve the competitiveness of Islamic educational institutions [8].

3.2. Marketing Strategies For Tahfidz Programs

Tahfidz is a program with strong emotional value for Muslim communities. When choosing an educational institution, parents consider not only academic achievement but also their children's character development and religious competence. Therefore, marketing a tahfidz program should go beyond the message "A school with a tahfidz program." The marketing message should communicate a value proposition, such as: "Developing a generation of Qur'an memorizers with strong character, achievements, and 21st-century competencies." Tahfidz is thus positioned as part of a broader educational system. Marketing strategies for tahfidz programs may include:

A. Publishing realistic memorization targets.
B. Documenting tahfidz activities.
C. Publicizing students' achievements.
D. Sharing testimonials from alumni and parents/guardians.
E. Holding tahfidz graduation ceremonies.
F. Providing structured tahsin and tahfidz programs.
G. Collaborating with other tahfidz institutions or pesantren.
H. Creating digital content that shows the learning process, not only the outcomes.

Recent studies indicate that tahfidz programs can serve as an Islamic education branding tool by shaping perceptions of the institution as having a Qur'anic identity [9]. However, tahfidz marketing must be honest and proportionate. Institutions should not make exaggerated claims about students' memorization abilities without verifiable evidence.

3.3. Marketing Strategies for Bilingual Programs

Bilingual programs can offer an advantage by enabling students to develop international language skills while also learning Arabic, the primary language of Islamic scholarly heritage. Bilingual programs in pesantren can be developed through:

A. Arabic Day
B. English Day
C. Conversation class
D. Public speaking
E. Bilingual classroom
F. Arabic English debate
G. Storytelling
H. Speech competition
I. Studying selected Islamic texts or subjects in Arabic.
J. Teaching science in English.

Silviyanti et al. found that the practice of English and Arabic in Islamic boarding schools is an important part of a bilingual educational environment [5].

In marketing, bilingual programs should be presented through tangible evidence rather than slogans alone. For example, institutions can share videos of students giving presentations in English, conversing in Arabic, participating in speech competitions, or taking part in international activities. This strategy matters because prospective parents need evidence of the quality of the programs being offered.

3.4. Marketing Strategies for Islamic STEM Programs

Islamic STEM can be an appealing form of differentiation because it combines science, technology, engineering, mathematics, and Islamic values. The program can demonstrate that Islamic education is not in conflict with scientific and technological development. Instead, science can be studied through the perspective of Islamic values and ethics. Examples of programs that can be promoted include:

Field	Example Program
Science	Science experiments based on Qur'anic signs in nature (ayat kauniyah)
Technology	Coding and digital technology
Engineering	Robotics and simple engineering
Mathematics	Mathematics and Islamic geometry
Islamic Values	Ethics of technology use and human responsibility as khalifah (steward)

Table 1. Examples of Islamic STEM Programs

Pepilina et al. found that STEAM based on Islamic values can be implemented in pesantren through project-based learning, such as building water filters, producing educational videos, and exploring Islamic geometry [6].

Other research has developed science modules using a STEM approach that incorporates religious values for madrasahs, pesantren, and integrated Islamic schools [10]. This provides a basis for positioning Islamic STEM as a unique selling proposition for Islamic educational institutions. Marketing strategies can highlight:

A. Laboratories
B. Student projects
C. Robotics
D. Coding
E. Experiments
F. Student project exhibitions
G. STEM competitions
H. Technological innovation
I. Video projects
J. Integration of STEM with Qur'anic values.

In this way, the public can see that Islamic STEM is not merely a promotional term but a genuine part of students' learning experiences.

3.5. Marketing Strategies for Pesantrenpreneur Programs

Pesantrenpreneur is a flagship program designed to develop students' entrepreneurial competencies through business practice, creativity, innovation, and economic independence. In the context of educational marketing, the program can serve as a distinctive institutional offering because it connects Islamic character formation with practical life skills and productive economic activities. Its marketing value, however, does not depend merely on the availability of entrepreneurship activities. Rather, it depends on the extent to which these activities are integrated into the curriculum, supported by appropriate learning processes, and translated into demonstrable student competencies.

Pesantrenpreneur activities may include student cooperatives, pesantren mini markets, food businesses, handicrafts, agriculture, livestock farming, digital businesses, online marketplaces, graphic design, content creation, and digital marketing training. These activities represent different pathways through which students can acquire entrepreneurial experience. Student cooperatives and mini markets, for example, can introduce basic financial management, inventory control, customer service, and teamwork. Food businesses, handicrafts, agriculture, and livestock farming can provide opportunities to understand production processes, resource management, product quality, and local market needs. Meanwhile, digital businesses, online marketplaces, graphic design, content creation, and digital marketing training can develop students' abilities to communicate product value and

engage with broader markets. The educational significance of these activities therefore lies in the competencies students develop through participation, rather than in the number of activities offered.

This interpretation is consistent with Faturahman et al. [7], who examine the integration of entrepreneurship education into the pesantren curriculum and its relationship with Islamic values. Research on entrepreneurship communication at Pesantren Asshiddiqiyah II also indicates that entrepreneurial values can be conveyed through curricular activities, extracurricular programs, and students' daily experiences [11]. These perspectives suggest that entrepreneurship education can become part of the pesantren's broader educational identity when practical business activities are connected to learning objectives, institutional values, and students' character development. Nevertheless, the existence of entrepreneurial activities alone does not establish their educational effectiveness; the quality of implementation and the learning outcomes achieved must also be considered.

From a marketing perspective, pesantrenpreneur can differentiate an institution by demonstrating how religious education is complemented by practical competencies, creativity, and economic responsibility. This positioning should be supported by credible evidence, such as student business projects, product portfolios, records of participation, learning assessments, and documented examples of business development. Such evidence enables institutions to communicate the educational value of their programs more convincingly than promotional claims alone. For example, instead of simply advertising an entrepreneurship program, a pesantren can explain what students learn through managing a cooperative, developing a product, calculating production costs, or promoting a product through digital platforms. These examples communicate the relationship between educational processes and student competencies while allowing prospective parents to assess the relevance of the program.

The marketing of pesantrenpreneur should also reflect the ethical principles of Islamic education. Promotional communication needs to distinguish between activities that are available, competencies that have been assessed, and outcomes that have been demonstrated. Claims about business success, financial independence, or graduate employability should therefore be supported by verifiable evidence rather than assumptions. In this way, pesantrenpreneur can contribute to institutional branding through a combination of practical learning, Islamic values, transparent communication, and demonstrable educational outcomes. Its strategic value lies not simply in presenting entrepreneurship as an attractive feature, but in showing how entrepreneurship education supports the institution's educational mission and responds to the needs of students, parents, and the wider community.

3.6. Integrating the Four Programs as a Differentiation Strategy

These four programs should not be marketed as separate offerings. Instead, institutions need to build an overarching brand that integrates them all. Examples include "Qur'anic, Bilingual, Technological, and Entrepreneurial Pesantren" or "Developing a Qur'anic, Global, Technological, and Entrepreneurial Generation." The integration can be illustrated as follows:

TAHFIDZ
↓
Developing Qur'anic character
BILINGUAL
↓
Developing global communication skills
ISLAMIC STEM
↓
Developing science and technology capabilities

PESANTRENPRENEUR
↓
Developing independence and economic skills
↓
EXCELLENT GRADUATES: RELIGIOUS, COMPETENT, INNOVATIVE, AND INDEPENDENT

This model gives the institution a clearer positioning in the eyes of the public.

3.7. Digital Marketing Strategies

The digital era means that pesantren marketing no longer depends solely on brochures and word-of-mouth promotion. Social media provides a platform for showcasing activities, achievements, culture, and program strengths.

Research by Chotimah and Akrom at Pesantren Al-Munawwir Komplek Q found that websites, Facebook, Instagram, Twitter, YouTube, and TikTok were used as marketing media. Engaging publications of activities were used to improve the institution's image and attract new students [12].

Munawwaroh and Rahayu also emphasize the importance of digital marketing in strengthening pesantren branding, particularly through a combination of distinctive identity, digital media, flagship programs, partnerships, and community involvement [3]. A content strategy can follow this format:

Content	Example
Tahfidz	Video of students reciting memorized passages
Bilingual	English/Arabic speeches
Islamic STEM	Experiments and robotics
Pesantrenpreneur	Student business products
Achievements	Competition winners
Alumni	Alumni success stories
Culture	Students' daily lives
Testimonials	Parents/guardians and alumni
Leadership	Student leadership activities
Events	Open house and new student admissions

Table 2. Digital Content Strategy

Thus, social media is used not merely for promotion but also for digital storytelling.

3.8. Branding Strategies for Flagship Programs

Branding is the process of shaping public perceptions of an institution's identity and values. Flagship programs can be a central element in building a pesantren brand. A branding strategy can be implemented in five stages:

Defining the identity

The institution should determine the core identity it wants the public to recognize. Example: "A tahfidz pesantren grounded in technology and entrepreneurship."

Identifying the target market. The target market can be segmented according to:

A. Religious needs
B. Academic needs
C. Language needs
D. Technology needs
E. Life-skills needs
F. Family financial capacity.

Determining positioning

Positioning answers the question: "Why should parents choose this pesantren over other institutions?"

Presenting evidence

Evidence may include achievements, alumni, students' work, certificates, facilities, activity documentation, testimonials, and program outcomes.

Maintaining consistency

The institution's identity should remain consistent across its website, social media, brochures, banners, presentations, open-house events, and communication with parents/guardians.

3.9. The 7P Marketing Mix Strategy

Based on the literature review, strategies for flagship programs can be formulated using the 7P framework as follows:

7P Element	Flagship Program Strategy
Product	Tahfidz, bilingual, Islamic STEM, pesantrenpreneur
Price	Transparent fees aligned with service quality and facilities
Place	A safe, comfortable, religious, and productive pesantren environment
Promotion	Instagram, TikTok, YouTube, website, brochures, open house
People	Kiai, teachers, ustaz, administrators, students, alumni
Process	Professional educational processes and services
Physical Evidence	Laboratories, mosque, dormitories, student work, entrepreneurial products

Table 3. The 7P Marketing Mix Strategy

Research on pesantren marketing indicates that the marketing mix can be adapted to the characteristics of Islamic educational institutions and community needs [13].

3.10. Marketing Communication Strategies

Marketing flagship programs requires communication that is informative, persuasive, educational, and ethical. Marketing messages should not be exaggerated. Instead of saying "The best and number-one pesantren," an institution could say, "Developing Qur'anic education that integrates tahfidz, language skills, science and technology, and entrepreneurship." This message is more accountable because it explains the educational value being offered.

From the perspective of Islamic marketing, the principles of shiddiq (truthfulness), amanah (trustworthiness), tabligh (communicating the message), and fathanah (wisdom) can serve as ethical foundations for communication. Promotion must not involve manipulation, false claims, or misleading information. Research on sharia marketing in pesantren highlights the importance of honesty, trustworthiness, public benefit, and combining digital marketing with traditional pesantren networks [14].

4. CONCLUSION

Marketing strategies for flagship programs in Islamic educational institutions are a strategic process for building value, image, trust, and competitiveness. Marketing should not be understood merely as promotion for student admissions; it should begin with developing genuinely high-quality educational offerings that meet community needs.

Tahfidz can be positioned as a Qur'anic identity and a means of character development. Bilingual programs can provide an advantage in developing global communication competencies. Islamic STEM can integrate science, technology, and Islamic values. Pesantrenpreneur can foster independence, creativity, economic skills, and students' entrepreneurial spirit.

These four programs have greater marketing strength when integrated into a single institutional positioning rather than promoted separately. This strategy can be reinforced through the 7P marketing mix, digital marketing, social media branding, alumni testimonials, parent involvement, partnerships, and publication of student achievements and work. An ideal pesantren marketing strategy is therefore value- and evidence-based: it communicates program strengths honestly by showing the educational experiences and outcomes actually provided to students. This

approach can increase prospective students' interest while strengthening the reputation and sustainability of Islamic educational institutions.

ACKNOWLEDGEMENTS

The authors express gratitude to the academic community of UIN Sultan Maulana Hasanuddin Banten for supporting the preparation of this review article.

REFERENCES

[1] D. Wijaya, Pemasaran jasa pendidikan. Bumi Aksara, 2022.

[2] A. Juhaidi, "Social media marketing of Islamic higher education institution in Indonesia: a marketing mix perspective," Cogent Bus. Manag., vol. 11, no. 1, p. 2374864, 2024.

[3] Z. Munawwaroh and P. Rahayu, "Digital marketing strategies for enhancing branding in Islamic boarding schools: A comprehensive analysis," Tarbawi J. Keilmuan Manaj. Pendidik., vol. 10, no. 02, pp. 199–208, 2024.

[4] F. Wisam Muwaffaq Rahid, "The Tahfidz Program and Educational Marketing Strategy: A Study of Institutional Excellence at Al Madina Islamic Elementary School, Semarang," AJIS Acad. J. Islam. Stud., vol. 11, no. 1, pp. 175–198, 2026.

[5] T. M. Silviyanti, Y. Q. Yusuf, I. A. Samad, and A. Mukminin, "The implementation of English and Arabic practices at an Islamic bilingual boarding school," J. Cakrawala Pendidik., vol. 43, no. 3, pp. 630–644, 2024.

[6] D. Pepilina, A. Safitri, and S. N. Sari, "Integration of the STEAM approach based on Islamic values in pesantren education: An exploratory case study grounded in project-based learning and the principles of ta'dib," J. Pendidik. Islam, vol. 14, no. 1, pp. 119–128, 2025.

[7] O. Faturahman, S. Sulaiman, L. Marliani, M. Muhammadun, M. M. Nasikhin, and A. Karim, "Integration of entrepreneurship education in the pondok pesantren curriculum: A case study at Hidayatul Mubtadi-ien in Indramayu," J. Pendidik. Islam, vol. 12, no. 2, pp. 211–218, 2023.

[8] H. Masruroh and H. M. Rizki, "Implementasi Marketing Mix sebagai Strategi Pemasaran Pendidikan di Madrasah Aliyah Tahfidz Al-Qur'an Al-Ishlah," Excel. J. Islam. Educ. Manag., vol. 5, no. 1, pp. 1–10, 2025.

[9] W. M. Rahid, "The Tahfidz Program and Educational Marketing Strategy: A Study of Institutional Excellence at Al Madina Islamic Elementary School, Semarang," AJIS Acad. J. Islam. Stud., vol. 11, no. 1, pp. 175–198, 2026.

[10] R. Masykur, I. Irwandani, A. Pricillia, and M. Aridan, "Development of science e-modules with the STEM (Science, Technology, Engineering, and Mathematics) approach for islamic schools," Indones. J. Sci. Math. Educ., vol. 7, no. 2, pp. 404–420, 2024.

[11] E. Purwanto, H. Kabir Al Fadly, A. Basit, S. Oktarina, and M. Sahreza, "Cultivating Santri Business Skills: Communication Strategies at Asshiddiqiyah II Islamic Boarding School," Profetik J. Komun., vol. 17, no. 1, 2024.

[12] C. Chotimah and N. K. Akrom, "Digital Marketing for Improving Brand Image at Al-Munawwir Komplek Q Islamic Boarding School in Yogyakarta," J. Tarbiyatuna, vol. 15, no. 1, pp. 43–53, 2024.

[13] S. Nurhasana, "The Implementation of Marketing Mix as a Marketing Strategy for Pesantren-Based Educational Services," J. Sharia Econ., vol. 6, no. 2, pp. 1–17, 2024.

[14] M. Husen, "Strategi Manajemen Pemasaran Syariah dalam Pengembangan Lembaga Pesantren: Studi Kasus di Pesantren Miftahul Ulum Lumajang," Manag. J. Islam. Educ. Manag., vol. 3, no. 2, pp. 131–143, 2024.

[15] A. Juhaidi, Pemasaran Jasa Pendidikan: Teori dan Praktik. 2022.