Brand Personality Dimension for Islamic Educational Institution

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Abstract

This study explored the factors influencing brand personality that can be used in Islamic education institutions. The general dimension of brand personality is first dialogued with Islamic teachings. The research used a qualitative method with a literature approach and qualitative content analysis. The primary data were journal articles from reputable publishers and libraries online; Elsevier, Springer, Emerald, SciELO, Scientific Journal Publishers Limited, and accredited national journal with second rank selected by two considerations; citations and their relevance with the study's purpose. This study revealed that Islamic education institutions could use brand personality dimensions; sincerity, responsibility, openness, competence, lively, ruggedness, and emotion. Further researchers are expected to explore brand dimensions and create indicators based on Islamic teachings.

Keywords: Brand Personality, Islamic Education, Islamic Institution.

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Introduction

The brand is one of the factors that influence the existence of Islamic education institutions.[1] Therefore, it needs serious attention from government stakeholders, the community, and academics focusing on education. Several studies prove the influence of brands on education, such as community trust,[2] community satisfaction,[3] and commitment.[4]

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[1] Akmal Mundiri, "Strategi Lembaga Pendidikan Islam Dalam Membangun Branding Image," *Pedagogik: Jurnal Pendidikan* 3, no. 2 (December 31, 2016): 58–72, https://doi.org/10.33650/pjp.v3i2.125.
[2] Yu-Chuan Chen, "The Relationships between Brand Association, Trust, Commitment, and Satisfaction of Higher Education Institutions," *International Journal of Educational Management* 31, no. 7 (January 1, 2017): 973–85, https://doi.org/10.1108/IJEM-10-2016-0212.
[3] Rui Vinhas Da Silva and Sharifah Faridah Syed Alwi, "Online Corporate Brand Image, Satisfaction and Loyalty," *Journal of Brand Management* 16, no. 3 (December 1, 2008): 119–44, https://doi.org/10.1057/palgrave.bm.2550137.
[4] Won-Moo Hur, Kwang-Ho Ahn, and Minsung Kim, "Building Brand Loyalty through Managing Brand Community Commitment," *Management Decision* 49, no. 7 (January 1, 2011): 1194–1213, https://doi.org/10.1108/00251741111151217.

Therefore, educational institutions need to do branding to communicate their goal and what they have achieved. Some studies focus on factors that influence brands, such as Rutter, who revealed that this influence of social media could increase university brands,[5] another study also showed the impact of social media on university brands, so it is recommended that universities maximize social media to strengthen their brands.[6] University brand image, service quality, and trust mediated by university reputation affect student satisfaction.[7] Chen's research in Taiwan shows that brand image positively affects brand loyalty; brand image and pleasure can also influence recommendations to other students.[8] Corporate brands can increase differentiation and positioning.[9] Brand loyalty is also influenced by brand image, where brand communication affects brand trust directly or indirectly through brand image.[10]

Customers prefer a positive image and reputation; another study tried to link corporate social responsibility with brands; research findings showed that CSR has positively affected brand reputation, brand equity, and brand loyalty on public and private campuses directly and indirectly.[11] Other studies that link location with a brand with location results can also improve university brands, especially in the corporate customer brand attractiveness,[12] positive reputation, benchmark position, high evaluation from friends and teachers, unique image, and high service efficiency.

[5] Richard Rutter, Stuart Roper, and Fiona Lettice, "Social Media Interaction, the University Brand and Recruitment Performance," *Journal of Business Research* 69, no. 8 (August 1, 2016): 3096–3104, https://doi.org/10.1016/j.jbusres.2016.01.025.

[6] Phan Dinh Nguyen, Lobel Trong Thuy Tran, and John Baker, "Driving University Brand Value through Social Media," *Technology in Society* 65 (May 1, 2021): 101588, https://doi.org/10.1016/j.techsoc.2021.101588.

[7] Swati Panda et al., "University Brand Image as Competitive Advantage: A Two-Country Study," *International Journal of Educational Management* 33, no. 2 (January 1, 2019): 234–51, https://doi.org/10.1108/IJEM-12-2017-0374.

[8] Chin-Tsu Chen, "The Investigation on Brand Image of University Education and Students' Word-of-Mouth Behavior," *Higher Education Studies* 6, no. 4 (September 6, 2016): 23–33, https://doi.org/10.5539/hes.v6n4p23.

[9] Sharifah Alwi et al., "Projecting University Brand Image via Satisfaction and Behavioral Response: Perspectives from UK-Based Malaysian Students," *Qualitative Market Research: An International Journal* 23, no. 1 (January 1, 2020): 47–68, https://doi.org/10.1108/QMR-12-2017-0191.

[10] Richard Chinomona, "Brand Communication, Brand Image and Brand Trust as Antecedents of Brand Loyalty in Gauteng Province of South Africa," *African Journal of Economic and Management Studies* 7, no. 1 (January 1, 2016): 124–39, https://doi.org/10.1108/AJEMS-03-2013-0031.

[11] Poh Ling Tan, S. Mostafa Rasoolimanesh, and Govindaraju Manickam, "How Corporate Social Responsibility Affects Brand Equity and Loyalty? A Comparison between Private and Public Universities," *Heliyon* 8, no. 4 (April 1, 2022): 1–12, https://doi.org/10.1016/j.heliyon.2022.e09266.

[12] John M. T. Balmer, Rudiana Mahmoud, and Weifeng Chen, "Impact of Multilateral Place Dimensions on Corporate Brand Attractiveness and Identification in Higher Education: Business School Insights," *Journal of Business Research* 116 (August 1, 2020): 628–41, https://doi.org/10.1016/j.jbusres.2019.03.015.

Given a large amount of empirical evidence of the influence of brands on organizations, Islamic education Institutions also need to adopt branding management to continue to improve the quality, quantity, and trust of the community, so its existence is increasingly required. Brand personality is among the crucial aspects of a brand because it is associated with and adopted from human personality factors. This factor is quite interesting because humans in Islam are the best creatures created by Allah SWT. So what is in humans is also interesting to discuss and even be used as an example. Human personality has its uniqueness that is not owned by other creatures. Therefore, this study focuses on brand personality that Islamic education institutions can use. In the discussion, the dimensions and aspects of brand personality revealed by researchers will be dialogued with Islamic teachings; if there is a match, these dimensions or aspects will be used as findings of this study. This action was carried out because there are still very few articles on education practitioners or research results that specifically discuss brand personality for Islamic educational institutions. Brand personality also increases public trust,[13] positively impacting community commitment and support for educational institutions.

The significance of this study is due to the many advantages of brand personality for educational institutions, including 1) Institutional distinction. This distinction is crucial because educational institutions face more intense competition, which fuels competitiveness for the best students. With its qualities and traits, brand personality may help identify an educational institution from others. Following the institution's beliefs and culture, educational institutions might use their distinctive identities to attract potential students. 2) Brand personality may influence general impressions and images. The perception and image of educational institutions in the eyes of likely students and the community are shaped by brand personality. How people perceive and understand educational institutions can be influenced by the traits and qualities associated with brand personality. For instance, educational institutions may project an image of progressivism and change readiness by developing brand personas that are inventive, energetic, and future-focused. Brand personality may also facilitate building of emotional bonds between educational institutions and students, parents, and stakeholders. An educational institution can inspire loyalty, engagement, and a sense of identity when it possesses relevant and desirable qualities to its target audience. Institutions with brand identities that reflect their beliefs and objectives will

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[13] Asuncion Hernandez-Fernandez and Mathieu Collin Lewis, "Brand Authenticity Leads to Perceived Value and Brand Trust," *European Journal of Management and Business Economics* 28, no. 3 (2019): 222–38, https://doi.org/10.1108/EJMBE-10-2017-0027.

have a stronger emotional bond with their students and parents. After all, a strong and relevant brand personality can generate loyalty and support from students, parents, alums, and other interested parties, which in turn can enhance support from the community.

Islamic educational institutions are establishments of higher learning that provide curricula that emphasize Islamic principles, Islamic religious doctrines, and students' overall development within an Islamic framework. *Madrasahs*, Islamic schools, Islamic boarding schools, and Islamic colleges are examples of Islamic educational institutions. Individuals representing Islamic religious beliefs work at Islamic educational institutes in the context of Islam, simplicity, justice, holiness, and a spirit of learning. They frequently promote teaching the Quran, leading worship, and engaging in other religious rituals as essential components of a student's educational experience.

Methods

This study type was library research. This study was categorized as qualitative research because the researcher was a key instrument. Data collection techniques in this study were documentation. There were two data sources; primary and secondary data. Primary data in this study were journal articles from an online database using Publish or Perish, selected Google Scholar, and use three main keywords; brand personality, dimensions of brand personality, and brand management in higher education. The selection process of journal articles refers to the publisher and library online (Elsevier, Springer, Emerald, SciELO, Scientific Journal Publishers Limited, and accredited national journal with second rank) and the number of citations. That was done to ensure the credibility of the primary data source.

The result was ten articles most appropriate to this study's purpose; Aaker on the dimension of brand personality (14.928 citations),[14] brand personality scale by Rauschnabel et al. (331 citations),[15] new measurements of brand personality by Geuens et al. (1126 citations),[16] dimensions of brand personality in Brazil by Muniz and Marchetti (123

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[14] Jennifer L. Aaker, "Dimensions of Brand Personality," *Journal of Marketing Research* 34, no. 3 (1997): 347–56, https://doi.org/10.2307/3151897.

[15] Philipp A. Rauschnabel et al., "Brand Management in Higher Education: The University Brand Personality Scale," *Journal of Business Research* 69, no. 8 (August 1, 2016): 3077–86, https://doi.org/10.1016/j.jbusres.2016.01.023.

[16] Maggie Geuens, Bert Weijters, and Kristof De Wulf, "A New Measure of Brand Personality," *International Journal of Research in Marketing* 26, no. 2 (June 1, 2009): 97–107, https://doi.org/10.1016/j.ijresmar.2008.12.002.

citations),[17] comparison of brand personality by Ahmad and Thyagaraj (54 citations),[18] brand personality and human personality by Milas and Mlačić (262 citations),[19] brand personality at university by Kaushal and Ali (70 citations),[20] brand personality and dimensions by Davies et al. (140 citations),[21] Ghufron on Islamic branding (0 citations),[22] and brand personality dimensions by Bosnjack et al. (421 citations).[23] Meanwhile, the secondary data is scientific work in addition to the ten journal articles in the form of journal articles and books related to this study's purpose. The analytical method used qualitative content analysis (QCA) to describe and meaning systematically.[24] This method was used to analyze the concept of brand personality dimension and its relevance to Islamic educational institutions.[25]

Discussion

Brand Personality

Brand personalities are the bonding of brand emotions to brand benefits as the basis of brand differentiation. This emotional bond will form its image for the public a brand. Brand personality is the specific mix of human traits that may be attributed to a particular brand. Furthermore, Kotler and Armstrong said brand personalities combine human characteristics that can be applied to a brand, including sincerity, excitement, competence, sophistication, and ruggedness.[26] Brand personality is a term that reflects the way a brand or

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[17] Karlan Muller Muniz and Renato Zancan Marchetti, "Brand Personality Dimensions in the Brazilian Context," *BAR - Brazilian Administration Review* 9, no. 2 (June 2012): 168–88, https://doi.org/10.1590/S1807-76922012000200004.

[18] Anees Ahmad and K. S. Thyagaraj, "An Empirical Comparison of Two Brand Personality Scales: Evidence from India," *Journal of Retailing and Consumer Services* 36 (May 1, 2017): 86–92, https://doi.org/10.1016/j.jretconser.2017.01.006.

[19] Goran Milas and Boris Mlačić, "Brand Personality and Human Personality: Findings from Ratings of Familiar Croatian Brands," *Journal of Business Research*, Consumer Personality and Individual Differences, 60, no. 6 (June 1, 2007): 620–26, https://doi.org/10.1016/j.jbusres.2006.06.011.

[20] Vikrant Kaushal and Nurmahmud Ali, "University Reputation, Brand Attachment and Brand Personality as Antecedents of Student Loyalty: A Study in Higher Education Context," *Corporate Reputation Review* 23, no. 4 (November 1, 2020): 254–66, https://doi.org/10.1057/s41299-019-00084-y.

[21] Gary Davies et al., "Brand Personality: Theory and Dimensionality," *Journal of Product & Brand Management* 27, no. 2 (January 1, 2018): 115–27, https://doi.org/10.1108/JPBM-06-2017-1499.

[22] Ghufron Ghufron et al., "Islamic Branding: Insights from Strengthening Madrasah Competitiveness in Building Public Trust," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 7, no. 1 (January 14, 2023): 179–90, https://doi.org/10.33650/al-tanzim.v7i1.3943.

[23] Michael Bosnjak, Valerie Bochmann, and Tanja Hufschmidt, "Dimensions of Brand Personality Attributions: A Person-Centric Approach in the German Cultural Context," *Social Behavior and Personality*, April 1, 2007, 303–16, https://doi.org/10.2224/sbp.2007.35.3.303.

[24] Margrit Schreier, *Qualitative Content Analysis in Practice* (London: SAGE, 2012), 8.

[25] Kirsty Williamson, Lisa M. Given, and Paul Scifleet, "Qualitative Data Analysis," in *Research Methods* (Netherlands: Elsevier, 2018), 464, https://doi.org/10.1016/B978-0-08-102220-7.00019-4.

[26] Philip Kotler et al., "'Where Is Place Branding Heading?,'" *Place Branding* 1, no. 1 (November 1, 2004): 12–35, https://doi.org/10.1057/palgrave.pb.5990002.

product is perceived as a living entity with specific characteristics or traits by consumers and users. Brand personality can be defined as a combination of elements, attributes, and qualities that are consistently associated with a brand, which sets it apart from other brands in the minds of consumers. Brand characteristics that include brand personality can be seen in various elements, such as advertising, packaging, logos, and product design. A brand with a clear and consistent personality can help create a strong brand identity, building the trust of stakeholders of educational institutions.

This brand personality has six dimensions: prestige, sincerity, appeal, lively, conscientiousness, and cosmopolitan.[27] The indicators of each dimension are as follows; 1. Prestige dimensions (accepted, leading, reputable, successful, and considerable), 2. Sincerity (humane, helpful, friendly, trustworthy, fair, 3. Appeal (attractive, productive, unique, 4). Lively (athletic, dynamic, vibrant, creative), 5. Conscientiousness (organized, competent, structured, and practical), 6. Cosmopolitan (networked, international, cosmopolitan). Brand personality has a positive impact on the perceived self-image congruity of consumers.[28]

Prestige

Brand prestige is a form of evaluative assessment that transmits high or low status and is influenced by one's life experiences, knowledge of the market, and awareness of rival brands. So a product with a more significant quality based on the way of life, the level of experience, and the luxury connected with a brand are said to have brand prestige. High-profile educational institutions are often based on a variety of variables. Teaching-related variables are among them; educational institutions with high prestige hire lecturers and professors with training backgrounds, academic reputations, and knowledge in their subjects. Furthermore, elite educational institutions provide a curriculum that is distinct from that of lower-level schools. Prestigious educational institutions have curricula that can address problems pertinent to society's and the corporate world's demands.

Alums of the university have also been fortunate to land their dream jobs. The accomplishments of these former students will inevitably boost the educational institution's reputation and influence how the public views it. Another element is a specialized section conducting innovation and research to guarantee that educational institutions can react

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[27] Rauschnabel et al., "Brand Management in Higher Education."

[28] Latisha Reynolds et al., "Library Instruction and Information Literacy 2016," *Reference Services Review* 45, no. 4 (January 1, 2017): 596–702, https://doi.org/10.1108/RSR-08-2017-0028.

precisely and effectively to advances. Some of these factors serve as indicators of an educational institution's reputation.

The prestige dimension affects the reason for studying abroad. In other aspects of life, this dimension also impacts consumer selection.[29] Islamic education, which already has a good name in the community, greatly benefited from its position, which has gained the community's trust because of its achievements.

Quality issues always affect an educational institution's marketability. The institution's success and reputation rely heavily on the standard of instruction, the infrastructure and facilities, the teachers and students, and the learning process results. The higher the selling value and interest in enrolling in a school of higher learning, the more qualified graduates are generated. On the other hand, low quality produces low graduate quality. It also has an effect on common interest and absorption into educational institutions. Enhancing the quality of education encompasses all parts of the educational process, from input to output, rather than just one. Developing effective management characteristics is one of the criteria for such advancement. Any institution, including educational institutions, can produce top-notch performance and output if management has been correctly executed.

Sincerity

Sincerity is an English word with the definitions of honesty and sincerity. A sincere and honest individual is said to be candid if they act or speak without ulterior agendas or evil intents. Sincerity can be seen in an interpersonal context as the capacity for open and honest communication with stakeholders, the ability to convey sentiments and opinions, and the absence of malice or malicious intent. Sincerity is a key brand attribute, particularly when developing intimate relationships with stakeholders. Other studies have proven that brand

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[29] Nalliveettil Mathew, "Reflective Classroom Practice for Effective Classroom Instruction," *International Education Studies* 5, no. 3 (March 18, 2012): 205–11, https://doi.org/10.5539/ies.v5n3p205; Walter Wymer and Riza Casidy, "Exploring Brand Strength's Nomological Net and Its Dimensional Dynamics," *Journal of Retailing and Consumer Services* 49 (July 1, 2019): 11–22, https://doi.org/10.1016/j.jretconser.2019.03.003; Seoyoung Kim et al., "Experience, Brand Prestige, Perceived Value (Functional, Hedonic, Social, and Financial), and Loyalty among GROCERANT Customers," *International Journal of Hospitality Management* 77 (January 1, 2019): 169–77, https://doi.org/10.1016/j.ijhm.2018.06.026.

personality is closely related to sincerity.[30] Brand personality dimensions of sincerity, excitement, competence, sophistication, and ruggedness also affect customer engagement.[31]

Concerning this honesty, Allah SWT commands us to be honest with *surah* Al-Ahzab verse 70; "*O you who have believed, fear Allah and speak words appropriate justice.*" In this verse, Muslims are commanded to speak and be honest in all matters, including branding Educational Institutions. In the hadith of the prophet Muhammad (peace be upon Him), narrated by Muslims (4721), it is said;

> *"Abdullah reported Allah's Messenger (may peace be upon him) as saying: It is obligatory for you to tell the truth, for the truth leads to virtue and virtue leads to Paradise, and the man who continues to speak the truth and endeavors, to tell the truth, is eventually recorded as truthful with Allah, and beware of telling of a lie for telling of a lie leads to obscenity and obscenity leads to Hell-Fire, and the person who keeps telling lies and endeavors to tell a lie is recorded as a liar with Allah. This hadith has been reported to the authority of A'mash with the same chain of transmitters. No mention is made in the hadith transmitted on the authority of 'Isa (of these words):" He who endeavors to tell the truth and endeavors to tell a lie," and in the hadith transmitted on the authority of Mushir (the words are):" Until Allah records it."*

Sincerity in a brand refers to honesty and sincerity displayed in all facets of the brand's relationships, activities, and communication.[32] In other words, brands communicate their commitments or values and constantly live up to them in their interactions with customers, staff members, and the general public. A brand that exhibits high sincerity works hard to build a positive reputation and is dedicated to living up to the ideals and principles it promotes. The production process may be transparent, ecologically friendly materials can be used, customers' criticism is heard and honestly addressed, good customer service is given, and promises are kept. Strong trust between brands and customers is also fostered through sincerity in brands. Customers are more likely to be interested in and devoted to brands they are sincerely concerned about and dedicated to their interests. Long-lasting connections with customers enhance a brand's reputation and long-term success if it conveys its message and core values honestly and sincerely.

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[30] António Cardoso et al., "Analysis of the Impact of Airbnb Brand Personality on Consumer Involvement and Institutional Trust," *Journal of Open Innovation: Technology, Market, and Complexity* 8, no. 3 (September 2022): 104, https://doi.org/10.3390/joitmc8030104.

[31] Roberto Mora Cortez and Ayan Ghosh Dastidar, "A Longitudinal Study of B2B Customer Engagement in LinkedIn: The Role of Brand Personality," *Journal of Business Research* 145 (June 1, 2022): 92–105, https://doi.org/10.1016/j.jbusres.2022.02.086.

[32] Aaker, "Dimensions of Brand Personality."

Sincerity has helped Islamic educational institutions develop a positive reputation in the community.[33] Therefore, this is one of its impacts. Educational institutions can develop a reputation as dependable, trustworthy, and dedicated providers of high-quality education if they regularly live up to the principles they promote. Additionally, it boosts public confidence. Strong trust among students, parents, and society may be developed by an educational institution that is authentic in its objectives and ideals. As a result, prospective students and parents may utilize the consistency displayed by academic institutions as a sign of a positive reputation and make them their top choices when selecting a school.

Sincerity affects character development and motivation as well. If students believe the institution is genuine in its attempts to give a quality educational experience, they will be more motivated and engaged in learning. Sincerity and honesty provide a supportive learning atmosphere, foster mutual trust, and inspire pupils to work hard.[34] Institutions of higher education that encourage sincerity and honesty can significantly impact students' moral principles and character development. They may educate pupils on the value of morality, ethics, and responsibility in all facets of life, which will serve as the foundation for their personal and professional growth. Sincerity enhances the bond between an institution and its stakeholders, including students, parents, teachers, and any outside parties impacted by its honesty and sincerity. To achieve desired educational goals, open and honest communication makes continual collaboration, trust, and support possible. It is crucial for educational institutions because it fosters a favorable reputation, a sense of confidence, high levels of student participation, and the development of moral character. This benefits the institution's reputation, students' academic progress, and connections with significant education stakeholders.

Appeal

The quality or service that can draw in stakeholders is what is meant by the appeal concerning attractiveness. The request varies from institution to institution, mainly if the sociocultural context is diverse and is tied to addressing the demands of stakeholders of Islamic educational institutions. Every scenario is unique and calls for a unique strategy. The

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[33] Agung Abdullah, "The Role of Sincerity as a Motivating Factor to Work for Non-Profit Organizations," *Humanities & Social Sciences Reviews* 8, no. 1 (February 15, 2020): 651–58, https://doi.org/10.18510/hssr.2020.8178.

[34] Ellie C. Van Dyk, Gisela H. Van Rensburg, and Elsie S. Janse van Rensburg, "Professional Virtues Foster Trust in Teaching and Learning Environments," *International Journal of Africa Nursing Sciences* 13 (January 1, 2020): 100211, https://doi.org/10.1016/j.ijans.2020.100211.

curriculum, physical facilities, caliber of alums, and principles upheld by Islamic education institutions all contribute to the brand appeal of these institutions. As employed by *Darul Hikam* educational institutions with *the Taqwa character building* (TCB) model, which aims to develop character, attitude, behavior, and personality, the curriculum is one of the appeals of Islamic education institutions.[35] Appeal for Islamic education institutions could follow Kurnia and Aisha's research at private Islamic universities in Medan City, including brand strategy, brand identity, and religious values that are proven to affect public trust in institutions.[36]

Lively

One of the elements or qualities that makes up a brand's personality is lively, which characterizes a brand as upbeat, enthusiastic, and passionate.[37] Consumers are more likely to pay attention to and become excited about brands with a dynamic nature. Life can be seen as a brand in branding that can elicit a vibrant and exciting atmosphere while communicating a lighthearted and refreshing message. Brands with personalities attract customers seeking a positive and enjoyable experience. Brands with a lively nature can also be recognized by their visual components, such as attractive and appealing colors, dynamic shapes, and appealing and vivacious fonts. Brands can use lively's nature in marketing strategy to catch consumers' attention and set themselves apart from rivals. Businesses must ensure lively's personality aligns with their broader brand values and image to establish deep customer bonds and leave an enduring impression.

Lively in Islam is highly recommended. A person is encouraged to have a cheerful and bright face when meeting with his fellow Muslims. The brand of Islamic education institutions can certainly adopt this trait to bring cheerfulness. A bright and sunny appearance is one of the good deeds that also has a good impact on people who see it. Muslims are encouraged to be cheerful and pleasant, as referred to in the hadith narrated by Muslims as follows; *Abu Dharr (May Allah be pleased with him) reported: the Messenger*

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[35] Nadia Nurkhopipah, Rangga Firmansyah, and Niken Laksitarini, "Perancangan Ulang Interior Sekolah Menengah Atas Darul Hikam, Dago Dengan Pendekatan Brand Identity," *eProceedings of Art & Design* 9, no. 6 (January 9, 2023): 4701–14, https://openlibrarypublications.telkomuniversity.ac.id/index.php/artdesign/article/view/19244.

[36] Efry Kurnia and Novi Aisha, "Analisis Brand Strategy Pada Perguruan Tinggi Swasta Islam Di Kota Medan," *Jurnal Manajemen Dan Keuangan* 7, no. 1 (May 30, 2018): 10–23, https://doi.org/10.33059/jmk.v7i1.754.

[37] Aaker, "Dimensions of Brand Personality."

of Allah (SAW) said to me "Do not belittle any good deed, even your meeting with your brother (Muslim) with a cheerful face."[38]

When describing a brand's personality, "lively" can describe traits that convey a positive, upbeat, or vivacious attitude.[39] Brands with engaging personalities typically feature social communication, vibrant designs, and messaging perishing the environment. Fun, spontaneity, originality, and passion are additional traits frequently connected to the lively brand identity. Sportswear companies, fast food restaurants, and music labels all use vibrant personalities to attract customers and increase stakeholder involvement. It is crucial to remember that the brand identity can change based on the goals and communication plans established by the educational institution. Schools, universities, or learning centers that strongly emphasize a dynamic, vibrant, and energetic environment might be considered lively educational institutions. Schools or colleges with creative and interactive learning methodologies, which encourage active engagement from students in discussions, projects, or experiments, are some examples of educational institutions that may be known for having vibrant personalities. The same goes for educational institutions with a wide range of extracurricular activities and interests, like rich debate clubs, dancing or music ensembles, or science organizations that compete at the regional or national level. The character of life might differ from educational institution to educational institution; it is crucial to study the particular educational institution to comprehend its personality and culture fully.

Competence

Brand personality competency is the capacity to create and preserve distinctive qualities linked to a company's brand.[40] Brand personality refers to the qualities and characteristics associated with a brand that help stakeholders and the brand form an emotional bond. Brand attributes, consistency, inventiveness, communication, and responsiveness are all considered in this competition. Their distinguishing features can be used to pinpoint their characteristics. To its stakeholders, the brand will convey this quality. High academic accomplishment, a unique and innovative school, or a humorous educational institution brand are all highlighted by educational institutions.

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[38] Zakiyuddin Abdul Azhim Al-Mundziri, *At-Targhib wat Tarhib minal Haditsis Syarif* vol. III (Beirut: Beirut, Darul Fikr, 1998).

[39] Geuens, Weijters, and De Wulf, "A New Measure of Brand Personality."

[40] Bosnjak, Bochmann, and Hufschmidt, "Dimensions of Brand Personality Attributions"; Muniz and Marchetti, "Brand Personality Dimensions in the Brazilian Context"; Milas and Mlačić, "Brand Personality and Human Personality."

Additionally, educational institutions can leverage community-recognized brand consistency elements, including alum experience, communication style, and visual presentation. Creative educational institutions can also be utilized to gauge brand competence. Indirectly, educational institutions must be able to evaluate and assess the success of their brand character. Additionally, effective brand management and communication skills are needed for this campaign.[41] Islamic education institutions must also be able to respond to changes and developments so that they can work together to strengthen the institution's brand profile and capacity to adapt to the shifting demands and preferences of stakeholders. The public can continue to find brands engaging and relevant thanks to these characteristics and competencies. Building and maintaining a robust and competitive brand identity for Islamic education institutions requires strategic thinking, creativity, and communication abilities.

Responsibility, Openness

Responsibility is an essential and mandated brand personality dimension for all Muslims. Researchers have also tested this dimension.[42] Responsibility is a must for Islamic education institutions, even the responsibility not only in the world but until the end. The responsibility of Islamic education institutions is undoubtedly not only to teachers, students, and the community but also for the problem of inner happiness, which is the purpose of Islamic Education. Responsibility is also related to openness.[43] In many ways, educational institutions' vulnerability will affect public trust so that, in the end, they get high support and a sense of belonging.

Responsibility and openness are commendable attitudes highly recommended by Islam as the hadith is often associated with that exemplary; every one of you is a shepherd and is responsible for his flock. The leader of the people is a guardian and is responsible for his subjects. A man is the guardian of his family, and he is responsible for them. A woman is the guardian of her husband's home and his children and is responsible for them. The servant of a man is a guardian of the property of his master, and he is responsible for it. Undoubtedly, every one of you is a shepherd responsible for his flock.[44] Therefore, these

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[41] Rauschnabel et al., "Brand Management in Higher Education."

[42] Geuens, Weijters, and De Wulf, "A New Measure of Brand Personality."

[43] Kaushal and Ali, "University Reputation, Brand Attachment and Brand Personality as Antecedents of Student Loyalty"; Rauschnabel et al., "Brand Management in Higher Education."

[44] Muhamad Abror, "Teladan Tanggung Jawab Umar bin Khattab kepada Rakyatnya," https://www.kemenag.go.id, April 5, 2023, https://kemenag.go.id/hikmah/teladan-tanggung-jawab-umar-bin-khattab-kepada-rakyatnya-P4VBw.

two dimensions can be dimensions of the brand personality of Islamic education institutions.[45] This personal and institutional responsibility has a positive impact when implemented.

Educational institutions have many duties, including giving students a high-quality education, fostering a welcoming and inclusive learning environment, developing pertinent and thorough curricula, facilitating the holistic development of students' potential, providing adequate resources, promoting creativity and innovation, and preparing students for their future lives and careers. One of the guiding principles is the openness of educational institutions, where the institution pledges to give transparent access to information, including parents and the community, in the educational process and welcome input and comments from all parties. Information on academic policies, prices, and student accomplishment results is part of an educational institution's transparency.[46] Additionally, it entails open lines of communication between educational institutions, learners, parents, educators, and the larger community. Educational institutions may increase the quality and accountability of education by being transparent. They can also develop great collaborations.

Conclusion

Islamic educational institutions can adopt dimensions of brand personality following Islamic teachings: Sincerity, responsibility, competence, lively, ruggedness, emotion, and openness. Each dimension has its elements that can be used as indicators. It is expected that Muslim education experts will measure every indicator adjusted to Islamic teachings so that Islamic education institutions can use the dimensions and indicators of brand personality to improve their quality and service. Given the importance of the brand to Islamic Educational Institutions, they should prioritize this issue as it has a significant impact on development and progress.

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