MODEL FOR FORMING PERSONAL BRANDING FOR STUDENTS AT MADRASAH ALIYAH MODEL ZAINUL HASAN GENGGONG PROBOLINGGO

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Abstract

In this era of intense job competition, every individual needs to have the ability to showcase their potential. Personal branding is a way to show oneself in society in a positive way. This research is a qualitative study which aims to analyze the model for forming students' personal branding at the Zainul Hasan Genggong Model Madrasah Aliyah. This madrasa was chosen because this madrasa is one of the madrasas that implements the Semester credit system, one of the educational institutions under the auspices of the Zainul Hasan Islamic Boarding School Foundation with the largest number of students, and has alumni spread across various well-known universities at home and abroad. Research data was obtained from interviews with school principals and deputy principals. The results of the interview were then used as a reference for researchers to observe student activities, as well as analyze MA Model Zainul Hasan's social media content. From this research, it was found that the formation of student personal branding at the Zainul Hasan Genggong Model Madrasah was carried out by finding student ambitions, evaluating student self-evaluation, determining student personal branding and strengthening student personal branding. The formation of students' personal branding is carried out in extracurricular activities and superior programs at the madrasah. Based on this research, researchers found that the formation of personal branding is not only done individually, but personal branding can be attempted in an organized manner by institutions.

Keywords: *Personal Branding, Students, Madrasa*

A. Introduction

Personal branding is a description of the abilities and reputational excellence demonstrated by a person in a particular domain (Rahmah, 2020b). To build their personal branding, many people use social media which is widely accessed by the global community (Rahmah, 2020a). Various groups ranging from influencers such as Raditya Dika (Pertiwi et al., 2020), Reza Darmawan (Aditya & Nurfebiaraning, 2020), to politicians such as Joko Widodo(Rahmah, 2020b; Romadhon, 2018), Kh. Ma'ruf Amin (Purnomo, 2020), uses social media such as Instagram, Twitter, Tiktok and YouTube to build his personal branding. In forming personal branding, it is not uncommon for someone to manipulate their appearance on social media, which does not match their character in life. Like some politicians who have lives that are different from those depicted on their social media (Puworini & Sugiyanti, 2012). In fact, according to Timothy (Haroen, 2018), personal branding is a person's personal identity, which has characteristics that can influence other people's emotions. Personal branding is different from personal image, personal image is a self-image that is formed to influence other people which may be different from that person's personality, while personal branding is built from potential and personality which is then reflected in other people's perceptions.

For this reason, according to Purworini and Sugiyanti (Puworini & Sugiyanti, 2012) there is a need for education in the formation of personal branding. The involvement of education in building personal branding so that individuals are not trapped in a personal image that tends to be manipulative, and can build authentic personal branding since school. Personal branding is be part of the world of education, as an effort to build human resources. Building human resources is one of the goals of establishing educational institutions (Sumiyati, 2020). Through personal branding, the cultivation of character that schools and madrasas continue to strive for can be conveyed as a role model in society. Because in fact personal branding is one way to display the positive character of students (Jaelani, A., Mansur, A.S, Zaqiyah, 2020; Nilawati Rohaenah et al., 2021). This research will conduct an investigation to analyze the formation of students' personal branding at school. Apart from that, it is also to analyze the personal role of students as well as educators and education staff in forming personal branding. The aim of this research is to find new insights about personal branding in the world of education, which was previously widely discussed in communication, politics and business. With this, it is hoped that the world of education through schools can prepare students to face global challenges in the 4.0 era.

Research on student personal branding has been conducted previously. The first research was conducted by Katryna M. Johnson, she analyzed the importance of personal branding for students through social media. This research shows that in the current digital era, it is important to have personal branding, especially on social media (Johnson, 2017). The next research was conducted by Jin Park, this research was conducted with the aim of exploring how student-athletes view and use social media for personal branding purposes. This research concludes the importance of increasing awareness and knowledge about the

concept of personal branding through social media for school student athletes. These findings also call for more effective social media training or educational programs that can encourage school student-athletes' positive attitudes toward using social media for personal branding (Park et al., 2020). Other research, conducted by Nguyen M Trang, the research focuses on exploring students' personal branding on social media when looking for work. This research shows that Gen Z considers online personal branding as an important tool to gain more advantages in the job market. A gap is found between the desired and perceived self in Gen Z's online personal brand. Strategies such as effective self-reflection, authentic communication, self-promotional processes, risk awareness and constantly controlling the digital footprint are suggested to build a stronger and more coherent personal brand. Gen Z advocates for authentic personal brands that are more dynamic, interactive, and a work in progress (Trang et al., 2023). These three studies have similarities in their research scheme, namely researching the formation of personal branding individually through training and social media. The research conducted by researchers will focus on the efforts of educational institutions in forming students' personal branding. student

This research will be carried out at MA Model Zainul Hasan, which is one of the schools under the Zainul Hasan Islamic Boarding School foundation. MA Model Zainul Hasan has consistency in establishing his brand as one of the schools under a foundation that is widely known in the Probolinggo community. This can be seen from social media posts and the MA Model page which consistently shows the achievements of its students both nationally and internationally. This is indirectly done by the school to form the personal branding of its students. This research was conducted to analyze the model for forming student personal branding at the MA Model Zainul Hasan.

B. Method

Descriptive qualitative research was used to fulfill the objectives of this research. The data source for this research was obtained from interviews with the school principal, deputy head of curriculum and public relations. Apart from that, data sources were also obtained from social media documentation and school activities. The next source of data is obtained from observing student activities. To collect the desired data it will take 2 months. Once a week, researchers attend the Zainul Hasan Genggong Model Madrasah Aliyah.

Data analysis in this research uses Miles and Huberman data analysis, namely with three steps, namely data reduction, data presentation and drawing conclusions (Moleong, 2017). Nvivo 12 is used as a data reduction and analysis assistant application. Checking the validity of the data using source triangulation. To ensure the validity of the interview results, confirmation was carried out with documentation and observation. Thus, a description of the research can be displayed.

C. Finding and Discussion
Personal Branding

Initially, personal branding was knowledge from business, technology and communications. Traditionally, personal branding discusses celebrities, celebrities and professionals who strive for success in their careers. In fact, basically everyone has personal branding, it's just that not everyone manages it consistently, effectively and strategically (Waller, 2020). Personal branding is a person's self-identity that can make other people respond emotionally. Personal branding is not only limited to popularity, but is an inseparable part of human life (Haroen, 2018). The goals, vision and values held by a person are the main factors in personal branding, with these three components then being reflected in a person in the perception of other people, which ultimately becomes a brand for that person (McNally & Speak, 2004). Personal branding is a self-description built by an individual that is reflected in the perceptions of others.

Personal Branding must have 3 characters in itself (McNally & Speak, 2004), namely distinctive, relevant and consistent. To show distinctiveness, a person does not have to follow other people's perceptions, nor does he have to be different from the values he adheres to. Personal branding, not a personal image, requires people to appear as desired by other people. Personal branding is what is inside that person. To gain uniqueness in oneself, a person needs to know the values they adhere to and the potential they have. To have authentic personal branding, someone needs to show the relevance of their uniqueness to social life in society. For this reason, knowing about moral values in society is also important for forming personal branding. Consistency is important in forming personal branding. A person's consistency shows how trustworthy the brand he has built is for himself. Through these 3 characteristics, other people will see a person's personal branding with 3 dimensions, namely the competence he has in his role in society, the person's standards for doing things, and his style in relating to other people (McNally & Speak, 2004).

In contrast to McNally and Speak, Peter Montoyo (Haroen, 2014)states that to form a personal brand, a person must be able to build 8 principles in his life, namely specialization, leadership, personality, difference, visibility, unity, steadfastness, goodwill and differentiation. From the opinion of McNally, Montoya and Rampersad, they show that a person's personal branding is indicated by an indication that the person has characteristics that do not contradict his personality, is consistent in self-development, leadership, especially for himself, and performance that is based on positive community values. Personal branding is formed sustainably by humans with the support of various parties in their lives. To build personal branding, Rampersad offers stages in creating personal branding which are carried out continuously (Rampersad, 2008).

Set And Formulate Personal Ambitions

This activity can be carried out by identifying the vision, mission and main personal roles. These three components relate to each individual's external and internal

environment, as well as their knowledge and finances. To identify it can be done by meditating or telling about life experiences and hopes both verbally and in writing (Rampersad, 2008).

Establish And Formulate A Personal Brand

At this stage, individuals need to carry out self-evaluation using SWOT analysis, so that they can set personal brand goals based on their potential. Self-potential here can then be made part of an individual's self-specialization, which will then become a personal brand statement.

Formulate A Personal Balanced Scorecard (PBSC)

Personal balanced scorecard (PBSC) is a self-assessment that measures critical success factors, personal goals, targets and personal performance measures, as well as actions to improve personally. Through this activity, it is hoped that individuals can create their personal strategic map (Rampersad, 2008).

Implement And Develop Personal Ambition, Personal Brand And Personal Balanced Scorecard (PBSC)

In order for life to run according to personal ambition, personal brand and PBSC, there must be continuous implementation and development. This implementation and development can be carried out using the plan, deploy, act and challenge cycle (Rampersad, 2008).

Model for Forming Personal Branding for Students at MA Zainul Hasan Model

To build personal branding requires consistency and self-development efforts that are relevant to the individual's potential(McNally & Speak, 2004). Some people get personal branding spontaneously, but others build personal branding deliberately. Building personal branding requires a long process and a long-term vision supported by other supporting resources. MA Model Zainul Hasan is one of the supporting resources in building students' personal branding. Therefore, in an effort to build students' personal branding, various efforts are made by the school. The efforts undertaken include discovering student ambitions, student self-evaluation, determining and strengthening student personal branding.

Discovering Students' Ambitions

Search for Talent Interests by Teachers

To find students' ambitions, a search for students' interests and talents is carried out. This activity is carried out from the beginning of school at the alma mater love students orientation (OSKAR) (*Wawancara Wakil Kepala Bidang Kesiswaaan*, 2022), in this activity the deputy head of student affairs together with the guidance and counseling teacher and assigned teachers carried out a series of activities to determine students' interests. In the statement of the madrasah management, the school basically wants professional tests, but due to limited time and costs the school uses existing human resources, who have abilities in the field of psychology. Apart from abilities in the field of psychology, the criteria for human resources used as partners to find student interests are teachers who have

experience interacting with students in the long term. This division of roles shows that MA Model tries to involve its human resources from the start in the formation of personal branding.

Recruitment

Recruitment is the second way for MA Model to discover student ambitions. Recruitment is a procedure where students offer themselves and promote themselves to the school by including supporting certificates in the form of achievement certificates in championships and supporting certificates. Apart from that, students also register independently with the school without showing various supports. Recruitment at MA Model is carried out through OSKAR activities. Recruitment through OSKAR is carried out simultaneously with teachers' search for talent. In this event a form is provided to register which is followed by a series of tests(*Wawancara Wakil Kepala Bidang Kesiswaaan*, 2022). Apart from that, recruitment is also carried out by several school organizations, namely OSMAM and Multi Media, both of these organizations have the same recruitment system. The recruitment procedure begins with socialization, registration, selection, interviews and submission of member considerations to the Principal (Shobirin, 2022). This recruitment procedure is carried out so that students selected as members of the organization have continuity between their interests and talents, and have a high commitment to improving their abilities by taking on roles as members of the organization and also as students (Nastangin, 2022).

Self Evaluation

To help students carry out evaluations, Madrasah administrators carry out ongoing evaluations both of their human resources (educators and education staff), as well as of students. Self-evaluation of educators and education staff is carried out every semester to see the progress of their work regarding various matters related to improving the quality of students' self-development(*Wawancara Wakil Kepala Bidang Kesiswaaan*, 2022). Student evaluations are also carried out every semester by providing notes via report cards regarding the consequences for students if they do not develop themselves well through extracurricular activities. Students who do not have the motivation to carry out extracurricular activities which results in them not actively participating in activities are subject to a reduction in academic grades(*Wawancara Wakil Kepala Bidang Kesiswaaan*, 2022).

Determining Student Personal Branding Brand

The madrasah determines the student brand by appointing students who have a personal brand at the madrasah to take part in competitions at various appropriate events. Apart from that, Madarasah looks at students' personal branding based on students' interests, talents and commitment in certain fields.

Strengthening Students' Personal Brands

Self-development activities

Extracurricular activities at MA Model are one of the activities that support the development of students' interests and talents. These activities are classified into

mandatory activities for all students, as well as optional activities according to each student's interests and talents after going through the selection and recruitment process. This classification is based on the need to report grades using RDM (Digital Madrasa Report Card), where RDM requires extracurricular activities listed in it (*Wawancara Wakil Kepala Bidang Kesiswaaan*, 2022). Meanwhile, selected extracurricular activities are intended to support students' talents and interests. These extracurriculars are classified into extracurriculars in sports, arts and knowledge.

The competition is the next program designed to help students promote themselves. Student participation in competitions is supported by school policy which gives additional tasks to subject teachers and extra-curricular supervisors to find information about competitions in their respective fields. Apart from that, subject teachers are also asked to provide student recommendations to the school (*Wawancara Wakil Kepala Bidang Kesiswaaan*, 2022). The school acts as a facilitator and motivator in individual student self-promotion, and students are given the opportunity to choose whether to maintain their brand through competitions or not.

The MA Model also has a superior program which continues to be upgraded every year based on annual evaluations. The current superior programs are language programs, tahfidz programs and research programs. This activity is not carried out simultaneously but is carried out in stages based on the student's class hierarchy. No different from the scout extracurricular, this superior program must be followed by every student (Nastangin, 2022)

Promotion

MA Model's online promotional activities are carried out in two ways, first externally using media partners. And secondly, internally by utilizing a student multi-media organization called Logical. Logis manages all of MA Model's social media and is given responsibility for publishing various things related to the school (Shobirin, 2022). The use of social media as a promotional medium is a response from the madrasah regarding the model of information dissemination which has shifted from print media to online media. The social media managed by Logis are Instagram, Facebook, YouTube, TikTok and websites.

Based on searches on social media owned by MA Model Zainul Hasan, it was found that the intensity of uploads from each social media was not scheduled. Meanwhile, the content uploaded is mostly related to student promotion, as well as various congratulations for partners, families of foundation caregivers and also promotion of resources available at MA Model (Fatimah, 2022d, 2022b, 2022c, 2022a, 2022e). Of the 5 existing platforms, the website is the platform that is underutilized, the menu is complete and can be used as a reference for people who want to know about the MA Model. However, most of the pages in it are left blank. The management of this website tends to be passive compared to the management of the TikTok platform, which is the newest platform used by MA Model for promotional media.

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If the main goal is promotion, then these five platforms are sufficient to provide an overview of individual and group student achievements, as well as providing references to various student activities at the madrasa. It's just that, as media connecting communities and institutions, these five platforms have confusion in their management, because they use different email addresses (Fatimah, 2022b, 2022c, 2022a, 2022d, 2022e). Offline promotion is carried out by making friends and visiting student guardians, especially those who have foundations and student guardians who have experience in the community. Apart from that, we also carry out MOUs with partner universities, involving lecturers from these universities as part of the superior activities in the MA Model Zainul Hasan.
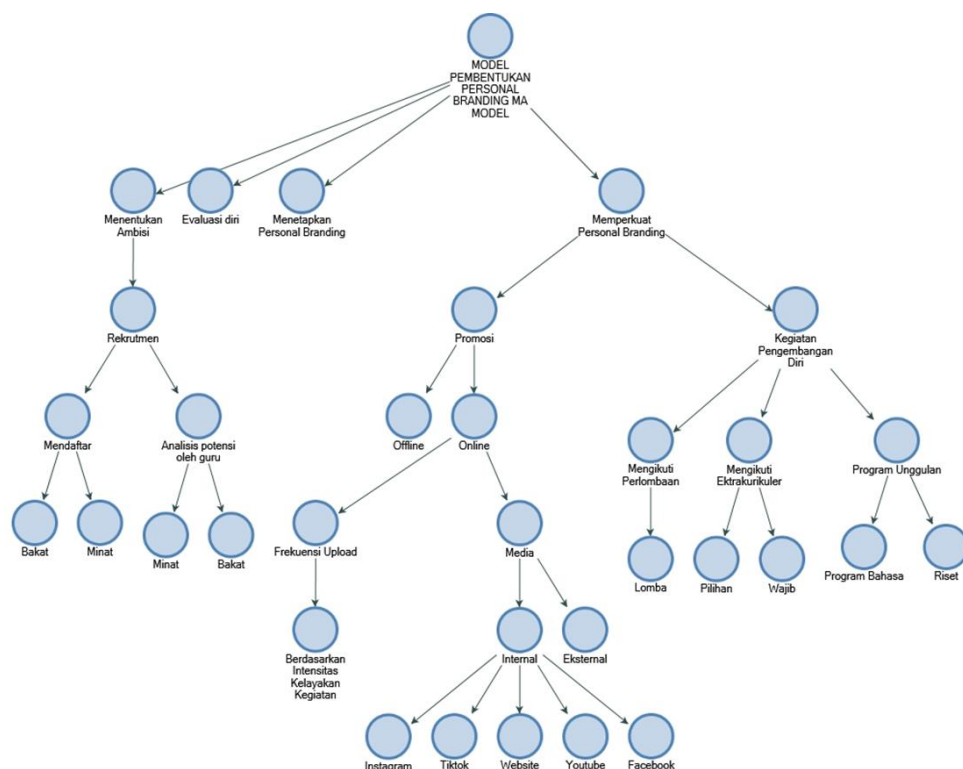
Figure 1. MA Zainul Hasan Model of Personal Branding Formation

The picture above shows that the formation of student personal branding attempted by MA Model Zainul Hasan covers two aspects, namely internal aspects and external aspects of students. The internal aspect includes developing students' interests and talents, while the external aspect includes providing extracurricular activities and promoting student activities. Madrasahs, through self-introduction activities and discovering students' interests, talents, try to encourage students to discover their potential. Knowing one's potential (finding ambition) is the first step offered by Rampershad in building personal branding (Rampersad, 2008). Furthermore, according to Rampersad (Rampersad, 2008) to build personal branding, individuals need to determine the potential that will be designated as a self-brand. Madrasas provide flexibility for students to choose

extracurricular activities that suit their wishes. This is a step for students to establish their own brand. Through extracurricular activities, students are given the opportunity to build personal branding. Lastly, establishing personal branding requires recognition from other people. To help students gain public recognition, madrasas carry out promotions by displaying student activities on madrasa social media.

The model for forming personal branding at MA Zainul Hasan Model is in line with Rampersad's model for forming personal branding. However, the Rampersad model is aimed at individuals without the help of organizations. Meanwhile, the model for forming personal branding for MA Model students depends on the role of the organization or institution. Thus, the Zainul Hasan MA Model does not require students to be fully aware of their ambitions, which is the main requirement in the Rampersad model. Thus, the model for forming personal branding in MA develops a new model, the development of organization-based personal branding..

E. Conclusion

The formation of personal branding requires consistency and support from many parties. At school, students need to be supported with a sustainable and tiered system, so that students are able to actualize their potential to become a brand for themselves. This research has narrow study boundaries because it was only carried out at one madarasah. Thus, there are various opportunities to conduct further research related to the formation of personal branding in the educational environment.

F. Acknowledgment

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