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Product and Distribution Strategies for Educational Services from the Perspective of Islamic Education Management in the Era of Digital Transformation: A Field Study at MIN 1 West Jakarta

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Abstract

Digitalization in Islamic education is becoming increasingly relevant for developing effective product and distribution strategies to address the challenges of the digital transformation era. This study aims to analyze the implementation of product and distribution strategies for educational services within the framework of Islamic education management at Madrasah Ibtidaiyah Negeri (MIN) 1 West Jakarta. This study employs a qualitative approach using descriptive field research. Data were collected through field observations, interviews with the school principal, teachers, and educational staff, as well as a review of documents, which were subsequently analyzed using the updated Miles, Huberman, and Saldaña interactive model – namely, data condensation, data presentation, and drawing conclusions. The results of the study indicate that MIN 1 West Jakarta strives to develop educational programs that integrate the national curriculum with the reinforcement of Islamic values, and implements the delivery of educational services through a combination of face-to-face learning and the use of digital platforms such as social media and computer-based testing systems. The practical implications of this study underscore the importance of visionary leadership by the madrasah principal in driving management innovation and technology integration without neglecting Islamic values. It can be concluded that MIN 1 West Jakarta, as a public madrasah with the vision “Thinking Civilized, Acting According to the Qur’an,” demonstrates adaptive efforts in designing educational product and service distribution strategies relevant to the demands of the digital age

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Introduction

Digital transformation is a global phenomenon that has had a significant impact on education systems, including Islamic educational institutions. The digital age has opened up new opportunities for accessing, disseminating, and consuming educational information. However, on the other hand, many Islamic educational institutions are facing difficulties in adapting to the rapid pace of technological change. These difficulties include infrastructure limitations, a lack of technological skills among educators, and challenges in integrating Islamic values into digital-based teaching. This transformation is driving Islamic educational institutions not only to improve the quality of education but also to adapt their product and service models to meet the needs of the digital society (ALKHUBRA JABBAR et al., 2025; Haryati et al., 2024).

Empirical observation at MIN 1 West Jakarta illustrates this gap concretely. The madrasah operates a dedicated e-learning portal (elearning.min1jakartabarat.sch.id) for computer-based testing and class administration, a separate academic data system (RDM, rdm.min1jakartabarat.sch.id), and official social media accounts on Instagram and TikTok (@min1jakarta). Digital class modules recorded in the portal at the time of observation already covered subjects such as Tahfidz and Arabic for Grade I; the staff responsible for the system confirmed that “all subjects and classes have been directed to use e-learning” (Masnun, IT and social media administrator, Interview, 19 January 2026) – indicating that expansion is actively underway even though uniform coverage across subjects and grade levels has not yet been reached.

The importance of product and service distribution strategies in education has become crucial as a tool for competitive advantage for Islamic educational institutions amid increasingly fierce competition. In this context, educational institutions cannot rely solely on traditional methods of knowledge delivery but must formulate innovative strategies that integrate educational practices with digital technology. By developing the right marketing strategies, Islamic educational institutions can increase their visibility and attract more students, while simultaneously preserving their Islamic identity and values (ALKHUBRA JABBAR et al., 2025; Suryana & Muhtar, 2022).

Most prior studies on Islamic educational marketing and management strategy have examined product or promotional strategies at the level of Islamic boarding schools (pesantren) or private Islamic institutions with independent marketing budgets, and have rarely addressed how a state-run elementary madrasah (MIN), which operates under standardized government funding and reporting obligations, adapts product and distribution strategies to digital demands while preserving Islamic identity. This study addresses that gap by examining the specific case of a public madrasah, where innovation is necessarily incremental and resource-constrained, offering a contribution distinct from studies conducted in privately funded institutions.

Existing managerial issues involve difficulties in adapting educational product and service models to digital conditions and demands. Constraints in terms of managerial capacity and human resources pose a major challenge, as not all institutions have leaders capable of implementing strategic changes. Furthermore, rigid management structures often make it difficult for educational institutions to adapt quickly to changing trends and technologies in education (Haryati et al., 2024; Zakaria & Yusmaliana, 2023).

At MIN 1 West Jakarta specifically, the principal acknowledged that this adaptation is deliberate but constrained: “The challenges include teachers’ digital competence, limited facilities, internet connectivity, and some parents’ ability to use technology” (Mulyati, principal, Interview, 19 January 2026). These constraints in managerial capacity and human resources are addressed through gradual mentoring, training, and coordination rather than a single comprehensive overhaul.

The conceptual foundations of Islam provide guidance for the management of education by emphasizing values such as amanah, ihsan, and maslahah. These principles serve not only as moral guidelines but also as a framework for formulating educational policies and strategies that align with Islamic teachings. Education oriented toward these values is believed to produce individuals who are not only academically intelligent but also possess good character and a sense of responsibility (Hidayat & Janan, 2023; Mualifah, 2023).

What remains underexplored is how these values are operationalized concretely when a public madrasah adopts digital tools—that is, how amanah and ihsan translate into specific decisions about which services to digitize first, and which to keep conventional to protect equitable access. This operational gap, rather than the values themselves, is the novel focus of the present study.

Madrasah Ibtidaiyah Negeri (MIN) 1 West Jakarta, located on Jalan Prepedan Dalam, Kamal Village, Kalideres Subdistrict, West Jakarta, is a public elementary-level madrasah with Islamic characteristics under the supervision of the Ministry of Religious Affairs, which upholds the vision “Civilized Thinking, Qur’anic Morals.” As a primary educational institution also facing the dynamics of digital transformation, MIN 1 West Jakarta is required to design educational products and service delivery models capable of meeting the needs of students and parents amid the development of information technology, while maintaining Islamic values as its identity. These conditions make MIN 1 West Jakarta a relevant case study for direct analysis to understand how educational product and service distribution strategies are applied in the daily practice of Islamic educational management.

MIN 1 West Jakarta represents a distinctive case among public Islamic elementary schools for two reasons. First, unlike many state madrasah that rely solely on centralized government systems, MIN 1 West Jakarta operates its own dedicated e-learning portal for computer-based testing and class management alongside a separate academic data system (RDM). Second, it maintains an unusually active institutional presence on social media—its official Instagram and TikTok accounts (@min1jakarta) each document hundreds of posts and thousands of followers—used deliberately to publish activities, Islamic character-building programs, and academic information. This combination of a self-managed digital learning system and sustained social media engagement, within the constraints of a public madrasah budget, makes it a relevant and information-rich case for examining product and distribution strategy in Islamic education management under digital transformation.

Taking into account the various aspects described above, this study formulates two main research questions. First, what are the strategies for developing educational services at MIN 1 West Jakarta from the perspective of Islamic educational management? Second, what form does the distribution of educational services take at MIN 1 West Jakarta in the era of digital transformation? The objective of this study is to analyze how MIN 1 West Jakarta translates Islamic managerial values into concrete product and distribution

decisions under conditions of limited digital infrastructure, and to identify the factors that shape this process (Haryati et al., 2024; Supriani, 2022).

To sharpen the analytical focus, these questions can be further specified as follows: how does MIN 1 West Jakarta translate Islamic managerial values (*amanah*, *ihsan*, *maslahah*) into concrete decisions when developing educational service products under conditions of limited digital infrastructure, and how does the madrasah balance digital and conventional channels in distributing educational services so as to expand efficiency without compromising equitable access for parents with limited technological literacy?

Methods

This study employs a qualitative approach using descriptive field research. This approach was chosen because the researcher intended to obtain an in-depth, contextual, and natural-setting understanding of the implementation of product and service distribution strategies in the education sector as practiced directly in the field (Apriyani et al., 2025; Pahrudin et al., 2025).

A qualitative descriptive design allows the researcher to capture these processes as they naturally occur, through direct engagement with informants and the field setting, which a quantitative or purely document-based design could not adequately reveal.

This study was conducted at the State Elementary Madrasah (MIN) 1 West Jakarta, located at Jalan Prepedan Dalam, Kamal Village, Kalideres Subdistrict, West Jakarta Administrative City, DKI Jakarta Province. MIN 1 West Jakarta was selected as the research site because it is a state-run Islamic elementary school under the supervision of the Ministry of Religious Affairs that actively utilizes digital technology in its educational services, making it relevant for examining the phenomenon of educational product and service distribution strategies from the perspective of Islamic educational management.

The research subjects (informants) in this study consisted of the madrasah principal, the vice principal for curriculum and public relations, classroom teachers and subject teachers, educational support staff, and representatives of parents from MIN 1 West Jakarta. Informants were selected using purposive sampling, which involves choosing individuals considered to have the deepest understanding of and to be directly involved in the management of educational products and the delivery of educational services at the madrasah. Primary data sources were obtained from interviews and direct field observations, while secondary data sources were obtained from madrasah documents, such as the madrasah profile, curriculum, and official publications on the madrasah's website and social media.

The informants in this study consisted of seven individuals across five categories, selected purposively based on their direct involvement in developing or delivering the madrasah's educational products and distribution channels: the madrasah principal (Mulyati), the vice principal for curriculum (Ali Aziz), the vice principal for public relations (Zaqi Muttaqin), two teachers—a subject teacher for Islamic Cultural History/SKI (Siti Machmudah Zainuri) and a classroom teacher (Rizky Marlina)—one administrative staff member responsible for the e-learning system and social media (Masnun), and one parent representative (Mama Nilla Neeja). Interviews were conducted on 19 January 2026 at MIN 1 West Jakarta. Data collection was considered sufficient once responses across informants

converged on recurring themes, with no substantially new themes emerging in the final interviews.

Data was collected through three main techniques. First, participatory observation, which was used to directly observe learning practices, the use of facilities and digital applications, and educational service activities at MIN 1 West Jakarta. Second, semi-structured interviews, which were conducted with the madrasah principal, teachers, and educational staff to explore their understanding, policies, and experiences regarding strategies for the production and distribution of educational services. Third, a documentary study, which involved reviewing the madrasah's official documents, its official website and social media accounts, as well as the digital applications or systems used in learning and administrative activities.

Semi-structured interviews were guided by an interview protocol developed from an instrument grid (*kisi-kisi*) that mapped the study's three foci—product strategy, distribution strategy, and their synergy—into specific indicators and questions for each informant category. Observation was guided by indicators covering the use of digital facilities (e-learning portal, RDM, social media), classroom practices integrating Islamic values, and interaction patterns between the madrasah and parents.

The collected data were analyzed using the interactive model originally proposed by Miles and Huberman (1994) and subsequently updated by Miles, Huberman, and Saldaña (2014), which consists of three stages: data condensation, data presentation, and drawing conclusions/verification. Data condensation was conducted by selecting, simplifying, and focusing on data from interviews, observations, and documentation relevant to product strategies and the distribution of educational services, rather than merely discarding information, so that the essential substance of the data was retained and sharpened. The condensed data were then presented narratively to facilitate understanding of the emerging patterns and themes, before conclusions were drawn to address the research questions. Data validity is examined through source and technique triangulation, namely by comparing interview results across informants and confirming them with observations and documentation obtained in the field (Sugiyono & Khojir, 2021).

Coding was conducted manually in three stages. First, open coding was applied to interview transcripts and field notes to label recurring concepts related to product development and service distribution. Second, related codes were grouped into categories corresponding to the study's two focal areas through axial coding that examined relationships between codes, such as the recurring link between the value of *amanah* and decisions to maintain conventional channels alongside digital ones. Third, categories were synthesized into overarching themes (e.g., “gradual digital adoption,” “equity-preserving distribution”) that directly addressed the research questions. To further enhance trustworthiness, each transcript was read back to its respective informant on the day of the interview (19 January 2026) for member checking, in which informants confirmed that the recorded responses accurately reflected what they intended to convey.

Result and Discussion

Islamic Education Product Strategies at MIN 1 West Jakarta

The results of observations and interviews at MIN 1 West Jakarta show that this madrasah strives to develop educational programs that integrate the national curriculum with the

reinforcement of Islamic values—such as the practice of worship, Quran memorization, and moral education—as distinctive features that set it apart from public elementary schools. The principal stated that the development of educational programs cannot be separated from the vision of “Thinking Civilized, Acting According to the Qur’an,” which serves as the madrasah’s policy direction, in line with the “ ” perspective that the application of Islamic values in strategic management can strengthen the institution’s identity and enhance its adaptability to the challenges of modernization (ALKHUBRA JABBAR et al., 2025).

The principal explained how Islamic managerial values directly shape product-related decisions: “We emphasize amanah [trustworthiness], ihsan [excellence], and maslahah [public benefit]; every policy is designed to benefit students, teachers, parents, and the institution, and is carried out responsibly” (Mulyati, principal, Interview, 19 January 2026).

In practice, MIN 1 West Jakarta has also begun utilizing digital technology to support its educational offerings, including through a computer-based testing (CBT) system accessed via the madrasah’s e-learning portal. The use of this system demonstrates the madrasah’s efforts to provide more efficient and transparent assessment services, while also familiarizing students with a digital learning environment from an early age. This finding aligns with the view that the development of a digital-based curriculum enables educational institutions to offer teaching materials and assessment systems that are more interactive and relevant to the context of modern students (Holilah & Hajjaj, 2024).

From the teachers’ perspective, the SKI subject teacher noted concrete benefits alongside a remaining constraint: “The benefit is that it eases learning and assignment management, while the main obstacles are network connectivity and users’ technical skills” (Siti Machmudah Zainuri, SKI teacher, Interview, 19 January 2026). Parents corroborated this from the receiving end: “I think CBT is fairly good because it gets children used to using technology and makes the evaluation process more practical; children also learn to be more independent and responsible” (Mama Nilla Neeja, Interview, 19 January 2026). Together, these accounts indicate that CBT’s effectiveness lies less in measurable score gains and more in practical efficiency and growing digital independence among students, alongside persistent infrastructure-related limitations.

The application of the principles of syumuliyyah (comprehensiveness) and istikhlaf (leadership) is also evident in the leadership style of madrasah principals, who serve not only as administrative managers but also as champions of spiritual values within the madrasah community. The teachers interviewed stated that the madrasah principal routinely provides guidance and sets an example in fostering good character, while also encouraging teachers to utilize simple digital media, such as online chat groups and digital teaching materials, to support the learning process. This reinforces the view that the principle of istikhlaf requires leaders of educational institutions to lead with a clear vision and to provide guidance to both educators and students (Fandir, 2024).

Based on the interview results, the main challenges faced by MIN 1 West Jakarta in developing digital-based educational products are limited technological resources and varying levels of digital literacy among teachers and students’ parents. Nevertheless, the madrasah continues to strive to provide relevant educational services by combining the strengthening of Islamic character with the gradual adoption of technology. It was also found that values such as trustworthiness, fairness, and ihsan—which are applied in

educational management – influence the institution's success in implementing its product strategy in the digital age (ALKHUBRA JABBAR et al., 2025).

Based on these findings, it can be understood that the Islamic education strategy at MIN 1 West Jakarta is aimed not only at meeting academic standards but also at strengthening Islamic identity and values through the gradual and contextual use of technology and , thereby fostering a generation that is both intelligent and of noble character (Safitri, 2024).

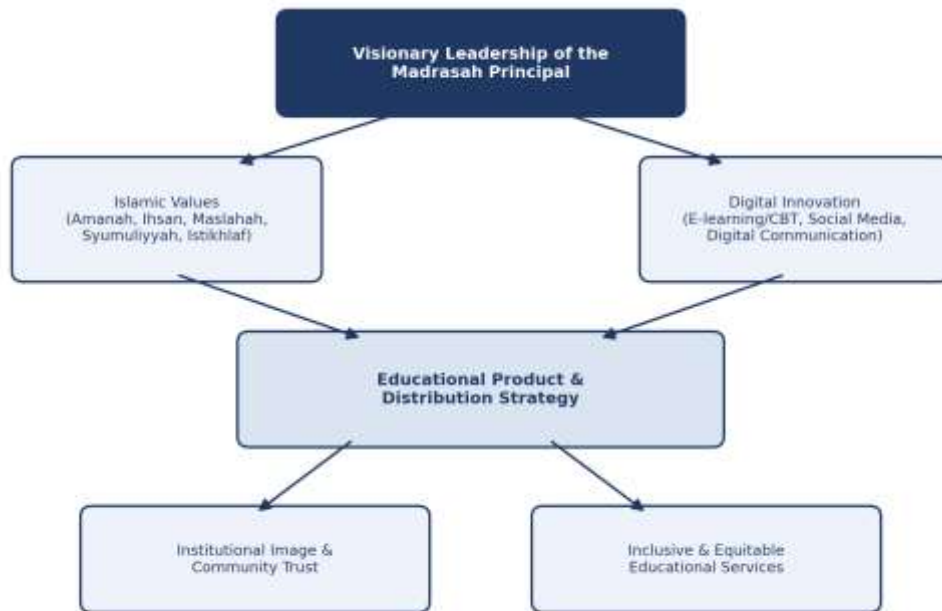


Figure 1. Conceptual model of the relationship between visionary leadership, Islamic values, and digital innovation in shaping product and distribution strategy at MIN 1 West Jakarta.

Distribution of Educational Services at MIN 1 West Jakarta

Blended delivery model. The delivery of educational services at MIN 1 West Jakarta was observed to be carried out through a combination of in-person learning as the primary model and the use of digital channels as a supplement. In-person learning remains the core delivery model, given that students at the madrasah ibtidaiyah level require direct guidance, while digital channels are used to support communication, information sharing, and some aspects of the evaluation process. This finding reinforces the view that Islamic educational institutions in the digital age are required to optimize both in-person and online delivery simultaneously in order to reach a wider audience and provide flexibility to students (Nurul 'Aini, 2020).

Digital channels: e-learning, RDM, and social media. The madrasah's official social media accounts are used to publicize activities, promote flagship programs, and strengthen the institution's image, while also serving as a communication channel with parents and the broader community. In addition, the madrasah's e-learning portal is utilized for computer-based exams and the dissemination of academic information. The use of these two channels indicates that MIN 1 West Jakarta has begun implementing a simple digital distribution model that approximates a digital management system, supporting more efficient and transparent educational management, both in terms of administration and the teaching and learning process (Sodikin et al., 2024).

Observational documentation supports this pattern: the madrasah's official Instagram account (@min1jakarta) had published 601 posts and reached 1,431 followers, while its TikTok account (@min1jakarta) had reached 1,157 followers, covering activities such as flag ceremonies, Qur'an memorization graduations ("Munaqosyah Juz 30"), and Friday charity events ("Jumat Berkah"). Parents' accounts confirm that these channels function as a genuinely used, layered information system rather than a formality: "I most often use the WhatsApp group and information from the homeroom teacher. I also see the madrasah's activity updates through its official Instagram and TikTok" (Mama Billa Neeja, Interview, 19 January 2026). The vice principal for public relations added that content effectiveness is monitored through "reach, engagement, viewer counts, and public response" (Zaqi Muttaqin, Interview, 19 January 2026), indicating a deliberate, monitored approach rather than incidental posting.

The digital divide among parents. Interviews with parents revealed that online communication groups between teachers and parents are perceived as beneficial for monitoring children's learning progress and quickly obtaining information about madrasah activities. However, some informants also noted that not all students' families have access to adequate devices or internet connections, meaning that digital information distribution has not yet reached all parents equally. This situation aligns with findings that the digital divide is one of the main challenges in the delivery of educational services, as not everyone has equal access to technology and the internet (Ahariani et al., 2025).

Conventional channels as an equity safeguard. The role of madrasah principals in expanding the reach of inclusive educational services is also evident in the policy to continue providing conventional information channels – such as printed circulars and in-person meetings with parents – as a complement to the digital channel. This step reflects the madrasah's efforts to uphold the principles of educational equity and universal accessibility, as emphasized by the notion that every individual, regardless of economic background or access to technology, must have equal opportunities to obtain quality educational information and services (Jannah et al., 2024).

Overall, the delivery of educational services at MIN 1 West Jakarta reflects a pattern of gradual adaptation—that is, maintaining the strength of in-person interactions while gradually integrating digital channels to expand the reach and efficiency of services, without neglecting community groups that still have limited access to technology (Resufle & Rofiki, 2022).

Synergy Between Product Strategy and Service Distribution at MIN 1 West Jakarta

The synergy between product strategy and the distribution of educational services at MIN 1 West Jakarta is evident in the madrasah's efforts to integrate the development of an Islamically-oriented curriculum with the use of digital channels as a means of delivering it. The school principal and teachers interviewed agreed that technology is used as a tool—not a substitute—for the values-based educational process that forms the core of the school's services. This view aligns with findings that the use of technology in Islamic educational institutions must ensure that it does not undermine the essence of Islamic teaching but rather enriches and strengthens it (Rifa'i et al., 2025).

From a managerial perspective, this synergy is supported by regular communication among school principals, teachers, and educational staff during internal meetings to evaluate program implementation and the use of digital applications. This approach reflects efforts toward a sustainable model of Islamic education management, which

emphasizes the synergy between technology and Islamic values as the foundation for designing learning services that are administratively efficient while also meaningful in shaping students' character (Zuhriyeh et al., 2025).

The vice principal for public relations described how product and distribution decisions are kept aligned "Coordination is carried out through joint communication and meetings. Information about learning programs is verified beforehand so that the content published by the public-relations team aligns with the madrasah's programs and policies" (Zaqi Muttaqin, vice principal for public relations, Interview, 19 January 2026).

The innovations implemented by MIN 1 West Jakarta, although still gradual, are perceived to have a positive impact on the school's image in the eyes of the surrounding community, as reflected, for example, in the positive response from parents to the transparency of information shared via social media and the madrasah's app. This situation reinforces the view that innovations in the delivery of educational services and the application of digital technology can help strengthen the image of Islamic educational institutions amid increasingly fierce competition in the world of education (Putri & Sadad, 2025).

Challenges identified from the field research include limited technological resources, varying levels of digital literacy among educators, and a digital access gap among parents. To address this, the madrasah is implementing a phased strategy: maintaining conventional communication channels while gradually introducing the use of technology in a limited and measured manner, so that the digital transition can proceed without compromising the principle of equitable access for all students and parents.

These challenges affect product strategy implementation in concrete ways: uneven digital competence among teachers and limited network infrastructure mean digital features are rolled out gradually rather than as a single comprehensive overhaul. As the principal noted, the response has been incremental capacity-building rather than a one-time fix: "The response involves mentoring, training, coordination, and gradual facility improvement" (Mulyati, Interview, 19 January 2026). This gradual approach increases teachers' short-term workload, as they must maintain both digital and non-digital versions of learning materials during the transition period.

Overall, the synergy between product strategy and the distribution of educational services at MIN 1 West Jakarta illustrates a model of Islamic education management that seeks to utilize digital technology in a balanced manner while upholding spiritual values, thereby creating educational services that are more relevant, inclusive, and sustainable in the era of digital transformation (Holilah & Hajjaj, 2024; Husni et al., 2025; Syafaruddin, 2024).

Conclusion

This study set out to answer two research questions concerning how MIN 1 West Jakarta translates Islamic managerial values into product and distribution strategies for educational services amid the demands of digital transformation. In answer to the first research question, the findings show that MIN 1 West Jakarta translates Islamic managerial values—amanah, ihsan, and maslahah—into concrete product decisions by integrating the national curriculum with the reinforcement of Islamic character and by introducing digital tools such as computer-based testing in a gradual, resource-sensitive manner rather than through a single comprehensive overhaul, so that technology adoption remains aligned with the madrasah's available facilities and staff readiness.

In answer to the second research question, educational services at MIN 1 West Jakarta are delivered through a combination of in-person learning as the primary model and the use of digital channels—such as social media and online communication groups—as a supplement to reach parents and the broader community. The principle of equitable access is upheld by maintaining conventional information channels for families of students who still have limited access to technology.

The integration of Islamic spiritual values into every aspect of educational product management and service delivery at MIN 1 West Jakarta—as reflected in the visionary leadership of the school’s principal—has proven to contribute to the development of a positive image of the school in the eyes of the community, in line with the vision “Thinking Civilized, Living by the Qur’an” that the school champions.

Thus, it can be concluded that MIN 1 West Jakarta demonstrates adaptive efforts in facing the era of digital transformation through innovative strategies for educational products and services while remaining grounded in Islamic values, even though it still faces challenges such as limited technological resources and a digital literacy gap among some educators and parents.

Declarations

For MIN 1 West Jakarta, it is recommended to continue gradually improving digital technology facilities and infrastructure, accompanied by digital literacy training for teachers and educational staff, so that the use of technology in strategies for the production and distribution of educational services can be optimized.

For policymakers, particularly the Ministry of Religious Affairs and local governments, it is recommended that they provide support in the form of digital infrastructure and mentoring programs for public madrasahs to help them develop an inclusive, digital-based model for the distribution of educational services.

For future researchers, it is recommended to expand the scope of the study by including more madrasahs as subjects for comparison, as well as to use quantitative or mixed-methods approaches to more accurately measure the impact of educational product and service distribution strategies on parent satisfaction and loyalty.

Data availability statements provide a statement about where data supporting the results reported in a published article can be found - including, where applicable, hyperlinks to publicly archived datasets analyzed or generated during the study.

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