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OPTIMIZING ARTIFICIAL INTELLIGENCE–DRIVEN MARKETING STRATEGIES FOR ISLAMIC HIGHER EDUCATION WITHIN AN ISLAMIC EDUCATIONAL MANAGEMENT PERSPECTIVE

Abdul Muin[1*], Muhamad Afif[2],Fitri Hilmiyati[1], Aan Ansori[3], Wazin[3]
[1]Faculty of Education and Teacher Training, UIN SMH Banten, Indonesia
[2]Faculty of Ushuluddin and Adab, UIN SMH Banten, Indonesia
[3]Faculty of Islamic Economics and Business, UIN SMH Banten, Indonesia
[*]Corresponding Email: abdul.muin@uinbanten.ac.id

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ABSTRACT
This study investigates the optimization of AI-based marketing strategies for Islamic higher education institutions through a robust Islamic Educational Management framework, rather than solely emphasizing marketing or managerial efficiency. The research is grounded in Islamic educational principles such as *al-tadbir al-tarbawi* (systematic governance rooted in educational aims), *maqāṣid al-tarbiyah al-islāmiyyah* (Islamic educational objectives), and ethical institutional leadership inspired by Islamic values. These principles guide how technology, particularly artificial intelligence, should be adopted responsibly to support institutional reform, strengthen educational governance, and enhance the overall mission of Islamic higher education. Using IFAS and EFAS analyses supported by a literature review and secondary data, this study identifies strategic internal and external factors influencing AI adoption. Internal strengths include the potential of AI to support value-aligned personalization, enhance administrative efficiency for educational service delivery, and improve decision-making through big-data analysis. Weaknesses include limited digital readiness and capacity gaps in technology stewardship rooted in Islamic educational ethics. Externally, opportunities such as increased demand for technology-supported Islamic education and regulatory momentum for digitalization emerge, alongside threats including competitive pressures and the need for *Sharia*-compliant digital governance. The findings demonstrate that AI-based marketing strategies, when integrated into an Islamic educational institutional development agenda, can contribute not only to improved competitiveness but also to strengthening Islamic educational identity, strategic governance, and mission-driven student engagement. The study concludes that aligning AI adoption with Islamic Educational Management principles enhances institutional accountability, reinforces ethical decision-making, and supports long-term transformation in Islamic higher education.

Keywords: Artificial Intelligence, Higher Education Marketing, Islamic Educational Management, and Digital Strategies

INTRODUCTION
The rapid advancement of information technology over the last two decades has led to significant changes across various sectors of life, including higher education. Digital transformation not only impacts teaching methods but also the marketing strategies used by educational institutions to attract prospective students (Mohamed Hashim et al., 2022). In this era of global competition, higher education institutions are required to be more innovative in their use of technology, especially AI, to strengthen their competitiveness and attract prospective students (Hannan & Liu, 2023). AI enables educational institutions to process data on a large scale, analyze the behavior of prospective students, and create more personalized and effective marketing approaches (Khan et al., 2022). However, in the context of Islamic higher

education, technology adoption must be framed by the philosophical foundations, educational aims, and ethical responsibilities of Islamic education rather than by managerial efficiency.

This introduction aims to examine how AI can be optimized in higher education marketing strategies, particularly within the framework of Islamic Education Management. Islamic higher education institutions face unique challenges in marketing their programs, given the need to balance Islamic values and the application of modern technology (Muhammad & Nugraheni, 2022). Thus, the discussion must be grounded in Islamic educational philosophy, especially frameworks such as the tawhidic paradigm, *maqasid al-shariah*, and *adab*-based leadership, as guiding principles that ensure AI usage aligns with the moral, spiritual, and holistic aims of Islamic education. Therefore, the application of AI in marketing strategies should not only focus on efficiency and effectiveness but also align with Islamic educational principles. Islamic higher education institutions must leverage this technology to strengthen their Islamic identity while remaining competitive globally. This requires positioning AI not simply as a promotional tool but as part of a broader institutional mission of *tarbiyah*, *da'wah,* and identity formation. This necessitates a comprehensive and integrative approach, simultaneously addressing technical, ethical, and religious aspects (Kader, 2021).

The problem background in this research stems from the low effectiveness of conventional marketing strategies still widely used by Islamic-based higher education institutions. Amid increasing competition, traditional approaches such as brochures and print media promotions are no longer sufficient to attract prospective students who are more connected to the digital world (Juska, 2021). Today's prospective students respond better to technology-based approaches offering relevant and personalized information. Nevertheless, the challenge for Islamic institutions is not merely how to update marketing tools, but how to ensure that the adoption of AI enhances the institution's mission to cultivate character, values, and Islamic identity while maintaining ethical integrity in communication practices. Therefore, a new approach is required that integrates AI technology to create more personalized, efficient, and relevant marketing strategies. Islamic higher education institutions need to reassess their marketing methods and adapt to the changing needs and expectations of the digital generation (Juhaidi, 2024). This reinterpretation places the issue firmly within the domain of Islamic Education Management, emphasizing institutional development rooted in Islamic epistemology rather than promotional pragmatism alone.

Relevant research indicates that the application of AI in marketing has proven effective in various sectors, including higher education. Studies have shown that AI can enhance personalized marketing (Juhaidi, 2024), support data-driven decision-making (Ahmad et al., (2023), improve operational efficiency (Spring et al., (2022), and strengthen engagement through social media (Gołąb-Andrzejak, (2022). However, literature in Islamic education highlights crucial ethical and pedagogical considerations in technology adoption, such as maintaining adab in communication, ensuring transparency and fairness, and safeguarding the spiritual mission of education (Gołąb-Andrzejak, 2022). These dimensions remain underexplored in current AI-marketing discussions and form an essential part of this study's contribution.

Although AI has been widely applied in general education marketing, its application in Islamic higher education institutions remains limited (Alotaibi & Alshehri, 2023). Most research focuses on the technical aspects of AI without considering how this technology can be integrated with Islamic educational values. This gap must be addressed to understand how AI can be effectively applied within the framework of Islamic Education Management. Additionally, the scarcity of literature discussing the integration of technology with Islamic ethical principles highlights the need for further research (Dirie et al., 2024). As a result, this study situates AI adoption within Islamic ethical governance, institutional mission alignment,

and Islamic leadership frameworks to ensure that marketing strategies support, rather than undermine, the goals of holistic Islamic education.

The uniqueness of this study lies in its approach, which combines AI technology with the principles of Islamic Education Management in higher education marketing strategies. This research not only focuses on the technical aspects and efficiency of AI usage, but also explores how this technology can be used to strengthen Islamic identity and values in institutional promotion (Rabbianty et al., 2023). By integrating the tawhidic paradigm, *maqasid al-shariah*, and *adab*-based management, the study reframes AI-driven marketing as part of an Islamic institutional development strategy that aligns modernization with spiritual, moral, and educational objectives. Hence, this research is anticipated to provide new insights into the literature on education marketing, particularly in the context of Islamic higher education.

The reason for choosing this research theme is based on the urgent need to develop more effective marketing strategies that align with Islamic values in Islamic-based higher education institutions. By leveraging AI, universities can create more innovative and more adaptive marketing approaches while maintaining the integrity of Islamic values (Ishak & Mohamed, 2023). Additionally, this research is expected to serve as a reference for other Islamic educational institutions in adopting modern technology without compromising fundamental principles. This aligns with the broader goals of Islamic education, which emphasize balanced human development, ethical communication, and institutional integrity within a rapidly evolving digital environment. The selection of this theme is also driven by the lack of comprehensive research on this topic, making this study a significant contribution to the development of Islamic education management literature (Chanifah et al., 2021).

In conclusion, the development of AI technology offers substantial opportunities for Islamic higher education institutions to optimize their marketing strategies. Although there are challenges in integrating this technology with Islamic educational values, this study demonstrates that the right approach can result in marketing strategies that are both effective and aligned with Islamic principles. Through grounding AI adoption in Islamic educational philosophy, ethical leadership, and institutional mission, this study situates the issue as an educational management problem rather than solely a marketing challenge. This study is anticipated to contribute meaningfully to the advancement of Islamic Education Management that is more adaptive to modern technology while preserving its foundational values.

METHOD

This research uses a qualitative case study design to examine the implementation of Artificial Intelligence (AI) in marketing strategies for State Islamic Higher Education Institutions (PTKIN). A qualitative approach was chosen as it can provide an in-depth understanding of the interaction between technology, Islamic values, and marketing dynamics within the context of higher education(Ambarwati & Sari, 2024) The case study focuses on PTKINs that have adopted AI technology, aiming to understand the implementation process, challenges, and its impact on marketing effectiveness (Abrokwah-Larbi & Awuku-Larbi, 2024). In line with the reviewers' input, the study explicitly positions itself as a qualitative case study enriched with a strategic evaluation component through the use of SWOT, where SWOT serves as an analytical lens rather than replacing the qualitative paradigm.

The research subjects consist of PTKINs that have implemented AI in their marketing strategies. The participants include marketing managers, public relations or publication and information departments, and faculty members involved in digital content development, as well as IT staff responsible for the implementation of AI systems (Weber-Lewerenz, 2021). Participant selection is purposive, considering institutions that have varying levels of AI adoption and marketing strategies based on Islamic values The case boundaries are clearly

defined: this study involves three PTKINs that (1) have formally incorporated AI tools into their marketing workflows, (2) possess written institutional policies related to digital transformation, and (3) explicitly embed Islamic values, such as amanah, transparency, da'wah, and service orientation, into their institutional missions. The rationale for selecting three institutions is to capture variability in AI maturity levels while ensuring comparability across Islamic higher education settings.

Data collection is conducted utilizing three primary techniques: in-depth interviews, participatory observation, and document study (Kang & Hwang, 2021). In-depth interviews aim to explore the views, experiences, and challenges faced by stakeholders in AI implementation (Petersson et al., 2022). Participatory observation allows the researcher to directly observe the AI implementation process in marketing activities, while document study involves analyzing official reports, digital promotional materials, and institutional policies related to the application of technology (Af Malmborg & Trondal, 2023). In addition to gathering technical and managerial data, the study deliberately explores how Islamic ethics, institutional missions, and leadership values shape AI adoption. As a consequence, interview protocols include questions on Islamic leadership principles, ethical considerations in AI use, and the alignment of digital marketing with institutional da'wah mandates.

Data analysis is conducted using SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. This method is employed to identify the internal strengths and weaknesses of the implemented marketing strategies, as well as the external opportunities and threats encountered by institutions in the realm of digital marketing (Najib et al., 2021). The data obtained from interviews, observations, and documents are categorized according to SWOT elements, then analyzed to understand the relationships between factors and their implications for marketing success (Awuzie et al., 2021). The analysis process is conducted through several stages: 1) Data Coding: Interview transcripts, observation notes, and documents are examined to extract key information related to AI implementation in marketing (Hasija & Esper, 2022). During coding, explicit categories related to Islamic educational management-such as Islamic ethics in digital communication, leadership accountability, value-based governance, and institutional Islamic missions-are included to ensure that Islamic perspectives systematically inform the interpretation. 2) Theme Identification: Coded data is grouped into major themes reflecting strengths, weaknesses, opportunities, and threats (Nicholls & Culpepper, 2021). Themes reflecting Islamic values (e.g., ethical transparency, maslahah, fairness, community engagement) are analyzed alongside technological and managerial themes. 3) SWOT Mapping: Identified themes are mapped within the SWOT framework to evaluate the institution's strategic position (Awuzie et al., 2021). 4) Data Interpretation: In-depth analysis is conducted to understand how SWOT factors affect marketing strategy effectiveness, and how institutions can leverage strengths and opportunities while addressing weaknesses and threats (Awuzie et al., 2021). Islamic educational concepts-particularly those related to leadership (*qiyādah*), ethical communication (*akhlaq al-i'lam*), and institutional mission (*maqasid*-based higher education)-explicitly inform this interpretation process.

To enhance methodological rigor, researcher reflexivity is maintained through analytic memos, positionality statements, and peer debriefing. The researcher acknowledges the potential influence of personal beliefs about Islamic education and digital technology and mitigates bias through triangulation and inter-coder checking.

Moreover, ethical considerations are strictly observed. Participants were recruited voluntarily, with institutional approval and informed consent. All the data were anonymized, stored securely, and used solely for academic purposes. Confidentiality measures include the use of coded identifiers, the removal of sensitive institutional information, and adherence to research ethics guidelines applicable to PTKIN environments.

By using SWOT analysis, this research seeks to offer a thorough understanding of Artificial Intelligence integration in Islamic higher education marketing strategies and offer strategic recommendations to enhance marketing effectiveness in the digital era.

RESULTS AND DISCUSSION

The SWOT analysis results regarding the optimization of marketing strategies for PTKIN using AI within the framework of Islamic Education Management reveal a comprehensive understanding of strategic dimensions crucial to the successful integration of AI technologies. This analysis highlights the SWOT associated with leveraging AI to enhance marketing efforts in PTKIN while adhering to the principles and values inherent in Islamic Education Management.(Hassija et al., 2024) The strengths identified include AI's ability to process and analyze large datasets, enabling institutions to personalize marketing content effectively, improve outreach to prospective students, and streamline administrative processes, all while maintaining alignment with Islamic ethical standards. Additionally, AI can enhance decision-making through predictive analytics and optimize resource allocation, thus increasing the overall efficiency of marketing campaigns. (Al-Surmi et al., 2022).

In the context of this study, the participating PTKINs generally represent state Islamic higher education institutions that are currently navigating varying stages of digital transformation. These institutions typically operate within governance structures grounded in Islamic educational values, yet exhibit differing levels of technological readiness, infrastructure availability, and digital competence. Some PTKINs have begun integrating AI-supported administrative and marketing systems, while others remain in the early stages of developing foundational IT capacities. This institutional diversity underscores the relevance of conducting a SWOT analysis to better understand both the strategic potential and the contextual challenges associated with AI-based marketing implementation in PTKINs. The following is the SWOT analysis:

a) Strengths**:** refers to AI's ability to analyze data quickly and accurately, personalize marketing content, expand outreach to prospective students, and enhance the efficiency of marketing and administrative processes, all while maintaining the values and ethical principles of Islam(Grewal et al., 2024). The strengths are as follows: 1) Use of Advanced Technology: Islamic-based higher education institutions can leverage Artificial Intelligence technology to personalize marketing strategies and attract prospective students who are more relevant through a data-driven approach(Qizam et al., 2024). 2) Marketing Efficiency Improvement : AI can enhance marketing efficiency by automating routine processes, such as analyzing prospective student behavior and delivering marketing content tailored to individual needs(Allil, 2024). 3) Big Data Analysis Capability: AI enables large-scale data processing, which can be used to understand trends among prospective students and make more effective data-driven decisions in marketing strategies(Ikegwu et al., 2022). 4) Improved User Experience: The use of AI in marketing can enhance user experience by providing faster, more relevant, and personalized information through various digital platforms(Vashishth et al., 2025). 5) Global Audience Reach: By utilizing AI technology, Islamic-based higher education institutions can more easily reach prospective students from around the world, given globalization's facilitation of widespread and fast access to information(Abubakari et al., 2024). 6) Ability to Dynamically Adjust Marketing Strategies: AI allows for instant modifications to marketing strategies driven by data analysis, enabling higher education institutions to quickly and effectively respond to changing market trends and the evolving needs of prospective students (George & Wooden, 2023).
b) Weaknesses**:** in using Artificial Intelligence (AI) include the limited human resources with expertise in AI, the high cost of technology implementation, and the potential misalignment

between the use of AI and Islamic principles and values if not managed carefully (Elmahjub, 2023). The weaknesses are as follows: 1) Difficulty in Integrating with Islamic Values: The biggest challenge in implementing AI is ensuring that the technology can be integrated with fundamental Islamic educational values, maintaining a balance between technology and Islamic principles (Karim, 2024). 2) Dependency on Technological Infrastructure: Some Islamic-based higher education institutions may lack an adequate technological framework to facilitate the effective deployment of AI, including the necessary servers, hardware, and software (Basir et al., 2024). 3) Lack of Skilled Human Resources: Higher education institutions may face a shortage of staff with the necessary skills in AI technology and digital marketing, which could slow down the implementation of technology-based marketing strategies (Merritt, 2024). 4) High Implementation Costs: The adoption of AI technology requires a significant investment in hardware, software, and staff training, which could become a financial burden for Islamic-based higher education institutions with limited budgets(Ahmad et al., 2021).

c) Opportunities: in using Artificial Intelligence (AI) include the increasing demand for high-quality Islamic education in the digital era, AI's ability to reach prospective students more broadly and in a segmented manner, as well as the opportunity to introduce innovations in educational programs that align with technological advancements while remaining grounded in Islamic values (Aminoshariae et al., 2024). The opportunities are as follows: 1) Innovation in Digital Marketing Strategies: AI can help Islamic-based higher education institutions create more personalized, relevant, and data-driven marketing approaches, which are more appealing to digital-native prospective students (Aminoshariae et al., 2024). 2) Development of Partnerships with Other Universities or Technology Industries: Islamic-based higher education institutions can explore partnership opportunities with international universities or technology companies to access more advanced AI knowledge and solutions, enhancing their competitiveness in the global market (Nasir et al., 2024). 3) Application of AI to Improve Academic and Non-Academic Services: In addition to marketing, AI can be used to improve various aspects of services at higher education institutions, such as registration systems, academic counseling, and career services, which can attract more students and enhance their satisfaction (AlDhaen, 2022). 4) Development of Personalized Learning Models: AI can assist higher education institutions in developing more personalized learning models, which can be part of the institution's promotion. This also allows Islamic-based institutions to attract students through an approach more relevant to individual needs, including curricula that integrate Islamic values.(Shoaib et al., 2024)

d) Threats: in using Artificial Intelligence (AI) include the increasing competition among higher education institutions, the risk of data privacy violations and misuse of AI technology, as well as the challenge of maintaining alignment between the use of AI and Islamic principles amidst rapid technological advancements(Bécue et al., 2021). The **t**hreats are as follows: 1) Tight Global Competition: Islamic-based higher education institutions must face increasing competition with global educational institutions that are also utilizing advanced technology in their marketing strategies (Lahmar, 2023). 2) Changes in Regulations and Education Policies: Changes in government regulations or policies regarding the use of technology in the education sector can impact the implementation of AI in marketing strategies at Islamic-based higher education institutions, especially those related to the management of prospective students' personal data (Schiff, 2022). 3)Data Security and Privacy Risks: The implementation of AI necessitates the gathering and analysis of vast amounts of data, which can pose risks related to the privacy and security of student data, particularly if not managed correctly (Chen et al., 2021). 4) Dependence on Third Parties: Islamic-based higher education institutions that rely on third-party AI service providers may face dependency

risks, such as limitations on features, increasing costs, or unforeseen technical issues that could affect marketing operations (Kholidah et al., 2022). 5) Challenges in Maintaining the Balance Between Technology and Islamic Values: The implementation of AI technology may lead some parties to feel that the technology is not in line with Islamic values if not applied carefully, leading to potential internal conflicts within the institution.(Elmahjub, 2023)

With this SWOT analysis, Islamic-based higher education institutions can plan marketing strategies that leverage the strengths of AI technology while addressing challenges and seizing opportunities to maintain relevance and competitiveness in the global market. Below is the SWOT analysis in the form of a matrix table, presented in Table 1:

Table 1. SWOT Analysis

Factor	Strengths
1. Advanced Technology	Using AI for personalized marketing that is more relevant to the needs of prospective students.
2. Marketing Efficiency	Improving marketing efficiency by automating processes and data analysis.
3. Big Data	Ability to process big data for analyzing trends and behavior of prospective students.
4. User Experience	Enhancing user experience through fast, relevant, and personalized information.
5. Global Reach	Ability to reach a global audience and expand the prospective student market.
6. Dynamic Adjustment	Adjusting marketing strategies in real-time based on AI data analysis.
Factor	**Opportunities**
1. Marketing Innovation	AI creates a more personal and relevant marketing approach for digital-native prospective students.
2. Collaboration	Developing partnerships with international universities or tech companies for access to AI technology.
3. Academic Services	AI can be used to enhance academic and non-academic services, attracting more students.
4. Personalized Learning	AI helps in developing more personalized learning models, tailored to individual needs.
5. Islamic Identity	Using AI to strengthen the Islamic identity in Islamic education marketing.

Table 1 presents a comprehensive matrix that offers an in-depth overview of how institutions of higher education rooted in Islamic principles can strategically utilize the strengths and opportunities presented by artificial intelligence technology. Additionally, it highlights the potential weaknesses and threats that must be carefully considered and addressed when developing effective marketing strategies.

IFAS Analysis Matrix

Table 2 portrays the IFAS (Internal Factor Analysis Summary) matrix for the research titled 'Optimization of Marketing Strategies for Islamic Higher Education Institutions Based on

Artificial Intelligence within the Framework of Islamic Education Management,' which includes internal factors (Strengths and Weaknesses):

Table 2. IFAS Analysis

Internal Factors	Rating	Weight	Weighted Score
Strengths			
1. The use of AI for more relevant marketing personalization.	4	0.15	0.60
2. Enhancing marketing efficiency by automating processes and data analysis.	5	0.20	1.00
3. The ability to process big data for analyzing prospective student trends.	4	0.20	0.80
4. Improving user experience through faster and more relevant information.	4	0.10	0.40
5. The ability to reach a global audience and expand the prospective student market.	3	0.15	0.45
6. Real-time marketing strategy adjustments based on AI data analysis.	4	0.20	0.80
Total Strengths		1.00	4.05
Weaknesses			
1. Difficulty integrating technology with Islamic educational values.	3	0.20	0.60
2. Dependence on limited technology infrastructure in Islamic-based universities.	4	0.15	0.60
3. Shortage of skilled labor in AI and digital marketing.	4	0.20	0.80
4. High costs of AI technology implementation.	3	0.20	0.60
5. Data security and privacy risks for prospective students.	3	0.10	0.30
6. Dependence on third parties for AI technology provision.	3	0.15	0.45
Total Weaknesses		1.00	3.35

Source: SWOT Analysis

Based on the IFAS Analysis Matrix in the Table 2, the internal factors supporting AI-based marketing strategies in Islamic-based higher education institutions show a significant strength with a total weighted score of 4.05. Key strengths include the use of AI for more relevant marketing personalization (score of 0.60) and improving marketing efficiency through process automation and data analysis, which achieved the highest score of 1.00. Additionally, the ability to process big data to analyze trends of prospective students (0.80), enhancing user experience with fast and relevant information (0.40), and real-time adjustment of marketing strategies based on AI data analysis (0.80) also contribute positively. However, the ability to reach a global audience and expand the potential student market remains relatively moderate (0.45).

On the other hand, there are several internal weaknesses with a total weighted score of 3.35. Challenges include difficulties in integrating technology with fundamental Islamic educational values (0.60), dependence on still-limited technological infrastructure (0.60), and a

lack of skilled workforce in AI and digital marketing (0.80). Furthermore, the high cost of implementing AI technology (0.60), data security and privacy risks regarding prospective students (0.30), and reliance on third-party providers for technology (0.45) are also aspects that need attention. Overall, although there are some weaknesses, the existing strengths provide a solid foundation to optimize marketing strategies by leveraging AI within the framework of Islamic Education Management.

External Factors Analysis Summary (EFAS) Matrix

Table 3 provides a detailed overview of the External Factors Analysis Summary (EFAS) matrix used in this research.

Table 3. EFAS Analysis

External Factors	Rating	Weight	Weighted Score
Opportunities			
1. Increasing interest from prospective students in technology-based education	5	0.20	1.00
2. Market demand for more personalized and relevant marketing.	5	0.15	0.75
3. Continuous advancements in AI technology that are becoming more affordable.	4	0.20	0.80
4. Government support for technology integration in education.	4	0.10	0.40
5. Widespread adoption of AI technology in higher education institutions.	4	0.15	0.60
6. Growing demand for more interactive and integrated learning experiences.	4	0.20	0.80
Total Opportunities		1.00	4.35
Threats			
1. Intense competition with other universities in attracting prospective students.	4	0.20	0.80
2. Regulatory changes that limit the use of AI technology in education.	3	0.15	0.45
3. Economic uncertainty that may affect prospective students' purchasing power.	3	0.20	0.60
4. Potential public distrust towards the use of AI technology in education.	4	0.15	0.60
5. Cybersecurity threats that could compromise student data integrity.	4	0.15	0.60
6. Lack of awareness about the importance of ethics in the use of AI technology in education.	3	0.15	0.45
Total Threats		1.00	3.50

Source: SWOT Analysis

Based on the EFAS (External Factors Analysis Summary) Matrix in Table 3, the external factors supporting the implementation of AI-based marketing strategies in Islamic-based higher education institutions show considerable opportunities with a weighted total score of 4.35. Among these opportunities, the increased interest of prospective students in technology-based

education received the highest score (1.00), with a rating of 5 and a weight of 0.20, indicating high enthusiasm from the market toward digital innovation in education. Additionally, the market's need for more personalized and relevant marketing positively contributes (0.75) with a rating of 5 and a weight of 0.15, and the continued advancement and accessibility of AI technology adds value (0.80) to the opportunity score. Government support for integrating technology into the education sector (0.40), widespread adoption of AI technology in higher education institutions (0.60), and the demand for more interactive and integrated learning experiences (0.80) also play a significant role in creating a conducive environment for developing innovative marketing strategies.

On the other hand, there are external threats with a weighted total score of 3.50. Intense competition with other institutions in attracting prospective students presents a significant threat burden (0.80) with a rating of 4 and a weight of 0.20. Regulatory changes that may limit the use of AI (0.45) and economic uncertainty that impacts the purchasing power of prospective students (0.60) also create pressure. The potential public mistrust of using AI technology in education (0.60), the risk of cyber threats that could compromise student data integrity (0.60), and the lack of awareness regarding the importance of ethics in AI technology usage (0.45) are additional challenges to overcome. Overall, the EFAS analysis shows that despite some threats, the existing external opportunities are strong enough to support the optimization of AI-based marketing strategies in the context of Islamic higher education.

Based on the findings of the IFAS and EFAS analysis, it can be concluded that the implementation of AI-based marketing strategies in Islamic-based higher education institutions holds considerable potential. From an internal perspective, the IFAS analysis shows that key strengths, such as the use of AI for personalized marketing, increased efficiency through process automation, and the ability to process big data for analyzing prospective student trends, provide a weighted score of 4.05. This indicates a strong internal foundation for implementing AI technology in marketing strategies. However, there are some weaknesses, such as difficulties integrating technology with Islamic education values, limited infrastructure, and a shortage of skilled labor, which result in a weakness score of 3.35. These internal challenges need to be addressed to maximize the existing potential.

Overall, the results of this SWOT analysis indicate that the successful implementation of AI in PTKIN marketing strategies is determined not only by technological factors but also by the institution's ability to integrate the core values of Islamic educational management. The strengths and opportunities offered by AI can be optimally leveraged when internal weaknesses and external threats are addressed through policies grounded in the principles of amanah (trustworthiness), maslahah (public benefit), and ethical, sustainable Islamic governance

CONCLUSION

Based on the results of the IFAS and EFAS analysis, the implementation of AI-based marketing strategies in Islamic higher education institutions demonstrates significant potential to enhance institutional competitiveness and communication effectiveness. Internally, the adoption of AI offers substantial advantages, including the ability to personalize marketing content, increase operational efficiency through automation, and utilize big data to understand prospective student trends. These strengths provide a solid foundation for digital transformation in PTKINs. Nevertheless, several internal challenges remain, particularly those related to the integration of AI with Islamic educational values, limited technological infrastructure, and the scarcity of skilled personnel in AI and digital marketing. Externally, the analysis shows that opportunities strongly support innovation, particularly the growing interest in technology-based education, the demand for more personalized communication, rapid improvements in AI technologies, and supportive government initiatives. Although external threats such as intense

competition, evolving regulations, economic uncertainty, and cybersecurity vulnerabilities persist, these challenges are manageable in comparison to the available opportunities.

Beyond these analytical findings, the study also highlights deeper implications for Islamic Education Management. The integration of AI should not be understood merely as a tool for increasing student recruitment but as a strategic instrument that can strengthen the mission, identity, and ethical culture of Islamic higher education institutions. Personalized digital communication facilitated by AI aligns with the institution's broader mandate of da'wah and knowledge dissemination, enabling more relevant, accurate, and value-oriented engagement with the community. Likewise, the efficiency gained through AI-supported processes resonates with the Islamic management principle of amanah, ensuring that institutional resources, time, human capital, and finances are managed responsibly and effectively. Ethical considerations rooted in Islamic values such as maslahah, adab, and tawhidic unity also serve as guiding principles to ensure that AI adoption remains aligned with spiritual and moral commitments, particularly in areas related to data governance, transparency, and equitable access.

The findings further indicate the need for Islamic higher education leaders, policymakers, and institutional managers to develop value-based governance frameworks for AI implementation. This includes designing ethical guidelines for data usage, strengthening internal digital competencies through capacity-building programs, and ensuring that AI-supported marketing strategies reinforce rather than dilute Islamic institutional identity. Moreover, establishing strategic partnerships with technology providers should be guided by clear ethical agreements to safeguard institutional autonomy and ensure compliance with Islamic management principles. Policymakers at the national and institutional levels should also play an active role in formulating regulatory frameworks that support safe, ethical, and value-aligned AI development within Islamic educational settings.

Overall, the adoption of AI in marketing represents not only a technological shift but also an opportunity for Islamic educational institutions to reaffirm their philosophical foundations and ethical commitments in a rapidly changing digital landscape. The long-term success of AI-based marketing strategies in PTKINs will depend on how effectively institutions balance innovation with Islamic moral frameworks, ensuring that technological advancements serve to strengthen spiritual identity, enhance institutional credibility, and promote an ethical culture rooted in Islamic values. Such alignment is essential for building a sustainable and future-oriented Islamic education ecosystem capable of responding adaptively to the challenges and opportunities of the digital era.

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