Quality Management in Building Quality School Branding

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Abstract. This study aims to explore the quality management process at Madrasah Ibtidaiyah Fatimiyah Yogyakarta, which is dedicated to establishing a leading educational institution. The subjects of this research are the headmaster and teachers at Madrasah Ibtidaiyah Fatimiyah Yogyakarta. In this study, observation and interviews were used as data collection techniques. The data analysis techniques used in this study are data condensation, data presentation, and conclusion drawing. The results of the study show that in order to build the branding of a quality school at Madrasah Ibtidaiyah Fatimiyah Yogyakarta, the process of Islamic based quality management is realized through several stages namely planning, implementation, and evaluation. Quality management plays a very important role in building quality branding for a school, as has been proven at Madrasah Ibtidaiyah Fatimiyah Yogyakarta. The branding of Madrasah Ibtidaiyah Fatimiyah Yogyakarta as an outstanding school is that it is a madrasah integrated with a pesantren (Islamic boarding school) for the tahfizul Qur'an program. Madrasah Ibtidaiyah Fatimiyah Yogyakarta has successfully integrated the principles of quality management into various aspects of the madrasah's activities, ranging from resource management, curriculum development, to the implementation of teaching and learning. By implementing quality management, the madrasah is able to provide educational services that not only meet but also exceed the expectations of the community. This has created a positive reputation in the community, which recognizes MI Fatimiyah Yogyakarta as a quality school, making it the primary choice for those seeking the best education. The implications of this study are that it provides valuable knowledge not only for Madrasah Ibtidaiyah Fatimiyah Yogyakarta but also for the advancement of educational in a broader context.
Keywords: Quality Management, School Branding

Abstrak. Penelitian ini bertujuan untuk mengeksplorasi proses manajemen mutu di Madrasah Ibtidaiyah Fatimiyah Yogyakarta yang didedikasikan untuk mendirikan lembaga pendidikan terkemuka. Subjek penelitian ini adalah kepala madrasah dan guru yang ada di Madrasah Ibtidaiyah Fatimiyah Yogyakarta. Dalam penelitian ini observasi dan wawancara digunakan sebagai teknik pengumpulan data. Teknik analisis data dalam penelitian yaitu kondensasi, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa untuk membangun branding sekolah yang berkualitas di Madrasah Ibtidaiyah Yogyakarta diwujudkan melalui proses manajemen mutu berbasis Islam yang terdiri dari beberapa tahapan yaitu perencanaan, pelaksanaan, dan evaluasi. Manajemen mutu memiliki peran yang sangat penting dalam membangun branding yang berkualitas bagi sebuah sekolah, seperti yang telah terbukti di Madrasah Ibtidaiyah Fatimiyah Yogyakarta. Branding Madrasah Ibtidaiyah Fatimiyah Yogyakarta sebagai sekolah unggulan yaitu madrasah plus pondok pesantren tahfizul Qur'an. Madrasah Ibtidaiyah Fatimiyah Yogyakarta telah berhasil mengintegrasikan prinsip-prinsip manajemen mutu dalam berbagai aspek kegiatan madrasah, mulai dari pengelolaan sumber daya, pengembangan kurikulum, serta pelaksanaan pembelajaran. Dengan mengimplementasikan manajemen mutu madrasah mampu memberikan layanan pendidikan yang tidak hanya memenuhi tetapi juga melampaui harapan masyarakat. Hal ini membuat reputasi positif di lingkungan masyarakat yang mengenal Madrasah Ibtidaiyah Fatimiyah Yogyakarta sebagai sekolah yang berkualitas sehingga menjadi pilihan utama dalam mencari pendidikan terbaik. Implikasi dari penelitian ini yaitu memberikan kontribusi pengetahuan yang berarti tidak hanya bagi Madrasah Ibtidaiyah Fatimiyah Yogyakarta tetapi juga untuk kemajuan pendidikan secara luas.
Kata Kunci: *Manajemen Mutu, Branding Sekolah*

INTRODUCTION

Competition is increasingly fierce in the world of education in Indonesia, including Madrasah Ibtidaiyah, requiring the ability to adapt quickly to maintain relevance and attractiveness in society. One way to attract interest and become an attraction for the community is through the quality of education and branding or school image. School branding is often a factor considered by parents in choosing an educational place for their children (Budiyatmo & Iriani, 2022). Branding is a valuable asset that must be owned by an institution as concrete evidence of its existence and quality. Therefore, the formation of branding is one of the important strategies to show excellence in the field of education (Mukhafadlo & Hariyati, 2022). Branding is a method to introduce a product so that it is known and liked by consumers. School branding that is currently popular in the world of education includes various concepts such as schools that focus on health, schools that prioritize memorization of the Qur'an, schools that are friendly to children, schools that encourage entrepreneurship, schools with superior science programs, schools that focus on sports, schools that integrate education with nature, and so on(Susilo, 2022). However, it is not appropriate if the school only stands out in promotions but does not live up to what is advertised. Situations like this can damage branding and disappoint people because expectations are not in accordance with the reality that is happening (Budiarti, Anggreini, Susanti, Damayanti, & Yunita, 2023). Therefore, schools must ensure that the branding displayed reflects reality, so that public trust in the institution is maintained.

As an effort to build superior branding, quality management plays a key role. Improving the quality of education is the main prerequisite that must be met by every educational institution in order to survive and develop in the competitive field of education (Supangat & Delastri, 2023). When providing criticism or suggestions for improvement and in choosing an educational institution as a place to learn, the most important thing is the quality of education. To ensure the quality of educational institutions, the development of the quality movement must be carried out seriously. Educational institutions must have clear guidelines so that they can be well understood by educators and education personnel (Zunairoh, Muhajir, & Mutohar, 2023). Quality is an overarching picture and characteristics of a product or service that shows how well it is able to meet the expectations and needs of users. Good quality will provide satisfaction to users or customers of the service (Nasrullah & Solichin, 2021).

Efforts to improve the quality of education in madrasas require an approach that sees madrasas as an integrated system. Madrasah consists of various components that are interconnected, interdependent, and interact with each other (Arini & Muhlis, 2020). In achieving good madrasah quality, good management also plays an important role. Effective management contributes to the continuity of the madrasah. With good management, cooperation can be fostered in harmony so that in the end the institution's

goals can be achieved, including quality management to improve the products or services produced as an effort to build public trust (Bintari, Dakir, & Muslimah, 2022). In the Islamic view, quality management refers to the conformity between the actual situation and the standards that have been set in an institution. This alignment in quality management is key to assessing the results obtained from educational institutions according to customer needs that change over time (Wulandari, Arifin, Subiyantoro, & Santosa, 2021).

Quality management in the context of building superior school branding is a very important topic to discuss. Research conducted by Ashif Jauhar and his colleagues emphasizes that quality management is an essential thing that must be applied in every company, organization, institution, or other entity. Quality management has a significant impact on the marketing activities of a company's products so that successful promotions can increase consumer trust and build loyalty (Winarto & El Madja, 2022). The results of research conducted by Mariah Ulfah et al show that the implementation of quality management in an institution can trigger internal motivation of the institution, strengthen the image of the institution, and improve the quality of the products produced (Ulfah et al., 2023). Research conducted by Zainul and Syahidul is known that quality management has been widely implemented in educational institutions in Indonesia because of its various benefits that can improve the quality and reputation of these educational institutions (Zainul & Haq, 2021).

These experts and research consistently show that quality management has an important role in building branding in institutions. The success of quality management is determined by eight elements, namely morality, integrity, public trust, education, leadership, teamwork, community recognition, and communication (Pham, Limbu, Bui, Nguyen, & Pham, 2019). In this study, the researcher will investigate quality management at MI Fatimiyah Yogyakarta which is committed to building a superior school branding. Through the branding strategy implemented, the school has experienced a number of positive impacts. The quality of services provided by teachers and employees has improved significantly. The community has given greater trust to the school, which is reflected in the increased interest and awareness of the community to enroll their children there. This not only makes the school more advanced and competitive, but also ensures the well-being of educators and support staff (Susilo, 2022). By understanding how schools implement quality management to enhance their reputation, researchers can provide insights into best practices that can help other schools achieve excellence and strengthen public trust in educational institutions..

RESEARCH METHODS

This study uses qualitative research methods. Qualitative research in the context of education involves researchers who rely on the views and

information of participants or informants. This approach is carried out with a long interaction between the researcher and the research subject by asking general questions and collecting data in the form of text to then be analyzed into relevant themes (Safrudin, Zulfamanna, Kustati, & Sepriyanti, 2023). The researcher uses a field research approach, which is a form of research that systematically collects data directly from the location or scene to obtain information directly from the sources involved (Septiani, Widjojoko, & Wardana, 2020).

The data collection techniques used in this study are observation and interviews. The researcher saw and observed firsthand the environmental conditions of MI Fatimiyah Yogyakarta. The researcher also conducted interviews with the head of the madrasah and the teacher of MI Fatimiyah Yogyakarta as resource persons in this study. The data analysis process carried out in this study includes (1) data condensation, which is an analysis process that specializes, filters, concentrates, eliminates, and carefully arranges data to reach the main conclusions that can be accounted for and verified (2) data presentation is the process of organizing information that is arranged in such a way that it is possible to draw conclusions and take appropriate actions (3) conclusion drawn/verification is the process of conclude the findings of the study and ensure that the conclusions are supported by the data that has been collected and analyzed (Miles, Huberman, & Saldana, 2014).

RESULTS AND DISCUSSION

MI Tahfidz Fathimiyah Yogyakarta has a vision of producing a superior generation, with character, and Qur'ani morals. And the mission (1) to form a generation of independence, discipline, and love for the Qur'an; (2) realizing education with Islamic character and usefulness; (3) developing students' academic potential through active, creative, educational and fun learning. MI Tahfidz Fathimiyah is the Qur'an tahfidzul madrasah that is most in demand by the people of Yogyakarta and outside the region. The Head of Madrasah said that to build superior branding, it is carried out by implementing several processes in Islamic-based quality management. In terms of education quality, the role of madrasah heads is vital(*Hasil Wawancara Kepala Madrasah*, 2024). This is in line with Wahjosumidjo's view as conveyed in Akhyar's research which said that the head of the madrasah is expected to be able to establish harmonious cooperation with all components of the madrasah community including teachers, education staff, parents of students, the surrounding community, and government officials(Akhyar, 2020).

The quality management system implemented at MI Fatimiyah Yogyakarta includes the planning, implementation, and evaluation processes (*Hasil Wawancara Kepala Madrasah*, 2024). Quality management is a very crucial aspect and must be given serious attention by madrasas. This is because quality management is one of the main factors that determine the success or failure of an organization. The success or failure of an organization

is influenced by good planning, organizing, execution, and evaluation (Sulistio, Murniati, & Miyono, 2022). The Ministry of National Education explained that the quality of education includes inputs, processes, and outputs. Educational input refers to everything that is needed for the educational process to run. The educational process is a change from one condition to another. Meanwhile, educational output is the performance of the madrasah which includes achievements resulting from the process and behavior of the madrasah (Syamsuddin, 2017).

The Process of Planning for Education Quality Management at MI Fatimiyah Yogyakarta

Efforts to build superior school branding at MI Fatimiyah Yogyakarta have been well planned through Islamic-based quality management (*Hasil Wawancara Kepala Madrasah*, 2024). The planning process is the process of determining the direction to be taken and the activities needed to achieve the goals of the institution (Wakiah & Usman, 2020). The quality management referred to here is the ability of educational institutions to utilize educational resources to improve the learning process as optimally as possible so that the branding of superior schools in the community is created. The steps taken by the head of the MI Fatimiyah Yogyakarta madrasah are manifested in:

The input in this case is related to the recruitment of teachers and students at MI Fatimiyah Yogyakarta. An educational institution is considered quality if it is able to manage inputs well because it can create an inspiring learning environment and stimulate students' interest in learning. This not only helps students understand the material taught by the teacher, but also encourages them to explore their own knowledge potential more deeply. Thus, students can appreciate the knowledge gained and apply it in their daily lives (Kodliyaka, 2022).

The head of the MI Fatimiyah Yogyakarta madrasah has a target to improve the quality of learning by seeking teacher qualifications based on educational background that is in accordance with the subjects taught. It is known that MI Fatimiyah Yogyakarta distinguishes itself from other madrassas by offering five Islamic religious education subjects (Al-Qur'an Hadith, SKI, Fiqih, Akhlak, and Arabic), in contrast to other madrasas that only teach one religious subject. In this regard, the head of the madrasah plans to ensure that each teacher has an educational background relevant to each of these subjects. The selection process for student admissions involves several stages, namely calistung, reading and writing memorization of the Qur'an, psychology, and health. This is done because MI Fatimiyah Yogyakarta is a madrassa based on Islamic boarding schools so that the quality of students is very concerned to be able to achieve quality learning (*Hasil Wawancara Kepala Madrasah*, 2024). The quality of education is closely related to the service standards provided by educational institutions to students and teaching staff. It aims to guarantee an optimal educational

experience and produce skilled, expert, and knowledgeable graduates to integrate into society (Rahman, Santosa, Basyir, Nur'aini, & Arifin, 2023).

The quality of education produced depends on the institution's ability to effectively manage all potential aspects including educators, education staff, students, learning processes, educational facilities, finances, and community relations (Superizal, 2022). In Islamic educational institutions, school principals must be able to create an environment that guarantees quality from all aspects such as creating a conducive atmosphere, showing quality in the eyes of the community, actively participating in academic activities, building networks, and being able to make good use of facilities and infrastructure. So the pattern and style of school principals who are able to provide examples and changes in the institution are important components in efforts to build the branding of Islamic educational institutions in the community(Sujatmiko & Malik, 2022). Branding strategies that can be carried out by education units to increase public interest are by increasing excellent service for educators and education staff. For example, by organizing training, bringing in experts, conducting comparative studies, providing opportunities for further studies, placing in accordance with expertise competencies (Susilo, 2022).

The process is related to an overview of the implementation of learning at MI Fatimiyah Yogyakarta. The process in question in the context of madrasah education includes a series of activities such as decision-making, program management, institutional management, learning implementation, and assessment. Among all these processes, the implementation of learning should be the main focus because this aspect is considered the most important in building branding compared to other processes (Devi, 2021). This is in accordance with Kusrini's theory in the research of Erna Budiarti et al. who stated that branding can be integrated through the implementation of learning, for example by using certain unique teaching methods, using school uniforms that attract attention, or building school habits and cultural habits (Budiarti et al., 2023).

MI Fatimiyah Yogyakarta for its curriculum has implemented an independent curriculum (*Hasil Observasi*, 2024). The process of learning activities at MI Fatimiyah Yogyakarta is carried out through several stages, namely:

a. Preparation, at this stage the teacher prepares himself first before the learning process begins. The preparations made by the teachers of MI Fatimiyah Yogyakarta include the preparation of lesson plans, preparing teaching materials, and preparing the required learning facilities. In addition, teachers must also learn the needs and characteristics of students in order to create a classroom atmosphere that is conducive to learning (*Hasil Wawancara Guru*, 2024).

b. In the implementation of learning, at this stage teachers are required to actively arouse students' enthusiasm in learning. The

teachers of MI Fatimiyah Yogyakarta use various effective teaching methods to ensure that students easily understand the lessons according to a predetermined plan(*Hasil Wawancara Kepala Madrasah*, 2024; *Hasil Wawancara Guru*, 2024).

c. Conducting an evaluation, this stage aims to measure the extent to which the learning process has been successful or not. The evaluation carried out by MI Fatimiyah Yogyakarta teachers is through testing, assignment assessment, or direct observation to find out whether the learning objectives are achieved. The evaluation provides feedback to the teachers of MI Fatimiyah Yogyakarta on the aspects of learning that need to be improved and allows teachers to adjust teaching methods to be more relevant to the level of understanding of students(*Hasil Wawancara Guru*, 2024).

Then related to the head of the MI Fatimiyah Yogyakarta madrasah also plays a very important role in the learning process. The head of the madrasah is not only responsible for ensuring a conducive learning environment but also provides direction and support to the teachers and teaching staff. By supervising the learning process, the head of the MI Fatimiyah Yogyakarta madrasah ensures that the curriculum and teaching methods used by teachers have been adjusted to educational standards and the needs of students. So the head of the MI Fatimiyah Yogyakarta madrasah not only plays a role in the administrative aspect but also in improving the quality of teaching and student learning outcomes (*Hasil Wawancara Kepala Madrasah*, 2024). The head of the madrasah who is considered the leader of an educational institution is one of the components of education that plays the largest role in the implementation and improvement of the quality of education. As a manager and leader of education, the head of the madrasah must build harmonious cooperation with his employees, assist teachers in understanding the curriculum, establish good relations between schools and the community to improve the school's image, and organize and foster education (Asnawan, 2021).

The output is related to creating graduates who are ready to compete with graduates from various other madrasas after leaving MI Fatimiyah Yogyakarta. Output is a finished material produced through transformation. This is related to students who graduated from madrasas. Educational output is the result of the madrasah performance process in the form of madrasah achievements. Output is divided into two types, namely academic achievement and non-academic achievement. Academic achievement includes outcomes related to students' academic achievement such as test scores and class ranks, while non-academic achievement includes success in other fields such as sports, religion, art, or extracurricular activities (M. Efendi, Asha, & Wanto, 2024). Meanwhile, MI Fatimiyah Yogyakarta is one of the madrasas based on the concept of Islamic boarding schools. MI Fatimiyah Yogyakarta is an ibtidaiyah madrasah that has successfully run the Tahfizul

Qur'an program. The Head of Madrasah said that studying at MI Fatimiyah Yogyakarta not only provides general knowledge but also religious knowledge including the Tahfizul Qur'an program(*Hasil Wawancara Kepala Madrasah*, 2024).

The quality planning stage at MI Fatimiyah Yogyakarta is carried out by compiling an analysis of needs and steps needed to achieve educational goals by paying attention to the aspects of input (human resources and facilities), process (learning and curriculum management), and output (educational outcomes and madrasah reputation). This is in line with the theory of strategic planning, which is the process of setting the main objectives, policies that regulate the procurement and utilization of resources, and strategies that regulate how to obtain and use resources to achieve the desired goals(Maria & Hadiyanto, 2021). This shows that this madrasah carries out planning with a strategic approach to ensure that each element plays a role in achieving educational goals.

The Process of Implementing Education Quality Management at MI Fatimiyah Yogyakarta

Implementation is the ability to invite a group of people to achieve the target they want to achieve. In the context of superior school management, implementation involves the ability of principals, teachers, education staff, and other school staff to be active in management activities aimed at achieving planned outcomes(Sumarto, Harahap, & Kasman, 2019). Based on interviews with the head of the madrasah, it was explained that the implementation of quality management at MI Fatimiyah Yogyakarta in building superior school branding was carried out based on eight National Education Standards.

The implementation of quality management for content standards at MI Fatimiyah Yogyakarta is carried out through the preparation of a curriculum. The standard implementation process occurs through teaching and learning activities prepared based on the Learning Implementation Plan (RPP). Graduate competency standards are realized through madrasah work programs that aim to improve the quality of learning, strengthen teachers' teaching skills, and provide support to students in achieving academic and non-academic goals. Quality management for educators and education staff is carried out by involving them in training, workshops, Madrasah Ibtidaiyah teacher working group activities, and the implementation of the reward and punishment system. The implementation of quality management for facilities and infrastructure standards is carried out by ensuring the physical condition of educational facilities. Management standards are based on the madrasah work plan. Financing standards are prepared based on the Madrasah Budget Activity Plan (RKAM). In the assessment standards, it is carried out by the preparation of assessment instruments, assessment guidelines, analysis of assessment results, and reporting of learning outcomes (*Hasil Wawancara Kepala Madrasah*, 2024).

So it can be seen that overall the implementation of quality management at MI Fatimiyah Yogyakarta is effective and has largely met expectations. Communication between the head of the madrasah and the teacher went well as expected and the head of the madrasah had the ability to move educators in carrying out educational programs as planned. Policies related to learning and management of madrasas are the main focus of the community, so it is important for madrasah heads to implement effective quality management to improve the branding of madrasas that excel in the eyes of the community (Rosadi, 2021).

MI Fatimiyah Yogyakarta implements eight National Education Standards in the management of institutions and learning that reflect the application of the principles of education quality management (MMP). Education quality management is an activity of managing resources so that all parties are actively involved and enthusiastic in carrying out their duties, contributing to continuous improvement, and getting results that are in line with or even exceed expectations (Masyitoh, 2020). So the implementation of MMP Through the fulfillment of eight SNPs at MI Fatimiyah Yogyakarta supports the improvement of the quality of education in a systematic and measurable manner. Evaluation Process of Education Quality Management at MI Fatimiyah Yogyakarta (Agustriani, 2023). The evaluation is carried out by identifying the best quality measure that matches customer expectations. Internal customers of education include teachers and staff, while external customers include parents, students, and the community. The quality measures in question include the educational services provided, the quality of graduates, and the reputation of the educational institution (N. Efendi, 2022). The quality management evaluation process at MI Fatimiyah Yogyakarta is in the form of evaluating teacher performance in carrying out learning, as follows:

The head of the MI Fatimiyah Yogyakarta madrasah in the evaluation process always conducts class observations which are carried out every two weeks for all subject teachers. This is done by the head of the madrasah to see the competence of teachers in teaching so that if there are things that are not suitable, they can be immediately conveyed and corrected so that teachers can master the classroom with various kinds of learning media. If during the observation there are teachers who are incompetent in teaching, the head of the madrasah carries out a coaching program or technical guidance for the teacher. The head of the madrasah hopes that with this evaluation activity, teachers will be more competent and professional, considering that in madrasah ibtidaiyah students are easily bored so that teachers are required to be creative(*Hasil Wawancara Kepala Madrasah*, 2024). This is in line with Ali Hamdi's research which stated that the main things that are the object of evaluation are the learning process, the behavior of educators and students (Hamdi, 2019).

So the head of the madrasah MI Fatimiyah Yogyakarta monitors the implementation of madrasah academic programs through academic

supervision, so that it remains in accordance with the planned agenda and quality standards set by the madrasah. Evaluation is carried out by identifying problems that arise and resolving them with the responsible party. In this evaluation process, the head of the madrasah implements a reward and punishment system. The reward system is a form of appreciation for outstanding educators, namely in the form of allowances. Meanwhile, the punishment system is applied to provide a disciplinary effect and improve performance and achievements in the madrasah academic environment (*Hasil Wawancara Kepala Madrasah*, 2024). Quality management drives the development of detailed standards and procedures for assessing performance, developing staff, and allocating resources. This approach not only reduces uncertainty but also increases transparency in leadership practices (Isnaini, Arifin, Rahmi, & Syafii, 2023).

The evaluation stage at Mi Fatimiyah Yogyakarta focuses on assessing teacher performance, not only to assess learning outcomes but also to provide feedback to improve the learning process, as well as ensure that learning is in accordance with the National Standards and educational goals that have been set. This is in line with the formative assessment theory, which is a continuous process that provides deeper insights into students' progress during learning (Sari, 2023). So the evaluation conducted by the madrasah helps identify strengths and weaknesses in teaching to create an environment that is responsive to student development and applicable educational standards.

Branding of MI Fatimiyah Yogyakarta Superior School

The school's branding should display an easily recognizable identity and differentiate it from other schools. Schools can show the process of educational services through their facilities, teacher performance, learning quality, unique teaching and learning equipment, as well as student achievements, school flagship programs, and the benefits of attending school in the place. Strong branding provides a positive impact and benefits for all users of education services. Schools with positive branding tend to attract more interest to parents and prospective new students(Istikomah, 2023).

Based on the results of interviews at MI Fatimiyah Yogyakarta, the researcher obtained that the head of the madrasah in building a superior school branding in the community is to create a superior madrasah program plus a tahfizul Qur'an Islamic boarding school. In building the branding, the head of the madrasah held deliberations with teachers and the foundation (*Hasil Observasi*, 2024; *Hasil Wawancara Guru*, 2024; *Hasil Wawancara Kepala Madrasah*, 2024). As previous research revealed that madrasah heads play an important role in improving quality management in madrasas through the development of better programs(Yuniarsih, 2020). Through the flagship program, it is hoped that the quality of education can be improved so that public trust in madrasas will increase.

The marketing of MI Fatimiyah Yogyakarta is more carried out in areas outside Yogyakarta, which is around 60% and 40% of the Yogyakarta area. To build a positive branding of the madrasah, MI Fatimiyah Yogyakarta actively introduces and promotes its presence to the community. The social media used by MI Fatimiyah Yogyakarta, namely the madrasah website, Instagram, Facebook, YouTube, and madrasah banners are installed in several strategic locations. Active support from madrasah heads, teachers, education staff, students, and alumni also plays an important role in disseminating information about the madrasah (*Hasil Wawancara Kepala Madrasah*, 2024; *Hasil Wawancara Guru*, 2024). Madrasah needs to be active in carrying out educational marketing strategies. Through marketing, educational institutions can introduce excellence and meet the educational needs of the community with the aim of attracting interest and maintaining the position of educational institutions in the eyes of the public (Nurhadi, Pratiwi, & Soleh, 2021). One of the focuses of quality or quality assurance in schools is branding by utilizing all resources and efforts to continue to build creativity, innovation, and learning activities in schools. Benchmarking needs to be done to face competition in the highly competitive world of education (Darmaji, Mustiningsih, & Arifin, 2019).

It can be concluded that students' decisions in terms of choosing an educational institution are greatly influenced by how strong the branding of the institution is in the eyes of them or the general public. Therefore, it is important to market or promote madrassas to the community. This activity is crucial in forming madrasah branding because it aims to disseminate information, influence, and convince the public about the quality and excellence of the institution so as to attract the interest of the public to join (*Hasil Observasi*, 2024).

Based on the results of the researcher's analysis, it can be said that MI Fatimiyah Yogyakarta has succeeded in building a strong brand through the flagship program of madrasas plus Islamic boarding schools tahfizul Al-Qur'an, which provides a unique identity and differentiator from other educational institutions in Yogyakarta. This is in accordance with previous research that shows that schools with specialized programs such as religious education or certain skills are more effective in building a community and attracting people (Karsono, Purwanto, & Salman, 2021). So it can be understood that building a positive image can be done by educational institutions through the implementation of superior programs and the quality of education that is felt by the community.

CONCLUSION
This study shows that MI Fatimiyah Yogyakarta has succeeded in integrating quality management principles in various aspects of madrasah activities, ranging from resource management, curriculum development, and learning

implementation. Based on the results of the research that has been presented by the researcher, it can be concluded that the quality management process at MI Fatimiyah Yogyakarta in building a quality school branding consists of several stages, namely the quality planning stage related to a clear vision and strategy to achieve goals with a deep understanding of resource needs (inputs, processes, and educational outputs) can support the development of madrasas in a sustainable manner. The implementation stage of quality management is the ability (principals, teachers, education staff, and other school staff) to be active in management activities. Based on eight National Education Standards that can improve the quality of learning, as well as the routine evaluation stage is an assessment activity to obtain information about teachers' performance in implementing learning that can provide opportunities for continuous improvement. MI Fatimiyah Yogyakarta in building a superior school branding in the community, creating a flagship program, namely madrasah plus Islamic boarding school tahfizul Qur'an. The limitation of this study lies in the emphasis of the focus of the study which is only on MI Fatimiyah Yogyakarta so that the results may not be fully relevant to be applied to the context of other madrasas that have geofraphic and cultural differences. Therefore, the next research is suggested to compare the implementation of quality management to build quality school branding in MI Fatimiyah Yogyakarta with similar schools in different geographical locations. The implication of this study is that other educational institutions can adopt quality management as a whole to improve the quality of education and improve their image in the eyes of the public.

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