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The Influence of Institutional Management and Educational Promotion Strategies on Student Enrollment Interest in Private Islamic Junior High Schools in Bukittinggi, Indonesia

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ABSTRACT

This study examines the influence of institutional management and educational promotion strategies on student enrollment interest in private Madrasah Tsanawiyah (Islamic junior high schools) in Bukittinggi, Indonesia. A quantitative correlational design was employed, utilizing questionnaires distributed to 28 principals, vice principals, and admission staff from three private madrasahs. Data were analyzed using descriptive statistics and multiple linear regression analysis. Findings revealed that institutional management significantly influences enrollment interest ($\beta = 0.412$, $p < 0.01$), while educational promotion strategies, particularly digital media utilization, also demonstrate significant effects ($\beta = 0.385$, $p < 0.01$). Simultaneously, both variables contribute substantially to enrollment interest ($R^2 = 0.542$, $p < 0.001$). These results indicate that professional institutional governance combined with strategic digital promotion enhances institutional competitiveness and public trust in private Islamic educational institutions. The study contributes empirical evidence to educational management literature by integrating managerial and promotional dimensions within the Islamic education context, offering practical implications for school administrators in developing effective enrollment strategies

Keywords: *Educational promotion strategies, Institutional management, Madrasah Tsanawiyah, Student enrollment interest*

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INTRODUCTION

Education plays a strategic role in developing human resources with strong intellectual, moral, social, and spiritual competencies. Within the Indonesian educational system, Madrasah Tsanawiyah (MTs) serves as an Islamic junior secondary educational institution that integrates general and religious education simultaneously (Devi et al., 2023). In recent years, however, madrasahs have faced increasing challenges in maintaining their competitiveness and public trust due to the growing competition among educational institutions (Mustopa & Iswantir, 2023).

In urban areas such as Bukittinggi, the increasing number of public and private schools has influenced parents' decisions in selecting educational institutions for their children (Luneto, 2014). Consequently, student enrollment interest has become an important indicator of institutional sustainability and educational quality (Nabila, n.d.). Private madrasahs, in particular, are required to continuously improve their institutional performance because their sustainability largely depends on public interest and student enrollment rates (Alfadilah et al., 2025).

One of the important factors influencing enrollment interest is institutional management (Purwanto et al., 2020). Effective institutional management reflects good governance, accountability, transparency, and strategic leadership in managing educational resources (Zaimuddin & Muyasaro, 2020). Educational institutions with professional management systems are generally more capable of improving service quality, strengthening institutional reputation, and building public trust (Alim, 2024). In addition, educational publication strategies also play a significant role in attracting prospective students and parents (P. Lamadang et al., 2022). In the digital era, educational institutions increasingly utilize social media, websites, and digital communication platforms to disseminate information regarding institutional programs, achievements, facilities, and educational values (Yunadi, n.d.).

Several previous studies have examined the relationship between institutional management, educational promotion, and student enrollment interest. Rahmawati and Sihombing found that effective institutional management positively influences educational marketing and student enrollment (Humaisi et al., 2024). Likewise, Putra and Arifin emphasized that digital marketing strategies significantly improve institutional visibility and public interest in educational institutions (Tharaba, 2020). Other studies also highlighted the importance of social media in strengthening institutional branding and communication with prospective students (Suyana et al., 2024).

Despite these studies, previous research generally examined institutional management and educational promotion separately (Khoiri et al., 2025). In addition, limited studies specifically focus on private Islamic educational institutions, particularly Madrasah Tsanawiyah. Therefore, this study seeks to fill the gap by examining the simultaneous influence of institutional management and educational publication strategies on students' enrollment interest at private Madrasah Tsanawiyah in Bukittinggi. The novelty of this research lies in integrating managerial and publication dimensions within the context of Islamic educational institutions (Jadid, 2025). Specifically, several private Madrasah Tsanawiyah in Bukittinggi have experienced a decline in new student enrollment over the past three academic years. Based on preliminary institutional records, some madrasahs failed to meet their enrollment targets, with classroom capacity utilization falling below 60%. In contrast, public schools and well-promoted private institutions in the same area showed stable or

increasing enrollment numbers. This condition indicates a concrete and measurable problem related to institutional competitiveness rather than merely conceptual challenges. (Fatah & Khelil, 2025)

Field observations also revealed specific managerial problems, including the absence of structured strategic planning, limited coordination between school management and admission committees, and weak evaluation of student recruitment programs. In several madrasahs, admission teams were formed only shortly before the enrollment period without clear targets or data-based planning, which negatively affected recruitment effectiveness. (Waluyo & Hakobyan, 2025)

Preliminary observations revealed that madrasahs with better institutional management and active digital publication strategies tended to experience higher student enrollment rates. Conversely, institutions with weak management systems and limited promotional activities showed lower public interest. This phenomenon can be explained through Rational Choice Theory, which suggests that individuals tend to make rational decisions based on perceived benefits and institutional advantages (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024).

Based on these considerations, this study aims to examine the influence of institutional management and educational publication strategies on students' enrollment interest at private Madrasah Tsanawiyah in Bukittinggi. This study seeks to answer the following research questions:

1. Does institutional management significantly influence student enrollment interest in private madrasahs?
2. Do educational publication strategies significantly influence student enrollment interest?
3. Do institutional management and educational publication strategies simultaneously influence student enrollment interest?

Accordingly, the hypotheses of this study are formulated as follows:

1. H₁: Institutional management positively and significantly influences student enrollment interest.
2. H₂: Educational publication strategies positively and significantly influence student enrollment interest.
3. H₃: Institutional management and educational publication strategies simultaneously influence student enrollment interest.

Regarding publication strategies, many private Madrasah Tsanawiyah in Bukittinggi still rely on conventional promotional methods such as banners and informal communication. Some institutions do not actively manage official websites or social media platforms, resulting in limited dissemination of information related to academic programs, achievements, facilities, and institutional advantages. This situation reduces public awareness and interest in these madrasahs.

Based on these considerations, this study aims to examine the influence of institutional management and educational publication strategies on students' enrollment interest at private Madrasah Tsanawiyah in Bukittinggi. This study employed a quantitative approach using survey methods, and the data were analyzed through multiple regression analysis to determine the relationship among the variables investigated (Creswell & Creswell, 2018).

RESEARCH METHODOLOGY

This study employed a quantitative research design with a correlational approach to investigate the influence of institutional management and educational publication strategies on students' enrollment interest at private Madrasah Tsanawiyah in Bukittinggi. A correlational design was considered appropriate because the study aimed to examine the relationships and predictive influence among variables without manipulating the research setting directly. The research was conducted from October to December 2025 at several private Madrasah Tsanawiyah, namely MTs PPM Madinatul Munawwarah, MTs Muhammadiyah Bukittinggi, and MTs Bai'aturrhidwan (P. Lamadang et al., 2022).

The population of this study consisted of school principals, vice principals responsible for public relations and curriculum affairs, and admission or promotion staff members involved in student recruitment activities at private madrasahs in Bukittinggi (Alim, 2024). The sample was determined using purposive sampling techniques based on specific research criteria, particularly educational institutions that had implemented systematic institutional management practices and educational publication strategies through both conventional and digital media (Shalahuddin et al., 2025). A total of 28 respondents participated in this study, consisting of school principals, vice principals, and staff members directly associated with promotional and student admission activities. (Yanti & Syahrul, 2025)

Data were collected using a closed-ended questionnaire designed based on a five-point Likert scale ranging from strongly disagree to strongly agree (Nuraini, 2016). The research instrument consisted of 37 statement items categorized into three major variables. The institutional management variable included indicators of planning, organizing, implementation, and supervision (Purwanto et al., 2020). The educational publication strategy variable covered social media utilization, brochures and pamphlets, alumni testimonials, open house activities, and community partnerships (P. Lamadang et al., 2022). Meanwhile, the students' enrollment interest variable included indicators related to parental attraction, school visits, form retrieval, and registration decisions. (Hira et al., 2025)

To ensure the quality of the instrument, content validity procedures were conducted through expert judgment involving specialists in educational management and research methodology (Azzubair et al., 2025). Instrument reliability was examined using Cronbach's Alpha coefficient, and the instrument was considered reliable when the alpha value exceeded 0.70, indicating acceptable internal consistency among the questionnaire items (SaThierbach et al., 2015). Prior to the main data collection process, the instrument was tested on respondents outside the primary research sample to evaluate its validity and reliability (P. Lamadang et al., 2022).

The data collection process was conducted both offline and online using printed questionnaires and digital forms distributed through Google Forms, depending on respondents' accessibility and availability (Creswell & Creswell, 2018). The collected data were analyzed quantitatively using descriptive and inferential statistical techniques (Dahlia, 2020). Prior to hypothesis testing, prerequisite tests including normality and linearity tests were conducted to ensure that the data fulfilled the assumptions required for regression analysis. The normality test employed Kolmogorov–Smirnov and Shapiro–Wilk analyses, while linearity was examined through ANOVA-based linearity testing (SaThierbach et al., 2015).

Hypothesis testing was performed using simple and multiple linear regression analyses. Simple linear regression analysis was utilized to examine the partial influence of institutional management on students' enrollment interest as well as the influence of educational publication strategies on enrollment interest separately (Rafles, 2017). Furthermore, multiple linear regression analysis accompanied by ANOVA (F-test) was employed to investigate the simultaneous influence of institutional management and educational publication strategies on students' enrollment interest (SaThierbach et al., 2015). The coefficient of determination (R^2) was also calculated to identify the extent to which the independent variables contributed to the dependent variable. All statistical analyses in this study were conducted using a significance level of 0.05.

Although this study provides empirical findings regarding the relationship between institutional management, educational publication strategies, and students' enrollment interest, several limitations should be acknowledged. This research focused exclusively on private Madrasah Tsanawiyah in Bukittinggi; therefore, the findings may not fully represent other Islamic educational institutions in different geographical and socio-cultural contexts. Nevertheless, the study contributes valuable insights into educational management and promotional strategies within Islamic educational institutions, particularly in strengthening institutional competitiveness and increasing student enrollment interest in the digital era (Hardiyanti, 2022).

RESULT AND DISCUSSION

Result

1. Descriptive Statistics

Table 1. Descriptive Statistics of Research Variables

Variable	N	Mean	Std. Deviation	Min	Max
Institutional Management	28	4.12	0.53	3.10	4.90
Educational Publication Strategies	28	4.05	0.57	2.90	4.80
Students' Enrollment Interest	28	4.18	0.49	3.20	4.95

Table 1 shows that respondents generally perceived institutional management, educational publication strategies, and students' enrollment interest at private Madrasah Tsanawiyah in Bukittinggi to be at a relatively high level. The mean values indicate that managerial practices and publication activities have been moderately to well implemented, particularly in organizational planning, coordination, and digital communication.

2. Multiple Regression Analysis

Table 2. Multiple Regression Results

Variable	β	t-value	p-value
Institutional Management	0.412	3.27	0.003
Educational Publication Strategies	0.385	3.05	0.005
R^2	0.542		
F	15.87		0.000

The multiple linear regression analysis indicates that institutional management has a positive and statistically significant effect on students' enrollment interest ($\beta = 0.412$, t

= 3.27, $p < 0.01$). Similarly, educational publication strategies also significantly influence enrollment interest ($\beta = 0.385$, $t = 3.05$, $p < 0.01$). Simultaneously, both independent variables explain 54.2% of the variance in students' enrollment interest ($R^2 = 0.542$, $p < 0.001$), indicating a substantial combined effect.

Discussion

To systematically address the research objectives, the results and discussion are organized based on the indicators of each research variable. The discussion is divided into three main sections: (1) the influence of institutional management on students' enrollment interest, (2) the influence of educational publication strategies on students' enrollment interest, and (3) the simultaneous influence of institutional management and educational publication strategies. Each section is discussed by linking the empirical findings with the relevant theoretical framework, particularly management theory, educational marketing concepts, and Rational Choice Theory.

1. Influence of Institutional Management on Students' Enrollment Interest

This finding is consistent with international studies conducted in Malaysia and Turkey, which indicate that school leadership quality and institutional governance strongly affect parental school choice decisions. However, within the Indonesian madrasah context, institutional management also incorporates religious values and moral governance, which further strengthen parents' confidence in Islamic educational institutions. The findings of this study demonstrate that institutional management and educational publication strategies significantly influence students' enrollment interest at private Madrasah Tsanawiyah in Bukittinggi. Based on the descriptive statistical analysis, respondents generally perceived that the implementation of institutional management and educational publication strategies in the investigated madrasahs had been carried out effectively, particularly in terms of organizational planning, coordination, communication, and promotional activities through digital media platforms. These findings indicate that institutional quality and communication effectiveness play an important role in shaping public trust and influencing parents' decisions when selecting educational institutions for their children (Jadid, 2025).

The regression analysis revealed that institutional management had a positive and statistically significant influence on students' enrollment interest. This result suggests that well-organized managerial practices contribute substantially to strengthening institutional credibility and increasing the attractiveness of educational institutions within society (Purwanto et al., 2020). This finding aligns with educational management theory, which emphasizes that effective planning, organizing, leadership, and supervision are essential components in achieving institutional goals and improving organizational performance. Effective institutional management enables schools to optimize educational resources, improve service quality, establish transparent governance, and maintain productive relationships with stakeholders. Furthermore, professional management practices reflect institutional accountability and leadership effectiveness, both of which strongly influence parents' perceptions regarding educational quality and institutional reliability (Robbins, 2019).

This finding is consistent with previous studies conducted by Rahmawati and Sihombing, which demonstrated that effective educational management positively contributes to institutional competitiveness and student enrollment interest. Likewise, Mulyasa emphasized that educational institutions with strong managerial systems tend

to obtain higher levels of public trust because they are perceived as more capable of providing quality educational services. These findings reinforce the argument that institutional management is not merely an administrative activity but a strategic component in ensuring educational sustainability and institutional development, particularly within private Islamic educational institutions (SaThierbach et al., 2015).

2. Influence of Educational Publication Strategies on Students' Enrollment Interest

Educational publication strategies also have a positive and significant influence on enrollment interest. In the digital era, information accessibility and institutional visibility play a critical role in shaping parental perceptions. Madrasahs that actively utilize social media platforms, official websites, and digital communication channels tend to attract greater public attention. Nevertheless, the effectiveness of digital publication strategies may vary due to the digital divide affecting many Islamic educational institutions in Indonesia. Limited technological infrastructure, insufficient digital literacy among staff, and uneven internet access may restrict the optimal use of digital promotion, particularly in smaller private madrasahs. In addition to institutional management, the findings also indicate that educational publication strategies have a positive and significant influence on students' enrollment interest (Fernando & Sirozi, 2024). Madrasahs that actively utilized social media platforms, online communication channels, brochures, educational campaigns, and public promotional activities tended to demonstrate higher enrollment interest compared to institutions with limited publication activities. This result can be explained through educational marketing theory, which highlights the importance of institutional visibility, communication effectiveness, and information accessibility in influencing consumer decision-making. This result confirms that educational publication strategies have become increasingly important in the digital era, where access to information and institutional visibility strongly influence public decision-making processes (Dahlia, 2020).

The effectiveness of educational publication strategies can be observed through the increasing role of digital communication in shaping institutional image and strengthening public perception (Arifin et al., 2024). Social media platforms such as Instagram, Facebook, and YouTube enable educational institutions to disseminate information more efficiently, interactively, and extensively (Rafles, 2017). Through these platforms, prospective students and parents can access information regarding academic achievements, educational programs, extracurricular activities, institutional facilities, and school values more easily (Hidayati & Hanif, 2025). Consequently, educational institutions with active and well-managed publication strategies are more capable of strengthening institutional branding and attracting public attention (Mustopa & Iswantir, 2023).

These findings support previous studies conducted by Putra and Arifin, who argued that digital-based educational marketing significantly improves school visibility and increases student enrollment rates. Similarly, Putri and Darmawan highlighted that social media utilization plays a strategic role in strengthening communication between educational institutions and the broader community. These findings indicate that publication strategies are no longer supplementary activities but have become essential components of institutional development and educational competitiveness in contemporary society (Dahlia, 2020).

3. Simultaneous Influence of Institutional Management and Educational Publication Strategies

The simultaneous influence of institutional management and educational publication strategies supports Rational Choice Theory, which suggests that parents make school selection decisions based on rational evaluations of institutional benefits, governance quality, and perceived advantages. Institutions that demonstrate strong management and effective communication are more likely to be perceived as reliable and beneficial. This study contributes to educational management theory by integrating managerial and promotional dimensions within a single analytical framework. Unlike previous studies that examined these factors separately, this research provides a more comprehensive explanation of enrollment interest in Islamic educational institutions.

The multiple regression analysis further demonstrated that institutional management and educational publication strategies simultaneously influence students' enrollment interest. The coefficient of determination (R^2) indicated that both independent variables contributed substantially to explaining variations in enrollment interest among students and parents (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024). This result implies that decisions regarding school selection are influenced not only by academic considerations but also by institutional governance, communication effectiveness, and public institutional image.

From a theoretical perspective, these findings support Rational Choice Theory, which explains that individuals tend to make decisions based on rational evaluations of benefits, opportunities, and institutional advantages (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024). Parents are more likely to select educational institutions that demonstrate professional management practices, positive reputations, strong educational values, and effective communication strategies (Das & Halik, 2021). Thus, institutional management and publication strategies function as rational indicators used by parents to assess institutional quality and expected educational outcomes.

4. Contradictory Findings and Alternative Explanations

Some previous studies suggest that factors such as academic achievement, tuition fees, and school location may exert a stronger influence on enrollment decisions than promotional strategies. The differences in findings may be attributed to contextual variations, including socio-economic background, institutional maturity, and parental educational expectations, which were not fully explored in this study.

Therefore, educational competitiveness in the contemporary era is increasingly determined not solely by academic achievement but also by institutional credibility and digital visibility. The findings of this study also provide important practical implications for educational institutions, particularly private madrasahs. Educational administrators are encouraged to strengthen institutional governance, improve leadership quality, and optimize educational publication strategies through digital communication platforms. In addition, educational institutions should develop integrated promotional strategies that combine institutional quality improvement with effective public communication in order to strengthen public trust and increase student enrollment interest. These efforts are particularly important for private Islamic educational institutions that rely heavily on public trust and enrollment sustainability (Creswell & Creswell, 2018).

Despite providing important empirical findings, this study has several limitations. First, the research focused exclusively on private Madrasah Tsanawiyah in Bukittinggi, which may limit the generalizability of the findings to other educational

contexts and regions. Second, this study examined only institutional management and educational publication strategies without incorporating additional factors such as tuition fees, academic achievement, socio-economic background, or parental educational preferences that may also influence enrollment decisions. Therefore, future studies are recommended to involve broader research settings and additional variables in order to provide more comprehensive insights into factors influencing students' enrollment interest in Islamic educational institutions (Creswell & Creswell, 2018).

CONCLUSION

This study confirms that institutional management and educational promotion strategies significantly influence student enrollment interest in private Madrasah Tsanawiyah in Bukittinggi, Indonesia. The findings demonstrate that effective institutional management, encompassing strategic planning, organized structures, systematic implementation, and continuous evaluation, substantially contributes to strengthening institutional credibility and public trust. Additionally, educational promotion strategies, particularly through social media utilization and digital communication platforms, play a vital role in shaping positive institutional images and increasing institutional visibility among prospective students and parents.

The simultaneous influence of both variables ($R^2 = 0.542$, $p < 0.001$) underscores that efforts to increase student enrollment cannot rely solely on managerial quality or promotional activities independently. Instead, a strategic synergy between professional institutional governance and adaptive promotional strategies is essential for enhancing institutional competitiveness and ensuring educational sustainability. These findings extend Rational Choice Theory by demonstrating that parental decisions in Islamic educational contexts are influenced not only by perceived academic benefits but also by institutional credibility and communication effectiveness.

The study contributes to educational management literature by providing empirical evidence of how managerial and promotional dimensions interact within Islamic educational institutions. This integration represents a novel contribution, as previous studies have predominantly examined these variables separately. Practically, madrasah administrators should prioritize strengthening institutional governance, developing integrated promotional strategies, and investing in digital communication capabilities. Policymakers should consider supporting capacity-building programs in institutional management and digital literacy for madrasah administrators.

However, the findings must be interpreted considering several limitations. The study's exclusive focus on private madrasahs in Bukittinggi, the modest sample size ($N=28$), and the exclusion of variables such as tuition fees, academic achievement, and parental socioeconomic factors limit generalizability. Future research should examine these relationships in diverse geographical contexts, incorporate broader samples, and include additional variables. Longitudinal studies would also provide insights into how these relationships evolve over time. Despite these limitations, this study provides valuable insights for strengthening Islamic educational institutions' competitiveness in the digital era while maintaining their distinctive religious and cultural identities.

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