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An Islamic Business Ethics Approach to the Marketing Mix and Brand Image at LKP BSE Computer

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ABSTRACT

This qualitative case study examines how LKP BSE Computer combines the seven elements of the services marketing mix with Islamic business ethics when building its institutional image. The source manuscript reports interviews with a manager, two instructors, two marketing staff, and ten students or alumni, supplemented by six short observations on July 28–30, 2026, and review of promotional and institutional documents. Findings describe a computer training offer aligned with participants' practical needs, communicated prices, an accessible location, promotion through WhatsApp and Facebook, instructor service, enrollment and learning procedures, and visible facilities and certificates. Participants associated honest program descriptions, fair treatment, responsibility, and transparent communication with credibility and trust. The analysis links these practices to perceived brand associations; it does not measure a change in enrollment or establish that the marketing mix caused a stronger brand image. For a small training provider, documenting course promises and comparing them with the experience students receive may support consistent ethical service delivery.

Keywords: Services Marketing Mix; Islamic Business Ethics; Brand Image; Vocational Training; Educational Services



ABSTRAK

Studi kasus kualitatif ini menelaah cara LKP BSE Computer memadukan tujuh unsur bauran pemasaran jasa dengan etika bisnis Islam dalam membangun citra lembaga. Naskah sumber melaporkan wawancara dengan seorang pengelola, dua instruktur, dua staf pemasaran, serta sepuluh peserta atau alumni. Data dilengkapi enam observasi singkat pada 28–30 Juli 2026 dan telaah dokumen promosi serta dokumen lembaga. Temuan mencakup program komputer yang disesuaikan dengan kebutuhan praktis, informasi biaya, lokasi, promosi melalui WhatsApp dan Facebook, pelayanan instruktur, prosedur pendaftaran dan pembelajaran, serta sarana dan sertifikat. Informan mengaitkan kejujuran informasi, perlakuan adil, tanggung jawab, dan keterbukaan dengan kredibilitas serta kepercayaan. Analisis ini menafsirkan asosiasi merek yang dirasakan; penelitian tidak mengukur perubahan pendaftaran atau membuktikan pengaruh kausal strategi pemasaran.

Kata kunci: Bauran Pemasaran Jasa; Etika Bisnis Islam; Citra Merek; Pelatihan Vokasi; Layanan Pendidikan

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1. INTRODUCTION

The growing public demand for practical, job-ready skills has spurred rapid expansion in Indonesia's non-formal education sector, creating intense competition among training providers. Unlike marketing for tangible goods, educational services marketing hinges heavily on learner experience, service quality, relational trust, and sustained student interaction—making values, integrity, and ethical conduct central to brand reputation. LKP Best Solution Education (BSE) Computer, a local computer training institution, serves as a pertinent case for examining how service providers apply marketing strategies aligned with Islamic business ethics to build a positive, trusted brand image. Seeing these problems, LKP BSE Computer is present as an educational institution in the form of Non-Formal Education (LKP) that is flexible, practical, and market-oriented. Amidst competition between such institutions, an institution's capacity to introduce, implement, and strengthen the benefits provided by its services can be a key way to attract prospective students. Therefore, the marketing strategy of educational services is no longer limited to mere promotional efforts but is now related to how an institution develops experience, credibility, and good perception over time, thereby ultimately shaping their brand image.

The seven-part services marketing mix connects what an institution promises with how it delivers its service. Product, price, place, promotion, people, process, and physical evidence all offer information that learners may use when choosing a course. A training provider therefore builds its reputation through accumulated experiences as well as through advertising (Booms & Bitner, 1981; Berry, 2000).

Customer-based brand equity concerns the meanings attached to a provider in the minds of its users (Keller, 1993). In education, prospective participants may compare clear course information, costs, the competence of instructors, and the facilities that support learning. These comparisons

make the 7P framework useful for examining institutional image within a specific local training market.

Islamic business ethics adds expectations of honesty, trustworthiness, fairness, transparency, and responsibility to each service decision. These principles can be observed in descriptions of course content, fee disclosure, treatment of learners, and the way complaints are handled. Research on Islamic marketing asks analysts to consider actual practices and their social setting rather than rely on religious branding alone (Sandıkcı, 2011).

Educational service marketing studies show that the 7Ps contribute positively to enhancing attractiveness, reputation, competitiveness, and brand image. Both Islamic business ethics studies explore how Islamic business ethics (honesty, trustworthiness, fairness, transparency, and responsibility) influence trust and perceptions of brand image. Currently, research on the 7Ps marketing mix and brand image generally focuses on formal education, while Islamic business ethics studies focus more on the MSME and Islamic banking sectors. Consequently, there is a research gap in the non-formal education sector, such as Computer Training Institutes (LKP Komputer). LKP has unique characteristics such as learning flexibility and work orientation, which are strongly influenced by technology and the quality of facilities. Filling this gap, this study combines educational service marketing, Islamic business ethics, and brand image. The novelty of this study focuses on developing an integrative analytical framework for the 7Ps marketing mix based on Islamic values to explain the image formation of non-formal institutions, a topic that has not been explored by previous researchers.

In depth, the novelty of this study covers three main dimensions. First, the contextual dimension: which analyzes marketing strategies in LKP in the computer field, a type of institution with characteristics of work orientation and skills education that are still rarely explored in brand image research. Second, the conceptual dimension: this study combines the 7P marketing mix with the principles of Islamic business ethics in one analytical framework to explain the formation of brand image. Third, the empirical dimension: this study reveals how the principles of honesty, trustworthiness, justice, transparency, responsibility, and benefit are concretely realized in every element of product, price, place, promotion, people, process, and physical evidence in LKP BSE Computer, thus producing a new understanding of how ethical marketing practices can shape brand image at the operational level, not only at the normative level.

Therefore, this research goes beyond simply answering the question 'how does LKP BSE Computer market?', but rather goes deeper into discussing 'how to implement the 7P strategy with the principles of Islamic business ethics, and how all these practices build the brand image of LKP BSE Computer in the eyes of the public'.

This study treats brand image as the associations that participants form from information and service encounters, including their strength, favorability, and distinctiveness (Keller, 1993). It asks how the organization communicates each part of its offer and whether actual delivery supports the

claims made to prospective participants. The case is exploratory: it examines accounts of trust and reputation rather than attempting to estimate the size of a marketing effect.

2. RESEARCH METHODS

This qualitative descriptive research applies a single case study method referring to Yin's theory (2018). The qualitative approach is used to gain an in-depth understanding of the implementation of marketing mix strategies based on Islamic business ethics in order to strengthen the brand image at LKP BSE Computer. The single case study design was chosen because the focus of this research is centered on a contemporary phenomenon of Islamic marketing practices in a single real entity, namely LKP BSE Computer. This study is not designed to statistically test the correlation between variables, but rather to describe, understand, and analyze the implementation of marketing strategies along with the values of Islamic business ethics carried out by the institution to build the institution's image.

The scope of this research focuses on the 7P practices combined with the principles of Islamic business ethics at LKP BSE Computer, without involving branches or other courses. Research data is sourced directly from leaders, instructors, students, or alumni. Instructors at this institution also consistently develop their competencies to obtain national certification. LKP BSE Computer itself has officially been operating since 2019 based on the KEMENKHAM number AHU-0000385.01.04 of 2020, located in Way Tuba Asri Village, Way Tuba District, Way Kanan Regency, Lampung. The lack of computer course institutions in the area is the main driving factor for LKP BSE Computer to continue to exist until now.

Research informants were selected using purposive sampling techniques, namely the selection of informants based on the consideration that the informant has knowledge, experience, and direct involvement with the problem being studied "(Patton, 2015)". The selected informants include (LKP leaders, instructors, marketing staff, and students/alumni), who were chosen because of their direct involvement in the marketing and operational practices of LKP BSE Computer.

The informants in this study consisted of four groups directly related to marketing and service activities at LKP BSE Computer, which were selected based on the following inclusion criteria. Institutional leader/manager: chosen as the only informant in this group because of his position as the strategic marketing decision maker and the only party who has full authority over marketing mix policies and the implementation of Islamic business ethics values at LKP BSE Computer, so that information from this position is singular and cannot be represented. Teaching Staff/Instructors (2 people): active instructors who have taught (Mr. Ir for 6 years and Mrs. Eks for 4 years) at LKP BSE Computer and are directly involved in interactions with students who shape the perception of service quality. Staff involved in marketing activities (2 people): staff who actively carry out promotional, communication or customer service activities for the institution. Students and alumni as service users (10 people): active students or alumni who have participated in a minimum training

program (one full program), so that they have sufficient direct experience to assess the institution's brand image.

Fifteen participants are described: one manager, two instructors, two marketing staff, and ten current students or alumni. The sampling was purposive because these groups encounter different parts of the service. The source reports that recruitment continued until information was sufficient for the case, but does not supply interview transcripts or a detailed saturation log. Counts characterize the interviewed group and should not be treated as a representative survey.

Data sources included semistructured interviews, nonparticipant observation, and documents. The observation log records six visits on July 28–30, 2026, covering access to the location, registration, computers and classrooms, instructor interactions, front-line marketing, and promotional content. Reviewed documents included two banners or brochures, a 2020 instructor certificate, teaching modules, service procedures, and student certificates.

Analysis organized the material around seven service elements and the Islamic ethical principles of honesty, trustworthiness, fairness, responsibility, and transparency. Within-case comparisons considered whether claims by managers and staff were reflected in user accounts, observations, and documents. Brand-image associations were interpreted from experience and stated reasons for trust; no quantitative brand scale or enrollment time series was administered.

The small number of observations and single-institution scope restrict conclusions about changes over time or comparative advantage. Staff and students may also describe the provider favorably because of existing relationships. Findings are therefore reported as observed practices and participant perceptions, with no causal claim that ethical marketing itself increased enrollment or satisfaction.

3. RESULTS AND FINDINGS

The products offered at LKP BSE Computer are in the form of educational and training services in the field of Computers. Based on the results of interviews with Informant P1 as the manager, the programs offered include Microsoft Office Computer courses and graphic design. "We try to adjust the course program to the needs of the participants. So before determining the program, we see what computer skills are really needed by the participants and For the course fees, we convey them upfront to prospective participants. So they know how much it costs and what they get, so there are no misunderstandings after registering, Promotions are usually done through social media and also from participants who have taken courses. The information we convey is in accordance with the programs that are available at the institution." (Manager, interview, July 28, 2026) This statement shows that the product strategy at LKP BSE Computer is directed at the suitability of the program to the needs of participants, so that the service product is not only oriented towards program offerings, but also on the benefits received by users. Interview excerpt from a student: "I think the learning is quite good because it's not just explained, but also directly practiced using a computer. If you don't understand, the instructor also explains it again. What I like here is that the

instructor is willing to help when we don't understand the material. So it's not just giving the material and then it's over. I learned about the BSE Computer LKP from a friend who had taken a course here. He said the learning was good, so I was interested in joining." (Student, interview, July 29, 2026)

Price is one of the considerations for students in choosing a course institution. Based on the results of the interview, the course training fees at LKP BSE Computer are determined based on the program and level. Information regarding fees is conveyed directly to prospective participants so that prospective participants can understand their rights and obligations of payment before participating in the program. Based on interviews with the manager, the payment mechanism can be done by transfer or cash. "The course fee depends on the program chosen. The cost range is around Rp 650,000 for the Microsoft Office program, the cost is Rp 400,000 for the Microsoft Office Junior Program (elementary school children) and the Graphic Design program is around Rp 500,000. Fees can be paid in installments until the program is completed." (manager, Interview July 28, 2026). Based on the manager's statement, cost documents, and the experiences of several participants, there are indications that cost information is conveyed openly and participants understand the payment obligations before participating in the program.

The place aspect relates to the location of the institution and the ease of access for participants to services. Based on observations, LKP BSE Computer is located in RT 1 RW 1, Way Tuba Asri Village, Way Tuba District, Way Kanan Regency, Lampung Province, and is very easy to reach because it is near the main road and close to SMP N 04 Way Tuba. Ease of access is one of the considerations, in addition to physical location, technological developments have also made institutions utilize digital to provide information about locations, programs, and services. From the perspective of Islamic business ethics, the place aspect relates to providing convenience and good service that is not misleading.

Promotion is one of the main activities used by LKP BSE Computer to introduce the program to the public. Promotional activities are carried out through WhatsApp, banners, brochures, field visits, and other media. Information provided includes programs, costs, advantages, and other information. This promotion aims to increase public awareness of the existence and services of LKP BSE Computer. Promotional activities must be conducted honestly, transparently, and without exaggeration.

The people element is one of the most important components in marketing educational services because students interact directly with administrators, administrative staff, and instructors. Interactions between teachers and students are communicative, friendly, open, and responsive. The competence and attitude of the teaching staff are part of the participants' experience during the training. In Islamic business ethics, people who carry out business activities are required to be trustworthy, honest, responsible, and provide the best service. Therefore, the quality of human resources is not only assessed based on technical skills, but also based on their attitude and behavior in providing services. The competency held by the instructor is a National Competency

Certificate with number 62020 3511 2 050201 085 2020 in the field of Operation and System Tools, issued by BNSP Jakarta in 2020.

The process of marketing educational services covers all stages of service experienced by participants, starting from registration, payment, implementation of learning, until completion of the program. Based on the results of the study, the registration process at LKP BSE computer is done by coming directly to the location by filling out a form and bringing the necessary requirements such as the latest diploma, birth certificate and photocopy of the family card. The service process is fast, systematic, and easy. From an Islamic business perspective, services must be carried out responsibly, transparently and without making things difficult for consumers. "The registration process usually begins with participants asking about available programs, then we provide information about the program, schedule, costs, and requirements. After participants make their choice, participant data is recorded and then directed to the training schedule." (instructor, interview, (July 30, 2026). "I think the process is quite easy. I asked about the program via WhatsApp, then I was given information about the schedule and fees. After that I came to register." (Student, July 29, 2026). From the perspective of Islamic business ethics, clarity of procedures and openness of information can be analyzed as a form of transparency, while the institution's willingness to respond to participant obstacles can be linked to the principle of responsibility (*amanah*). However, the application of these principles is not determined solely based on the manager's statement. The researcher compared the manager's statement with the participant's experience and the results of observations of the service process.

Physical evidence is physical evidence that can be seen and felt by participants while receiving services. These aspects include study rooms, computers, supporting facilities, cleanliness, and comfort. The condition of the BSE Computer LKP indicates the availability of adequate facilities. "There are about 6 computers used for learning. Most of them can still be used for practice. If a computer has problems, we usually check it or use another computer." (Instructor, interview, July 30, 2026), during the observation on July 28, 2026, the researcher observed the condition of the learning room. The floor was clean, the computer desks were arranged, the computer equipment was arranged, and a trash can was available. From a brand image perspective, physical evidence provides concrete evidence regarding the quality of service received by participants. Computer facilities, room conditions, cleanliness, comfort, and institutional identity are part of the participant's experience that can shape perceptions of the quality, professionalism, and credibility of the BSE Computer LKP. Thus, physical evidence contributes to the formation of the institution's image to the extent that the physical conditions received by participants are consistent with the promised service.

Across the seven elements, respondents identified a pattern of promises that could be checked against service experience: clear course descriptions and fees, accessible information, professional treatment, and facilities that matched what was presented. The source interprets these as favorable and credible brand associations. It does not include a baseline measure, competitor comparison, or

quantified change in student numbers, so the link to brand image remains a qualitative interpretation.

4. DISCUSSION

The case illustrates why a seven-element marketing analysis is useful for education services. An advertisement is only one encounter with an institution; course content, fees, instructor behavior, procedures, and physical conditions all contribute to the same learner experience. Services marketing theory describes these operational elements as part of how an intangible offer becomes understandable to a prospective user (Booms & Bitner, 1981; Lovelock & Wirtz, 2016). At LKP BSE Computer, the elements appear interconnected in participant accounts, although the study does not rank their relative influence.

Product relevance depends on whether participants gain skills they sought and whether advertised modules describe what the course actually offers. The source reports that computer training was presented in relation to practical and employment needs. An ethical product promise requires the organization to explain course scope, intended competencies, and certification accurately. Participants' accounts support perceived relevance; the study contains no independent assessment of graduates' skills or subsequent employment.

Price and place affect access, especially for a small vocational training provider. The case describes communicated fees and a location reachable by students, while Islamic business ethics adds expectations of fairness and disclosure. Perceived value arises from what students receive relative to money, time, and effort (Zeithaml, 1988). The interviews cannot establish affordability for those who did not enroll, so a fuller assessment would include unsuccessful applicants and compare total costs with alternative providers.

Promotion through WhatsApp, Facebook, and printed material provides inexpensive ways to explain programs. The ethical issue is whether messages, images, testimonials, and stated outcomes can be substantiated. Consistent factual communication may support favorable associations and trust, a central element of customer-based brand equity (Keller, 1993; Berry, 2000). The source documents channels and participants' interpretations, but does not measure campaign reach or test whether a particular message changed a decision to enroll.

People and process link the advertised identity with the service that learners encounter. Instructor competence, respectful communication, clear registration, and equal treatment can make honesty and responsibility observable. A provider should therefore check what happens after an inquiry rather than judge success from promotions alone. In this case, interviews and brief observations support a positive account of interactions; complaint records, service times, and experiences of dissatisfied learners were not systematically examined.

Physical evidence includes computers, rooms, signage, and certificates. These tangible cues may help prospective learners judge a service they cannot fully evaluate before enrollment. Their ethical role extends beyond presentation: equipment and credentials should match descriptions and remain

fit for use. The observation log includes a short facilities visit and the documents include an instructor certificate. Those records do not independently verify the continuing condition of every computer or the learning value of a certificate.

The authors frame ethical marketing through *shiddiq* and *amanah* alongside fairness, transparency, and responsibility. These principles become analytically useful when tied to specific practices: stating the true content of a course, explaining fees before payment, using authentic credentials, and responding consistently to student concerns. Islamic marketing scholarship urges attention to the moral content of exchanges rather than treating an Islamic label as sufficient evidence of trustworthy conduct (Sandıkçı, 2011). The case offers examples but no formal ethics audit.

The evidence supports a perceived brand image of credibility and appropriate service among those interviewed, while generalization is limited by the single provider, purposive sample, and short observations. A stronger follow-up design could document advertised promises, monitor service delivery, and interview enrollees and non-enrollees over several cohorts. Comparing brand associations and actual enrollment trends before and after specific improvements would help separate reputational change from participants' existing favorable views.

5. CONCLUSION AND SUGGESTIONS

LKP BSE Computer's marketing practices can be understood through product, price, place, promotion, people, process, and physical evidence. Interviewees and observations described course relevance, communicated fees, low-cost promotion, professional interactions, service procedures, and visible learning facilities. Honesty, fairness, transparency, and responsibility provided the ethical lens through which these practices were interpreted.

Participants linked correspondence between promotional claims and their experiences with credibility and trust. The case did not measure a causal increase in brand image, participant satisfaction, or enrollment. Its strongest contribution is a grounded account of how ethical commitments can be expressed in concrete educational service decisions.

The institution can document course outcomes and fees clearly, review whether promotions match facilities and instruction, and collect feedback from learners at each service stage. Future studies should include prospective students and comparable providers, use repeated observations, and measure brand associations and enrollment over time.

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