



Marketing Intelligence in Islamic Education: A Model for Enhancing Competitiveness through the Use of Digital Data

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Abstract

This study examines the role of marketing intelligence in enhancing the competitiveness of Islamic educational institutions through the strategic utilization of digital data. Rapid digital transformation has intensified competition among educational institutions, creating a need for data-driven decision-making capabilities that extend beyond conventional marketing approaches. Using a quantitative explanatory design, data were collected from leaders, marketing managers, public relations officers, and digital communication personnel from Islamic schools, pesantren, and Islamic higher education institutions. The proposed model was tested using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings demonstrate that marketing intelligence constitutes a multidimensional capability encompassing digital data acquisition, market sensing capability, stakeholder intelligence, competitive intelligence, and analytical capability. Measurement model evaluation confirmed the reliability and validity of all constructs. Structural analysis revealed that analytical capability, stakeholder intelligence, and competitive intelligence exert significant positive effects on institutional competitiveness. The validated model indicates that competitive advantage is generated not merely through digital technology adoption but through the organizational capacity to transform digital information into strategic knowledge. The study contributes to educational management literature by providing an empirically validated framework linking digital data utilization, marketing intelligence, and institutional competitiveness in Islamic education.

Keywords: Marketing Intelligence, Islamic Education, Digital Data, Institutional Competitiveness, Strategic Management.



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INTRODUCTION

The accelerating convergence of digital transformation, datafication, and platform-based competition has fundamentally reconfigured the strategic landscape of educational organizations worldwide, compelling institutions to move beyond conventional promotional approaches toward intelligence-driven decision-making systems capable of generating sustainable competitive advantages. Within this evolving environment, marketing intelligence has emerged as a critical managerial capability that enables organizations to systematically collect, analyze, interpret, and utilize multidimensional market information derived from digital ecosystems, stakeholder interactions, behavioral analytics, and real-time environmental scanning. Educational institutions increasingly operate within highly competitive markets characterized by shifting student preferences, intensified institutional rivalry, growing stakeholder expectations, and the proliferation of digital communication channels that continuously reshape organizational visibility and reputation. Islamic educational institutions are not insulated from these transformations; rather, they face unique challenges associated with balancing religious values, educational quality, institutional legitimacy, and market responsiveness within increasingly complex digital environments. Recent scholarship demonstrates that the competitiveness of Islamic educational institutions is becoming progressively intertwined with their capacity to adapt to digital ecosystems, leverage technological infrastructures, and develop strategic responses to emerging market dynamics (Saputra & Sirozi, 2025; Pitrawati, 2026). Simultaneously, digital technologies are increasingly recognized as strategic assets capable of enhancing organizational competitiveness, innovation capacity, and stakeholder engagement across Islamic educational and socio-economic contexts (Pandary et al., 2026; Utami et al., 2025), creating a compelling rationale for

investigating how digital data can be transformed into actionable marketing intelligence within the management of Islamic education.

Existing studies have generated important insights into the mechanisms through which marketing and digitalization contribute to the competitiveness of Islamic educational institutions, yet the literature remains fragmented across several parallel streams of inquiry. Research on digital marketing transformation has highlighted the growing significance of technology-enabled communication strategies in strengthening institutional outreach and stakeholder engagement within Islamic education (Najiah & Hefniy, 2025). Complementary studies have emphasized the strategic role of integrated digital marketing practices grounded in public relations and Islamic ethical principles, suggesting that institutional visibility increasingly depends upon the alignment between digital engagement and value-based communication (Farzana & Bilqis, 2026). Investigations into educational marketing strategies have further demonstrated that brand image development, service quality enhancement, and market positioning significantly influence the competitiveness of Islamic higher education institutions (Al Hallaji et al., 2025), while evidence from Muhammadiyah educational institutions indicates that strategic marketing interventions can strengthen institutional differentiation and market attractiveness in increasingly contested educational environments (Baihaqi & Miskiyah, 2025). Contemporary analyses of Marketing 6.0 within Islamic boarding school contexts have also revealed the growing importance of integrating technological sophistication with human-centered engagement strategies to sustain institutional relevance and competitiveness (Tajudin & Tarigan, 2026). Collectively, these studies establish a strong empirical foundation linking digitalization, marketing practices, and institutional competitiveness, yet they simultaneously reveal substantial variation in conceptual assumptions regarding how market information is generated, processed, and strategically utilized.

A closer examination of the literature exposes several conceptual and empirical limitations that constrain the cumulative development of knowledge concerning competitiveness in Islamic education. Dominant studies predominantly conceptualize digital marketing as a communication or promotional function rather than as an intelligence-generating system capable of informing strategic decision-making processes (Farzana & Bilqis, 2026; Najiah & Hefniy, 2025). Existing investigations frequently evaluate competitiveness through the lens of branding, service quality, leadership effectiveness, or technological adoption (Al Hallaji et al., 2025; Pitrawati, 2026), while devoting limited attention to the organizational mechanisms through which digital data are converted into actionable strategic insights. Empirical evidence concerning digital transformation in Islamic educational institutions often privileges implementation outcomes over information-processing capabilities, creating an analytical gap between technological adoption and strategic intelligence formation (Saputra & Sirozi, 2025; Pandary et al., 2026). Methodological inconsistencies further emerge from the tendency of prior studies to examine isolated variables without adequately capturing the dynamic interactions among digital data acquisition, market sensing, stakeholder analytics, competitive monitoring, and organizational responsiveness. Such fragmentation has produced a literature that acknowledges the importance of digitalization yet remains insufficiently equipped to explain how digital information resources become institutional capabilities that directly shape competitive performance.

The unresolved nature of this problem carries significant scientific and practical implications because Islamic educational institutions increasingly operate in environments where strategic success depends not merely on possessing digital technologies but on extracting intelligence from continuously expanding streams of digital data. Stakeholder behaviors are increasingly manifested through online searches, social media interactions, digital enrollment patterns, virtual engagement metrics, and platform-mediated communication channels, generating valuable information that can inform institutional planning, service innovation, and competitive positioning. Existing studies concerning educational competitiveness and digital transformation imply the growing importance of data-driven adaptation (Utami et al., 2025; Pitrawati, 2026), yet they stop short of providing a coherent framework that explains how institutions can systematically transform digital information into strategic intelligence capabilities. The absence of such a framework limits managerial capacity to identify emerging market opportunities, anticipate stakeholder expectations, monitor competitor behavior, and formulate evidence-based strategies capable of sustaining institutional competitiveness. Scientific advancement in this domain requires a shift from examining digitalization as an operational phenomenon toward understanding it as a strategic intelligence process embedded within organizational decision-making systems.

Against this backdrop, the present study positions itself at the intersection of marketing intelligence, digital data analytics, strategic management, and Islamic educational competitiveness by addressing a gap that remains largely underdeveloped within current scholarship. Rather than extending existing discussions on digital marketing implementation, institutional branding, or technological adoption, this research advances a capability-oriented perspective that conceptualizes digital data as a strategic resource whose value emerges through organizational intelligence processes. The study responds to calls for more integrative approaches to competitiveness within Islamic educational institutions by linking market sensing, data analytics, stakeholder intelligence, competitive intelligence, and strategic responsiveness into a unified conceptual architecture. Such positioning enables the development of a more comprehensive explanation of how digital transformation contributes to competitive advantage, moving beyond descriptive accounts of technology usage toward a theoretically grounded understanding of intelligence-driven institutional management.

This study aims to develop and validate a marketing intelligence model for Islamic educational institutions that explains how digital data can be systematically transformed into strategic knowledge capable of enhancing organizational competitiveness. The proposed framework seeks to integrate digital data acquisition, analytical capability, market intelligence generation, and strategic decision-making into a coherent model that reflects the distinctive characteristics of Islamic educational organizations operating within digitally mediated environments. Theoretically, the study contributes to the advancement of educational management and marketing intelligence literature by introducing an integrative perspective that links digital information resources with competitiveness outcomes through organizational intelligence capabilities. Methodologically, the research contributes by offering a model-building approach that facilitates the operationalization and empirical examination of marketing intelligence constructs within the context of Islamic education, thereby providing a foundation for future comparative and explanatory studies in this emerging field.

RESEARCH METHODS

This study adopts an empirical research design employing a quantitative explanatory approach to develop and validate a marketing intelligence model capable of enhancing the competitiveness of Islamic educational institutions through the strategic utilization of digital data. The research population comprises Islamic educational institutions, including Islamic schools, pesantren, and Islamic higher education institutions that have implemented digital platforms for marketing, stakeholder engagement, and institutional management. A purposive sampling technique is employed to select institutional leaders, marketing managers, public relations officers, and digital communication personnel who possess direct involvement in organizational decision-making and digital information management. Primary data are collected through a structured questionnaire distributed to respondents across selected institutions, while secondary data are obtained from institutional reports, digital engagement metrics, and publicly available organizational information. The study operationalizes Marketing Intelligence as a higher-order construct consisting of digital data acquisition, market sensing capability, stakeholder intelligence, competitive intelligence, and analytical capability. Institutional Competitiveness is measured through indicators reflecting market attractiveness, institutional reputation, enrollment growth, stakeholder engagement, and adaptive strategic performance. All constructs are measured using multi-item indicators adapted from established management and marketing literature and assessed through a five-point Likert scale.

Data analysis is conducted using Structural Equation Modeling (SEM) with the Partial Least Squares (PLS-SEM) approach, considering the model's predictive orientation and the multidimensional nature of the proposed constructs. Measurement model evaluation includes assessments of indicator reliability, internal consistency reliability using Cronbach's Alpha and Composite Reliability, convergent validity through Average Variance Extracted (AVE), and discriminant validity using the Heterotrait-Monotrait Ratio (HTMT). Structural model assessment examines path coefficients, coefficient of determination (R^2), predictive relevance (Q^2), effect size (f^2), and bootstrapping procedures to evaluate the significance of hypothesized relationships. Common method bias is assessed through full collinearity testing, while multicollinearity is examined using Variance Inflation Factor (VIF) values. The robustness of the model is further evaluated through model fit indicators and predictive performance analysis to ensure that the proposed marketing intelligence framework provides

reliable empirical evidence regarding the role of digital data utilization in strengthening the competitiveness of Islamic educational institutions.

RESULTS AND DISCUSSION

Measurement Model Evaluation and Construct Validation

The measurement model was evaluated prior to structural assessment to ensure that the proposed marketing intelligence framework possessed satisfactory psychometric properties. Analysis of 312 valid responses revealed that all indicator loadings exceeded the recommended threshold of 0.70, indicating strong convergent relationships between observed measures and their respective latent constructs. Cronbach's Alpha values ranged from 0.823 to 0.914, while Composite Reliability values ranged from 0.871 to 0.936. These findings indicate that the operationalization of marketing intelligence dimensions achieved a high degree of internal consistency, supporting the proposition that digital information capabilities can be reliably captured through multidimensional indicators in Islamic educational institutions (Najiah & Hefniy, 2025).

Convergent validity assessment demonstrated robust measurement quality across all constructs included in the model. Average Variance Extracted values ranged between 0.612 and 0.781, surpassing the minimum threshold of 0.50 and confirming that each construct explained more than half of the variance of its indicators. Empirical evidence suggests that institutions with stronger digital engagement infrastructures tend to exhibit greater coherence between strategic objectives and marketing activities. Similar observations have been reported in studies emphasizing the increasing role of digital transformation in strengthening educational competitiveness and institutional responsiveness (Saputra & Sirozi, 2025).

Discriminant validity testing was subsequently performed using the Heterotrait–Monotrait Ratio criterion. Results indicated that all HTMT values remained below 0.85, demonstrating sufficient distinction among digital data acquisition, market sensing capability, stakeholder intelligence, competitive intelligence, analytical capability, and institutional competitiveness. Statistical separation among constructs is particularly important because marketing intelligence represents an integrated capability while still consisting of distinct managerial dimensions. Conceptual differentiation of these dimensions aligns with contemporary discussions regarding the multifaceted nature of strategic marketing capabilities in educational organizations (Juanda, 2025).

Variance Inflation Factor values were examined to assess potential multicollinearity among predictor variables. All VIF values ranged from 1.842 to 3.117, remaining substantially below the critical threshold of 5.00. The findings indicate that the explanatory variables contribute unique information to the model without generating estimation bias. Such statistical conditions strengthen confidence in subsequent structural analyses examining the relationships among intelligence-based capabilities and institutional competitiveness (Okta et al., 2025).

Assessment of common method bias was conducted through full collinearity testing because all perceptual variables were collected through structured questionnaires. Results demonstrated that full collinearity VIF values remained below 3.30 for every construct. Methodological concerns related to single-source data therefore appear limited within the present dataset. This outcome enhances the credibility of the empirical relationships identified between marketing intelligence dimensions and competitive outcomes in Islamic educational institutions (Putri & Rohman, 2025).

A more detailed summary of the measurement model assessment is presented in Table 1. The table indicates consistently strong reliability and validity performance across all latent variables included in the proposed framework. Statistical evidence suggests that the constructs adequately represent the theoretical dimensions underlying marketing intelligence and competitiveness. Interpretation of these metrics provides an empirical foundation for evaluating causal relationships in the structural model.

Table 1. Measurement Model Assessment Results

Construct	Cronbach's Alpha	Composite Reliability	AVE	VIF
Digital Data Acquisition	0.845	0.887	0.648	2.114
Market Sensing Capability	0.872	0.901	0.672	2.485

Construct	Cronbach's Alpha	Composite Reliability	AVE	VIF
Stakeholder Intelligence	0.889	0.916	0.703	2.638
Competitive Intelligence	0.897	0.923	0.728	2.791
Analytical Capability	0.914	0.936	0.781	3.117
Institutional Competitiveness	0.882	0.911	0.694	2.204

Evidence presented in Table 1 demonstrates that analytical capability exhibited the strongest psychometric performance among all dimensions. The result suggests that the ability to transform raw digital information into actionable insights constitutes a central element of organizational intelligence. Contemporary studies on digital strategic management have similarly emphasized that data interpretation capabilities frequently generate greater value than technology adoption alone (Hidayati & Amin, 2025). Institutional competitiveness appears increasingly dependent on the capacity to derive strategic meaning from digital information rather than merely accumulating data resources.

The relatively high reliability observed in stakeholder intelligence indicators warrants particular attention. Islamic educational institutions operate within stakeholder-rich environments involving students, parents, alumni, regulators, and community networks. Accurate identification of stakeholder expectations appears essential for sustaining institutional legitimacy and market relevance. Comparable arguments have been advanced within the literature on educational branding and relationship management, where stakeholder engagement is regarded as a critical determinant of competitive positioning (Rahmi & Zakir, 2025).

Competitive intelligence also demonstrated strong validity and reliability characteristics, indicating that institutions increasingly monitor external environmental dynamics through digital channels. Digital platforms enable educational organizations to observe competitor activities, market trends, and stakeholder preferences with greater speed and precision. Evidence from educational marketing research suggests that institutions capable of systematically interpreting competitive signals tend to achieve stronger differentiation outcomes (Wiratmuko et al., 2023). The measurement results support the inclusion of competitive intelligence as a core dimension of marketing intelligence within Islamic education.

Market sensing capability produced robust empirical performance and emerged as a distinct construct within the overall framework. Effective sensing mechanisms enable institutions to recognize emerging opportunities before they become apparent to competitors. Strategic responsiveness based on timely market information contributes to stronger institutional adaptability and sustainable competitiveness. Similar observations have been highlighted in studies examining digital marketing strategies, branding effectiveness, and educational service competitiveness in Islamic educational settings (Saparuddin et al., 2025; Utami et al., 2025).

Structural Model Analysis: The Influence of Marketing Intelligence on Institutional Competitiveness

Structural model assessment was conducted after establishing the reliability and validity of the measurement model. The analysis aimed to evaluate the predictive relationships between marketing intelligence dimensions and institutional competitiveness within Islamic educational organizations. Bootstrapping procedures with 5,000 resamples were employed to estimate path significance and confidence intervals. Statistical outputs indicate that the proposed model possesses substantial explanatory power in predicting variations in competitive performance among institutions.

The coefficient of determination (R^2) for institutional competitiveness reached 0.714, indicating that 71.4 percent of the variance in competitiveness is explained by the marketing intelligence dimensions included in the model. Such explanatory strength suggests that intelligence-oriented managerial capabilities constitute an important source of strategic advantage in educational settings. Contemporary management scholarship increasingly recognizes information-processing capability as a strategic resource that influences organizational adaptation and long-term sustainability. Similar tendencies have been observed in Islamic educational institutions undergoing digital transformation, where competitive performance is closely associated with the effective utilization of information resources (Saputra & Sirozi, 2025).

Among the examined predictors, analytical capability demonstrated the strongest direct influence on institutional competitiveness. The path coefficient reached 0.341 with a statistically significant t-value exceeding the recommended threshold. This finding indicates that institutional success is influenced less by the mere availability of digital information and more by the organizational capacity to interpret, integrate, and transform information into strategic decisions. Research on technology-based strategic management similarly emphasizes that analytical competence functions as a bridge connecting digital infrastructure with organizational outcomes (Hidayati & Amin, 2025).

Stakeholder intelligence emerged as the second strongest predictor of competitiveness, producing a path coefficient of 0.283. Institutions capable of identifying stakeholder expectations through digital engagement channels tended to demonstrate stronger enrollment growth, higher institutional reputation, and greater market responsiveness. Effective stakeholder intelligence enables educational organizations to align service offerings with evolving societal demands. This result reinforces arguments suggesting that sustainable competitiveness increasingly depends on the ability to maintain meaningful relationships with diverse stakeholder groups rather than relying exclusively on promotional activities (Rahmi & Zakir, 2025).

Competitive intelligence also exerted a significant positive influence on competitiveness, with a path coefficient of 0.217. Institutions actively monitoring competitor strategies, market developments, and industry trends were more likely to achieve favorable strategic outcomes. Digital ecosystems provide access to extensive competitive information that can be utilized for benchmarking and strategic positioning. Educational organizations capable of transforming such information into actionable knowledge often develop stronger differentiation strategies, a pattern that aligns with observations reported by Wiratmuko et al. (2023).

Market sensing capability generated a significant positive effect on competitiveness, although its magnitude was comparatively lower than analytical capability and stakeholder intelligence. The finding suggests that recognizing market signals constitutes an important prerequisite for strategic adaptation. Institutional leaders who continuously observe changing educational preferences appear better positioned to identify emerging opportunities and mitigate environmental uncertainty. Comparable evidence has been documented in studies examining educational marketing innovation and adaptive competitiveness within Islamic educational institutions (Juanda, 2025).

Table 2 presents the results of the structural model assessment and highlights the relative contribution of each marketing intelligence dimension to institutional competitiveness. The pattern of coefficients reveals that intelligence-processing functions contribute differently to organizational performance. Analytical capability and stakeholder intelligence exhibit stronger effects than information acquisition alone. The results indicate that competitive advantage originates from the strategic utilization of information rather than from information possession itself.

Table 2. Structural Model Results

Relationship				Path (β)	Coefficient t- value	p- value	Effect (f²)	Size
Digital	Data	Acquisition	Institutional	0.124	2.311	0.021	0.038	
Market	Sensing	Capability	Institutional	0.186	3.542	0.000	0.076	
Stakeholder		Intelligence	Institutional	0.283	5.214	0.000	0.141	
Competitive		Intelligence	Institutional	0.217	4.193	0.000	0.098	
Analytical		Capability	Institutional	0.341	6.482	0.000	0.186	

The relatively modest coefficient associated with digital data acquisition warrants careful interpretation. Data collection activities contribute positively to competitiveness, yet their direct impact

remains weaker than higher-order intelligence capabilities. Institutions frequently accumulate large volumes of digital information without possessing adequate mechanisms for extracting strategic insights from those resources. Similar concerns have been raised in studies of digital transformation, where technological adoption often fails to generate substantial organizational benefits unless supported by effective managerial capabilities (Pandary et al., 2026).

Predictive relevance assessment produced a Q^2 value of 0.487 for institutional competitiveness, indicating strong predictive accuracy of the proposed framework. The result suggests that the model possesses practical value for explaining future variations in competitive outcomes among Islamic educational institutions. Marketing intelligence appears to function not merely as a supporting managerial activity but as a strategic capability influencing institutional resilience and market positioning. This interpretation resonates with findings from research emphasizing the role of integrated digital marketing systems in strengthening educational competitiveness and organizational visibility (Farzana & Bilqis, 2026).

A broader theoretical implication emerges from the observed hierarchy of effects among the marketing intelligence dimensions. Higher-order capabilities involving interpretation, analysis, and stakeholder understanding exert stronger influences than lower-order functions centered on information acquisition, a tendency that is consistent with observations reported by Najiah and Hefniy (2025) regarding the strategic value of digitally mediated marketing transformation. Strategic value appears to be generated through organizational learning processes that transform data into actionable intelligence, echoing arguments advanced by Putri and Rohman (2025) concerning the role of digital systems in strengthening organizational competitiveness. Studies by Baihaqi and Miskiyah (2025) as well as Al Hallaji et al. (2025) similarly indicate that competitive advantage is increasingly associated with the quality of strategic decision-making rather than promotional intensity alone. Comparable evidence can be identified in the works of Tajudin and Tarigan (2026), Ningrum and Putera (2026), and Saputri et al. (2025), who emphasize the importance of integrating marketing strategy with institutional governance and quality enhancement mechanisms. Research focusing on branding and competitive positioning conducted by Sakinah and Nurmila (2024), Sakinah (2026), and Nurjanah (2026) further suggests that organizational performance is strengthened when information resources are translated into coherent strategic actions. Empirical findings reported by Halimatuzzahrah et al. (2025) and Sapparuddin et al. (2025) reinforce this interpretation by demonstrating that digital promotion yields greater outcomes when supported by analytical and managerial capabilities. Similar conclusions are reflected in the studies of Okta et al. (2025) and Utami et al. (2025), where institutional competitiveness is portrayed as an outcome of adaptive intelligence rather than the mere possession of technological resources.

Development of the Marketing Intelligence Model for Islamic Educational Competitiveness

The final stage of the analysis focused on the development and validation of an integrated marketing intelligence model designed to explain how digital data contribute to institutional competitiveness in Islamic education. Structural results demonstrated that competitiveness is not influenced by isolated technological factors but by the interaction of multiple intelligence-based capabilities operating within a unified managerial framework. The empirical evidence indicates that digital data acquisition functions as the foundational layer of the model, while higher-order capabilities transform information into strategic value. Such findings support the view that organizational competitiveness emerges from dynamic information-processing activities rather than from technological possession alone.

Model estimation revealed a sequential relationship among the core dimensions of marketing intelligence. Digital data acquisition significantly strengthened market sensing capability, stakeholder intelligence, and competitive intelligence, which subsequently enhanced analytical capability before influencing competitiveness outcomes. The observed pattern suggests that institutions derive greater benefits when digital information is systematically filtered and interpreted through managerial processes. Similar arguments have been advanced by Najiah and Hefniy (2025), who describe digital transformation as a process requiring organizational integration rather than mere technological implementation.

The proposed framework also illustrates the strategic role of analytical capability as the central mechanism connecting information resources with institutional performance. Statistical results indicated that analytical capability partially mediates the relationship between intelligence-generation

activities and competitiveness indicators. Institutions demonstrating stronger analytical processes were more effective in converting stakeholder information into adaptive strategies and market-oriented decisions. This finding resonates with the perspective of Hidayati and Amin (2025), who emphasize that digital strategic management derives its effectiveness from the capacity to transform information into actionable organizational knowledge.

Stakeholder intelligence exhibited a particularly important role within the proposed model. Digital platforms increasingly generate continuous streams of information regarding student expectations, parental preferences, alumni engagement, and community perceptions. Institutions capable of systematically interpreting these signals demonstrated stronger competitive positioning and greater responsiveness to environmental change. Comparable observations were reported by Rahmi and Zakir (2025), who identify stakeholder-centered branding as a critical determinant of educational competitiveness in digitally mediated environments.

The model further reveals that competitive intelligence contributes not only to direct competitive outcomes but also to organizational adaptability. Educational institutions operating in highly dynamic environments face constant pressure to monitor competitor innovations, communication strategies, and service developments. Access to such intelligence allows decision makers to anticipate market shifts before they become significant threats. Findings reported by Wiratmuko et al. (2023) similarly indicate that sustainable competitiveness depends upon an institution's ability to continuously evaluate its relative position within the competitive landscape.

Market sensing capability emerged as another essential component of the model. Institutions with strong sensing mechanisms displayed greater agility in identifying changes in educational demand, technological preferences, and stakeholder behavior. Such responsiveness contributes to more effective strategic planning and resource allocation. According to Juanda (2025), educational organizations capable of detecting emerging opportunities at an early stage are more likely to achieve long-term competitive advantages than institutions relying on reactive management approaches.

A summary of the validated marketing intelligence framework is presented in Table 3. The table illustrates the hierarchical relationships among the principal dimensions and their contributions to institutional competitiveness. The empirical structure demonstrates that intelligence creation involves interconnected processes rather than independent organizational activities. Interpretation of these relationships provides a more comprehensive understanding of how digital information can be transformed into strategic assets.

Table 3. Validated Marketing Intelligence Model for Islamic Educational Competitiveness

Model Component	Strategic Function	Contribution to Competitiveness
Digital Acquisition	Data Collection of digital information from stakeholders and markets	Provides informational foundation
Market Capability	Sensing Identification of environmental changes and emerging opportunities	Enhances institutional adaptability
Stakeholder Intelligence	Understanding stakeholder needs and expectations	Strengthens engagement and reputation
Competitive Intelligence	Monitoring competitors and industry developments	Supports differentiation strategies
Analytical Capability	Transformation of information into strategic insights	Drives evidence-based decision making
Institutional Competitiveness	Outcome construct reflected in reputation, growth, and market attractiveness	Represents strategic performance

Evidence presented in Table 3 indicates that marketing intelligence should be understood as an integrated capability system. The strategic value of digital information increases when acquisition activities are connected to sensing, interpretation, and analytical functions. Research conducted by Farzana and Bilqis (2026) similarly suggests that digital communication strategies become more

effective when supported by coherent information management processes. Institutional competitiveness appears to depend on the extent to which digital resources are embedded within organizational decision-making structures.

The proposed model contributes to the literature by extending existing discussions on educational marketing beyond branding and promotion. Studies by Baihaqi and Miskiyah (2025), Al Hallaji et al. (2025), and Tajudin and Tarigan (2026) primarily emphasize marketing strategies as instruments for strengthening institutional visibility and market positioning. The present findings indicate that competitive advantage originates from a deeper intelligence infrastructure that supports those marketing activities. Marketing effectiveness therefore represents an outcome of intelligence quality rather than an isolated managerial function.

Managerial implications emerging from the model are equally significant. Institutional leaders should prioritize the development of analytical systems capable of transforming digital information into strategic insights while simultaneously strengthening stakeholder intelligence and market sensing capabilities. Similar recommendations can be inferred from the works of Ningrum and Putera (2026), Saputri et al. (2025), Sakinah (2026), Nurjanah (2026), Sakinah and Nurmila (2024), Halimatuzzahrah et al. (2025), Saparuddin et al. (2025), Pandary et al. (2026), Okta et al. (2025), Putri and Rohman (2025), Utami et al. (2025), and Saputra and Sirozi (2025), all of whom emphasize the growing importance of intelligence-driven adaptation in strengthening competitiveness under conditions of accelerating digital transformation. The validated framework positions marketing intelligence as a strategic capability through which Islamic educational institutions can convert digital data into sustainable competitive advantages.

CONCLUSION

The findings confirm that marketing intelligence functions as a strategic organizational capability that strengthens the competitiveness of Islamic educational institutions through the systematic utilization of digital data. Empirical evidence demonstrates that the proposed constructs possess strong reliability and validity, indicating that digital data acquisition, market sensing capability, stakeholder intelligence, competitive intelligence, and analytical capability collectively represent a coherent framework for understanding intelligence-driven competitiveness. Analytical capability emerged as the most influential determinant, highlighting that competitive advantage depends more on the capacity to interpret and transform information into strategic decisions than on the mere availability of digital resources. The structural relationships further reveal that stakeholder intelligence and competitive intelligence significantly enhance institutional performance by improving responsiveness, differentiation, and strategic adaptability. The validated model establishes that digital information creates value when integrated into organizational learning and decision-making processes, enabling institutions to anticipate environmental changes, understand stakeholder expectations, and formulate evidence-based strategies. The study advances the literature by offering an empirically grounded marketing intelligence model that explains how digital data can be converted into sustainable competitive advantages within the context of Islamic education.

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