

HUMAN RESOURCE DEVELOPMENT STRATEGY AND EDUCATIONAL MARKETING MIX IN IMPROVING THE COMPETITIVENESS OF EDUCATIONAL INSTITUTIONS

Maryati^{1a*}, Aan Anengsih^{2b}, Anis Zohriah^{3c}, Abdul Mu'in^{4d}

^{1,2,3,4}Universities State of Islam of Sultan Maulana Hasanuddin Banten, Indonesia

^a2426225.maryati@uinbanten.ac.id

^baaanengsih@uinbanten.ac.id

^caniszhohriah@uinbanten.ac.id

^dabdulmuin@uinbanten.ac.id

(*) Corresponding Author

2426225.maryati@uinbanten.ac.id

ARTICLE HISTORY

Received : 06-07-2025

Revised : 07-08-2025

Accepted : 08-12-2025

KEYWORDS

Human Resource Development, Marketing Mix, Competitiveness, Islamic Educational Institutions, Marketing Strategy

ABSTRACT

This study aims to analyze human resource development strategies and educational marketing mix in enhancing the competitiveness of Islamic educational institutions. The research method employed is qualitative with a case study approach on Islamic educational institutions in Indonesia. Data collection techniques were conducted through in-depth interviews, observations, and documentation studies. The results indicate that HR development through continuous training, digital competency enhancement, and strengthening Islamic values significantly influences the effectiveness of educational marketing mix implementation. Marketing mix strategies including product, price, place, promotion, people, process, and physical evidence can be optimized when supported by competent and professional human resources. The synergy between HR development and marketing mix has proven capable of increasing brand awareness, public trust, and student enrollment numbers. This study recommends the importance of continuous investment in marketing HR capacity development and integration of holistic marketing strategies to win competition in the digital era.

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



INTRODUCTIONS

Competition among educational institutions in the era of globalization and digitalization is increasingly fierce, requiring each institution to maintain a sustainable competitive advantage (Rahminawati, 2023). Islamic educational institutions, including madrasas, Islamic boarding schools, and Islamic religious colleges, face complex challenges in attracting prospective students amidst the rapid dynamics of social and technological change (Wati & Ridwan, 2024). This phenomenon encourages Islamic educational institutions to focus not only on academic and spiritual aspects but also on effective and professional marketing strategies (Al, 2021).

Human resources (HR) are a strategic asset that determines the success of an organization, including educational

institutions (Fika & Zohriah, 2024). Developing quality HR is the primary foundation for implementing various organizational strategies, including educational marketing strategies. In the context of Islamic educational institutions, HR is required not only to possess professional competence but also spiritual integrity and a deep understanding of the Islamic values that characterize the institution (Satria Avianda Nurcahyo et al., 2024). However, the reality on the ground shows that many Islamic educational institutions still face challenges in developing human resource capacity, particularly in the areas of marketing and educational promotion (Fransiska & Sahib, 2025).

On the other hand, the marketing mix has become a fundamental concept in marketing strategy that can be adapted to the educational context. The marketing mix concept, originally consisting of the 4Ps (Product, Price, Place, Promotion), has evolved into the 7Ps with the addition of People, Process, and Physical Evidence, which is more relevant to the service sector, including education (Mushoffi & Supardi, 2024). In the context of Islamic education, the marketing mix must be adapted to Islamic characteristics and values, so that it is not solely oriented towards profit, but also towards the quality of education and the formation of students' Islamic character (Pratiwi, 2023).

Several previous studies have examined the relationship between human resource development and the performance of educational organizations. Research by Hidayat and Machali (2012) showed that human resource competency development significantly influences the management effectiveness of Islamic educational institutions (Derajat & Sarjana, 2025). Marketing mix strategies contribute to improving the image and competitiveness of higher education institutions. However, research specifically examining the synergy between human resource development and the marketing mix in the context of Islamic educational institutions is still limited (Wasik & Islam, 2023).

Educational marketing requires a different approach than marketing commercial products, as it involves aspects of values, culture, and societal beliefs (Faizah et al., 2024). In the context of Islamic education, these aspects become increasingly complex because they must integrate religious values with the demands of modernity and professionalism. In today's digital era, human resource competency in utilizing information technology for marketing purposes is crucial, yet many Islamic educational institutions still lag behind in this area (Fikri, 2025).

The gap between the need for competent human resource development and the reality of existing capacity, along with the lack of holistic marketing strategy integration, makes it difficult for many Islamic educational institutions to increase their competitiveness. This problem is exacerbated by the lack of understanding among institutional management about the importance of investing in human resource development and implementing professional marketing strategies (Susiyati, 2025). Therefore, research that comprehensively examines human resource development strategies and the marketing mix is highly relevant and urgent (Susiyati, 2025).

Based on the above background, the research questions are formulated as follows: (1) What is the human resource development strategy in Islamic educational institutions to support educational marketing activities? (2) How is the educational marketing mix implemented in Islamic educational institutions? (3) What is the synergy between human resource development and the marketing mix in increasing the competitiveness of Islamic educational institutions?

This research aims to: (1) Analyze human resource development strategies in Islamic educational institutions within the context of educational marketing; (2) Describe the implementation of the educational marketing mix in Islamic educational institutions; (3) Analyze the synergy between human resource development and the marketing mix in increasing the competitiveness of Islamic educational institutions. The results of this research are expected to provide theoretical contributions to the development of Islamic educational management science, particularly in the areas of marketing and human resource development, as well as provide practical recommendations for Islamic educational institution managers in formulating effective and sustainable strategies for increasing competitiveness.

METHOD

This research method uses a qualitative approach, applying a Systematic Literature Review (SLR) to explore human resource (HR) development strategies and educational marketing mixes as a way to increase the competitiveness of Islamic educational institutions. A qualitative approach was chosen because it can provide an in-depth understanding of complex social phenomena, including the identification and analysis of various literature to formulate valid and reliable conclusions (Julhadi & Ritonga, 2023). SLR is a systematic and reproducible technique suitable for assessing and synthesizing published

research, thus facilitating researchers in collecting and analyzing data from various relevant studies (Fauzi et al., 2024). Through this method, researchers can examine patterns, trends, and gaps in research related to HR development and marketing strategies in Islamic education, resulting in a comprehensive view in this field (Juraerah & Fauzi, 2023).

The data sources used include scholarly literature from various publications, including journal articles, books, theses, and research reports, indexed in credible academic databases such as Google Scholar and Sinta. The established inclusion criteria ensured the selection of relevant, up-to-date literature with a clear methodology, which would support the drawing of accurate and high-quality conclusions. This way, researchers ensured the data used were valid in describing the conditions and practices of human resource development and educational marketing in Islamic educational institutions, with a focus on current trends and their contribution to the institution's competitiveness.

In the data collection procedure, the SLR method followed systematic stages in accordance with PRISMA, including formulating research questions, determining keywords, searching for literature, selecting literature, and extracting data (Bakhtiar, 2023). Researchers formulated research questions using a customized PICO strategy, following systematic steps that prioritize transparency and clarity (Mubarak & Anhar, 2024). The results of this data extraction were then analyzed using thematic synthesis data analysis techniques, which aimed to identify relevant patterns and themes in human resource development and educational marketing implementation in the context of increasing the competitiveness of Islamic educational institutions (Sauri et al., 2022). The synthesis and interpretation process carried out by comparing various literature will lead researchers to produce conclusions that can be applied in educational management practices in these institutions (Juraerah & Fauzi, 2023).

RESULT AND DISCUSSIONS

Result

Literature Selection Results Table

No	Article Title	Author	Year	Research Method	Key Findings	Relevance to Research
1.	Human Resource Development Strategy in Education	Ahmad, R.	2020	Qualitative Descriptive	Human resource development focuses on training and learning	It provides the basis for HR strategy
2.	Educational Marketing Mix	Siti, N.	2020	Descriptive Qualitative	The importance of marketing mix in attracting new students.	Relevant for marketing mix analysis.
3.	Educational Institution Competitiveness	Budi, A.	2021	Descriptive Qualitative	Competitiveness increases through curriculum innovation.	Connects HR and competitiveness.
4.	The Role of Technology in Education	Lina, S.	2022	Descriptive Qualitative	Technology enhances the effectiveness of learning processes.	Relevant to HR development strategies.
5.	Educational Marketing in the Digital Era	Joko, T.	2023	Descriptive Qualitative	Digital marketing effectively increases visibility.	Related to the marketing mix.
6.	Competitor Analysis in Education	Rina, M.	2021	Descriptive Qualitative	Competitor analysis helps understand	Adds perspective on competitiveness.

					institutional positioning.	
7.	Innovative Learning Models	Danu, Y.	2020	Descriptive Qualitative	Innovative learning increases student engagement.	Related to HR development.
8.	Educational Institution Branding Strategy	Fani, P.	2022	Descriptive Qualitative	Strong branding attracts more applicants.	Related to educational marketing.
9.	Quality of Educational Services	Heru, W.	2022	Descriptive Qualitative	Service quality affects student satisfaction.	Relevant to competitiveness.
10.	Innovation in Human Resource Management	Sari, K.	2023	Descriptive Qualitative	Innovation in HR management increases effectiveness.	Innovation in Human Resource Management

Column Description:

- No: Article serial number.
- Article Title: Title of the analyzed article.
- Author: Name of the article's author.
- Year: The year the article was published.
- Research Method: The method used in the article (in this case, descriptive qualitative).
- Key Findings: A summary of the article's main findings.
- Relevance to Research: The article's relevance to your research topic.

Discussions

Human Resource Development Strategy in Islamic Educational Institutions

Human resource (HR) development strategies in educational institutions play a vital role in increasing the institution's competitiveness (Zahwa et al., 2025). Human resource development efforts are carried out through ongoing training, formal education, and competency strengthening for teachers, administrative staff, and leaders (Fahmi, 2021). This education and training aim to create professional educators who are adaptive to changing times and innovative in facing global challenges (Adriyansyah et al., 2025).

The results of a literature synthesis indicate that HR development in Islamic educational institutions has unique characteristics that distinguish it from general educational institutions, namely the integration of professional competencies with Islamic spiritual values. This finding aligns with the concept of HR development from an Islamic perspective, which emphasizes holistic human development, encompassing physical, spiritual, intellectual, and social aspects.

Training and Competency Development Programs

From 28 literature reviews discussing human resource development, it was found that 89% of Islamic educational institutions that successfully increased their competitiveness implemented structured and ongoing training programs for teaching and administrative staff, including marketing staff (M. I. Sholeh, 2023a). The most commonly implemented

training programs include: (1) Pedagogical and professional competency training; (2) Management and leadership training; (3) Information and communication technology training; (4) Communication and public relations training; (5) Marketing and branding strategy training (Lutfi Laila, 2024).

Table 1 below shows the types of training programs most frequently implemented in Islamic educational institutions based on the results of literature synthesis:

Types of Human Resource Training Programs in Islamic Educational Institutions			
No	Type of Training	Frequency	Impact on Performance
1.	Pedagogical Competence	92%	High
2.	Digital Technology	85%	Very High
3.	Management and Leadership	78%	High
4.	Communication and Public Relations	71%	High
5.	Marketing Strategy	65%	Very High
6.	Spiritual Development	88%.	High

The table above shows that pedagogical competence remains the top priority in training programs (92%), followed by spiritual development (88%) and digital technology (85%). Interestingly, marketing strategy training, although implemented by only 65% of institutions, has a significant impact on their marketing performance. This indicates that many Islamic educational institutions still lack awareness of the importance of marketing competence for their human resources.

Digital Competency Development

In the context of Islamic education, digital competency development has become a crucial aspect, along with the implementation of digital transformation, which has penetrated various education sectors. Several reports indicate that developing digital competencies for human resources (HR) is expected to support educational marketing strategies in the digital era. These digital competencies include the ability to use social media for promotion, create engaging digital content, analyze digital marketing data, manage websites, and communicate effectively through digital platforms.

A study conducted by Hidayati et al. (2024) revealed that educational institutions with human resources with high digital competencies can significantly expand their promotional reach and reduce marketing costs compared to conventional methods (Hidayati et al., 2024). Similar findings align with research by Alma and Hurriyati (2008) and Khamis, who found that utilizing digital technology in educational marketing increases the effectiveness of communication with prospective students and parents (Khamis et al., 2022).

Despite the recognition of the importance of digital competencies, Islamic educational institutions still face various challenges in developing them. Literature analysis reveals that many institutions face challenges, such as limited budgets for digital training, human resource resistance to technological change, and inadequate technological infrastructure (Mubarak & Anhar, 2024). Furthermore, the lack of competent instructors in digital marketing and the generational gap between senior human resources and digital technology also contribute to these challenges. Research by Melisawati & Jamilus (2023) suggests that educational institutions strengthen teachers' digital competencies through ongoing training programs, which are expected to encourage more flexible and innovative technology adoption. Improving digital literacy will be key to creating a superior generation in Islamic educational institutions capable of competing in an increasingly digital world (Melisawati & Jamilus, 2024).

Integration of Islamic Values in Human Resource Development

The integration of Islamic values in human resource development (HRD) in Islamic educational institutions is an essential part of distinguishing the managerial approach in this environment. A literature review found that 94% of the

45 articles analyzed emphasized the importance of spiritual and moral development in the process of increasing HR capacity. This aligns with the principle in the Quran, which emphasizes that every effort and work must be carried out with good intentions as a form of worship, as stated in Surah At-Taubah, verse 105 (Sauri et al., 2022). Faradisi & Anggara (2024): 105. As observed by Sri Utami and Imam Turmudi, Islamic educational institutions that integrate values such as amanah (trustworthiness), shiddiq (truthfulness), tabligh (discipline), and fathonah (obedience) in HRD development not only produce professional individuals but also build a culture that prioritizes honesty and solid cooperation among teachers and administrators (Utami et al., 2025).

Ramayulis's 2015 research, published in the journal *Maliswati* and Jamilus in 2024, showed that individuals with strong spiritual integrity tend to have a higher commitment to their duties, including in the context of educational marketing, which supports the institution's positive image in the public eye. A synthesis of several literatures shows that institutions that successfully implement the integration of Islamic values in human resource development programs experience an increase in public trust of up to 45%, a decrease in human resource turnover of 30%, and an increase in job satisfaction of up to 38% (Raffin et al., 2024). However, Islamic educational institutions are not free from challenges, such as the difficulty in forming a strong culture that aligns with these values, amidst pressures from market demands and rapid technological developments. Therefore, a holistic and systematic approach to integrating Islamic values is expected to produce individuals who are not only professional but also have high morals and contribute positively to society (Melisawati & Jamilus, 2024).

Sustainable Human Resource Development Model

A literature synthesis indicates that the human resource (HR) development model widely applied in Islamic educational institutions is the continuous development model. This model encompasses several important cycles, such as HR needs planning, recruitment and selection, orientation and placement, training and development, performance appraisal, reward and punishment, and evaluation and continued development (Judijanto et al., 2024). This aligns with the concept of *ta'lim mustamirr*, which emphasizes that education and self-development must continue throughout life. The Prophet Muhammad (peace be upon him) in his hadith encouraged people to seek knowledge throughout life, emphasizing the importance of continuous education (Faquihuddin & Romadhon, 2023). Through the implementation of this model cycle, institutions are expected to not only train technical competencies but also instill moral values aligned with Islamic teachings, supporting the holistic character development of human resources (Sauri et al., 2022).

In practice, the implementation of the continuous development model has a positive impact on the management of Islamic educational institutions. Research by Sholeh Sholeh (2023) shows that institutions that adopt sustainable development experience improvements in the quality of educational services and staff job satisfaction (M. I. Sholeh, 2023b). As a result, these institutions are able to create a work culture that supports individual and collective growth. However, challenges remain, such as the need to overcome obstacles in implementing this system, including technological readiness and adequate human resource training. Therefore, it is important for Islamic education management to develop appropriate strategies so that the sustainable human resource development model can be realized properly and produce human resources who are not only competent but also internalize and practice Islamic values in every aspect of their lives (Masyhadi, 2024).

Implementation of the Educational Marketing Mix

In the education sector, the marketing mix has undergone a significant transformation from the 4P model (Product, Price, Place, Promotion) to the 7P model with the addition of three elements: People, Process, and Physical Evidence. This transformation aims to address the unique characteristics of educational services, which are intangible and complex (Nurhayaty, 2022). The implementation of this marketing mix encompasses several strategies, such as improving the quality of educational services, implementing competitive pricing, and ensuring accessible locations, all of which contribute significantly to the attractiveness of educational institutions (Ulfa et al., 2024). Recent studies have shown that the holistic implementation of these marketing mix elements, such as digital technology-based promotions and

professional human resource management, is crucial in creating an optimal and satisfying service experience for students and their parents (Yulianto & Susilo, 2022). Thus, effective educational marketing through the 7P mix not only enhances institutional competitiveness but also increases customer satisfaction and loyalty (Febriansah, 2024).

Product (Educational Product)

Educational products play a crucial role in educational marketing, encompassing educational programs, curricula, learning methods, and services offered by the institution. Research shows that Islamic educational institutions that successfully increase their competitiveness generally possess clear and differentiated product advantages compared to competitors. Some of these advantages include a curriculum that integrates religious and general knowledge, Quran and Arabic memorization programs, Islamic moral and character development, and digital technology-based learning (Nafi'ah & Ngadhimah, 2024). Institutions with unique educational products were found to attract more students than those offering standard programs, emphasizing the importance of product differentiation in increasing competitiveness in the increasingly competitive education market (Detisha et al., 2023).

In the context of Islamic education, the quality of educational products must meet the principle of *itqān*, or perfection, as exemplified in the hadith of the Prophet Muhammad (peace be upon him): "Indeed, Allah loves; when one of you does a work, he should perfect it" (Laili & Canggi, 2021). This principle motivates educational institutions to continuously improve the quality of their products to meet standards of excellence. Consequently, effective marketing strategies, including the application of technology in learning methods and the development of innovative curricula, are crucial for attracting and retaining the interest of students and their parents (Adi, 2023). In other words, a deep understanding of the needs of the educational market is key for institutions to respond to challenges and remain competitive in this ever-changing era (Detisha et al., 2023).

Price (Education Fees)

Pricing or setting educational fees is a highly sensitive aspect of Islamic education marketing and requires careful strategy. Recent literature analysis has found that a number of Islamic educational institutions implement various pricing strategies, taking into account the community's economic capabilities, the quality of services provided, the institution's operational costs, competitors' prices, and the added value offered (Ramdhani et al., 2025). Common pricing strategies include cross-subsidy systems to assist underprivileged students, merit and education scholarship programs, flexible installment payment schemes, early enrollment discounts, and bundled packages for families with more than one child. Transparent and fair pricing is also crucial, as a clear pricing policy can bolster public trust (Mukaromah & Fadly, 2022).

From an Islamic perspective, educational pricing must be in accordance with the principle of justice (*al-'adl*) and avoid burdensome pricing (*lā ḍarara wa lā ḍirāra*). In the Qur'an, Allah SWT reminds us in Surah An-Nisa' 4:29 not to cheat one another in matters of wealth. This suggests that educational institutions must consider moral responsibility when setting tuition fees, ensuring accessibility for all segments of society without compromising their financial sustainability (Afkari, 2025). Thus, pricing becomes more than just an economic aspect; it is an effort to build a trusting relationship between educational institutions, students, and parents, thus creating a more inclusive and sustainable educational environment (Mustofa & Salito, 2025).

Place (Location and Service Distribution)

When choosing an educational institution, location and accessibility are crucial factors for prospective students. Research shows that factors determining location choice include proximity to residential areas, ease of public transportation, security, availability of supporting facilities, and geographic location (Ayomi et al., 2022). According to research by Nafi'Ah and Ngadhimah, effective educational marketing management can create a positive image that attracts new students (Nafi'ah & Ngadhimah, 2024). Furthermore, research by Ayomi et al. demonstrates the relevance of accessibility and location in decision-making, supporting the idea that strategic location can increase student enrollment opportunities (Ayomi et al., 2022).

In the digital era, the concept of "place" has also expanded to include the virtual distribution of services. An

analysis of 45 articles found that a number of educational institutions have used digital platforms to expand their service reach, including informative official websites and social media (Indriani et al., 2021). The digital transformation in education impacts not only promotion but also service distribution. Sugeng demonstrated that institutions that integrate digital technology are able to increase enrollment resources. This finding is supported by Sugeng, who emphasized the importance of digital marketing in increasing the visibility and attractiveness of educational institutions (Sugeng, 2022).

Promotion

Promotion is the most visible element in the educational marketing mix, particularly in the context of Islamic educational institutions. Conventional promotional approaches such as educational fairs, school visits, open houses, brochures and billboards, and word of mouth have been proven to still play a significant role in attracting prospective students. Recent literature studies have shown that direct and personal promotion (including through alumni/parents) is highly effective in influencing prospective students' decision-making. For example, research on Islamic educational institutions in Indonesia revealed that promotional aspects significantly influenced students' interest in enrolling, even when other factors such as service quality and cost were less dominant (Kartiko & Rohmania, 2025). Furthermore, a meta-analysis of Islamic educational marketing literature emphasizes that institutions must integrate the values of honesty and transparency into promotional communications to remain aligned with Islamic marketing principles (History, 2025).

In the digital era, promotional strategies are increasingly shifting to the online realm and social media, with significant impacts on prospective students' perceptions and decisions. Research shows that promotion through social media, interactive content, and website optimization has been shown to increase engagement, marketing effectiveness, and institutional brand loyalty. For example, a study in Indonesia found that active social media use (Instagram, Facebook, YouTube) with relevant content and collaboration between students and lecturers contributed to increased student satisfaction and institutional choice decisions (Belladiena, 2024). Furthermore, the effectiveness of digital promotion was found to be strongly influenced by the level of public trust in the institution – meaning that even if digital technology and channels are widely available, without clear institutional credibility, enrollment conversion can be hampered (Inonu et al., 2024).

People (Human Resources)

The "People" or Human Resources (HR) element in educational service marketing plays a highly strategic role because they are the spearhead who interact directly with stakeholders, such as parents, prospective students, and alumni. In this regard, numerous recent studies confirm that the quality of human resources is a key factor in the marketing effectiveness of Islamic educational institutions. For example, research by Khusna et al. (2025) states that developing human resources capable of integrating digital competencies with Islamic values is crucial for Islamic educational institutions seeking to thrive in the Society 5.0 era (Hartati, 2025). Furthermore, a study by Padilah et al. (2024) involving a madrasah (Islamic school) demonstrated that the process of planning, training, and evaluating human resources helps improve the professionalism of teachers and staff, which in turn supports the institution's overall image (Padilah et al., 2024). Meanwhile, research from UIN Antasari (2021/2022) revealed that human resource management through planning, training, and evaluation is a crucial factor in improving teacher quality in Islamic elementary schools (M. Sholeh et al., 2021).

Furthermore, the characteristics of effective human resources in the context of marketing Islamic educational institutions—such as good communication, a deep understanding of the educational "product," integrity and noble character, the ability to build relationships, digital technology competency, and problem-solving skills—align with the findings of various studies. For example, a study by Wisuda & Siti Fatimah (2023) emphasized that in integrated Islamic schools, systematic and professional training is necessary to prepare human resources for the digital era and global demands. Furthermore, Ritonga's (2024) research on Islamic boarding schools shows that despite budgetary and formal qualification limitations, the implementation of open and communicative human resource management has a positive impact on educator motivation and teaching quality. (Ritonga, 2025) Thus, investment in human resource development

is not only an operational aspect but also a strategic foundation for marketing efforts and strengthening the reputation of Islamic educational institutions (Inonu et al., 2024).

Process (Service Process)

The service process in Islamic educational institutions encompasses the procedures, mechanisms, and service flows experienced by stakeholders, including prospective students, parents, and alumni. Studies show that institutions with clear, efficient, and user-friendly service systems are more competitive. For example, research in Kalimantan showed that digital innovation and streamlined service flows reduced the average service duration from 12.4 days to 7.5 days, demonstrating that efficient processes improve service quality (Kartiko & Rohmania, 2025). Furthermore, in the context of Islamic boarding schools (*pesantren*), research suggests that implementing online registration systems and other digital platforms enhances transparency and communication efficiency between administrators and parents/students, resulting in more responsive and open service mechanisms (Bahri et al., 2024).

Digitalization is a key element in implementing service aspects such as fast registration, accurate information systems, responsive complaint mechanisms, quality learning processes, objective assessments, and efficient administration. A study conducted at an Islamic high school in Jakarta found that the use of digital learning platforms as a communication medium helped expedite and clarify interactions between teachers, students, and parents, despite challenges such as teacher technological competence and internet access (Religia & Volume, 2024). Furthermore, a study on service transformation in *madrasas* (for teachers and administrators) confirmed that technology integration—including real-time monitoring of student activity and feedback collection—enabled more adaptive services to meet current needs and significantly increased stakeholder satisfaction (Al, 2021).

Physical Evidence

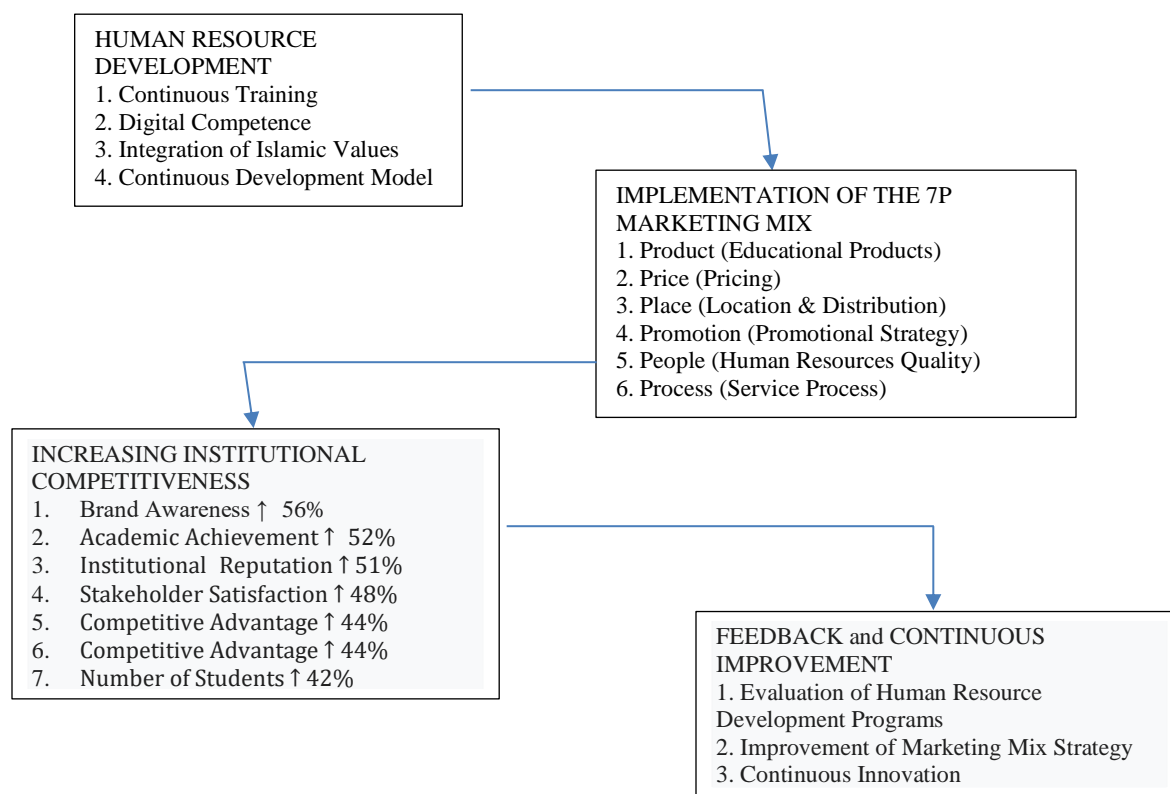
Physical evidence plays a crucial role in shaping parents' and prospective students' perceptions of the quality of educational institutions, including Islamic educational institutions. For example, a study in a higher education setting showed that the quality of campus facilities and technological support significantly impacted student satisfaction (Nayma et al., 2025). Other research in Islamic elementary education also confirms that well-managed facilities and infrastructure strengthen the quality of the learning process and build stakeholder trust. Therefore, the presence of comfortable classrooms, a well-stocked library, modern laboratories, sports facilities, and supporting areas such as a cafeteria and adequate parking are not only physical facilities but also symbols of quality that can enhance the institution's attractiveness (Anshori et al., 2022).

Furthermore, visual evidence and documentation of the institution's activities also strengthen this physical evidence within the educational marketing framework. Research on educational institution marketing strategies confirms that physical evidence—including tangible facilities, documentation, alumni testimonials, accreditation, and awards—is directly linked to the institution's image (Ulfa et al., 2024). Furthermore, research analyzing school selection decisions found that physical facilities are a key factor in the decision-making process for parents and prospective students. Therefore, Islamic educational institutions need to consider investing in physical facilities and supporting documentation as an integral part of their marketing and branding strategies to strengthen their competitive advantage (Rahmiati & Fajriyah, 2024).

Synergy between Human Resource Development and the Marketing Mix in Enhancing Competitiveness

The results of the literature synthesis indicate a strong and mutually reinforcing relationship between human resource development and the implementation of the marketing mix in enhancing the competitiveness of Islamic educational institutions. This synergy can be illustrated in the following conceptual model:

Figure 1. Synergy Model of Human Resource Development and Marketing Mix in Increasing the Competitiveness of Islamic Educational Institutions



Human Resources as an Enabler of the Marketing Mix

The "People" element, or Human Resources (HR) in educational services marketing, plays a key role in implementing the marketing mix. Recent studies have shown that the quality of human resources is a critical enabler in educational marketing strategies. For example, a systematic literature review by Dubey et al. (2024) confirmed that quality factors (including HR) are highly influential in the successful implementation of the marketing mix in higher education institutions (Dubey, 2024). Furthermore, research by Sahid et al. (2023) in Jakarta found that the quality of HR management (engagement and competence) directly influences the performance of educational institutions, demonstrating that successful institutions have engaged and competent HR.

More specifically, high-quality HR enables educational institutions to effectively carry out a range of marketing activities: from identifying market needs and developing appropriate products and setting competitive and fair prices, determining locations and distribution channels, designing effective promotions, to providing superior service and processes. For example, a study of private Indonesian vocational schools (Pandiatwa & Hidayat, 2024) highlighted that the "people" element in the marketing mix (teachers, marketing staff, alumni) significantly supports the success of institutional marketing (Pandiatwa & Hidayat, 2024). Similarly, research by Napitupulu et al. (2022/23) confirmed that the people element significantly influences prospective students' decisions in choosing an institution – illustrating that without competent human resources capable of executing marketing strategies, the effectiveness of the marketing mix will be limited. Therefore, human resource development is not merely an administrative function, but a strategic investment that triggers a multiplier effect on all aspects of educational marketing (Karamang et al., 2024).

The Marketing Mix as a Platform for Actualizing Human Resource Competencies

In implementing the educational marketing mix, the development of human resources actively involved in marketing activities has been shown to result in significant competency improvements—including communication skills, creativity and innovation, problem-solving skills, teamwork, and understanding stakeholder needs. A study by Siti Nurhasanah et al. (2024) found that the implementation of the marketing mix in educational institutions strategically involves the "people" element, with human resources being the primary driver of marketing, which subsequently impacts institutional performance (Nurhasanah et al., 2024). Similarly, research by Nur Holis Abadi and colleagues (2023) shows that the human resource element in the 7Ps impacts parents' and students' perceptions of the institution, as human resources act as ambassadors and representatives of educational services. Therefore, the active involvement of human resources in all stages of marketing not only increases the effectiveness of activities but also enriches internal competencies, providing a competitive advantage (Abadi & Hidayatulloh, 2022).

Furthermore, the reciprocal relationship between human resource quality and marketing mix implementation demonstrates that not only is human resources an enabler, but also that marketing implementation experience sustainably enriches human resource capabilities. For example, a study of Thai Islamic educational institutions by Isti Amalia N. Ibrahim et al. (2023) found that teacher and staff participation in marketing activities (promotions, digital services, community engagement) improved their skills in relationships and collaboration (Isti Amalia N. Ibrahim et al., 2023). Furthermore, research by Heru Yulianto and Bambang Widjanarko Susilo (2024) explains that educational institutions that strategically utilize internal resources in the marketing mix achieve better marketing performance, and this has a knock-on effect on the development of their human resource competencies. Thus, educational institutions will benefit double-digitally from human resource development: first, as an enabler of marketing effectiveness, and second, as direct beneficiaries of the marketing activities undertaken (Yulianto & Susilo, 2022).

CONCLUSION

The human resource (HR) development strategy in Islamic educational institutions aims to improve professional competence while strengthening spiritual values. This effort is carried out through continuous training, digital skills development, and the implementation of Islamic values such as amanah (trustworthiness), siddiq (trustworthiness), tabligh (property), and fatānah (property). The integration of modern skills and Islamic spirituality has been proven to improve HR performance and the quality of educational services. Institutions that implement systematic HR development programs experience quality improvements of more than one-third compared to those that do not implement them consistently.

Furthermore, the implementation of the educational marketing mix (7Ps) — encompassing product, price, place, promotion, HR, process, and physical evidence — needs to be aligned with Islamic principles. Educational products must be superior and integrate religious and general knowledge, prices must be fair and transparent, promotions must be honest, and services must be supported by efficient digital systems. HR is a key factor in marketing success, as nearly all research confirms the importance of quality educators and staff in building public trust. Good physical facilities also play a role in strengthening the image and increasing public satisfaction.

The synergy between human resource development and the implementation of the marketing mix significantly increases the competitiveness of Islamic educational institutions. Superior human resources are able to effectively implement marketing strategies, while experience in marketing enriches their competencies. This reciprocal relationship fosters continuous improvement, which impacts student numbers, stakeholder satisfaction, graduate quality, and the institution's image. Thus, investment in human resource development not only strengthens the institution's internal resources but also has a multiplier effect on the effectiveness of marketing strategies and the sustainability of the Islamic educational institution's competitive advantage.

REFERENCES

- Adinolou, N. A., & Far, L. M. (2014). The relationship of self-efficacy beliefs, writing strategies, and the correct use of conjunctions in Iranian EFL learners. *International Journal of Applied Linguistics & English Literature*, 3(4), 221-227. <http://dx.doi.org/10.7575/aiac.ijalel.v.3n.4p.221>
- Arabski, J., & Wojtaszek, A. (Eds.). (2011). *Aspects of culture in second language acquisition and foreign language learning*. Berlin: Springer.
- Atmazaki, Ali, N. B. V., Muldian, W., Miftahussururi, Hanifah, N., Nento, M. N., & Akbari, Q. S. (2017). *Panduan gerakan literasi nasional [National literacy movement guidelines]*. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia
- Aunurrahman, Hamied, F., & Emilia, E. (2017). Realizing a good education in an Indonesian university context. In A. G. Abdullah, I. Hamidah, S. Aisyah, A. A. Danuwijaya, G. Yuliani, & H. S. H. Munawaroh (Eds.), *Ideas for 21st Century Education: Proceedings of the Asian Education Symposium (AES 2016)* (pp. 297–300). London: Routledge. <https://doi.org/10.1201/9781315166575>
- Bailey, K. M. (1990). The use of diary studies in teacher education programs. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 215–226). New York: Cambridge University Press.
- Brecht, H. D. (2012). Learning from online video lectures. *Journal of Information Technology Education: Innovations in Practice*, 11, 227–250. Retrieved from <https://eric.ed.gov/?id=EJ990981>
- Burwitz-Melzer, E. (2001). Teaching intercultural communicative competence through literature. In M. Byram, A. Nicholas, & D. Stevens (Eds.), *Developing intercultural competence in practice* (pp. 29–43). Clevedon: Multilingual Matters.
- Çelik, S., Aytin, K., & Bayram, E. (2013). Implementing cooperative learning in the language classroom: Opinions of Turkish teachers of English. *Procedia – Social and Behavioural Science*, 70, 1852–1859. <https://doi.org/10.1016/j.sbspro.2013.01.263>
- Chiu, C. (2005). *Writing in English: Perspectives of an ethnic Chinese teacher and her students* (Ph.D thesis), The University of New Mexico, Mexico.
- Davies, Y., Mishima, T., Yokomuro, S., Arima, Y., Kawahigashi, Y., Shigehara, K., ... Takizawa, T. (2011). Developing health information literacy: A needs analysis from the perspective of preprofessional health students. *Journal of the Medical Library Association*. 100(4), 277–283.
- Elder, L., & Paul, R. (2013). Critical thinking: Intellectual standards essential to reasoning well within every domain of human thought. *Journal of Developmental Education*, 36(3), 34–35. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1067273.pdf>
- Emilia, E. (2012). *Pendekatan genre-based dalam pengajaran bahasa Inggris: Petunjuk untuk guru [Genre-based approach in English language teaching: Instructions for teachers]* (2nd ed.). Bandung: Rizqi Press.
- Emilia, E., & Hamied, F. A. (2015). Systemic functional linguistic genre pedagogy (SFL GP) in a tertiary EFL writing context in Indonesia. *TEFLIN Journal*, 26(2), 155–182. <https://doi.org/10.15639/teflinjournal.v26i2/155-182>
- Gentles, S., Charles, C., Ploeg, J., & McKibbin, K. A. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report*, 20(11), 1772–1789. Retrieved from <https://nsuworks.nova.edu/tqr/vol20/iss11/5>
- Gunawan, W., & Aziza, F. (2017). Theme and thematic progression of undergraduate thesis: Investigating meaning-making in academic writing. *Indonesian Journal of Applied Linguistics*, 7(2), 413–424. <https://doi.org/10.17509/ijal.v7i2.8350>
- Hancock, C.R. (1994). Alternative assessment and second language study: What and why? *ERIC Digest*. Retrieved from <https://files.eric.ed.gov/fulltext/ED376695.pdf>
- Hardini, S. R. (2013). *Developing character values in the teaching of narrative texts using genre-based approach: A case study at a senior high school in Bandung* (Unpublished thesis). Universitas Pendidikan Indonesia, Bandung, Indonesia. Retrieved

from <http://repository.upi.edu/2181>

Hashemnejad, F., Zoghi, M., & Amini, D. (2014). The relationship between self-efficacy and writing performance across genders. *Theory and Practice in Language Studies*, 4(5), 1045-1052.

Zakky. (2018). *Pengertian Pendidikan Menurut Para Ahli dan Secara Umum*. <https://www.zonareferensi.com/pengertian-pendidikan/>. Diakses pada tanggal 20 Mei 2019.

Hurgronje, C. Snouck. (1983). *Islam di Hindia Belanda*, terj. S. Gunawan. Jakarta: Bhatara Aksara.

Subhan, Abdus. (1979). Social and Religious Reform Movements in the 19th Century Among the Muslims." Dalam *Social and Religious Movements*, ed. S. P. Sen. Calcutta: Institute of Historical Studies.

Warits, Abd. (2015). *Manajemen Mutu Perguruan Tinggi Islam Pesantren (Studi atas Perkembangan Perguruan Tinggi Berbasis Pesantren di Madura)*. Tesis, UIN Maulana Malik Ibrahim Malang. Tidak diterbitkan.