

## Strengthening School Branding through Mentoring-Based Development of a Profile Video and Website at MIM Semanu

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### ABSTRACT

The rapid development of digital technology requires educational institutions to strengthen their institutional image and competitiveness through effective digital media. Madrasah Ibtidaiyah Muhammadiyah (MIM) Semanu, Gunungkidul, had not yet possessed representative digital media to support school branding and information dissemination. This Community Service Program aimed to strengthen school branding through mentoring-based development of a school profile video and an official school website. The program was implemented through preparation, training, mentoring, media production, and evaluation stages. The mentoring process emphasized capacity building for teachers and school administrators to independently manage digital branding media. The program resulted in the successful production of a school profile video and the establishment of an official school website as sustainable branding tools. Quantitative evaluation showed an increase in participants' mean scores from 4.43 in the pre-test to 4.90 in the post-test, indicating improved understanding and skills in digital media management. These findings demonstrate that mentoring-based community service effectively enhances both digital outputs and human resource capacity for sustainable school branding, particularly in Islamic primary education contexts.

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## INTRODUCTION

The development of information and communication technology has brought significant changes to the governance of educational institutions, not only in learning processes but also in institutional communication strategies and public image building (Badan Pusat Statistik, 2022). In the digital era, schools are required to establish a professional institutional image to remain competitive, adaptive, and relevant to societal needs (Faizah et al., 2024). School branding has become one of the key strategies for enhancing public trust, expanding the reach of information, and attracting prospective students (Kotler & Keller, 2016). Data from the Indonesian Central Bureau of Statistics indicate that approximately 78% of the population accesses information through digital media and social media platforms (Badan Pusat Statistik, 2022). This condition suggests that digital media have become the primary channel for information seeking, including information related to education. Schools that fail to optimally utilize digital media are at risk of falling behind in competition with other educational institutions, particularly amid the growing number of schools adopting digitally based promotional strategies (Wahyunto et al., 2024).

School branding is a systematic effort to build institutional identity, reputation, and uniqueness through consistent and strategically valuable communication (Lieyani et al., 2025). Previous studies indicate that schools with strong visual identities and institutional narratives delivered through websites and audiovisual media tend to gain higher public trust and experience greater enrollment interest compared to schools that still rely on conventional promotional methods (Fahmi Iqbal Firmananda et al., 2025; Suprihartini et al., 2025). A school website functions as an official information hub that presents institutional profiles, vision and mission statements, flagship programs, and school activities in a structured and transparent manner (Herman & Anthony, 2024). Meanwhile, school profile videos have proven effective in conveying school values, culture, and strengths visually and persuasively, as audiovisual content is more easily understood and remembered by the public (Mubarak et al., 2024; Puspitasari et al., 2025).

In the context of Islamic-based primary education, the use of digital media also plays a strategic role in communicating Islamic values integrated with modern educational practices (Sujiono et al., 2024). National survey results show that approximately 78% of Muslim parents consider the integration of educational technology and Islamic moral development as a primary factor when choosing schools for their children (Alindra et al., 2025). Therefore, branding of Islamic schools should not merely focus on promotion, but also on strengthening institutional identity, values, and character (Rusdi et al., 2023).

Madrasah Ibtidaiyah Muhammadiyah (MIM) Semanu, Gunungkidul, is an Islamic-based primary educational institution with considerable potential for development. Based on internal school data, student enrollment at MIM Semanu has shown a steady increase following the school's relocation, rising from 6 students in the first year to 16 students in the second year, 43 students in the third year, and exceeding 120 students in the most recent academic year. This growth reflects increasing public trust in the existence and quality of MIM Semanu. Nevertheless, this potential has not been fully supported by a well-planned and sustainable digital-based school branding strategy.

The results of initial observations and discussions with school stakeholders indicate that MIM Semanu does not yet have a professionally managed school profile video or website. School information is still conveyed through conventional means, such as oral communication and simple printed media, resulting in limited promotional reach confined mainly to the surrounding community. In addition, there is no dedicated team or human resources with specific competencies in digital media management for

school branding purposes. Consequently, the school's identity, strengths, and Islamic values have not been optimally communicated to the wider public. This condition aligns with national findings indicating that the digital competencies of educators in rural areas remain relatively low due to limited training opportunities and a lack of continuous mentoring (Guillén-Gámez & Mayorga-Fernández, 2022; Hurtado-Mazeyra et al., 2022; Krumsvik, 2014). In fact, the digital competencies of teachers and school administrators are a key determinant of successful implementation of digital-based school branding (Håkansson Lindqvist, 2019). Without appropriate intervention, schools are at risk of losing competitiveness amid the increasing adoption of digital marketing strategies by other educational institutions, particularly over the next five years.

Various community service studies demonstrate that mentoring approaches oriented toward hands-on practice are more effective in enhancing school capacity than one-way training models (Hart et al., 2024). Mentoring enables partner institutions not only to produce digital outputs but also to acquire skills that can be applied independently and sustainably. Therefore, community service programs need to be designed to address the gap between schools' digital branding needs and the existing capacities of their human resources.

Based on the identified gaps in digital branding capacity at MIM Semanu, this Community Service Program aims to (1) develop a school profile video and an official school website as digital branding media, and (2) strengthen the competencies of teachers and school administrators in managing sustainable digital school branding. Through a mentoring-based approach, this program is expected to not only produce digital outputs but also enhance partners' capacity to independently maintain and utilize digital media for long-term school branding purposes.

## METHOD

This Community Service Program employed a mentoring approach implemented through several stages, including needs analysis, training, mentoring, media production, evaluation, and dissemination of results. The program was conducted at Madrasah Ibtidaiyah Muhammadiyah (MIM) Semanu, Gunungkidul Regency, Special Region of Yogyakarta, from October to November 2025. The activities were carried out through four offline (face-to-face) meetings, each lasting approximately 4 hours, involving the school principal, teachers, and school administrators as program partners. The detailed stages of the Community Service Program are presented in Table 1.

**TABLE 1.** Implementation of the Community Service Program

No.	Activities/Materials	Time and Implementation
1	<b>Meeting 1:</b> Program socialization, needs identification and mapping, pre-test, and basic digital literacy training	4 hours per meeting, face to face; 16 October 2025
2	<b>Meeting 2:</b> Mentoring on the development of the school profile video (pre-production, production, and post-production stages)	4 hours per meeting, face to face; 23 Oktober 2025
3	<b>Meeting 3:</b> Workshop on social media management and Islamic branding strategies	4 hours per meeting, face to face; 13 November 2025
4	<b>Meeting 4:</b> Launching of the school website, publication of the school profile video, program evaluation, and post-test	4 hours per meeting, face to face; 19 December 2025

The tools and materials used included video recording equipment, desktop computers or laptops, video editing software, internet access, and a content management system (CMS) platform for the development of the school website. Quantitative data were collected using pre-test and post-test

instruments administered to mentoring participants to measure improvements in partners' understanding and skills in managing digital-based school branding. Meanwhile, qualitative data were obtained through observations and reflective discussions conducted throughout the program activities. Data analysis was performed using descriptive quantitative methods by comparing pre-test and post-test results to identify improvements in partners' achievements, as well as descriptive qualitative analysis to describe the process and partners' responses to the mentoring activities.

The pre-test and post-test instruments consisted of 15 Likert-scale items (1 = strongly disagree to 5 = strongly agree) designed to measure participants' understanding and skills related to digital media management, school branding concepts, website management, and Adiwiyata School branding. The collected data were analyzed descriptively to identify changes in participants' competencies before and after the mentoring program.

## RESULTS AND DISCUSSION

The implementation of the Community Service Program (PkM) in the form of mentoring for the development of a school profile video and school website at Madrasah Ibtidaiyah Muhammadiyah (MIM) Semanu resulted in two main outcomes: (1) the establishment of school digital media in the form of a school profile video and a school website as tangible outputs, and (2) increased understanding, readiness, and commitment of the partners to sustainably manage digital-based school branding. These outcomes indicate that the Community Service Program was oriented not only toward product generation but also toward strengthening the capacity (capacity building) of the school's human resources.

The program was implemented through four main meetings covering stages of program socialization and needs identification, basic digital literacy training, mentoring in the production of the school profile video, workshops on website management and school branding strategies, and the launch of the website and publication of the school profile video, accompanied by evaluation through pre-tests and post-tests. In addition, the mentoring activities were reinforced through three core seminars: (1) Strengthening the Branding of MIM Semanu through Digital Media, (2) School Website Socialization, and (3) Adiwiyata School Branding. This series of activities was designed sequentially to enable partners to acquire both conceptual understanding and practical skills.

The first seminar, Strengthening the Branding of MIM Semanu through Digital Media, served as an initial stage to raise partners' awareness of the urgency of school branding in the digital era. School branding was conceptualized as a strategic effort to build a positive image, institutional identity, and public trust in educational institutions (Kotler & Keller, 2016). In the context of primary education, branding is not merely commercially oriented but functions as a medium for communicating school values, culture, achievements, and strengths to the community (Hemsley-Brown & Oplatka, 2016). During this seminar, partners were encouraged to reflect on the condition of MIM Semanu, which experienced an increase in student enrollment following the school's relocation. This condition represents a significant asset; however, it requires a more systematic digital branding strategy to ensure sustainable growth in student numbers.

Digital media, particularly school profile videos and school websites, were positioned as primary tools for delivering credible, engaging, and easily accessible information to the wider public. This approach aligns with the view that profile videos are effective audiovisual communication media capable of building emotional engagement and enhancing the attractiveness of educational institutions (Mayer, 2020). The targeted outputs at this stage included a 3–5-minute school profile video and a school

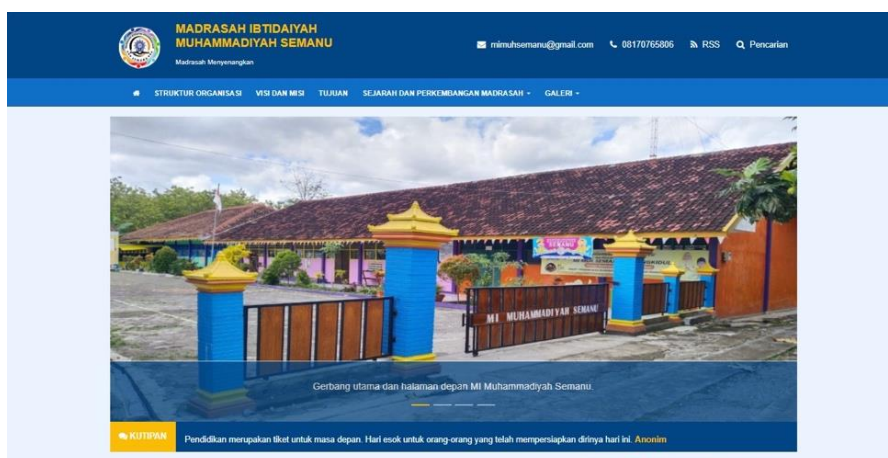
website featuring core menus that support information dissemination, promotion, and documentation functions. The resulting school profile video, which presents the school's identity, vision, and mission, learning activities, and facilities, is shown in Figure 1.



**FIGURE 1.** Screenshot of the MIM Semanu School Profile Video

The second seminar, Socialization of the MIM Semanu Website, focused on strengthening digital literacy and operational understanding of school website management. The website was positioned as the school's "digital face" and as an official channel for delivering information that is open, timely, and accurate. A school website plays a strategic role as an information hub, a communication medium with parents and the wider community, a platform for documenting school activities, and a showcase for school achievements (Sari et al., 2025). The seminar materials covered the functions of a school website, the general structure of a website (home, profile, vision and mission, news, gallery, and contact), as well as principles of sustainable content management. A website progress demonstration session helped partners understand the development direction, content requirements, and the importance of regularly updating information. This is crucial, as poorly managed websites can negatively affect an institution's public image (Adawiyah et al., 2023).

Strengthening school websites is also aligned with national policy. Regulation of the Ministry of Education and Culture of the Republic of Indonesia No. 23 of 2015 on the Development of Character Education emphasizes the importance of an educational ecosystem that involves effective communication among schools, parents, and the community (Permendikbud No. 23 Tahun 2015, 2015). School websites can serve as a strategic medium to support such communication in a transparent and accountable manner. Selected screenshots of the MIM Semanu website are presented in Figure 2.



**FIGURE 2.** MIM Semanu Webstie

The third seminar, Adiwiyata School Branding, emphasized that Adiwiyata is not merely an environmental cleanliness program, but rather an integrated system of school culture and character embedded in policies, curriculum, infrastructure, and participatory activities of the school community. The Adiwiyata Program is grounded in a strong regulatory framework, namely the Regulation of the Minister of Environment No. 05 of 2013 on Guidelines for the Implementation of the Adiwiyata Program, which was subsequently updated through the Regulation of the Minister of Environment and Forestry No. P.52/MENLHK/SETJEN/KUM.1/9/2019 (Peraturan Menteri Lingkungan Hidup Nomor 05 Tahun 2013 Tentang Pedoman Pelaksanaan Program Adiwiyata, 2013). In this seminar, Adiwiyata was positioned as a school identity and value proposition that could be elevated into a branding narrative. The publication of environmental activities through the school website and social media, photo and video documentation, as well as the involvement of parents and the community, were identified as concrete strategies to strengthen the image of an environmentally conscious school. This approach is consistent with findings that value-based branding tends to be more trusted and sustainable (Aaker, 2014).

The results of the program indicate that the partners have acquired more representative digital media to strengthen school identity, namely a school profile video as an audiovisual communication medium and a school website as an official information channel. Before the program, promotion and information dissemination were predominantly conducted through conventional means, resulting in a relatively limited communication reach. Through practice-based mentoring, partners not only produced final digital outputs but also gained an understanding of production workflows and content management, which constitutes a crucial foundation for the sustainability of the program after the completion of the Community Service Program.

Evaluation was conducted using an instrument consisting of 15 Likert-scale statements (1–5) administered through pre-tests and post-tests. Overall, all items demonstrated increased post-test scores with no observed decline, indicating that the intervention was effective in enhancing partners' understanding and attitudes toward the utilization of school digital media. The analysis of pre-test and post-test results is presented in Tables 2 and 3.

**TABLE 2.** Pre-Test Analysis

No.	General Information	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	P/25-35	5	4	5	4	4	5	5	4	5	2	3	5	4	3	4
2	P	5	5	5	5	4	5	5	5	5	3	4	3	5	5	5
3	P	4	4	4	0	3	4	4	4	4	3	5	5	5	4	5
4	P	5	5	5	5	4	5	5	5	5	4	5	5	5	4	5
5	P/25-35	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4
6	L/25-35	5	5	5	5	4	5	5	5	5	5	4	4	4	5	4
7	L/25-35	5	5	5	5	5	5	5	5	5	3	4	5	5	5	5
8	P/25-35	5	5	5	5	5	4	5	4	5	2	2	5	4	4	2
9	P	5	5	5	5	3	5	5	5	5	3	5	5	4	4	4
10	P/>45	5	4	5	5	3	3	3	4	3	3	2	3	2	2	2
11	P/25-35	4	5	5	5	5	5	5	5	5	5	4	4	4	4	4
12	P/36-45	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4
13	L/25-35	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4

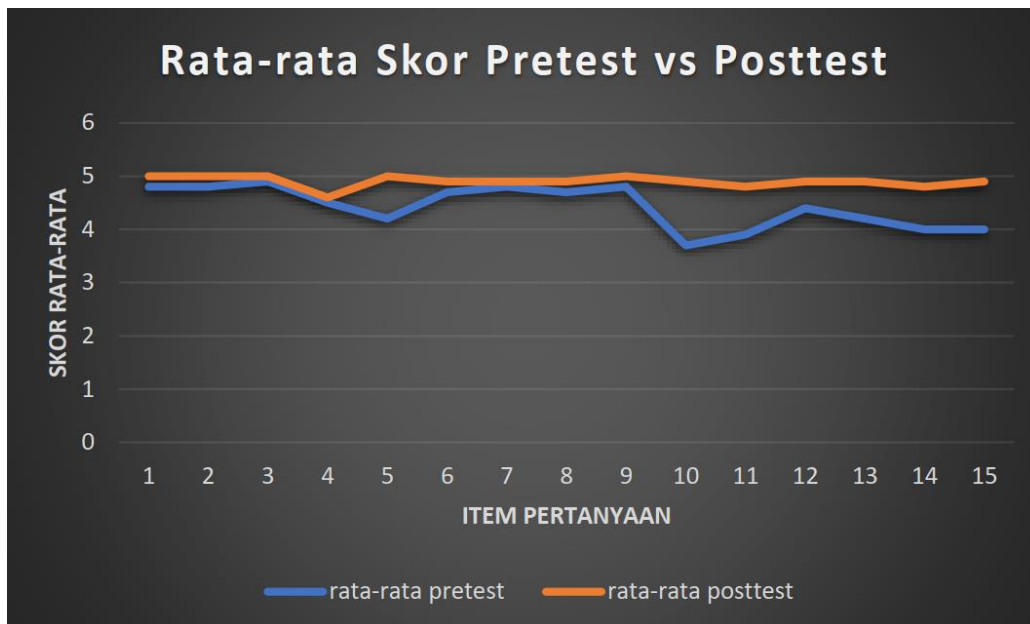
At the initial stage of the program, the average pre-test scores ranged from 3.7 to 4.9. Two aspects indicating gaps in understanding were basic knowledge of school website management (Item 10, approximately 3.7) and understanding of the Adiwiyata School concept (Item 11, approximately 3.9). Following the implementation of the program, post-test scores increased to a range of 4.6–5.0, with the overall mean rising from approximately 4.43 to 4.90 (an increase of approximately 0.47). The most significant improvements were observed in Item 10 (3.7 → 4.9) and Item 11 (3.9 → 4.8), which are

directly related to the seminar content and mentoring activities.

**TABLE 3.** Post-Test Analysis

No.	General Information	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	P/25-35	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
2	P	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
3	P	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4
4	P	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	P/25-35	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	L/25-35	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
7	L/25-35	5	5	5	5	5	4	4	4	5	5	5	5	5	5	5
8	P/25-35	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
9	P	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
10	P/>45	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
11	P/25-35	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
12	P/36-45	5	5	5	0	5	5	5	5	5	4	4	5	5	4	5
13	L/25-35	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

The relatively consistent increase in post-test scores across all indicators suggests that the integration of seminar-based instruction and practice-oriented mentoring was effective. The seminars provided participants with conceptual understanding, while the mentoring process enabled hands-on application of digital branding practices. This finding supports previous community service studies indicating that mentoring-based approaches are more effective than one-way training in strengthening institutional capacity. Importantly, the significant improvement in website management and Adiwiyata understanding confirms that school branding is not limited to media production but also involves strengthening value-based school identity and culture.



**FIGURE 3.** Comparison of Mean Pre-Test and Post-Test Scores

## CONCLUSION

This Community Service Program demonstrated that mentoring-based digital media development is effective in strengthening school branding at MIM Semanu. The program successfully produced a school profile video and an official school website while simultaneously enhancing teachers' and administrators' competencies in managing digital branding media. These outcomes confirm that capacity building is a key factor in ensuring the sustainability of digital-based school branding initiatives.

As a follow-up, program sustainability can be strengthened through regular content updates (news, activity documentation, and galleries), clear role allocation for website and social media management, and consistent publication of Adiwiyata narratives as part of the school's identity. Through this approach, the developed digital media will function not merely as program outputs but as a sustainable school branding and communication system.

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