

Digital Marketing Strategies to Enhance Brand Awareness and Consumer Interest: A Case Study on Early Childhood Education Institutions

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Abstract

The increasing competition and diverse educational methods within the early childhood education sector necessitate innovative approaches to educate the market and attract enrollment. Digital marketing has emerged as a powerful tool for institutions to enhance brand awareness, engage with potential parents, and boost enrollment rates. This study aims to analyze the impact of digital marketing strategies on brand awareness and consumer interest, focusing on Early Childhood Education institutions. Using a qualitative research approach, this study analyzes internal data and relevant literature to assess the effectiveness of digital marketing tactics such as social media, digital advertising, and SEO. The findings reveal that implementing these strategies has significantly enhanced brand visibility, increased consumer engagement, and substantially increased program enrollment. This research underscores the critical role of digital marketing in boosting brand awareness, attracting potential customers, and ultimately fostering growth within the early childhood education sector.

Keywords

Digital Marketing, Brand Awareness, Customer Interest, Early Childhood Education Institutions, Student Enrollment.

1. Introduction

The development of science and technology is now showing rapid progress. Until now, humans have reached the era of society 5.0 which is marked by the increasingly concentrated role of technology in human life. The Society 5.0 era seeks to break through the challenges of the previous era, namely the era of the Industrial Revolution 4.0. The concept of Society 5.0 allows humans to use modern science to provide services for humans. In accordance with the initial goal society 5.0 seeks to create a society that enjoys life and feels comfortable.

The Industrial Revolution has brought changes to all areas of life, including education, the economy, the world of work, as well as to human lifestyles which certainly have a great influence on human civilization in that era. In Indonesian education, in addition to affecting the curriculum, models, and learning methods, teachers are also required to have mastery of Artificial Intelligence technology. According to the Minister of Education, Culture, Research, and Technology of Indonesia (Menristekdikti) Nadiem Makariem, in facing the Industrial Revolution 5.0, Indonesia is classified as having high potential even though it is still under the state of Singapore.

In Law No. 20 of 2003 concerning the National Education System Article 1 paragraph (1) it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state. From this understanding, it can be seen that education is the forefront that is able to increase one's potential and competence. Therefore, schools must produce and produce students who are ready to face challenges in the era of society 5.0.

Education is one of the main pillars in the development of a country. To achieve optimal educational goals, the development of a good curriculum is very important. In Indonesia, the Independent Curriculum has been introduced as an effort to improve the quality of learning in schools. This policy carries a different approach to curriculum preparation with a focus on student empowerment and 21st century skill development. In order to examine this policy, analysis based on theoretical studies is very relevant to understand the formulation, implementation, and impact of the Independent Curriculum on improving the quality of learning

Several education experts have given their views on the Independent Curriculum and the importance of analyzing this policy from the perspective of theoretical studies. According to Darmawan and Winataputra (2020), the Independent Curriculum strives to strengthen student independence and facilitate student-centered learning by emphasizing empowerment and development of 21st century skills. In addition, according to Riyanto's (2019) opinion, the Independent Curriculum aims to free students from the shackles of a curriculum that is too theoretical and promote learning that is more contextual and relevant to real life.

The development of the Independent Curriculum in Indonesia has occurred gradually since its introduction in 2020. This curriculum is the government's effort to catch up or learning loss after the Covid-19 pandemic. This policy has received significant encouragement from various parties, including academics, education practitioners, and other stakeholders. In the process of its development, the Independent Curriculum has involved various updates in the context of the curriculum, such as an emphasis on active, project-based, and student-centered learning (Ananta & Sumintono, 2020). The Independent Curriculum is based on its approach to an educational paradigm that is more contextual, inclusive, and student-centered (Agustina, 2018). This approach emphasizes learning that accommodates the needs and potential of individual students, as well as providing space for creativity and active participation of students in the learning process.

These approaches bring significant changes in the traditional learning paradigm in Indonesia, where teachers are facilitators and guides in the learning process, while students are actively involved in constructing knowledge and skills. An in-depth understanding of these approaches will help in evaluating the implementation and impact of the Independent Curriculum policy in improving the quality of learning in schools. Education continues to develop in various ways, including educational and research methods in line with the development of the times to improve the quality of education, but also continue to make the nature of children's development the main foundation in designing and developing various educational methods.

The Montessori method is an option that can be chosen and has become an educational trend that can be observed in both developed and developing countries. The Montessori method was introduced by a female doctor named Maria Montessori, one of the great educators. In 1907, Montessori opened the Casa dei Bambini-Children House, a school that implemented the Montessori method for children aged 3 to 7 years. The Montessori method is a result of the educational system used in the "Children's Home" which is derived from the pedagogical experience of Maria Montessori with children with abnormalities or who have obstacles. Then he presented it as a long and thoughtful endeavor for normal children. Maria Montessori used her scientific abilities, experience, and insight to develop an educational method that defied conventional educational patterns.

The Montessori Method approach is in line with the goals of the Independent Curriculum, which is an approach that identifies and accommodates the individual needs of children through a differentiated curriculum to optimize various aspects of child development. MFI is one of the education institutions (learning centers) located in the city of Bandung, Indonesia. The MFI institution has playgroup and kindergarten schools, child development stimulation class programs, courses, and training for parents, teachers, and schools based on the Montessori Educational Method, Child Development and Care. The MFI institution is a pioneer of the Montessori Pop Up Class in Bandung. MFI institutions are also actively conducting training and mentoring for schools and education institutions that want to implement the Montessori Method.

In 2022 the MFI Institute has 6 branches. In 2024, MFI branches will merge into 3 branches spread across several areas in the city of Bandung. Since 2019, more than 5,000 Children have participated in the Children's Classroom Program, more than 1000 Parents and Teachers have participated in the Montessori Method Training

Program and Course and more than 50 companies and communities have collaborated with the MFI Institute. The Montessori Education Method emphasizes the principle of "Hands on Learning", children learn through direct experience with all their senses (multi-sensory), this method adjusts the level of cognitive development of children who are still concrete. Each activity is given according to the age level of the child. There are five main learning areas in the Montessori Curriculum, namely Practical Life Exercises, Sensory Education, Literacy & Language, Numeracy and Mathematics, and Cultural and Sciences.

The typical Montessori environment is shaped by adjusting to the growth and development of children. Everything in it is proportional to the size of the child and makes it easier for children to learn and develop themselves, the Montessori Method is also known as the child-friendly method.

The opportunity to choose their activities, as well as the opportunity to organize their daily activities, helps children develop independence, confidence, and discipline in children while remaining under the supervision and observation of adults.

The Montessori method is an educational method that is widely adopted and applied by thousands of schools around the world and used by educators and parents. Montessori schools in Indonesia were established in 1930 and are located in Malang. Then in 1952, by a Montessori teacher from the Netherlands named A.C. Ouwens established a school under the name of Indonesian Montessori School located in Jakarta. Schools with the Montessori method then grew and were established in various cities, such as Yogyakarta, Surabaya, Bali and Bandung. Currently, there are many Montessori schools in Indonesia that offer Montessori education starting from the playgroup level. Montessori is increasingly known through various information from social media that is accessed by many educators and parents. However, many are still unfamiliar with the word "Montessori", some have heard of Montessori but do not know much about the Montessori Method, and some do not know at all.

In the context of marketing, a market that does not know about a program or service, needs education. Market Education or education on the market is that the community needs to be carried out by every company to be able to offer or sell its products or services. MFI is engaged in services that provide a wide selection of educational programs. MFI institutions carry out various integrated marketing strategies (Integrated Marketing Strategy). MFI institutions carry out conventional (non-digital) and digital marketing strategies. When periodic analysis and evaluation have been carried out over the past few years regarding the achievement of marketing targets, digital marketing has shown significant results. MFI institutions are currently more aggressive in marketing using digital marketing strategies.

Digital marketing or online advertising has experienced phenomenal growth since its inception in 1994 (Robinson et al., 2007) The Internet has become the fastest growing advertising medium in this decade. In line with the development of the internet, a new understanding of the marketing paradigm has emerged in the form of a modern market/consumer-oriented marketing concept or a marketing revolution in the form of an electronic marketplace (Arnott and Bridgewater, 2002).

Chandra et al., (2001) stated that in the context of business, the internet has a transformational impact that creates a new paradigm in business, in the form of Digital Marketing if in the past it was known as a traditional business interaction model that was face-to-face, now the interaction model has developed towards modern electronic-based interaction or faceless e-commerce, namely Business To Business (B2B), Business To Customer (B2C) and Customer To Customer (C2C) with the ultimate goal of serving Segment Of One (Arnott & Bridgewater, 2002). Digital Marketing is one of the marketing strategies that is generally used to promote goods and services to customers by utilizing various distribution channels.

Through social media, consumers can get information anytime and wherever they need it. Seeing the number of social media users increasing day by day also opens up opportunities for the Education Industry to develop its market in the hands of consumer smartphones. Parents or potential consumers can more easily get information related to education that best suits their children's needs, through digital platforms and social media such as Instagram, Google, YouTube or even TikTok

2. Literature Review

2.1. Theory of Digital Marketing

Digital marketing has various definitions from experts. Sánchez-Franco et al. (2014) define digital marketing as the evolution of marketing, which occurs when companies use digital media channels for primary marketing, enabling continuous and two-way conversations with consumers. Kaufman and Horton (2014) see digital marketing as a non-traditional marketing model, while Coviello et al. (in Fawaid, 2017) define digital marketing as the use of the internet and interactive technology to create a dialogue between companies and consumers. Lane (2008, in Katherine Taken Smith, 2011) defines digital marketing as the practice of promoting products and services through digital distribution channels, which includes e-marketing and digital advertising. Digital marketing can support marketing teams by improving company efficiency, consumer engagement, and profitability, while offering a cost-effective way to build relationships and increase consumer loyalty.

2.2. Digital Marketing Indicators

According to Yazer Nasdini (2012), there are several main indicators in digital marketing. First, Accessibility, which is the ease for users to access information and services provided online. Second, Interactivity, which describes the level of two-way communication between advertisers and consumers, allows for active reciprocity. Third, Entertainment, which is the ability of advertising to provide pleasure or entertainment to consumers while still conveying important information related to products or services. Fourth, Credibility, which is the level of consumer trust in online advertising, which is considered reliable, impartial, and trustworthy. Finally, Information (Informativeness), which is the ability of advertising to provide an accurate description of the product to consumers, so that they have a clear and detailed understanding of the product.

2.3. Brand Awareness Theory

2.3.1. Definition of Brand Awareness

Brand awareness refers to the extent to which consumers can recognize or remember a brand in a particular category. According to Kotler and Keller (2009), brand awareness includes the ability to identify a brand when exposed to various stimuli, as well as the ability to recall it from memory when needed. Brand awareness consists of two main components: brand recognition and brand memory. Brand recognition is the ability of consumers to identify a brand when given a hint, while brand recall is the ability to recall a brand without external hints.

2.3.2. Brand Awareness Level

Brand awareness can be categorized into several levels:

- 1) Not Knowing the Brand: Consumers have no knowledge of the brand's existence.
- 2) Brand Recognition: Consumers can recognize the brand when it is mentioned.
- 3) Brand Memory: Consumers can remember brands without a clue.
- 4) Top of Mind: The first brand that comes to mind when thinking of a specific product category.

2.3.3. Brand Awareness Indicators

Some of the indicators used to measure brand awareness include:

- 1) Brand Memory: The extent to which consumers can mention the brands that are remembered.
- 2) Brand Recognition: The ability of consumers to recognize a brand in a specific context.
- 3) Purchase Considerations: The rate at which consumers consider brands in their purchasing decisions.
- 4) Consumption Frequency: The frequency of purchases of brands that are in the minds of consumers.

2.3.4. The Role of Brand Awareness in Purchasing Decisions

Brand awareness plays a crucial role in influencing consumer purchasing decisions. Higher levels of brand awareness increase the likelihood that consumers will choose a particular product. This phenomenon occurs because brand awareness provides a sense of security to consumers, who tend to choose familiar brands over unknown ones. Research shows that brand awareness has a positive impact on purchasing decisions, making it an essential element in marketing strategies. Overall, brand awareness is not just an introduction, but a reflection of the power of the brand in the minds of consumers that ultimately influences their purchasing behavior. Understanding and increasing brand awareness is essential for marketers who want to build strong relationships with their target audience.

2.4. Consumer Interest Theory

Interest or desire to buy products or services is a form of behavior of potential consumers, namely individuals who have not yet bought but have the potential to buy in the future. This interest is formed from the process of learning and perception, which creates a strong motivation in the consumer's mind until the moment the need arises, he will realize the interest. According to Kotler and Keller, buying interest is the consumer's desire to buy or choose a product, based on the experience of choosing, using, or wanting the product. The greater the benefits felt compared to the sacrifice, the higher the incentive to buy.

2.4.1. Consumer Interest Dimension (AIDA Model)

- 1) Attention: Consumers begin to get to know the product through promotion.
- 2) Interest: Interest arises after the consumer receives detailed information.
- 3) Desire: The desire to buy arises after the consumer understands the benefits of the product.
- 4) Action: The consumer makes a decision to buy.

2.4.2. The characteristics of Services

- 1) Intangible: Intangible, only perceptible.
- 2) Inseparability: Production and consumption occur simultaneously.
- 3) Variability: Quality varies depending on the service provider, time, and place.
- 4) Perishability: Cannot be stored.
- 5) Difficult to Understand: Complex and difficult to understand, such as consulting services or report preparation.

In the context of education, such as at the MFI Institute, maximum efforts are made to provide information that is easily accessible and understood by consumers, supported by effective marketing strategies, so as to help potential consumers understand the purpose and benefits of the institution for children's education.

3. Methods

The research method used in this journal is qualitative. According to Moleong (2017:6), qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject such as behavior, perception, motivation, action and others holistically and by way of description in the form of words and language, in a special context that is natural by utilizing various natural methods. Qualitative research according to Hendryadi, et. al, (2019:218) is a naturalistic research process that seeks a deep understanding of social phenomena in nature.

Qualitative research emphasizes quality not quantity and the data collected does not come from questionnaires but from interviews, direct observations and official documents that support the research. Qualitative research is also more concerned with the process aspect than the results obtained. This is because the relationship between the parts being studied will be much clearer if observed in the process. This journal focuses on how digital marketing can have a significant effect on branding from the side of social media as well as on the interest of consumers to register for MFI education institutions

3. Result

4.1. MFI Institution's Digital Marketing Strategy

The first MFI Institution Digital Marketing Strategy, the MFI Institute identifies marketing needs and marketing problems related to the target market, namely potential consumers to determine marketing goals and steps. After identifying, the needs and marketing problems are the public or potential consumers who do not know the MFI Institution Brand, do not know the Montessori Method and have not received information and an overview of the MFI institution's education program. Second, conducting market education. Providing education and experiences to the market with an integrated marketing strategy so that customers make decisions to buy products or use our company's services. Potential customers are more interested in buying brand products or using company services if they already understand the products or services we provide (*product knowledge*) through digital platforms and social media.

Third, do digital marketing. Digital marketing is defined by Chaffey and Ellis-Chadwick (2019) and Piñeiro-Otero and Martínez-Rolán (2016) as an effort to achieve marketing goals through the application of digital technology and media. Digital marketing can be applied to advertising marketing activities, namely sending messages or displaying information advertising content and offers through media with a paid system and *Interactive Marketing*, which is online activities and programs to bind customers directly or indirectly can improve brand image (*brand image*), attention (*awareness*), *curiosity* to consumer interest to register. Within an integrated marketing strategy is *The Promotion Mix*, a specific blend of advertising, public relations, sales, and direct marketing tools that companies use to produce a cohesive, customer-focused promotional message.

4.2. Digital Platforms Used in Digital Marketing Activities of MFI Institutions

MFI institutions use digital and social media platforms Instagram, WhatsApp, Google and Tiktok to provide content and advertising. First, the use of *Digital Advertising* (Google Ads, Instagram Ads, etc.) helps institutions reach a wider and targeted market. With Digital Advertising, institutions can choose the target market based on location, age, gender and interests, after the advertising process, the institution will get results in the form of market reports that have successfully reached out and data that interacts with marketing content (location, age, gender). This data will influence bidding and program development decisions as well as *predictive marketing*. This is in line with the concept put forward by Kotler. Customers will also be automatically directed to direct access to the integrated web/link/contact institution.

Second, the use of social media. Create and manage social media Instagram, WhatsApp and Tiktok. To provide educational, informative and interesting content, information publication, wider marketing and facilitate access and interaction of institutions with customers. Providing education related to institutions, programs held by institutions, Montessori Education Methods as well as *Pre-event*, *event* and *post event* content so that potential consumers get an overview of the programs held. Among all social media, the most active and often used for content publication and interaction with consumers is Instagram and the most widely used social media for transactions and consultations is WhatsApp. Currently, the MFI Institute has 12,100 followers in an organic way, namely an increase in followers based on the increase in followers who directly want to know and be interested in the MFI Institution program.

Third, SEO (*Search Engine Optimization*). Optimize Google Account with SEO for a wider market reach and make it easier to interact if supported by links that direct interactions with institutions. Provide information and direct consumers to access location, contact information and reviews from other consumers.

The use of *Digital Advertising* (Google Ads, Instagram Ads and digital platforms) helps institutions reach a wider and targeted market. With *Digital Advertising*, institutions can choose a target market based on location, age, gender and interest (interest or interest), after the advertising process, the institution will get *results* in the form of market reports that have managed to reach out and data that interacts with marketing content (location, age, gender). This data will influence bidding and program development decisions as well as *predictive marketing*. This is in line with the concept put forward by Kotler. Customers will also be automatically directed to direct web access, links and integrated institutional contacts. Here are some data from the MFI Institute related to Advertising marketing strategies.



Diagram 1. Monthly Ad Result Data through Instagram and Facebook Ads

The diagram above shows the data on *Instagram* and Facebook Ads (integrated) advertising results within 1 (one) month, namely the period of May to June 2024. The data shows that the results of advertising reached 16,192 user accounts, 18.5% of users were followers of the MFI Institution account and an increase of 11.4% from previous month and 81.5% came from *non-followers* users and an increase of 126% from the previous month. From this data, agencies can view monthly reports on ad content that reaches, interacts with and makes users take steps (*call to action*) to access links or contact the institution's contact number according to the selected advertising objective. In each ad, we can choose the ad objective from the options provided by the *digital platform*. The number of user accounts that are reached by advertising is increasing, getting information related to the MFI Institution and its programs, this affects *branding* and consumer interest.



Diagram 2. Monthly Ad Reach Location Data through Instagram and Facebook Ads

The chart above shows the order (*rank*) and the percentage of cities that reach out the most based on the location you choose when creating your ad. The MFI institution is located in the city of Bandung, so it was decided to determine potential cities that are the target advertising locations based on mileage and previous consumer data so

that marketing runs effectively because it targets markets that have the opportunity to register or in marketing terms is *closing*.

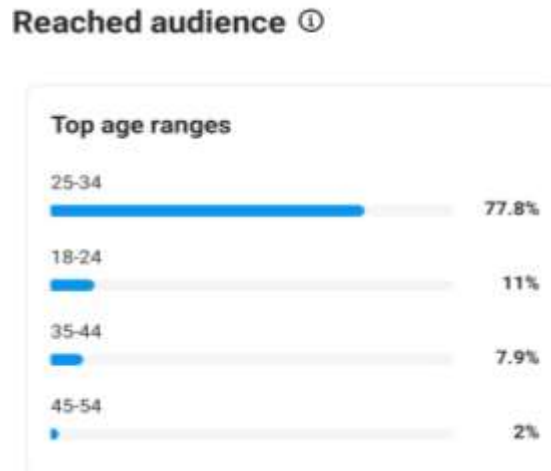


Diagram 3. Ad Reach Age Data through Instagram and Facebook Ads Per Month

The chart above shows the order (*rank*) and the percentage of the most reached (*reach out*) based on the age range selected when creating the ad. Data shows that 77.8% of the audience reached is 23-34 years old. The MFI Institute targets parents aged 25-34 years with the calculation of the child's age in accordance with the program organized by the MFI Institute, so that it has more potential to register their children. In addition, from this data, institutions can also see other age ranges that can be reached or interact with the advertised content and become opportunities as potential consumers.

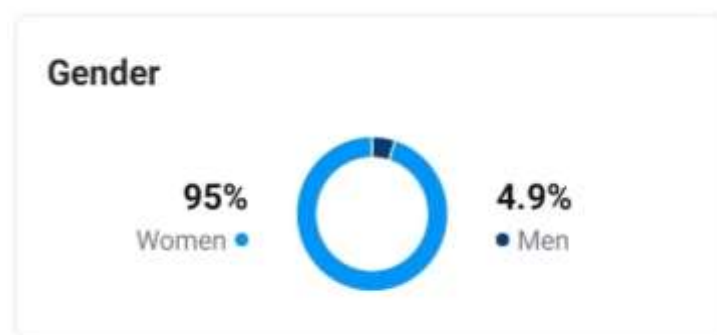


Diagram 4. Ad Reach Gender Data through Instagram and Facebook Ads Per Month

The chart above shows the order (*rank*) and percentage of the most *reached gender* based on the gender selected when creating the ad. The data shows that 95% of the audience with the female gender dominates, compared to 4.9% of men. The MFI Institute targets the gender of women by considering and reading previous data that is in accordance with the MFI Institute's program which is dominated by children's programs, consultation and registration

of children's programs are still dominated by mothers to the institution. So that it targets women's gender based on an analysis of greater opportunities and is evident from applicant data.

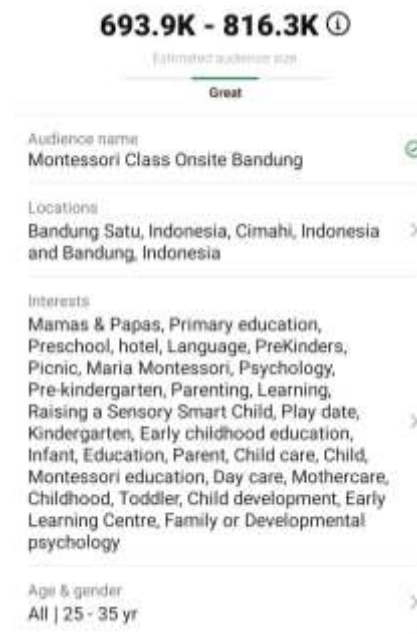


Illustration 1. Targeting Specific Target Markets Through Instagram and Facebook Ads

In the illustration above, MFI institutions as advertisers can design and target specific target markets ranging from age, gender, location and interests (*interest*). The target market chosen must be relevant to the product or service offered. At the MFI Institute, all selected targets are adjusted to the program held. In addition, institutions can see the estimated audience as *market size*. Institutions can also choose the duration of the ad according to *marketing budget* owned. Thus, MFI Institutions can optimize the process *marketing* by targeting a specific target market.

4.3. Results of Digital Marketing on MFI Program Applicants

Data of Applicants for Educational Programs All Branches of MFI Institutions 2021-2023	
Year	Registrant
2021	620
2022	1579
2023	2067

Diagram 5. Data on Registrants for Education Programs in All Branches of MFI Institutions 2021-2023.

The diagram above shows the number of applicants for the MFI Institution program from all branches in the last three years, namely 2021, 2022 and 2023. In 2021 there were a total of 620 registrants, in 2022 there were 1579 and in 2023 there were 2067.



Diagram 6. Data on Registrants for Education Programs in All Branches of MFI Institutions.

The diagram above shows that the increase in registrants every year, the number of applicants for the MFI Institution program every year has experienced a significant increase. The increase in registrants in 2022 increased 3 (three) times by 150% from the previous year, namely 2021. Registrants in 2023 also experienced an increase of 30% from the previous year, namely 2022. Overall, the number of registrants every year has increased significantly. In 2021, MFI institutions have used social media and paid advertising, but it is still not consistent every month. In 2022, the institution began to be consistent and increase the intensity of advertising, namely every month. In 2023, the institution will remain consistent in advertising, adding content variety and increasing the digital platforms used.

In addition to the increasing registrant data, based on a survey conducted by the MFI institution administration team regarding the sources of information obtained when registering and contacting MFI which is listed in the question on the online registration form which has the question "Where does the MFI institution program information source come from?" with the option "Instagram/WhatsApp/Relatives/others", respondents, namely parents, are the dominant choice of Instagram and WhatsApp information sources. Based on the various data described above and the analysis of the marketing strategies used by MFI institutions, branding and consumer interest as well as the increase in large registrants are influenced by various *digital marketing* strategies implemented by MFI institutions.

5. Discussion

In this study, the influence of digital marketing strategies on branding and consumer interest in MFI Early Childhood Education Institutions is analyzed through a qualitative approach based on literature and internal data of the institution. Digital marketing is considered the main component in an effort to improve branding and attract consumers to enroll their children in educational programs provided by the MFI Institute.

5.1. The Influence of Digital Marketing on Branding

The digital marketing strategy implemented by the MFI Institute includes the use of social media such as Instagram, WhatsApp, and Google Ads which function to expand market reach. This platform provides an opportunity to build a stronger brand image (branding) through the presentation of educational and engaging content. This is in line with Kotler's theory which states that digital marketing not only makes it easier to reach consumers but also plays a role in forming a positive brand image. By increasing brand awareness through informative content, MFI institutions have succeeded in building credibility and appeal among parents who have the potential to be consumers.

5.2. The Effectiveness of Digital Marketing Strategies in Increasing Consumer Interest

The application of digital marketing focuses on targeted advertising, which allows institutions to target certain demographics, such as parents aged 25-34 years who are more likely to become consumers. Data from Instagram and Facebook Ads usage shows a significant increase in user reach and engagement. Based on the institution's report, there has been an increase in interaction from potential consumers who are interested in knowing more about MFI programs. Consumers who have obtained clear information through digital media have an easier time making the decision to enroll their children in MFI education programs.

5.3. The Relationship of Digital Marketing and Branding Strategy to Registration Decisions

Branding strengthened through digital marketing has had an effect on increasing the number of registrants at MFI Institutions. The agency's report shows an increase in the number of applicants year over year, with a considerable spike in years when digital marketing strategies are implemented consistently. Consistency in the implementation of digital marketing on a monthly basis, such as through SEO and paid advertising, allows the agency to remain relevant in the market and continue to attract potential consumers.

5.4. Demographic Data Analysis as a Basis for Marketing Decision Making

Through digital marketing, the MFI Institute is able to collect demographic data that helps in making more targeted marketing decisions. Demographic data, such as location, age, and gender, provide important insights into the most potential market segments. Institutions can focus their marketing efforts on these segments, ultimately increasing the effectiveness of digital marketing campaigns and strengthening branding positions in the early childhood education market.

5.5. Challenges and Recommendations for Developing Digital Marketing Strategies

Although digital marketing strategies have proven to be effective, there are several challenges faced by MFI Institutions, such as high competition on digital platforms and the need to stay abreast of technology trends. Therefore, recommendations that can be taken are to enrich digital content that is more interactive as well as expand the platforms used, such as TikTok, which have the potential to have a wide reach among young users and the elderly. In addition, a more in-depth analysis of the results of digital campaigns can help institutions in refining marketing strategies and achieving more optimal results. Overall, the digital marketing strategy carried out by the MFI Institute shows significant results in increasing branding and consumer interest. By paying attention to market needs and strengthening brand image through digital marketing, institutions can maintain their attractiveness in an increasingly competitive market.

6. Conclusion

The right design and implementation of a digital marketing strategy can increase consumer interest. Both the interest in seeking deeper information related to MFI Education institutions can be seen from the increasing number of social media users to see official Instagram and social media profiles, to the interest of consumers to register their children to participate in activities or programs at MFI Education institutions. The digital marketing strategy of MFI Education institutions consists of various stages, starting with planning and setting the main marketing objectives, which is to make MFI Education institutions different from other institutions in the same industry. In addition, the advantages of the digital marketing strategies used, among others, include wider access, regional flexibility, lower costs, the ability to stay in touch with clients, quick feedback, time savings, and round-the-clock availability.

The use of Digital Advertising Google Ads, Instagram Ads, Facebook Ads and other digital platforms helps institutions reach a wider and targeted market. With Digital Advertising, institutions can choose a target market based on location, age, gender and interest, after the advertising process, the institution will get results in the form of market reports that have managed to reach out and data that interacts with marketing content such as location, age, gender and interests. This data will influence bidding and program development decisions as well as predictive marketing.

The findings reveal that implementing these strategies has significantly enhanced brand visibility, increased consumer engagement, and substantially increased program enrollment. This research underscores the critical role of digital marketing in boosting brand awareness, attracting potential customers, and ultimately fostering growth within the early childhood education sector.

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Biography

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