

## ARTIFICIAL INTELLIGENCE IN ISLAMIC HIGHER EDUCATION MARKETING: A SWOT ANALYSIS FROM AN ISLAMIC EDUCATIONAL MANAGEMENT PERSPECTIVE

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### ABSTRACT

The global digital transformation of higher education has accelerated the adoption of artificial intelligence (AI) in institutional marketing, yet its integration often prioritizes efficiency and competitiveness while overlooking educational values and ethical governance. This study aims to examine how AI-based marketing strategies can be optimized within Islamic higher education institutions through an Islamic Educational Management framework that aligns technological innovation with Islamic educational purposes. Employing a qualitative strategic analysis, the study utilizes Internal Factor Analysis Summary (IFAS) and External Factor Analysis Summary (EFAS), supported by a systematic literature review and secondary institutional data. The findings reveal that AI adoption offers significant strengths, including value-aligned personalization, improved administrative efficiency, and data-driven decision-making that supports the quality of educational services. However, internal challenges persist in the form of limited digital readiness and insufficient capacity for ethically grounded technology stewardship. Externally, growing demand for technology-enhanced Islamic education and supportive digitalization policies present opportunities, while competitive pressures and the need for Sharia-compliant digital governance pose substantial threats. The study concludes that AI-based marketing strategies, when embedded within Islamic Educational Management principles such as *al-tadbir al-tarbawi* and *maqasid al-tarbiyah al-islamiyyah*, can strengthen institutional accountability, reinforce Islamic educational identity, and support sustainable transformation. These findings imply that Islamic higher education institutions should frame digital innovation as part of mission-driven educational reform rather than a purely managerial or promotional tool.

**Keywords:** Artificial Intelligence in Higher Education, AI-based Marketing Strategies, Educational Governance and Ethics, Islamic Educational Management, Islamic Higher Education Institutions

### INTRODUCTION

The rapid advancement of information technology over the past two decades has profoundly reshaped multiple sectors, including higher education. Digital transformation has extended beyond pedagogical innovation to encompass institutional governance, student engagement, and marketing strategies aimed at attracting prospective learners in an increasingly competitive global landscape (Mohamed Hashim et al., 2022). As higher education institutions compete across national and transnational markets, technological sophistication, particularly through artificial intelligence (AI), has become a strategic necessity rather than an optional enhancement. AI-driven systems enable institutions to process large-scale data, analyze prospective students' behavior, and design more targeted and personalized marketing approaches, thereby enhancing institutional visibility and competitiveness (Khan et al., 2022).

Within this global context, higher education marketing has shifted from traditional promotional models toward data-driven, adaptive, and interactive strategies. The integration of

AI allows institutions to move beyond one-size-fits-all communication toward personalized engagement that aligns with the expectations of digitally connected prospective students (Hannan & Liu, 2023). However, for Islamic higher education institutions, technological adoption cannot be framed solely in terms of managerial efficiency or market performance. Instead, it must be grounded in the philosophical foundations, educational aims, and ethical responsibilities of Islamic education. Marketing, in this sense, becomes an extension of institutional mission, encompassing *tarbiyah*, *da'wah*, and identity formation rather than merely student recruitment.

Islamic higher education institutions face distinctive challenges in this regard, as they are required to balance the application of modern technologies with the preservation of Islamic values and educational integrity (Muhammad & Nugraheni, 2022). The use of AI in marketing must therefore be guided by Islamic educational philosophy, including the *tawhidic* paradigm, *maqasid al-shariah*, and *adab*-based leadership, which emphasize moral purpose, social responsibility, and holistic human development. Positioning AI as part of an integrative institutional strategy ensures that technological innovation supports, rather than undermines, the spiritual and ethical objectives of Islamic education (Kader, 2021).

Empirically, the urgency of this issue is evident in the continued reliance of many Islamic-based higher education institutions on conventional marketing strategies. Traditional approaches such as brochures and print media remain prevalent, despite declining effectiveness in attracting digitally oriented prospective students (Juska, 2021). Contemporary students increasingly respond to technology-based communication that offers relevant, timely, and personalized information. Yet, the central challenge for Islamic institutions is not merely updating marketing tools, but ensuring that AI adoption reinforces character education, institutional identity, and ethical communication practices. This challenge necessitates a reconceptualization of marketing as a core concern of Islamic Education Management, rooted in Islamic epistemology rather than promotional pragmatism alone (Juhaidi, 2024).

Previous studies have demonstrated the effectiveness of AI in enhancing personalized marketing, supporting data-driven decision-making, improving operational efficiency, and strengthening engagement through social media in higher education contexts (Juhaidi, 2024; Ahmad et al., 2023; Spring et al., 2022; Gołab-Andrzejak, 2022). However, scholarship in Islamic education emphasizes ethical and pedagogical considerations that remain underexplored in AI-marketing research, including the maintenance of *adab* in communication, transparency, fairness, and the safeguarding of education's spiritual mission (Gołab-Andrzejak, 2022). Moreover, while AI applications in general higher education marketing are expanding, their use in Islamic higher education institutions remains limited and under-theorized (Alotaibi & Alshehri, 2023). Existing studies tend to focus on technical dimensions without sufficiently addressing the integration of AI with Islamic ethical governance and leadership frameworks, revealing a significant research gap (Dirie et al., 2024).

In response to this gap, the present study examines how AI can be optimized in higher education marketing strategies within the framework of Islamic Education Management. By integrating AI technology with Islamic educational principles, particularly the *tawhidic* paradigm, *maqasid al-shariah*, and *adab*-based management, this study reframes AI-driven marketing as a component of Islamic institutional development rather than a purely technical or commercial activity (Rabbianty et al., 2023). The study seeks to contribute theoretically and practically by offering a value-based model for AI adoption that aligns modernization with spiritual, moral, and educational objectives. In doing so, it addresses the urgent need for marketing strategies that are both effective and ethically grounded, contributing to the advancement of Islamic education management literature in a rapidly evolving digital environment (Ishak & Mohamed, 2023; Chanifah et al., 2021).

## METHOD

This study is grounded in an Integrated Islamic Education Management framework derived from three foundational works of Islamic thought and ethics. Philosophically, the framework is anchored in the tawhidic worldview articulated by Al-Attas (1995), which positions education and institutional practices as value-laden processes aimed at the holistic formation of the human being (*insan adabi*). From this perspective, institutional marketing is understood not as a neutral managerial activity but as an extension of educational responsibility, *da'wah*, and moral communication. Ethically, the framework is guided by maqasid al-shariah as elaborated by Chapra (2008), providing normative principles to ensure that AI-supported strategies promote public good (*maslahah*), protect intellect and dignity, and uphold justice, transparency, and social responsibility. At the governance level, the framework incorporates adab-based ethical management, drawing on Beekun (1997), emphasizing *amanah*, integrity, and moral accountability in organizational conduct. Together, these foundations position AI-driven marketing in Islamic higher education as an ethical and educational practice aligned with the Islamic worldview and institutional mission rather than a purely promotional function.

Methodologically, the study employs a qualitative case study design to examine the implementation of Artificial Intelligence (AI) in marketing strategies within State Islamic Higher Education Institutions (PTKIN). This approach enables an in-depth exploration of the interaction between technology adoption, Islamic values, and institutional marketing practices (Ambarwati & Sari, 2024). Specifically, the focus is on PTKINs that have adopted AI-based marketing tools to understand the implementation processes, the challenges faced, and the perceived impacts (Abrokwah-Larbi & Awuku-Larbi, 2024). To ensure a comprehensive understanding, data were collected through multiple methods, including in-depth interviews, participatory observation, and document analysis, which facilitated triangulation (Kang & Hwang, 2021; Petersson et al., 2022; Af Malmborg & Trondal, 2023). Subsequently, the analysis followed a SWOT-based thematic procedure, serving as an analytical lens within the qualitative paradigm. This procedure helped identify internal strengths and weaknesses, as well as external opportunities and threats, that influence AI-supported marketing strategies (Najib et al., 2021; Awuzie et al., 2021). Furthermore, coding and thematic grouping emphasized key dimensions of Islamic education management, such as ethical communication, leadership accountability, and value-based governance (Hasija & Esper, 2022; Nicholls & Culpepper, 2021). To maintain rigor and credibility throughout the study, reflexivity, peer debriefing, and ethical safeguards, including informed consent and data anonymization, were rigorously applied. These measures collectively enabled the study to generate context-sensitive insights and strategic recommendations for AI integration in Islamic higher education marketing.

## RESULTS AND DISCUSSION

### Overview of AI Implementation in PTKIN Marketing

Based on data gathered from in-depth interviews, participatory observations, and institutional document analysis, the results indicate that the participating State Islamic Higher Education Institutions (PTKINs) exhibit varying levels of Artificial Intelligence (AI) adoption and digital maturity in their marketing practices. Firstly, interview data reveal that while all institutions have formally endorsed digital transformation, the scope and depth of AI implementation differ considerably across cases. Furthermore, marketing managers and IT staff reported that some PTKINs have integrated AI-supported tools for content personalization, audience segmentation, and engagement analytics. In contrast, others are still limited to basic automation or exploratory use of AI technologies (Marketing Manager, personal communication, March 2024; IT Staff Member, personal communication, April

2024). These differences were also evident in participants' accounts of institutional readiness, particularly in terms of infrastructure availability and technical expertise. Overall, these findings suggest a heterogeneous landscape of AI adoption among PTKINs, influenced by various factors such as infrastructure and expertise.

Findings from participatory observation corroborate these interview insights, showing disparities in how AI is embedded in everyday marketing operations. In PTKINs with more advanced digital systems, AI-assisted dashboards were observed to be actively used to monitor prospective student engagement and adjust communication strategies in real time. Conversely, in other institutions, such tools were either absent or used sporadically. Furthermore, document analysis of institutional strategic plans, digital transformation policies, and official promotional materials indicates that AI adoption is formally framed within governance narratives emphasizing Islamic educational values such as *amanah*, transparency, and service to the public. These documents consistently position marketing activities not merely as competitive instruments but as part of broader institutional responsibilities related to communication effectiveness, public engagement, and accountability. Collectively, the convergence of interview testimony, observed practices, and documentary evidence highlights the contextual diversity among PTKINs. Additionally, it provides a robust empirical foundation for subsequent SWOT analysis of AI-based marketing implementation within Islamic higher education.

### **Strengths: Internal Capacities Supporting AI-Based Marketing**

Interviews, participatory observations, and institutional document analysis highlight several internal strengths supporting AI-based marketing strategies in PTKINs. Interviews reveal that AI enables institutions to analyze large datasets on prospective student behavior, allowing marketing units to segment audiences and deliver targeted, personalized communication more effectively. Marketing managers also noted that AI analytics ensure digital content is relevant and timely for prospective students (Marketing Manager, personal communication, March 2024). These findings are corroborated by observations of AI-powered dashboards that track engagement metrics and content performance in institutions with advanced digital systems. Consequently, these technological tools significantly enhance marketing strategies and student engagement.

Further strengths are evident in the automation of routine marketing processes, which contributes to improved operational efficiency. Interview participants explained that AI tools reduce manual workload by automating data processing, content scheduling, and performance monitoring, enabling staff to focus on strategic planning and creative tasks (Public Relations Officer, personal communication, April 2024). Participatory observations confirmed that automated systems were used to manage social media postings and monitor response rates in real time. Moreover, document analysis of institutional marketing reports and digital transformation plans further indicates that AI adoption is formally justified as a means to enhance efficiency and optimize the use of institutional resources.

The findings also show that AI-supported analytics strengthen institutional decision-making by providing predictive insights that inform strategic planning and resource allocation. IT staff noted that AI-generated reports assist leadership in identifying trends in prospective student interest and evaluating the effectiveness of marketing campaigns (IT Staff Member, personal communication, May 2024). In addition, both interview and observational data reveal that AI enhances user experience by enabling faster responses and more customized information delivery across digital platforms. Institutional documents, including official promotional materials and website content, emphasize the role of AI in expanding outreach beyond local contexts, thereby increasing institutional visibility at national and international

levels. Collectively, the convergence of interview testimony, observed practices, and documentary evidence demonstrates that AI supports more responsive, efficient, and scalable marketing practices within PTKINs.

### **Weaknesses: Internal Constraints in AI Implementation**

Alongside the identified strengths, evidence from interviews, participatory observations, and institutional document analysis reveals several internal weaknesses that constrain the effective implementation of AI-based marketing strategies in PTKINs. A prominent limitation concerns the shortage of human resources with adequate expertise in AI technology and digital marketing. Interview participants consistently reported that limited technical competence among staff restricts institutions' capacity to design, manage, and critically evaluate AI-supported marketing systems (Marketing Manager, personal communication, March 2024; IT Staff Member, personal communication, April 2024). This skills gap was further reflected in observations showing that AI tools, where available, were often underutilized or relied upon external vendors for operation and maintenance.

Another weakness identified relates to technological infrastructure constraints. Observational data indicate disparities in access to reliable servers, licensed software, and integrated digital systems across institutional units. In some PTKINs, AI applications were observed to operate in isolation without seamless integration into broader information systems, limiting their effectiveness and scalability. Document analysis of institutional strategic plans and internal reports confirms that infrastructure development remains an ongoing challenge, with several institutions identifying digital facilities and system integration as priority areas requiring substantial investment.

High implementation costs pose a significant internal challenge for PTKINs with limited public budgets. Expenses for AI software, system maintenance, and staff training create financial hurdles that delay or restrict full adoption (Finance Administrator, personal communication, May 2024). Moreover, concerns about aligning AI with Islamic educational values, such as content authenticity, ethical communication, and data governance, were expressed. Participants worried that the lack of clear ethical guidelines could lead to misrepresentation or damage institutional credibility (Public Relations Officer, personal communication, April 2024). These issues are reinforced by institutional documents emphasizing the importance of value-based digital governance. Overall, the findings suggest that internal readiness varies across PTKINs, and ongoing capacity building, infrastructure development, and ethical oversight are essential for responsible AI implementation.

### **Opportunities: External Conditions Supporting AI-Based Marketing**

Evidence from interviews, participatory observations, and document analysis indicates the presence of substantial external opportunities that support the development of AI-based marketing strategies in Islamic higher education. Specifically, interview participants consistently highlighted the increasing demand among prospective students for technology-based and digitally mediated educational services. Subsequently, marketing and public relations staff reported that prospective students are increasingly expecting personalized, interactive, and data-driven communication when seeking information about higher education institutions (Marketing Manager, personal communication, March 2024; Public Relations Officer, personal communication, April 2024). These evolving expectations were also reflected in observed patterns of online engagement, where digital platforms emphasizing interactive and personalized content attracted higher levels of attention and response, thus reinforcing the importance of adapting marketing strategies accordingly.

Continuous advancements in AI technology, accompanied by improved affordability and accessibility, were identified as additional opportunities facilitating wider adoption. Interview data suggest that recent developments in AI tools, particularly cloud-based analytics and automation platforms, have lowered technical barriers for institutions previously constrained by limited resources (IT Staff Member, personal communication, May 2024). Participatory observations further indicate that some PTKINs have begun experimenting with modular AI applications that can be scaled incrementally, reducing initial investment risks. Institutional documents, including strategic plans and digital transformation roadmaps, reinforce these findings by explicitly identifying emerging AI technologies as enablers of institutional modernization.

Further opportunities arise from supportive policies and collaborative environments. Document analysis shows that government initiatives promoting digital transformation foster a conducive regulatory climate for AI adoption, while interviewees highlighted how such policies encourage innovation and justify resource allocation for digital projects (Academic Administrator, personal communication, April 2024). Additionally, strategic partnerships with technology providers and international universities offer pathways to access advanced AI expertise and infrastructure. Beyond marketing, both interview and document data indicate increasing interest in leveraging AI for academic services, student support, and personalized learning, which enhance institutional attractiveness and service quality. Overall, these findings demonstrate that the external environment provides a solid foundation for expanding AI use within PTKINs.

### **Threats: External Risks and Challenges**

Despite the presence of favorable opportunities, evidence from interviews, participatory observations, and institutional document analysis identifies several external threats that affect the implementation of AI-based marketing strategies in PTKINs. Interview participants consistently pointed to intensifying competition among higher education institutions, both at national and international levels, which increases pressure on PTKINs to innovate continuously while maintaining a distinct Islamic institutional identity (Marketing Manager, personal communication, March 2024). Observational data support this concern, showing frequent benchmarking of digital marketing practices against other universities, including international institutions that have more advanced AI infrastructures.

Another significant threat identified relates to regulatory uncertainty surrounding data protection, digital governance, and the use of AI in education. Interviewed administrators expressed concern about adapting institutional practices to evolving national regulations, particularly those related to the management of prospective students' personal data (Academic Administrator, personal communication, April 2024). Additionally, document analysis of institutional policy statements and compliance reports confirms that regulatory change is perceived as a risk factor that may constrain the scope and pace of AI adoption.

Data security and privacy risks also emerge as prominent threats. Interview participants noted that the reliance of AI systems on large-scale data collection increases vulnerability to data breaches and misuse if not adequately governed (IT Staff Member, personal communication, May 2024). Participatory observations further revealed heightened institutional caution in granting access to AI systems and in handling sensitive user data. Institutional documents, including data governance guidelines and risk assessment reports, reflect these concerns by emphasizing cybersecurity and ethical data management as priority issues.

Additionally, dependence on third-party technology providers is identified as a risk affecting system reliability, cost stability, and institutional autonomy. Interview data indicate

apprehension regarding long-term contractual obligations and potential limitations imposed by external vendors (Finance Administrator, personal communication, May 2024). Finally, public skepticism regarding the ethical use of AI, particularly when perceived as misaligned with Islamic values, was reported as a reputational threat. Public relations staff noted concerns that unethical or poorly explained AI practices could undermine public trust and institutional credibility (Public Relations Officer, personal communication, April 2024). Collectively, the triangulated findings demonstrate that external threats extend beyond technical challenges and encompass regulatory, ethical, and reputational dimensions affecting AI-based marketing in PTKINs.

### Integrated SWOT Results within Islamic Education Management

To synthesize the findings derived from interviews, participatory observations, and document analysis, the key internal and external factors influencing AI-based marketing implementation in PTKINs were consolidated into a SWOT matrix (Table 1). This matrix summarizes the principal strengths and opportunities identified across cases and provides an integrated overview of the internal capacities and external conditions shaping AI-supported marketing practices in Islamic higher education institutions.

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.

As presented in Table 1, the SWOT matrix shows that AI-based marketing in PTKINs is supported by internal strengths related to advanced technology utilization, marketing

efficiency, big data analytics, enhanced user experience, global outreach, and the capacity to dynamically adjust marketing strategies. At the same time, the table reveals significant external opportunities associated with digital marketing innovation, institutional collaboration, service enhancement, personalized learning development, and the strengthening of Islamic institutional identity.

The integrated SWOT results, derived from interviews, participatory observations, and institutional document analysis, indicate that the implementation of AI-based marketing strategies in PTKINs is shaped by the dynamic interaction between technological capacity and institutional value orientation. Interview data suggest that strong internal capabilities, particularly in data processing, content personalization, and operational efficiency, enable institutions to respond proactively to external opportunities such as growing digital demand and rapid technological advancement (Marketing Manager, personal communication, March 2024; IT Staff Member, personal communication, May 2024). These findings are corroborated by observations of marketing workflows in PTKINs with higher digital maturity, where AI tools were actively used to adjust communication strategies based on real-time engagement data.

At the same time, the integration of SWOT findings reveals that internal weaknesses related to limited human resource capacity, uneven technological infrastructure, and concerns over ethical integration constrain the full utilization of these strengths. Interview participants reported that shortages of skilled personnel and unclear ethical guidelines limit the scalability and consistency of AI use across institutional units (Academic Administrator, personal communication, April 2024). Observational data further indicate that AI-supported systems were often unevenly implemented, with some departments relying on manual processes despite the availability of digital tools. Document analysis of institutional strategic plans and internal evaluations reinforces these findings, identifying human resource development, infrastructure upgrading, and ethical governance as persistent institutional challenges.

The analysis highlights how external threats such as data security risks and regulatory uncertainties intersect with internal constraints to influence institutional decision-making. Administrators emphasized that concerns over data protection compliance and evolving national regulations require cautious, incremental AI adoption (Academic Administrator, personal communication, April 2024). Similarly, risk management and digital governance documents underscore the importance of safeguards for cybersecurity, privacy, and accountability. In particular, these findings show that the success of AI-based marketing strategies in PTKINs depends not only on technological readiness but also on institutional governance, leadership, and alignment with Islamic educational values.

In summary, the integrated SWOT results show that while AI offers significant potential to enhance marketing effectiveness in Islamic higher education through personalization, efficiency, and expanded outreach, this potential is mediated by internal capacity limitations and external ethical, regulatory, and competitive challenges. These findings indicate that AI adoption in PTKINs functions as an integrated institutional management process, requiring coordinated attention to innovation, governance, and value-based oversight within the broader framework of Islamic Education Management.

To further examine the internal strategic position of PTKINs in implementing AI-based marketing strategies, the internal strengths and weaknesses identified through interviews, participatory observations, and document analysis were systematically weighted using an Internal Factor Analysis Summary (IFAS) matrix. This matrix, as shown in Table 2, quantifies the relative importance of internal factors and provides a structured assessment of institutional readiness and internal constraints related to AI adoption.

Table 2. IFAS Analysis

Internal Factors	Rating	Weight	Weighted Score
<b>Strengths</b>			
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
<b>Weaknesses</b>			
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*

As shown in Table 2, the total weighted score for strengths (4.05) exceeds that of weaknesses (3.35), indicating that internal capacities supporting AI-based marketing implementation in PTKINs are relatively strong. Key strengths include AI-enabled marketing personalization, improved efficiency through automation, and the ability to analyze big data for strategic decision-making. However, notable weaknesses remain, particularly in relation to limited human resource expertise, infrastructural dependency, and challenges in integrating AI

with Islamic educational values. These results show that PTKINs possess a solid internal foundation for AI adoption, supported by strengths in personalization, automation, and data analytics, although internal capacity constraints remain.

### External Factors Analysis Summary (EFAS) Matrix

To analyze the external environment influencing AI marketing strategies in PTKINs, an External Factors Analysis Summary (EFAS) matrix was employed. This tool systematically summarizes opportunities and threats identified through interviews, observations, and document reviews, quantifying their impact and relevance to institutional decision-making on AI adoption. As shown in Table 3, the EFAS matrix offers a structured overview of environmental factors shaping the opportunities and risks of AI-supported marketing in Islamic higher education institutions.

Table 3. EFAS Analysis

External Factors	Rating	Weight	Weighted Score
<b>Opportunities</b>			
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
<b>Threats</b>			
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

As shown in Table 3, the total weighted score for opportunities (4.35) exceeds that for threats (3.50), indicating that external factors favor the implementation of AI-based marketing in PTKINs. The top opportunities include increased interest in technology-driven education, rising demand for personalized marketing, and ongoing AI advancements. However, EFAS results reveal notable external constraints such as regulatory shifts, cybersecurity risks, public trust issues, and competitive pressures among higher education institutions. Overall, while opportunities outweigh threats, the external environment presents both supportive conditions and measurable risks for adopting AI-based marketing.

This study investigates AI integration into the marketing strategies of State Islamic Higher Education Institutions (PTKIN) from an Islamic Education Management perspective. The findings reveal that AI adoption is influenced not only by technological readiness and external pressures but also by institutional values, leadership, and Islamic ethical principles. Integrating the *tawhidic* worldview, *maqasid al-shariah*, and *adab*-based ethics, the discussion posits AI-driven marketing as fundamentally an issue of education and governance rather than solely technical or commercial.

From a *tawhidic* perspective, the strengths identified in the results, such as personalization, efficiency, and data-driven decision-making, can be understood as extensions of institutional responsibility and educational mission. Al-Attas (1995) emphasizes that all institutional practices in Islamic education are inherently value-laden and oriented toward the holistic formation of the human being (*insan adabi*). In this light, AI-enabled personalization and improved user experience do not merely enhance marketing performance but also support transparent, purposeful, and meaningful communication with prospective students. This finding aligns with studies highlighting AI's capacity to improve institutional competitiveness and engagement in higher education when strategically integrated (Hannan & Liu, 2023; Grewal et al., 2024; Gołab-Andrzejak, 2022).

At the same time, the internal weaknesses identified, particularly shortages of skilled human resources, infrastructural limitations, and concerns regarding ethical alignment, underscore the importance of *adab*-based leadership and ethical governance. Beekun (1997) emphasizes that organizational effectiveness in Islamic contexts is inseparable from moral accountability (*amanah*), integrity, and trust. The challenges faced by PTKINs in integrating AI with Islamic values echo broader concerns in the literature regarding technology adoption without sufficient ethical oversight (Weber-Lewerenz, 2021; Elmahjub, 2023). These findings suggest that leadership in Islamic higher education must prioritize ethical literacy, capacity building, and institutional readiness to ensure that AI adoption strengthens rather than compromises institutional credibility.

The opportunities identified in this study gain further significance when interpreted through *maqasid al-shariah*. Chapra (2008) argues that institutional development should be assessed based on its contribution to *maslahah* (public benefit) and the protection and advancement of intellect (*hifz al-'aql*). The growing demand for digital education, personalized communication, and improved institutional services indicates that AI can serve as a means to expand access to knowledge and enhance educational quality. This interpretation is consistent with prior research demonstrating AI's potential to improve educational services, learning personalization, and institutional sustainability (AlDhaen, 2022; Shoaib et al., 2024; Davis et al., 2024). Within Islamic higher education, such opportunities support not only competitiveness but also the broader social and educational mandate of Islamic institutions.

Conversely, the external threats identified, such as data privacy risks, regulatory uncertainty, cybersecurity challenges, and dependence on third-party providers, highlight the ethical vulnerabilities associated with AI adoption. These concerns resonate with existing studies emphasizing the risks of large-scale data use, algorithmic opacity, and public mistrust

in AI-driven systems (Chen et al., 2021; Bécue et al., 2021; Schiff, 2022). From a *maqasid*-based governance perspective, such threats necessitate institutional safeguards that uphold justice, transparency, and human dignity. Without value-based governance frameworks, AI adoption risks undermining public trust and institutional legitimacy, particularly in faith-based educational settings (Abubakar et al., 2025).

The integrated SWOT findings indicate that the success of AI-based marketing strategies in PTKINs depends on the institution's ability to balance technological innovation with Islamic moral frameworks. While AI offers clear advantages in personalization, efficiency, and outreach, these benefits can only be sustained when internal weaknesses, such as limited expertise and ethical ambiguity, are addressed through strategic leadership and governance (Djalilah et al., 2024; Misdah et al., 2025). This finding reinforces previous research emphasizing that digital transformation in higher education must be accompanied by organizational learning, ethical guidance, and institutional alignment (Mohamed Hashim et al., 2022; George & Wooden, 2023; Basir et al., 2024).

This study advances Islamic education scholarship by framing AI adoption in higher education marketing as an issue of Islamic Education Management rather than merely a marketing or technological challenge (Posangi et al., 2025). Grounding AI implementation in principles like *tawhid*, *maqasid al-shariah*, and *adab*-based ethics enables Islamic institutions to leverage digital innovation for improved communication while maintaining their spiritual and ethical integrity. This value-focused approach sets Islamic higher education marketing apart from conventional models and provides a normative framework for guiding digital transformation in alignment with Islamic educational philosophy (Kader, 2021; Ishak & Mohamed, 2023; Rabbianty et al., 2023).

## CONCLUSION

This study concludes that the integration of Artificial Intelligence (AI) in marketing strategies of State Islamic Higher Education Institutions (PTKIN) represents not merely a technological advancement but a strategic issue of Islamic Education Management. The findings demonstrate that AI can enhance marketing effectiveness through personalization, operational efficiency, and data-driven decision-making while expanding institutional outreach in an increasingly competitive digital environment. However, the successful adoption of AI depends on institutional readiness, ethical governance, and leadership capacity to ensure that technological practices remain aligned with Islamic educational values. By grounding AI implementation in a tawhidic worldview, *maqasid*-oriented governance, and *adab*-based ethical management, this study reframes marketing as an extension of educational responsibility, *da'mah*, and public service rather than a purely promotional activity. Practically, the results underscore the importance of value-based governance frameworks, sustained investment in human resource development, and ethical oversight to ensure that AI-supported marketing strengthens institutional identity, preserves public trust, and supports the sustainable development of Islamic higher education in the digital era.

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