

## Analysis of Brand Identity of Gontor Islamic Boarding School in Official YouTube Channel

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### Abstract

Gontor Islamic Boarding School is the largest modern Islamic boarding school in Indonesia. Even though it is touted as the number one Islamic boarding school, Gontor communicates on social media. This is interesting because so far, there has been an assumption that Islamic boarding schools are closed Islamic educational institutions and severely restrict access to information. Therefore, the problem raised in this study is how the analysis of the brand identity of the Gontor Islamic boarding school is displayed on the official YouTube account of the Gontor Islamic boarding school. This study aims to find out what brand identities are displayed, how to display them and whether each show that contains multiple brand identities also has high engagement. From the results of the data analysis, it can be seen how the largest Islamic boarding school in Indonesia builds its brand identity on social media, especially YouTube. The results of this study are useful for other Islamic boarding schools or religious and educational institutions to build institutional branding through social media, especially YouTube. This research also found how a brand was built through posting consistency, involvement of public figures, content and interactions in the comments column with netizens. It can also be an example of how religious education institutions can communicate themselves and how Islamic boarding schools can become part of the information society. The choice of Islamic boarding school's brand identity as the research theme is because not many researches have looked into professional branding in Islamic boarding schools. Showing an honest brand identity is the foundation of building a product brand. There are five elements of brand identity, namely place image (in the form of reputation), materiality, institutions (law, regulation, organisation), relations (power, class, gender) and society and its culture (tradition, daily life). These five things are indicators in this study.

**Keywords:** Islamic boarding school; brand identity; official account; YouTube.

### INTRODUCTION

Islamic boarding schools are Islamic religious education institutions that use a boarding system (stay in a place of study), with Kyai as caregivers of the students. Katadata.com survey stated that as of October 2020, there were 26,973 Islamic boarding schools in Indonesia (Lidwina, 2020). Islamic boarding is the only Islamic educational institution

native to Indonesia (original culture) (Nasution et al., 2021). The term modern Islamic boarding school emerged from so many Islamic boarding schools. Modern Islamic boarding schools are Islamic educational institutions with a boarding system with Kyai as caregiver and Santri as students. It incorporates general and religious subjects in a balanced way, uses a modern teaching system, and has new methods of managing and organising activities.

Many theories state that the emergence of Islamic boarding schools coincided with the presence of Indonesian Islam. The spread of Islam in the archipelago is often indicated by the quantity of the spread of Islamic boarding schools. This institution has become a pattern of Indonesian Islam both in infrastructure, society and as an identity (Rahman, 2003). Islamic boarding schools are not modern, seem closed and do not welcome digital media and information. It is different from modern Islamic boarding schools, which allow students to access media and information besides the holy book they must study. In fact, along with the development of information technology, modern Islamic boarding schools have also started to create official social media accounts to convey messages from their institutions. This is an interesting phenomenon; on the one hand, Islamic boarding schools are closed to the media, severely limiting the entry of information from outside, but on the other hand, there are Islamic boarding schools that are very open to information and even use information technology to convey messages from their institutions.

The research team then conducted an initial survey by observing Indonesia's most widely used social media, YouTube (Jayani, 2020). YouTube is the most widely used social media platform on the planet. YouTube offers videos of all kinds, including instructive videos, funny videos, pirated widescreen films and television, live streaming, music videos, knowledge, religion, and videos with no obvious truth (Indirakirana & Krisnayanie, 2021). YouTube is also utilised to develop ideology in films, culture, and reality in society (Permatasari & Roosinda, 2020; Pristianita & Marta, 2021). YouTube can also be used to foster creativity (Putranto & Susilo, 2021). YouTube can be utilised as a learning tool to assist pupils in learning independently. YouTube learning media appears to be beneficial to parents. YouTube is easily accessible. Furthermore, YouTube learning media may be accessible at any time and location, allowing parents to keep up with their children's learning while at work. As a result, the YouTube learning material may be effective in the online learning process.

According to this study, teachers can use YouTube as a learning medium to assist students in learning. To make it easier for students to understand the material offered on YouTube, the selection of videos presented on YouTube must be matched to the material, age, and psychological development of students (Rahmatika et al., 2021). An interesting phenomenon from the initial survey was found: many Islamic boarding schools have official YouTube accounts and regularly upload videos. The contents of the videos vary, ranging from the Kyai's lectures, religious studies, information about Islamic boarding schools to the daily atmosphere in the hostel. This phenomenon intrigued the research

team to find out more about how Islamic boarding schools build their institutional branding on social media.

Of all the official Pondok Pesantren YouTube accounts found on the YouTube channel, there is an interesting one, namely the YouTube account of Pondok Pesantren Gontor. The official YouTube account of Pondok Pesantren Gontor has nine subchannels, where all subchannels have relatively high subscribers and viewers. This is one of the reasons why the official YouTube account of Pondok Pesantren Gontor is the object of this research. Another reason is that the Gontor Islamic boarding school is Indonesia's largest Islamic boarding school. At least two websites state that Gontor is the largest modern Islamic boarding school in Indonesia, namely [opop.jatimprov.go.id](http://opop.jatimprov.go.id) and [goodminds.id](http://goodminds.id). OPOP (short for One Pesantren One Product) is a government program to empower Islamic boarding schools and introduce them to entrepreneurship. It is the official website of the East Java provincial government. In contrast, [goodminds.id](http://goodminds.id) is a site containing various interesting and useful information.

This study aims to find out what brand identities are displayed, how to display them and whether each show that contains multiple brand identities also has high engagement. The results of the data analysis show how the largest Islamic boarding school in Indonesia builds its brand identity on social media, especially YouTube. The results of the analysis as answers to research questions regarding the brand identity of the Gontor Islamic Boarding School displayed on the official YouTube account of the Gontor Islamic Boarding School are expected to be useful for other Islamic boarding schools, or even other educational institutions, and become an example of how to build and display the institution's brand identity on social media.

Brand identity is the articulation of a brand through visual and verbal forms that are integrated. Brand identity is a way to communicate with the world, differentiate from the competition, and create brand experiences that encourage engagement. Brand identity may include typography, colour, image, and its application in various forms and media. Brand name, logo, letterhead, business card, tagline, packaging, and website, are also elements that make up a brand identity (Landa, 2006).

Brand identity makes a brand stand out and has a competitive advantage compared to others (Kavaratzis, 2004; Yanuar et al., 2021). Showing an honest brand identity is the foundation of building a product brand. Kalandides (2011) explains that there are five elements of brand identity, namely place image (in the form of reputation), materiality, institutions (law, regulation, organisation), relations (power, class, gender) and society and culture (tradition, everyday life).

This research is based on the element of brand identity proposed by Kalandides and is applied to a social media account, namely YouTube because social media has such a significant impact on society, most businesses and organisations (Girsang, 2020). For organisations or enterprises, social media has become a critical tool for communicating with potential responders and responders (Susilo, 2021; Michelle & Susilo, 2021). Social

media can help with online self-presentation (Octaviana & Susilo, 2021). Social media has become essential to people's lives as human nature meets artificial intelligence (Susilo & Putranto, 2021). Why YouTube? YouTube is the most popular online video database, or maybe even the most complete and varied. At first, Google did not develop YouTube, but it acquired and combined YouTube with other Google services.

According to DeCesare (2014), YouTube is an excellent resource for online videos. This site is very different because YouTube allows users to upload videos of long duration, with various features and provide feedback to the uploader about their video viewers (DeCesare, 2014). YouTube has a character that makes many users feel at home using it. Based on the results of interviews with informants and research conducted, the authors classify them into five parts:

1. There is no duration limit for uploading videos. This distinguishes YouTube from several other applications with a minimum duration of time, such as Instagram, Snapchat, and so on.
2. The security system is starting to be accurate. YouTube limits its security by not allowing videos that contain SARA, illegal, and other rules according to an agreement with the government, and respects copyright with very strict management of uploading other people's copyrighted works. YouTube always provides confirmation questions before uploading videos, thus forcing the uploader to obey the rules of the game.
3. It is paid. Currently, as it is being viral everywhere, YouTube provides an offer for anyone who uploads their video to YouTube and gets a minimum of 1000 viewers or subscribers will be given a certain honorarium with the calculation of the amount of honorarium that has been determined.
4. Offline system. YouTube has a new feature for users to watch videos offline. This system makes it easy for users to watch videos offline, but before that, the videos must be downloaded first.
5. A simple editor is available. In the initial menu for uploading videos, users will be offered to edit the video first. The menu offered is cutting videos, filtering colours, or adding video switching effects.

YouTube changed the way to do branding, where YouTube now allows users to upload and share their content and material with other parties. This allows the message that the institution wants to convey as a Brand Identity strategy to be conveyed to the public more quickly. This campaign message can also be viewed and listened to repeatedly. Furthermore, YouTube viewers can also provide opinions and likes or dislikes on this published video. From the YouTube channel manager, users can evaluate and monitor the number of opinion givers or responses and see public reactions in the form of positive comments on uploaded videos. Sentiment analysis on video comments can obtain information on people's views on an aspect. The social interactions on YouTube and the application of sentiment analysis on video are hoped to illustrate the influence of a video on the YouTube site in the form of public responses through positive sentiment regarding programs created or made by the institution through video postings uploaded on several

YouTube channels. In addition, users can get the level of popularity of the figures in the institution or the objects contained in the institution on YouTube social media.

Several researchers have researched the branding of educational institutions on social media. Even a lecturer at the Informatics Engineering Study Program at Pamulang University has done community service related to training on making YouTube channels for teachers at the Kusuma Cahaya Gemilang Foundation (Nurhasanah et al., 2021). This shows that educational institutions have begun to actively use social media to adapt to the current advancement of the information society.

Robby Aditra Putra's branding on social media has also been investigated by Robby Aditra Putra (2019). In his research, he stated that Pondok Pesantren Gontor Putri 1 branded itself to be able to be present in the hearts of the community. Short slogans (taglines) make it easier for people to remember the cottage. The self-construction described by Gontor Putri 1 is trying to represent a complete picture of Indonesian millennial women, namely women who are independent, creative and think freely. In this paper, the brand that Gontor Putri 1 does on Instagram is to form an ideal concept from an Islamic point of view. Presence, excellence, and self-construct are packaged so well. Unfortunately, this is not done seriously through social media channels, especially Instagram. Just do it sparingly. There seems to be no special team that takes care of self-branding through social media. In fact, if this is done seriously, it will have a good impact on Gontor Putri 1. Moreover, it will likely inspire other Islamic boarding schools to do the same, namely brands through social media, so that the 'ndeso' branding embedded in Islamic boarding schools will change. Ultimately, it will increase public confidence in entrusting their daughters to education in Islamic boarding schools.

Lukmana (2019) after conducting research at the Majelis Taklim Dhikr and Sholawat As-Shofa Banjarmasin stated that the management of social media carried out by the Majelis Taklim Dhikr and Sholawat As-Shofa Banjarmasin in developing Islamic da'wah by using Instagram, YouTube and Facebook as a medium of da'wah. Meanwhile, the social media management strategy is carried out through three stages: the planning or formulation process, implementation and evaluation. The characteristics created by the manager of the Instagram account @majelisasshofa, YouTube channel Majelisasshofabanjarmasin, and Facebook fan page Majelista'limasshofa in developing da'wah are focusing on Islamic da'wah content, presenting messages from different sides, developing methods of preaching messages, branding on preachers, maximising the use of social media features, using informative and persuasive language, conducting periodic posts and presenting attractive multimedia visuals.

Nurmalasari & Masitoh (2020), who researched the strategic management of social media-based education marketing, wrote that the results of their research stated that the social media-based education marketing strategy carried out by MA YPP Babakan Jamanis could increase the interest of prospective students to study at MA YPP Babakan Jamanis. Because it is easier to access, which can be seen through social media as a support for the management process of educational marketing strategies that are accepted by the

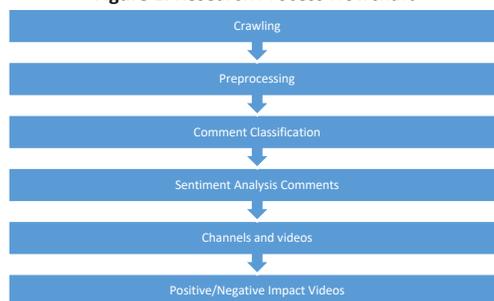
community, parents of students, and even prospective students as objects of marketing strategies. In implementing marketing strategy management, of course, there will be supporting and inhibiting factors. Supporting factors include (a) the presence of human resources as managers, (b) a good internet network, and (c) the role of consumers in marketing strategies is also very influential. While the inhibiting factors are (a) the time for the marketing process is not structured, (b) the physical facilities are not complete, and (c) the equipment is not complete.

## METHOD

The method used in this research is content analysis with a quantitative approach. Content analysis is a method for the content and delivery of messages, as well as an analytical tool for unifying and analyzing the communication activities of a group of people (Krippendorff, 2018; Susilo & Putranto, 2021). There are seven processes that are the flow of this research system, namely:

1. YouTube Data Crawling: Retrieve the data needed to perform analysis.
2. Preprocessing: In this process, the data taken in the crawling process is defined in its format and structure to facilitate the analysis and classification of brand objectives.
3. Comments Classification: User comments on YouTube are classified into three basic forms, namely discussion comments (W1), inferior comments (W2), substantial comments (W3) and several other comment features.
4. Comment Sentiment Analysis: User comments on YouTube videos are sentiment analyses carried out to get positive or negative responses from users regarding the video. At this stage, comments are also classified into several types that have been previously created.
5. Channels and videos: The determination of popular channels and videos on YouTube is influenced by several factors, including views, shares, comments, and subscribers. These factors are used to determine whether the channel or video can be called popular.
6. Positive/Negative Impact Videos: At this stage, a video will be determined that has a positive or negative impact. Several factors influence whether the video has a positive or negative impact, including the number of views, Likes/Dislikes, the number of shares, and positive or negative comments. These factors are used as a formula to produce videos that have a positive or negative impact.

Figure 1. Research Process Flowchart

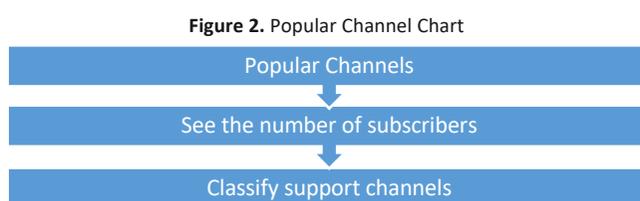


Source: Data Collection by Author (2022)

In this process, data is collected on the YouTube site using the API features provided by the YouTube site so that videos on YouTube can be integrated into other sites. YouTube API is a collection of functions provided by YouTube developers that allow YouTube video content and functionality to be integrated into websites, software applications, or other devices. With the data API, a program can have many operations like the YouTube website. Examples include searching for videos and viewing related content. In addition, with the data API, a program can authenticate users so that they can upload videos and use other features. The required data will be taken in this process, including User, Comment, Vote, Favorite, Share, Views, Like or Dislike, Vote Up & Vote Down, Spam, and Negative Comment. All of this data is a form of user interaction mechanism that can be done on YouTube.

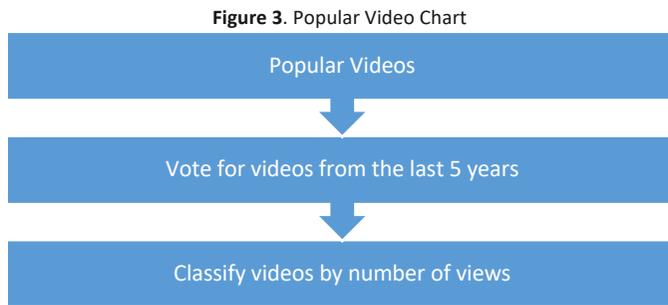
YouTube has a Channel feature, a tool on a YouTube account that is used to upload video accounts on YouTube, publish videos that have been uploaded, and perform other activities on YouTube, such as deleting user videos or commenting on other people's videos. It can be concluded that this feature is also like a broadcast channel on television or radio broadcasts. Viewing channel statistics or videos on a channel is the same as social media. Users can update their status and follow other users by becoming subscribers. This will display a notification if another user updates their channel.

In this study, the YouTube channel used as the object of this research is Gontor TV. Gontor TV itself is the official account of Gontor Islamic Boarding School, which has nine subchannels, namely Gontor TV Sciences, Gontor TV Highlight, Gontor TV Vlog, Gontor TV Kids, Gontor TV Millennials, Gontor TV Daily Life, Gontor TV Studies, Gontor TV Documentari, and Gontor TV Tutorials. The diversity of channels is an attraction in itself and allows each subchannel to be analyzed for comparison. Supporting channels are part of the factors that are considered in conducting the analysis. Therefore, supporting channels are classified based on the number of subscribers.



Source: Data Collection by Author (2022)

To view popular videos, the way to see them is to count the number of viewers; this study classified in the last five years. All videos are sorted up to the last five years, and the ten videos with the most views are selected.



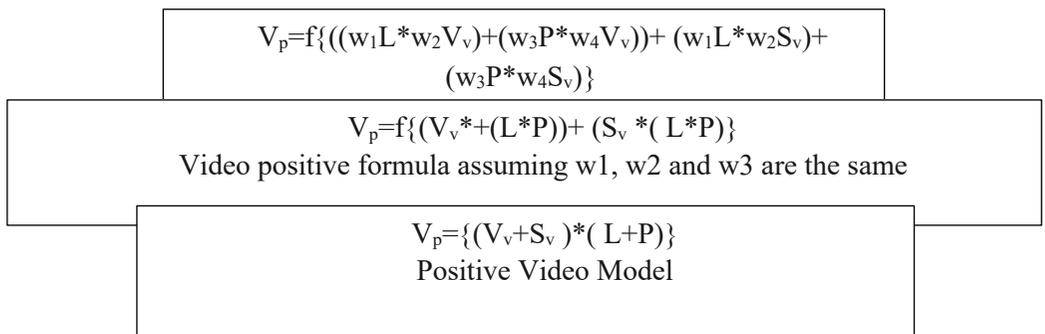
Source: Data Collection by Author (2022)

## RESULTS AND DISCUSSION

### Impact Videos With Positive Comments

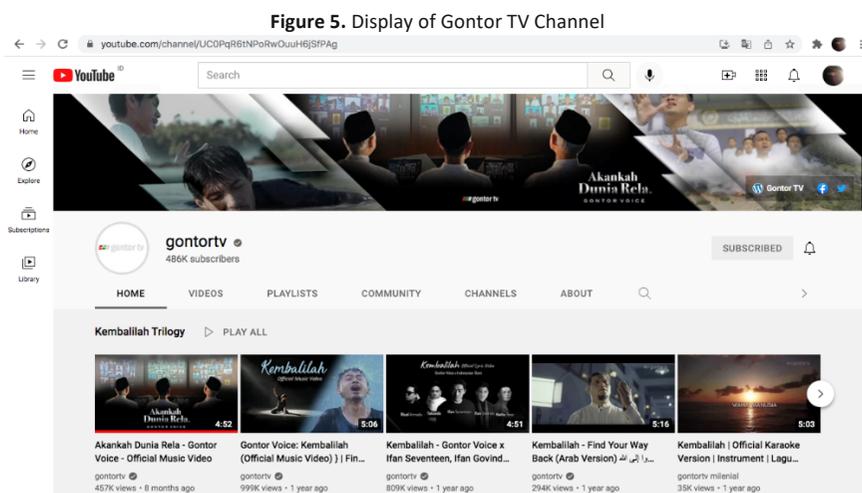
This stage is carried out to determine the impact of a video on the community and whether the impact of the video is positive or negative. Several sentiments affect whether the video has a positive or negative impact, including the number of views, Likes/Dislikes, shares, and positive or negative comments. These factors are used as a formula to produce videos that have a positive or negative impact. The formula for positive videos where:  $V_p$ : Positive Videos,  $L$ : Total likes on videos,  $P$ : Total positive comments on videos,  $V_v$ : Total views on videos,  $S_v$ : Total shares on videos. Assuming:  $w_1=w_2=w_3$ , then it can be in a simple form.  $V_p$  is positive video content that is obtained from the number of visitors who view the video, then added the number of 'Likes' from users to the video, then add the number of shares of the video by users, then plus positive, positive is the number of positive comments that have been analyzed from the whole the comments on the video.

**Figure 4. Video Impact Chart With Positive Comments**



Source: Data Collection by Author (2022)

Based on the results of the analysis, in describing the brand identity carried out by the Gontor Islamic Boarding School through the Gontor TV channel.



Source: Data Collection by Author (2022)

Figure 5 is a front view of the brand identity of the Gontor TV channel. It can be seen that the number of subscribers is 485K, with a background image display of "Kyai and Santri" as a representative of most of the content of videos on Gontor TV. Other social media brand identities are mentioned with a website, Facebook, Instagram, and Twitter links. The description of the Gontor TV YouTube channel includes what is expected from a content created and a schedule for posting content. The consistency of posting time is also an identity color for a brand. The channel description must be clear and detailed as a form of brand identity that can describe the goals and expectations of the YouTube account, which is explained in the 'About' feature. However, not all videos posted have detailed descriptions of the content they created so that they can describe the goals and expectations of Gontor TV.

The Gontor Islamic Boarding School carries out the brand identity through the Gontor TV channel by classifying several videos into various categories, including:

1. Come back trilogy is a collection of several songs created by Kiai Gontor. The students sang it, and some of them collaborated with Islamic musicians. The production of songs and video clips involves elements from various cities and countries. The text of the songs is about the process of reflection on various events happening in all countries and invites people to be grateful. This represents a form of concern from the Gontor Islamic Boarding School as an Islamic educational institution that wants to contribute to helping the Covid-19 condition through an invitation to the community to remain grateful. Gontor is part of the community from Indonesia, which is currently in a state of covid-19.
2. Nasyid Gontor is a collection of songs sung and composed by students, teachers and students of Gontor, both in terms of song and video production. As seen in several videos made by students, children and teenagers, Santri not only learns religious knowledge but can develop other interests and abilities, one of which is through sound. The contents of the songs created are in the form of family life, friendship and

- motivation. This represents that students want to convey good etiquette values to others. Like Gontor's motto, one must be virtuous, knowledgeable and think freely.
3. Telaga Hati is a collection of lectures, salaries and cults given by the Kyai of Gontor. Documented through videos and uploaded on YouTube so that other people can get knowledge from Gontor's leaders or Kyai.
  4. Short films by students, Kyai and students contain sacrifice, devotion, sincerity, etc.
  5. Qiroah melodious is a collection of muratals performed by the students under the supervision of the Kyai. This is another ability that the students practice.

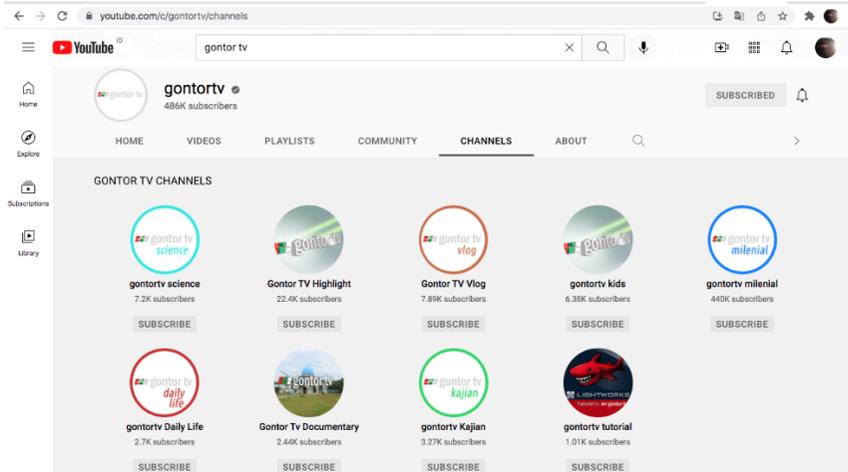
Based on the classification of videos that appeared on Gontor TV's home described earlier, it can be inferred that Gontor TV wants to create a brand identity as a modern Islamic boarding school-based educational institution by following developments in technology and information through educational activities that become the basis of teaching with the following brand identity to be created:

1. Modern forms of religious learning. Learning religion can be through song broadcasts, films and lectures. Hopefully, this will change or broaden the public's view that learning at Islamic boarding schools is fun, unlike in previous periods.
2. Find the interests and talents of students. Santri not only studies religion, but there are also developments of interests and talents. The development is carried out through the soft skills of students and students who have begun to be developed by creating creative content and managing YouTube through making songs, video clips, films and also lectures by Kyai, which are made into YouTube content. YouTube management is also related to how creativity expands the range of content that has been created so that it becomes viral or trending. It can even produce several other more categorized YouTube channels, as many as ten channels.
3. The popularity of pesantren is conveyed through popular and trending videos. It is part of the identity to be conveyed to the public, seen from several videos that get many views and become trending. Likewise, with the collaborations carried out with several Islamic musicians, popular clerics represent learning and collaborating both within the pesantren and with people outside the Gontor pesantren.
4. Unite and be part of the development of society. Gontor Islamic Boarding School continues to innovate in creativity and student learning. They want to create an identity of an educational institution that is adapted to the community but still within the Islamic corridors of values through Nasyid songs about the etiquette of Santri, stories about children's attitudes towards their fathers, mothers, friends and the environment. It is in accordance with the motto of the Gontor Islamic Boarding School, which is "high-minded, broad-minded and free-thinking".
5. In some notes on the posted video, it is stated that students and teachers produce the video. This means collaboration and an equal relationship between students and teachers. A fun learning system because both teachers and students are on the same project.

### Popular Channels and Videos as an Extension of Brand Identity

The establishment of 9 channels besides the Gontor TV channel is a channel created at various Gontor campuses in Indonesia. Gontor Islamic Boarding School wants to involve all its students so that they have a YouTube channel as a form of creativity. This statement represents that Gontor TV wants to classify audience segmentation as a form of brand expansion.

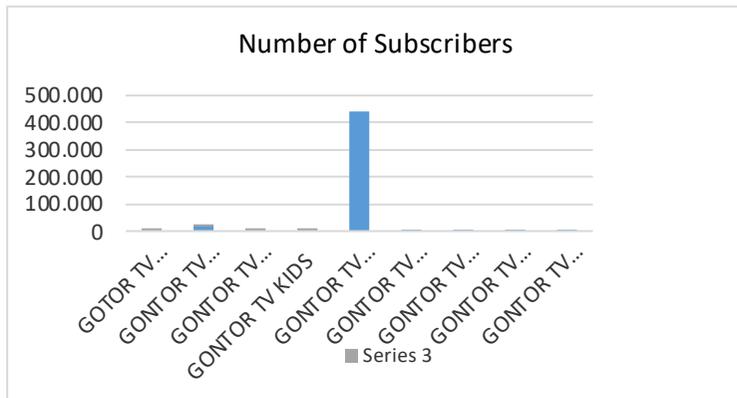
Figure 6. Part of Gontor TV Channel



Source: Data Collection by Author (2022)

If classified based on the number of subscribers, it looks as follows:

Figure 7. Number of Subscribers



Source: Data Collection by Author (2022)

Based on Figure 7, the target of the Gontor brand is to expand its reach but be more segmented based on all the information needs of the community. Other than the official Gontor TV, the order of Gontor TV is based on the number of subscribers. The following is based on the number of subscribers:

Millennials. Channels with 404k subscribers, almost close to Gontor TV. It is a channel that presents videos about studies-related activities, live readings of the Koran, and videos of international conference activities. There is also a collection of Nasyid. No content specification is more indicative of a millennial brand identity channel. This millennial can only be seen in one Islamic song video.

Gontor TV highlights. Channels with 22k subscribers. There is no profile explanation, but when viewed from the contents, it includes large and small activities carried out by students, teachers and students of Gontor. Among them are activities to welcome new students, students who have just recovered from COVID-19, blood donation, Olympics, Reog, etc.

Gontor TV Vlog, a channel with approximately 7.1k subscribers, is content produced from Gontor-3 Kediri. Contains content related to live streaming, short films, Nasyid songs, quiz, and motivational words. Gontor TV Vlog will be used as part of the transformation of the identity of the Gontor TV channel. However, the specifications of the brand identity are still not visible.

Gontor TV science. It is the YouTube channel of Darussalam Gontor University containing proof that Gontor's brand identity also includes Gontor University. Gontor offers higher education to the community.

Gontor TV kids. It is a show with a total of 6.3k subscribers. These contents are produced from the Gontor-5 campus, some of which contain the introduction of Hijaiyah letters and the introduction of Arabian numbers. The rest are activities carried out by elementary and junior high school children. There is also Nasyid, the same as other channels.

Gontor TV study with 3.27k subscribers. It is a channel that summarises multimedia activities and works from the Gontor-14 campus and contains live content for studies and the Koran, Nasyid, travel content, and others, as well as content on other channels.

Gontor Dailylive. The number of subscribers is 2.7k. It is a channel that summarises activities from the Gontor-11 campus, including the same content on other channels.

Gontor Documentary. The number of subscribers is 2.44k. A YouTube channel from the Gontor-12 Jambi campus. The picture element on the front view of the channel at home informs about the brand identity of the Gontor-12 campus Islamic boarding school building. The content is the same as the other channels.

Gontor TV tutorial. The number of subscribers 1.07k. It is a YouTube channel containing content about tutorials. The channel name represents the content of the videos.

Based on the nine channels shown on Gontor TV, it is said that the Gontor Islamic boarding school is divided into several campuses in various places in Indonesia. It consists of students aged from children to adults. Students and teachers can participate in the

YouTube channel production process. The involvement of students illustrates the segmentation of the Gontor campus channel in Indonesia, representing that the brand identity of the Gontor Islamic boarding school wants to make content creator activities part of the learning process and the formation of soft skills for its students and students. YouTube is one of the most important marketing tools, and many studies show that video is the preferred form of media for many people, so it becomes a significant forum for the creators to develop their abilities both in producing content and marketing content.

YouTube media as a form of brand identity for Gontor Darussalam Islamic boarding school, in introducing Gontor to be more global in the future through the creative hands of students, students and teachers. The collaboration between them is a combination of the emergence of creativity and the development of skills possessed by everyone who is part of Gontor TV. Brand identity is how the outside world can find out about user products. Includes a variety of creative elements that are incorporated into the branding process. Branding itself is an action taken by the Gontor Darussalam pesantren through the Gontor TV channel in forming a unique and distinctive brand and can inform values, goals, and messages to be conveyed through video content on the Gontor TV YouTube channel or nine more channels.

Therefore, a strong identity must be presented in creating a brand identity through the YouTube channel. On the Gontor TV Channel itself, the identity is strong, the content's characteristics, and the TV channel's logo. The consistency of uploading content becomes a character or style of the brand itself. Strong brand identity on the YouTube channel represents a strong identity of the Gontor Darussalam Islamic boarding school as a modern Islamic boarding school.

Meanwhile, on the Gontor TV YouTube channel, there are several popular videos with many viewers. There are nine popular videos on Gontor TV with three types of videos, Nasyid, short films, and studies, as described in Table 1 below:

**Table 1.** Popular Video Links on Gontor TV Youtube Channel

NO	LINK VIDEO POPULER	KATEGORI	TOTAL VIEWER	TOTAL LIKE	TOTAL DISLIKE
1	<a href="https://www.Youtube.com/watch?v=INznPE2PZdI">https://www.Youtube.com/watch?v=INznPE2PZdI</a>	NASYID	7456584	31928	3380
2	<a href="https://www.Youtube.com/watch?v=l-g96uquSk">https://www.Youtube.com/watch?v=l-g96uquSk</a>	NASYID	4944509	30384	1673
3	<a href="https://www.Youtube.com/watch?v=rLfCYUDY9DU">https://www.Youtube.com/watch?v=rLfCYUDY9DU</a>	NASYID	3435126	24858	1058
4	<a href="https://www.Youtube.com/watch?v=irhYa4bQgw0">https://www.Youtube.com/watch?v=irhYa4bQgw0</a>	FILM PENDEK	1512854	23594	634
5	<a href="https://www.Youtube.com/watch?v=4_Y6HW8PQIo">https://www.Youtube.com/watch?v=4_Y6HW8PQIo</a>	FILM PENDEK	1523426	9936	958
6	<a href="https://www.Youtube.com/watch?v=ev2L-CdGF GA">https://www.Youtube.com/watch?v=ev2L-CdGF GA</a>	FILM PENDEK	872316	14000	271
7	<a href="https://www.Youtube.com/shorts/1ktuCDMdZJ8">https://www.Youtube.com/shorts/1ktuCDMdZJ8</a>	KAJIAN	2302226	29000	-
8	<a href="https://www.Youtube.com/shorts/VWEUx1jOnXg">https://www.Youtube.com/shorts/VWEUx1jOnXg</a>	KAJIAN	1048404	20000	-
9	<a href="https://www.Youtube.com/watch?v=yVtvFv_SFoM">https://www.Youtube.com/watch?v=yVtvFv_SFoM</a>	KAJIAN	2607668	42000	1800

Source: research result 2021

**Table 2.** Number of Viewers on Gontor TV Youtube Channel

<i>link</i>	<i>view</i>	<i>like</i>	<i>dislike</i>	<i>share</i>	<i>diskusi</i>	<i>inferior</i>	<i>positif</i>
<i>Nasyid</i>							
<i>1</i>	7456584	31928	3380	221	20	10	902
<i>2</i>	4944509	30384	1673	120	36	12	1069
<i>3</i>	3435126	24858	1058	91	54	11	910
<i>Film pendek</i>							
<i>4</i>	1512854	23594	634	85			
<i>5</i>	1523426	9936	958	76	113	28	141
<i>6</i>	872316	14000	271	30			
<i>Kajian</i>							
<i>7</i>	2302226	29000		68	60	8	182
<i>8</i>	1048404	20000		21	10	5	277
<i>9</i>	2607668	42000	1800	72	300	25	2250

Source: research result 2021

Based on Tables 1 and 2, the video content with many views on the Gontor TV YouTube channel is as follows:

First, the content of Nasyid songs with a total of 7,456,584 views and 31,928 likes and dislikes means only 10% of viewers. In the second video, the Nasyid content is still superior, with 30,389 likes and approximately 6% who disliked the content. The number of viewers in the third Nasyid video is 3,435,126, with a total of 24858 likes and 4% dislikes. The three YouTube contents interpret that public interest in viewing Gontor TV's YouTube content is in the form of Nasyid songs.

Second, the next popular video sequence with the study category, the study is not only carried out by Kyai, Gontor TV teachers, but in creating study content, they also often collaborated with several clerics who are currently popular, one of which is Ustad Abdul Somad who gets many views. One of the advantages of this digital media is that it makes it easy to collaborate with anyone, and it becomes the charm of the user brand and expands the reach of the user brand identity.

Third, short films. Even though students and teachers made them, the number of viewers was high, which became a new offer for a new identity association for Gontor TV. Making a short film is also creativity in processing a story to be conveyed. Student involvement and the videos' quality strengthen the brand identity of Gontor TV.

The three popular videos above can be interpreted as follows:

1. Content categories. These contents can be used as a reference in creating a brand association that Gontor TV will create to strengthen the character of its brand identity further.
2. Gontor TV logo should always be included in every content as part of the brand identity. So that when the video is shared, the identity of the content owner is still visible. The formation of brand identity can also be from the audience's behavior, which the creator ultimately classifies.
3. The description on the video. Writing a description on each uploaded video further strengthens the brand identity and is the initial information the owner or video maker

wants to convey. On Gontor TV, some videos use complete descriptions, but on others, they are ignored. In this case, users should always display information of approximately 300 characters, and the course ends with a link connecting to other social media.

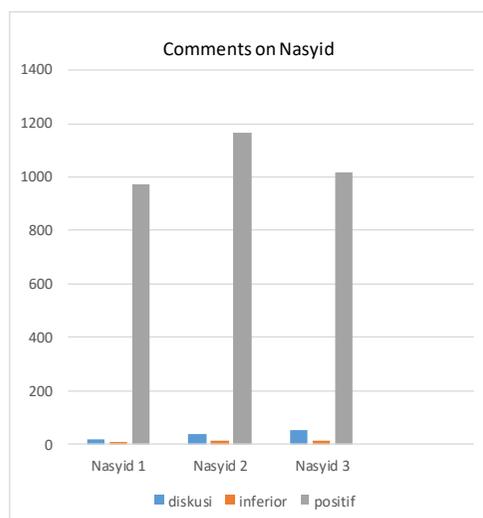
4. Upload time consistency. Uploaded videos must have a consistent upload time, making it easier to create patterns for viewers and easy to remember and wait for. Regarding the consistency of uploading, Gontor TV still has not done it consistently, maybe on the sidelines of the students' study time and the Kyai's free time.

The popular videos obtained in the form of Nasyid and short films illustrate that the segmentation of Gontor TV's YouTube audience is Generation Z and the millennial generation. Teenagers can accept Islamic values in the form of Nasyid and short films in any part of the world. Pesantren's life is no longer seen as a whole and monotonous life, but with Gontor TV channel facilities, it helps develop creativity in fun activities. The decision to enter a boarding school is no longer dominated by parents or parental coercion, but children themselves can make decisions. While the study is a combination of generation Z and millennial audiences, many Ustad Abu Somad fans are millennials. This can be a reference for Gontor TV to strengthen its brand identity. The Gontor YouTube channel has provided a new perspective for the millennial generation regarding the concept of the pesantren that used to be with those that are now modern and so fun.

### Comment as Brand Identity

The comments on each content are classified into three types of comments, namely discussion, inferior, and positive. Of the nine popular videos that have been presented, the comments are:

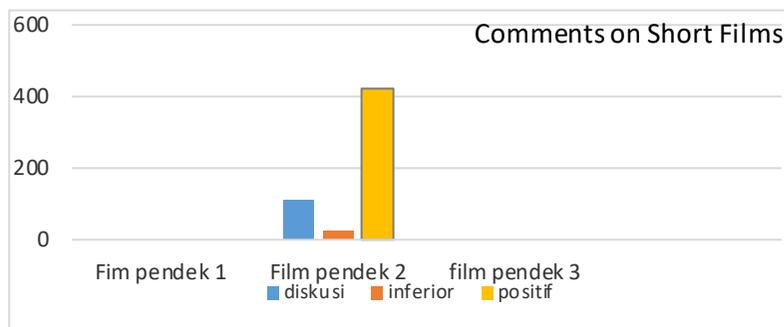
Figure 8. Comments on Nasyid



Source: Data Collection by Author (2022)

Based on Figure 8 above, the classification of comments is divided into three types: discussion, inferior/condescending, and positive. The classification of these comments illustrates how the content created has an impression on the audience. This is a reinforcement of brand identity. Researchers classify comments based on popular video categories, namely *Nasyid*, short films and studies. Based on the chart above, out of the three *Nasyid* content, positive comments are the most compared to inferior ones that are degrading, and comments are in the form of discussions. Inferior comments are always present in any content and are unavoidable. It can be concluded that the popular video is positive.

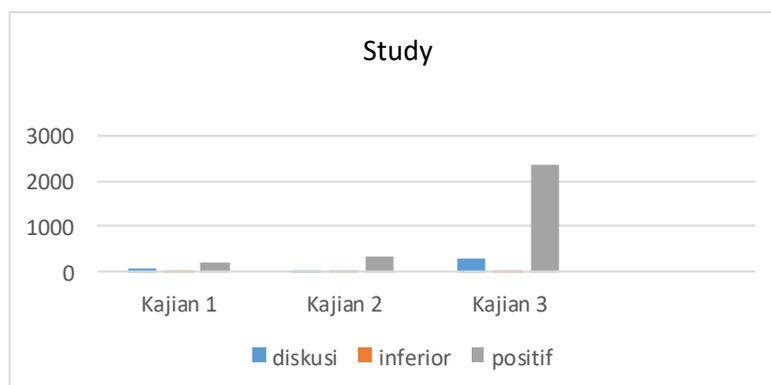
Figure 9. Comments on Short Films



Source: Data Collection by Author (2022)

Based on Figure 9 above, film one and film three have no comments, while in film two, positive comments dominate more than other comments. This means that the content or video viewed is a positive video.

Figure 10. Comments on the Study



Source: research result 2021

Based on Figure 10 above, study three has more positive comments than the other two studies and several other categories. If it is seen that Study 3 is the video content of Ustad Abu Somad's study, collaboration studies with popular Kyai in the media can broaden the scope of brand identity. This, of course, can attract groups of Ustad Abu Somad fans to be

able to stop by Gontor TV, thus unwittingly expanding the brand value. However, the collaboration must be with a brand with a good reputation. Another meaning of collaboration is freedom in thinking and acting, accepting the views of others outside of the existing circle. This is relevant to the motto of the Gontor TV Islamic boarding school, written in the descriptions of several videos, one of which is to form freedom of thought. Forming the audience's perception is also very important and becomes part of the brand identity because, through these contents, Pesantren Gontor Darussalam wants to convey the values to the audience.

Of all the comments shown above, 90% are positive comments. This concludes that the video is positive, and this will label the reputation of the Gontor pesantren as positive. Almost all viewers liked the video content shown by Gontor TV in the categories of Nasyid, short films, and studies. An effective brand must be different from competitors to be memorable and superior. From popular videos and positive comments, Gontor TV has been able to do or choose what content will be their advantages/uniqueness compared to others. So this can strengthen Gontor TV's brand identity and make it easier for many people to know. Strong brand identity will create customer loyalty. Of course, the content produced helps Gontor TV Islamic boarding schools transfer their values so that people are interested in being part of Gontor TV students or students.

## **CONCLUSION**

The Gontor Islamic Boarding School's Official YouTube Channel has reflected its brand identity in accordance with the motto of Gontor itself, namely, Tall, Healthy, Knowledgeable and Free-Thinking. The motto was then translated into video content posted on Gontor TV's YouTube.

The Gontor TV subchannel, which consists of 9 subchannels, is part of the branding of each Gontor Islamic Boarding School campus spread throughout Indonesia. Thus, each campus, including the central campus in Ponorogo, has one YouTube subchannel, even though the content is the same as the other subchannels. This means that each campus has been unable to produce its videos, although several campuses have produced videos for their own YouTube channel content.

Judging from the popular videos with the highest views, videos with entertainment or entertainment have the highest level of popularity. Even though they both have a study message or an Islamic moral message, netizens prefer it if the delivery is done with the concept of entertainment. This can be an input for Gontor and accounts belonging to other Islamic educational institutions to pay attention to the entertainment element in any content posted via YouTube.

Meanwhile, the number of likes that are more than dislikes in all videos shown on YouTube shows that the public indeed likes the Gontor TV channel and all of its subchannels. The comments are more positive than negative. However, there are inferior comments, not in the context of bullying or judgment. Inferior comments inform Gontor's YouTube channel organisers that the video is lacking in certain respects, which they show

in their comments. Thus, inferior comments can also be interpreted as comments that have a positive impact.

Gontor has successfully built his official YouTube channel into a medium that can precisely translate the branding he wants to build. In the future, it is better if each subchannel of Gontor TV produces its video so that the different characteristics of each cottage in different areas will be seen. If users can produce independently, the competition for each subchannel will motivate and encourage the creativity of the students and teachers at each Gontor campus, so that it positively impacts their soft skills.

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