

## Educational Marketing Management Strategi in Improving School Image

Linda Setiawati<sup>1</sup>, Siti Nuraeni<sup>2\*</sup>

<sup>1,2</sup> Faculty of Science Education, Indonesian University of Education

E-mail: nuraeni2896@gmail.com

**Abstract.** The purpose of this study was to analyze the marketing management strategy of education in elementary schools that has an impact on the image of educational institutions. This research is qualitative research with a descriptive approach. The data collection technique uses triangulation, namely a combination of observation, interviews and documentation. The subjects in this study were principals, educators, parents and students. The results of this study found that educational services at SDN 1 Semarang prioritize customer satisfaction. Marketing management carried out by schools in improving the school's image is carried out by several strategies, namely direct strategies, indirect strategies, and financing strategies. The most effective strategy at SDN 1 Semarang is the quality of graduates and building an image of service satisfaction through word of mouth. The impact and implications of marketing strategies on imaging at SDN 1 Semarang include the support of the community around the school, the establishment of effective cooperation between the school and parents of students, the establishment of customer loyalty for education service users. Education services at SDN 1 Semarang prioritize efforts to fulfill and satisfy education customers, the quality of educators and education personnel who are oriented towards quality and professionalism, and the quality of graduates in accordance with the school profile.

### 1. Introduction

Education in Indonesia is developing very rapidly both in terms of quality and quantity. The Central Statistics Agency report shows the number of schools in Indonesia has reached 217,283 schools. The number of elementary schools (SD) in the 2020/2021 school year reached 148,743 schools, with a total of 131,058 public elementary schools (88.11%). The number of public and private junior high schools is 40,597 schools and SMA 13,865 schools (BPS). The challenges of educational institutions in the future are the intense competition in increasing the quantity of students, the quality of education and also the challenges of the increasingly rapid development of the times and meeting the needs of educational customers.

Educational marketing management has an important and strategic role for the survival of an educational institution [1]. Marketing as a quality improvement strategy [2, 3]. quantity of students, and improve the image of the school [4, 5, 6]. Marketing management must start from the needs and desires of the community and provide satisfactory services in an effective and efficient manner. This requires educational institutions to compete in the marketing process of educational institutions. Educational institutions that have good educational marketing management and are supported by adequate facilities will improve the quality of educational institutions. On the other hand, educational institutions whose

education marketing is not good will have an impact on reducing their customers, even their quality and achievements.

Marketing is an overall system of business activities aimed at planning, pricing, promoting and distributing goods and services that satisfy needs, both to existing and potential buyers [7]. Meanwhile, Kotler and Armstrong argue that marketing is a social and managerial process in which individuals and groups get what they ask for and want by creating, offering and paying attention to appropriate products with others [1].

According to Kotler and Keller, marketing management is a science that studies the procedures for selecting and obtaining target markets, retaining, and developing customers by creating, delivering and communicating superior value to customers. Marketing people market ten types of entities, goods, services, events, experiences, people, property (property rights), organizations, information and ideas [1]. Meanwhile, according to Tjiptono marketing management is an overall system of business activities designed to plan, set prices, and distribute products, services and ideas that are able to satisfy the desires of the target market in order to achieve organizational goals [8].

Educational marketing management has an important and strategic role for the survival of an educational institution. Educational marketing management must be based on the needs and desires of consumers by estimating and determining the needs and desires of the community and satisfying services effectively and efficiently [2]. Marketing aims to provide direction and purpose to the activities of educational institutions. In addition, the purpose of marketing is to make the company's or institution's products competitive because there is a value difference with competitors, the stronger the value of the difference, the better for the company or institution. Finding differences requires foresight, accuracy, and high creativity [4]. In the marketing of educational services, it cannot be seen and felt by the community before the community buys or obtains it from the education service provider directly. People also cannot predict what results will be obtained by consuming educational services, except after they buy or become users of these educational services. The education marketing strategy is no less important, so that educational institutions can be widely known by the public and attract potential users of educational services.

Research studies in marketing management and educational marketing strategies have been widely studied with a very varied focus on studies such as marketing education to improve school quality [3]. Improve the image of the school [5]. Increase the quantity of students [4]. In addition, studies on higher education marketing strategies have attracted a lot of attention from researchers, this is supported by the development of higher education institutions which are highly demanded by changes and developments in science and the rapid advancement of information technology. As a research study in the development of science with a focus on studying the implementation of education marketing and educational marketing strategies [9] – [14]. Marketing education through higher education curriculum [15].

This study focuses on examining education marketing management strategies in an effort to improve the image of schools, especially elementary schools. SDN 1 Samarang is one of the public schools in Garut Regency which provides educational services for the surrounding community also has a positive image in the Garut Regency area. The purpose of this study is to analyze the marketing strategy of education in elementary schools that has an impact on the image of educational institutions through educational services, educational resources and the quality of graduates. This study uses a descriptive qualitative design, where the researcher analyzes and understands the phenomena that occur in the research subject both in behavior, perception, motivation, action and so on holistically and deeply. Then described through words and language in a special context naturally and using natural methods.

## 2. Method

This research was conducted using a qualitative descriptive method. Sugiono explained that qualitative research is a research-based on positivism or interpretive philosophy, used to examine the results of natural objects where the researcher is the key instrument [16]. Qualitative research intends to understand the phenomena experienced by research subjects such as behavior, perceptions, motivations, actions, and others, holistically and by means of descriptions in the form of words and language, in a

special natural context and by utilizing various methods [17]. While the descriptive method is a method that aims to describe in detail the problems that occurred during the research.

The data collection technique uses triangulation, namely a combination of observation, interviews and documentation. The informants in this study were the principal, educators and parents of students. The data analysis technique used is data analysis technique according to Miles & Huberman, namely data collection, data reduction, data presentation and drawing conclusions and classification [16]. This research was conducted at the State Elementary School 1 Samarang which is located at Jalan Raya Samarang No. 83 Samarang District, Garut Regency. The subjects in this study were the principal, educators, parents of students and students.

### **3. Results and Discussion**

#### *3.1. Education Services*

Educational institutions essentially aim to provide educational consumer services (students, parents, the community) by providing satisfactory services [6]. Service is any action or activity that can be offered by one party to another, which is essentially intangible and does not result in the ownership of anything. Its production may or may not be linked to a single physical product. Service is the behavior of producers in order to meet the needs and desires of consumers in order to achieve satisfaction for the consumers themselves [1]. Based on the findings in the field, the educational services at SDN 1 Samarang include:

##### *3.1.1. Education Service.*

Educational services provided by SDN 1 Samarang to students who are the main customers of education include intracurricular and extracurricular services. Intracurricular services are manifested in a curriculum. The curriculum of SDN 1 Samarang includes the substance of learning that is taken within a period of 6 years, with the curriculum used, namely the 2013 curriculum and the KTSP curriculum which are then mixed again by each subject teacher. The curriculum in the era of the Covid-19 pandemic is an emergency curriculum as per government policy. The curriculum structure is prepared based on graduate competency standards (SKL) and subject competency standards. The curriculum content of the SDN 1 Samarang institution that was developed includes: the habit of reading prayers and Asmaul Husna, learning English, implementing empirical studies, implementing thematic contextual learning, additional learning outside school hours, ceremonial activities, and scouting activities.

##### *3.1.2. Extracurricular Services.*

Extracurricular is a support service for intracurricular activities that provide benefits and increase the knowledge and skills of students. Extracurricular services at SDN 1 Samarang include the Youth Red Cross (PMR), karate, badminton, athletics, silat and chess.

##### *3.1.3. School Facilities and Infrastructure.*

Infrastructure is one of the most important factors in improving the quality of education. The availability and quality of infrastructure have a good impact on the learning and education process and have an impact on educational output. Increasing the quantity and quality of infrastructure at SDN 1 Samarang continues to be as much as possible. The supporting facilities at SDN 1 Samarang include: classrooms, library, science lab, Student Health Unit (UKS), places of worship, teachers' rooms, principal's office, library, cooperatives, sports fields, and toilets.

##### *3.1.4. Administration Service.*

This service serves to assist school principals in administrative activities both in correspondence, staffing, managing finances, infrastructure, secretarial and student affairs that support the implementation of education so that it runs effectively and efficiently.

### *3.2. Educators and Education*

There are 17 educators and education staff at SDN 1 Samarang, 1 administrative staff and 1 cleaning staff. The competence and ability of the educators are in accordance with government regulations, namely a minimum of a bachelor's degree in elementary school education, and 2 people who have completed master's studies. The average teacher teaching at SDN 1 Samarang is more than fifteen years and some even have 30 years of teaching experience.

### *3.3. Graduate Quality*

Quality in education is linked to the role of school managers. School managers should communicate their vision and mission in developing a quality culture and empowering educators, educators and students [18]. Profiles of graduates of SDN 1 Samarang include a) Improve students' imtaq and science and technology, b) Improve the skills of students according to their talents and interests, c) Complete personality enhancement, d) Prepare students to continue their education to a higher level (9 years compulsory education), dan e) Improve the personal professionalism of students.

### *3.4. Educational Marketing Strategy*

The marketing strategy is the main approach that will be used by the business unit in achieving the targets that have been set in advance, it includes the main decisions regarding the target market, the placement of market products, the marketing mix of goods and the level of marketing costs required. [19]. Confirmed by "marketing strategy is concerned with decisions relating to market segmentation and targeting, and the development of a positioning strategy based on product, price, distribution, and promotion decisions" [20].

According to Ara Hidayat and Imam Machali, the marketing strategy of education can be divided into 5 stages, namely: 1) Market identification, market identification and analysis are the first steps in marketing educational services to the market, so it is very important to do this. Therefore, by identifying and analyzing the market, educational institutions must be able to adapt to the needs and desires of regional, national and even international communities in order to be able to compete with other educational institutions. 2) Segmentation, Market segmentation is dividing a market into distinct groups of buyers based on needs, characteristics or behavior, who may require different products, demographic, socioeconomic, psychological, geographical, benefit, usage and service-based segmentation. 3) Positioning is the characteristics and differentiation (differentiation) of real products that make it easier for consumers to distinguish service products between an educational institution and other educational institutions. 4) Marketing communications, and 5) Services for educational institutions, services for educational institutions are seen as what consumers expect. The gap that often occurs is the difference in perceptions and attributes of educational services. Therefore, in achieving a good educational institution there are five steps, namely reliability, responsiveness, confidence, empathy and tangible manifestations towards better facilities [21].

Meanwhile, Kotler put forward the elements needed to create a marketing strategy, namely: 1) Target market strategy, which decides which market segments will be the target market. These market segments may focus on those where demand exceeds supply. In this case, schools need to divide the education market according to demographic, psychographic, and behavioral characteristics of students; 2) Competitive position strategy, which bases provision on the relative strengths and privileges possessed by the institution, which can ensure a competitive level; 3) Mixed strategy, which identifies certain elements that the organization can promote. This mixed strategy consists of four basic components called the 4Ps, namely: product (Product), location (Place), price (Price), and promotion (Promotion). In the service sector, these components are added 3P, namely: people (Person), process (Process), and evidence (Proof) [22].

The marketing strategy at SDN 1 Samarang is a differentiation strategy. A differentiation strategy requires a company or institution to choose special traits to differentiate itself that are different from those of its rivals [23]. By using this strategy, schools are trying to inform their advantages as a strategy to attract the interest of users of educational services. The implementation of this strategy at SDN 1

Samarang is demonstrated through academic and non-academic achievements achieved by schools at the district, provincial and national levels. In addition, the output of SDN 1 Samarang is mostly absorbed by the best schools in Garut Regency. This is one of the attractions for parents and the community to send their children to this school.

The education marketing strategy by SDN 1 Samarang is also implemented directly and indirectly. The direct strategy is through promotion through the media as well as through word of mouth related to the achievements of students and the services provided by SDN 1 Samarang. The indirect strategy is carried out through various activities at the sub-district, district, and national levels.

Promotion techniques through word of mouth (mouth to mouth) [24], [25] is the technique that most guarantees to attract the interest of education customers at SDN 1 Samarang. The mouth-to-mouth technique can also cause a positive response from education customers to send them back to school and recommend to others to send them to the same school.

### *3.5. Impact of Marketing Strategy and Its Implications on School Image*

According to Kotler, image is defined as a set of beliefs, ideas and impressions that people have of an object and a person's attitudes and actions towards an object are strongly conditioned by the image of the object. While imaging is the result of a school culture that applies values as a reference and educational institutions, from these values will form a commitment to improve the quality of schools. [26].

There are several indicators that can create an image, including educators, libraries, educational technology, consulting bureaus, sports activities, artistic activities, religious activities, parental visits to schools, school publications and postgraduate [24].

The impact of marketing strategies that have implications for the image of SDN 1 Samarang include: First, public trust in educational institutions. This is evidenced by the high interest of the people who register their children as prospective students at this school, who register to SDN 1 Samarang mostly not from the environment around the school, but from various sub-districts in Garut district. Second, SDN 1 Samarang is a school with a double ship system due to the large number of students, each grade level from class 1-6 consists of 2 classes, even though the double ship class is still carried out from the morning, this is supported by classrooms that are already adequate.

Third, the geographical location of the school is very strategic. SDN 1 Samarang is located in the center of the Samarang sub-district which is very easily accessible by public and private transportation and is supported by the close proximity of the school to the regional level implementing unit (UPTD) and the Samarang District Office, making it easier for school residents and parents in the administrative process. In addition, it is also supported by easy access that supports the implementation of learning.

Fourth, there is support and cooperation from the community, especially parents of students. Various activities carried out by the school always get a good response from parents and the surrounding community. Parents opinions on school activities are positive and good for the development of their children's interests and talents, the school provides time every week for students for extracurricular and intracurricular activities such as karate training, pencak silak, badminton, athletic training, arts (pupuh) and strengthening MIPA learning.

Fifth, the provision of adequate student learning resources. Learning resources are the most primary thing for students because without learning resources students will be hampered in their cognitive development. The learning resources at SDN 1 Samarang come from the government and schools in collaboration with publishers, and some teachers also make diktat as learning materials. The provision of learning resources from schools is based on suggestions from students' parents which are then agreed upon by the school. Sixth, there is a commitment and loyalty from parents of students who are customers of educational services who re-register their children and suggest to others to use the services provided at SDN 1 Samarang.

Efforts to improve the existence and image of educational institutions by applying the concept of a marketing strategy for educational services. The objectives of educational marketing include providing information, increasing public interest and interest in the products of educational institutions, the public

can distinguish the products of educational institutions from one another, so that people can assess the products of educational institutions and stabilize the existence and meaning of educational institutions in society [27]. Affirmed by Muhaimin educational marketing management function to form a good image of the institution and attract the interest of prospective students [28].

Educational institutions that have a good image and reputation generally have good relations with the local community, positive relations with local governments, a sense of pride in the organization and among the community, mutual understanding both internal and external parties, increasing the loyalty of the institution's staff [29]. This is also done by SDN 1 Samarang in order to have a good reputation, namely by fostering good and positive relationships with parents of students and the local Education Office as well as the community around the Samarang District area. The benefits obtained by educational institutions that have a good image include increasing marketing effectiveness, saving operational costs, being a shield during times of crisis, competitiveness with other educational institutions in the medium and long term, and being the power of executive rates as institutional assets [30].

Educational institutions that have a good image are able to: (1). Creating public understanding (2). Have public confidence (there is public trust in the institution/organization), (3). Have public support (there is an element of support from the public), (4). Have a public corporation (there is cooperation from the public to the institution) [31].

#### 4. Conclusion

Based on the discussion presented above, it is concluded that educational services at SDN 1 Samarang prioritize efforts to fulfill and satisfy education customers, including the quality of academic services at SDN 1 Samarang focusing on students, the quality of educators and education staff who are oriented towards quality and professionalism, and the quality of graduates who are according to the school profile. The education marketing strategy in improving the image of the school carried out by SDN 1 Samarang through promotions, direct strategies, indirect strategies and financing strategies. The impact of marketing strategies and implications for the image of SDN 1 Samarang, namely the high loyalty of consumers of educational services, the support and trust of the community and the establishment of effective cooperation between schools and parents of students.

#### References

- [1] Kotler, P., Keller, K., Brady, M., Goodman, M., & Hansen, T. (2019). *Marketing Management: 4th European Edition*. Pearson UK.
- [2] Wahyudi, K. (2016). Manajemen pemasaran pendidikan. *Jurnal Kariman*, 4(2), 99-116.
- [3] Khasanah, A. (2015). Pemasaran jasa pendidikan sebagai strategi peningkatan mutu di SD Alam Baturraden. *El-Tarbawi*, 8(2), 161-176.
- [4] Munir, M. (2014). Manajemen Pemasaran Pendidikan Dalam Meningkatkan Kuantitas Peserta Didik. *Sekolah Dasar*, 1(1), 50-58.
- [5] A. S. & J. Sari, "Improving School Images Through Education Marketing Management," *J. Islam. Educ. Manag.*, vol. Vol. 4 No., pp. 1-12, 2021.
- [6] Sari, A., Supardi, S., & Juhji, J. (2020). Improving School Images Through Education Marketing Management. *JTEM (Journal of Islamic Education Management)*, 4(1).
- [7] J. Setyono, *Manajemen Pemasaran (Suatu Pengantar)*. Yogyakarta: Biruni Press, 2008.
- [8] Fandy Tjiptono, P. (2015). Strategi Pemasaran, Edisi 4. *Yogyakarta: Andi*.
- [9] Bang, V. V., Joshi, S. L., & Singh, M. C. (2016). Marketing strategy in emerging markets: a conceptual framework. *Journal of Strategic Marketing*, 24(2), 104-117.
- [10] Ferrell, O. C., Hair Jr, J. F., Marshall, G. W., & Tamilia, R. D. (2015). Understanding the history of marketing education to improve classroom instruction. *Marketing Education Review*, 25(2), 159-175.
- [11] Cann, C. W., & George, M. A. (2004). Key elements of a successful drive toward marketing strategy making. *Journal of Marketing for Higher Education*, 13(1-2), 1-15.

- [12] Naidoo, V., & Wu, T. (2011). Marketing strategy implementation in higher education: A mixed approach for model development and testing. *Journal of marketing management*, 27(11-12), 1117-1141.
- [13] Cespedes, F. V., & Piercy, N. F. (1996). Implementing marketing strategy. *Journal of Marketing Management*, 12(1-3), 135-160.
- [14] Piercy, N. F., Harris, L. C., Peters, L. D., & Lane, N. (1997). Marketing management, market strategy and strategic management: domain realignment and redefinition. *Journal of Strategic Marketing*, 5(1), 51-63.
- [15] Hutt, M. D., & Speh, T. W. (1998). Business marketing education: A distinctive role in the undergraduate curriculum. *Journal of Business-to-Business Marketing*, 5(1-2), 103-126.
- [16] Sugiyono, D. (2013). Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D.
- [17] Lexy, J. M. (2013). DMA (2012). Metodologi Penelitian Kualitatif. *PT. Remaja Rosda Karya*.
- [18] Sallis, E. (2014). *Total quality management in education*. Routledge.
- [19] Kotler, P., & Susanto, A. B. (1999). Manajemen pemasaran di indonesia: Analisis, perencanaan, implementasi dan pengendalian.
- [20] Slater, S. F., & Olson, E. M. (2001). Marketing's contribution to the implementation of business strategy: An empirical analysis. *Strategic management journal*, 22(11), 1055-1067.
- [21] Hidayat, A., & Machali, I. (2012). Pengelolaan pendidikan: konsep, prinsip, dan aplikasi dalam mengelola sekolah dan madrasah.
- [22] Kotler, P., & Fox, K. F. (1995). *Strategic marketing for educational institutions*. Prentice Hall.
- [23] Porter, M. E. (2004). *Competitive strategy: Techniques for analyzing industries and competitors*. Free press.
- [24] Buchari, A. (2011). Manajemen pemasaran dan pemasaran jasa. *Bandung: alfabeta*.
- [25] Fathurrochman, I., Endang, E., Bastian, D., Ameliya, M., & Suryani, A. (2021). Strategi Pemasaran Jasa Pendidikan Dalam Meningkatkan Nilai Jual Madrasah Aliyah Riyadus Sholihin Musirawas. *Jurnal Isema: Islamic Educational Management*, 6(1), 1-12.
- [26] Fradito, A. (2016). *Strategi pemasaran pendidikan dalam meningkatkan citra Lembaga Pendidikan Islam: Studi Multikasus di SDI Surya Buana dan MIN Malang 2* (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- [27] Faizin, I. (2017). Strategi pemasaran jasa pendidikan dalam meningkatkan nilai jual madrasah. *Madaniyah*, 7(2), 261-283.
- [28] Muhaimin, M. A. (2015). *Manajemen Pendidikan (Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah/Madrasah)*. Prenada Media.
- [29] Anggoro, L. Teori dan Profesi Kehumasan Serta Aplikasinya di Indonesia. 2002. *Jakarta: Bumi Aksara*.
- [30] Ardianto, E. (1998, December). Mengelola Aktiva Merek: Sebuah Pendekatan Strategis. In *Forum Manajemen* (Vol. 12, No. 67, pp. 34-39).
- [31] Yulianita, N. (2007). Dasar-dasar public relations. *Bandung: P2U-LPPM UNISBA*.