


Exploring Marketing Mix Strategies in Educational Institutions: A Case Study of Madrasah Ibtidaiyah PUI Kaum Banjarsari Indonesia

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Article Info	Abstract
<p>Article history: Received: 01/28/2023 Revised: 04/12/2023 Accepted: 04/22/2023</p>	<p>Purpose – This study aims to investigate the marketing mix employed by MI PUI Kaum Banjarsari in the context of educational institutions' marketing activities. Specifically, it examines the application of the standardization of New Student Admissions (PPDB) outlined in the Director General of Islamic Education's Decision Number 7265 of 2019. In a landscape with numerous educational institutions and various strategic models for attracting attention, this research seeks to understand the specific marketing mix utilized by MI PUI Kaum Banjarsari.</p> <p>Design/methods/approach – Conducted as qualitative-descriptive research, this study employs a field research approach involving observation, interviews with key informants possessing 3M criteria (knowing, understanding, experiencing), and documentation. The validity of the data is ensured through triangulation of sources and techniques, with interactive analysis used to interpret the findings.</p> <p>Findings – The research reveals that MI PUI Banjarsari Ciamis employs the marketing mix to conduct marketing activities, presenting their institution through the elements of (1) products, (2) price, (3) human resources, (4) location, (5) facilities and infrastructure; (6) process; (7) promotion. Additionally, during PPDB activities, MI PUI Kaum applies five standards to prospective students: (1) objectivity, (2) transparency, (3) accountability, (4) non-discriminatory, and (5) competitive.</p> <p>Research implications/limitations – The impact of this research extends to educational institutions seeking effective marketing strategies. Rules include the specific context of MI PUI Kaum Banjarsari, impacting the generalizability of the findings.</p> <p>Practical implications – The findings offer valuable insights for educational institutions aiming to refine their marketing strategies, particularly during the PPDB process. Understanding and implementing the marketing mix elements can enhance the institution's appeal to the public.</p> <p>Originality/value – This research contributes to the literature by offering a detailed examination of the marketing mix employed by MI PUI Kaum Banjarsari in the competitive landscape of educational institutions. The study's originality lies in its specific focus on the marketing dynamics during PPDB, providing valuable insights for institutions navigating similar challenges.</p>
<p>Keywords: <i>Marketing Mix, Marketing of Education Services, PPDB.</i></p>	<p>©2023 by the authors. It was submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (http://creativecommons.org/licenses/by/4.0/).</p> 

Introduction

Companies do not only carry out marketing activities; an educational institution also needs marketing activities to attract people interested in educational services. Nowadays, the world of education is also competing to attract those interested in educational services or prospective students so they can study at their institutions. Marketing educational services is an activity that introduces educational institutions to stakeholders. In marketing educational services, an educational institution must be able to attract stakeholders interested in joining the school. Apart from attracting prospective students, academic service marketing activities also allow educational institutions to provide services so that stakeholder satisfaction arises. (Faizin, 2017) One effort to attract the attention of those interested in educational services is accepting new students, usually abbreviated as PPDB. Admission of new students is an activity that is routinely carried out every new academic year in the realm of education. Admission of new students attracts and accepts prospective new students to enter an educational institution. The regulations set by the government carry out the PPDB implementation stage. (Rohmah et al., 2020)

Currently, competition between educational institutions is very significant. Therefore, an educational institution needs good quality to attract much attention from potential new students. The activity of accepting new students is a forum for creating various innovations in marketing educational services. So far, in marketing activities, we only know the process of promotional activities, even though many other aspects can be emphasized. MI PUI Kaum Banjarsari, as an educational institution, has made several innovations in marketing academic jackets through activities to accept new students. In its implementation, MI PUI Kaum Banjarsari focuses on educators and education staff to attract prospective new students and invites students to participate in PPDB activities.

Apart from attracting the attention of prospective new students, PPDB is also an opportunity for educational institutions to show a good portrait of their academic quality. Therefore, PPDB is the right moment. Therefore, this activity should be carried out optimally. MI PUI Kaum uses the pick-up-the-ball method in the PPDB process, meaning that MI PUI Kaum does not necessarily wait for new students to register themselves. However, MI PUI Kaum determines the target of the prospective students who will write. Thus, this journal will examine several aspects of marketing educational services in accepting new students at MI PUI Kaum Banjarsari. This research can provide academic knowledge regarding marketing in educational institutions, focusing on promotional activities and several aspects that can be applied in marketing educational services. Thus, this journal seeks to complete the study of the marketing mix as a marketing strategy for educational services in PPDB activities at MI PUI Kaum Banjarsari.

Methods

The type of research used is a qualitative approach. Patton stated that this type of qualitative research is a research method that is studied through certain phenomena that occur in the environment around the research. The data taken is based on the results of the direct statements of the research subjects, in this case, the words of someone relevant to research activities carried out using interviews. Technical data collection uses interviews, documentation, and observation methods. (Ahmadi, 2016) Data validation and validity techniques use source and process triangulation techniques. When the researcher compares data from various sources, the researcher checks again based on the main and supporting sources until the researcher can draw conclusions based on the data. (Ilyas, 2016) Meanwhile, technical triangulation means researchers use different techniques on the same basis. In this case, the various methods are interviews, documentation, and observation. (Sugiyono, 2012) The data analysis technique uses interactive analysis techniques created by Miles and Huberman. Interactive here means that one stage is related to another. (Ahmadi, 2016) The subjects in this research were the head of administration, chief executive of PPDB, teaching and educational staff, and guardians of MI PUI Kaum Banjarsari students.

Results

1. *Marketing Strategy For Educational Services: Marketing Mix*

Imam Machali put forward the definition of marketing educational services, namely a social and managerial process to obtain what stakeholders in the education sector need and want by creating, offering, and exchanging a valuable product. (Machali & Hidayat, 2016) Marketing mix, often also called marketing mix, is a marketing strategy with various aspects to be implemented so that marketing activities can run optimally and achieve the desired goals. (Rahayu, 2020) The marketing mix contains seven elements (7P): product, place, price, promotion, people or human resources, process, and physical evidence. (Wisudawati & Rahmat Rizalmi, 2020)

Regarding marketing educational services, MI PUI Kaum Banjarsari also does this in marketing its educational institutions through a marketing mix strategy approach in recruiting new students. Zeithaml and Bitner put forward the marketing mix theory, namely an organization That has control elements and aims to satisfy and interact with stakeholders. (Fatkul Anwar, 2014) The seven aspects contained in the marketing mix implemented by MI PUI Kaum Banjarsari in the process of accepting new students include the following:

a. Product

According to Kotler and Keller (2016), the definition of product here is everything, in this case, educational services that can be offered to stakeholders to meet their needs and desires. (Mamonto et al., 2021) The implementation of marketing of educational services is based on product aspects in the marketing mix that MI PUI Kaum Banjarsari tries to provide satisfaction to those interested in educational services. This is applied by improving madrasas' quality, starting with their human resources, educators, and education staff. Besides educators and educational staff, MI PUI Kaum has superior academic and non-academic programs such as Tahfidzul Qur'an, English club, lughole 'Arabiya, and mathematics. The unique program most in demand by prospective Santri and santri guardians is the tahfidzul Qur'an. Santri guardians feel proud when their children can memorize the Qur'an. Apart from that, the reality is that village institutions are starting to develop at the primary level. It is still rare to make Tahfidzul al-Qur'an a superior madrasa program. This exceptional program is also used as one of the madrasa icons to attract more stakeholders. Then, the outstanding non-academic programs offered include extracurriculars such as LKBB, scouts, drum band, volleyball, and futsal.

Achievements in the final year of the tahfidzul Qur'an program, which is one of MI PUI Kaum's superior values in creating quality graduate products, means that each generation has its targets. However, it cannot be denied that some students who have basic hafidz/ah have already achieved 20 juz of the Koran. This achievement can be of superior value in marketing educational services. Then, MI PUI Kaum Banjarsari is also designing another non-academic program, namely paskibra; because MI PUI Kaum often gets the LKBB general championship, MI PUI Kaum is creating an additional program that aims to develop student's talents and interests in this matter.

Based on the explanation above, it can be concluded that in the product aspect of marketing educational services, especially the marketing mix, MI PUI Kaum offers several superior products to attract stakeholder interest in the form of academic and non-academic programs. This program is also included in the brochure for accepting new students for the 2020/2021 academic year, which will then be distributed to the general public. Apart from the superior programs, MI PUI Kaum also lists several awards that students have achieved. This is to the product theory in the marketing mix, which was stated previously that MI PUI Kaum Banjarsari could provide a product according to the wants and needs of the community.

b. Price

Price is all costs paid by the student's guardians, such as tuition fees, construction costs, study tours, etc. (Labaso, 2019). This funding aims to support the progress of the

educational institution itself so that stakeholders receive educational services. Price here These are several aspects of costs that are also incurred by the government and schools, such as scholarships and school operational assistance (BOS). Another part of the price, namely regarding payment procedures and payment installment requirements, is also included in the price definition. (Tangkilisan & Supandi Soegoto, 2014)

The implementation of marketing educational services in the admission of new students at MI PUI Kaum Banjarsari is free of charge so that prospective student guardians do not need to think about how much the entrance fee is because several costs such as registration fees, educational guidance contribution fees (SPP), exam fees, building fees are 15% taken from school operational assistance (BOS) from the government. Student guardians only need to purchase personal necessities to support learning activities, such as student worksheet books (LKS) and school uniforms, in this case, only batik and sports uniforms.

For the scholarship itself, MI PUI Kaum provides scholarships for outstanding and underprivileged students. The form of scholarship for exceptional students is that student worksheet books (LKS), sports uniforms, and batik are waived for one year. Then, scholarships for underprivileged students are given in the form of waiving student worksheet (LKS) fees, study tour fees, and school uniform fees. The exemption from educational development contribution fees (SPP), registration fees, and madrasa building fees is also included in the PPDB brochure for the 2020/2021 academic year. Prospective student guardians do not need to pay the costs mentioned above because these fees are included in the school operational assistance (BOS) from the government. Furthermore, because school active assistance (BOS) cannot cover all madrasa operations, MI PUI Kaum charges an annual faq fee to the Santri guardians worth IDR. 50,000,-. The infaq is allocated for school building maintenance.

Based on the explanation above, it can be seen that the costs that students' guardians need to pay while studying at MI PUI Kaum Banjarsari are the purchase of student worksheets (LKS), sports uniforms and batik, study tour fees, and annual infaq. Based on the quality of MI PUI Kaum Banjarsari, which has many achievements at the sub-district to district and provincial levels, and the location of the madrasah in a developing area, the fees charged to student guardians are not too burdensome compared to the costs of education at madrasas in districts/cities. Moreover, MI PUI Kaum Banjarsari also provides scholarships for outstanding and underprivileged students, so it must be allowed that many prospective santri guardians want to send their sons and daughters to MI PUI Kaum.

c. Human Resources (HR)

Human resources are defined as people in the marketing mix, which means people involved in providing an educational service. In academic institutions, the people category includes the head of the madrasah, administrators, teachers, and other educational staff. (Khasanah, 2015) The following is a list of MI PUI Kaum Banjarsari teaching and educational staff for the 2019/2020 academic year period:

Table 1. Teaching and educational staff at MI PU KAUM Banjarsari.

No	Name	Employment status	Position	Last education
1	Dede Mulyana, S.Pd	civil servants	Headmaster	S.1/B.Ing
2	N. Sofiah, S.Pd.I	Inpassing	Teacher	S.1/PAI

3	Imas Masitoh, S.Pd.I	In passing	Teacher	S.1/PAI
4	Yeni Heryani, S.Pd.I	In passing	Teacher	S.1/PAI
5	Sahidi, S.Pd.I	In passing	Teacher	S.1/PAI
6	Ade Rahmat, S.Pd	GTY	Teacher	S.1/PJKR
7	Dedi Herdiana, S.Pd	GTY	Teacher	S.1/B.Indo
8	Destin Mandela, S.Pd.I	GTY	Teacher	S.1/PAI
9	Nida Aulia, S.Pd.I	GTY	Teacher	S.1/PGMI
10	Ruhyati, S.Pd	GTY	Teacher	S.1/PGMI
11	Ofi Khoffiah, S.Pd.I	GTY	Teacher	S.1/PAI
12	Jajat Sudrajat, S.Pd	GTY	Teacher	S.1/PJKR
13	Yulli Nurhidayah, S.Pd.I	GTY	Teacher	S.1/PGMI
14	Aulia Nurfitriyah, S.Pd.I	GTY	Teacher	S.1/PGMI
15	Tutti Nurhalimah, S.Pd	GTY	Teacher	S.1/PGMI
16	Suharti	PTY	References	Senior High School
17	Dewi Purnamasari	PTY	TU staff	Vocational School

Based on the list, it can be seen from the above teaching and educational staff that almost all of them at MI PUI Kaum Banjarsari meet the qualifications of their respective fields. MI PUI Kaum Banjarsari's progress in creating quality graduates can be seen in the quality of its teaching and educational staff. A degree cannot measure how qualified a person is.

However, the human resources possessed by MI PUI Kaum Banjarsari show that the existence of teachers by their qualifications is the main factor in the madrasa's ability to compete and beat Islamic ibtdaiyah madrasahs, even elementary schools in the surrounding area. Because MI PUI Kaum has competent human resources according to their fields, when MI PUI Kaum students take part in a competition, they will enter the championship. Appropriate human resource competency can also be one of the factors that make people interested in educational services feel attracted to an educational institution, which can be proven based on the increase in the number of students in the 2020/2021 period compared to previous years where the teaching and education staff were still not yet qualified. An institution with excellent and competent human resources can build public trust to try the services offered.

The list of teaching and educational staff above is also displayed in the teacher's room and the madrasa head's room. So that when prospective student guardians visit MI PUI Kaum for a survey consultation or to register their children, they can see the list of teaching and educational staff. This was done to demonstrate the qualifications of the madrasah to prospective student guardians to increase future student guardians' confidence to enroll their sons and daughters into MI PUI Kaum Banjarsari.

d. Location (Place)

Location means distribution, market coverage, strategic location, and so on. (Setiawan & Sugiharto, 2014) Implementing a marketing strategy for educational services based on location at MI PUI Kaum Banjarsari is a focus that is no less important to attracting those interested in educational services. MI PUI Kaum can be categorized as strategic because the location of the madrasa is close to people's homes, and there is road access for both residents so that when parents drop off and pick up their children, it will be easier, parents only need to drop their children off directly in front of the madrasa gate. The location of the madrasah is not on the main road, which is the main road in the area, so it is far from noise, there are no traffic jams, and there is not much pollution.

MI PUI Kaum Banjarsari occupies a land area of 783 m² with a building area of 450 m². Then, the status of the land or location of the madrasah is privately owned in the name of MI PUI Kaum Banjarsari, which comes from the waqf of one of the residents. Based on interviews conducted, the land and building area of MI PUI Kaum has reached the standard level for madrasah ibtdaiyah based on the location being easily accessible and having a large parking area, making it easier for student guardians to pick up and drop off students and if other needs require meetings at the madrasah. A strategic location can also attract those interested in educational services because it can provide easy and comfortable access to and from school.

e. Facilities and Infrastructure

The facilities and infrastructure in the marketing mix are better known as physical evidence, which means physical proof that the madrasah can carry out its educational service process well. Physical evidence is divided into two forms, namely necessary evidence or essential evidence, which consists of the design and layout of the madrasah, such as madrasah buildings, classrooms, libraries, fields, madrasah head rooms, laboratories, teachers' rooms, and so on. (Sarifudin & Maya, 2019) Next is supporting physical evidence, called peripheral evidence, consisting of several physical evidence to support the production process of educational services such as trophies, student report cards, student achievement records, and so on. (Rahayu, 2020) Physical evidence of madrasa facilities and infrastructure is critical to have and pay attention to because the infrastructure is a cover of the madrasa, which can be seen directly by the community or users of educational services. When the facilities and infrastructure owned by a madrasa can be maintained and have a good layout, the community will indirectly evaluate the madrasa well. Apart from that, the facilities and infrastructure owned by the madrasah are supporting factors for all madrasah residents to keep the learning process well and smoothly.

At the beginning of 2020, based on interviews, observations, and documentation, MI PUI Kaum had deficiencies in madrasa facilities. This happens because the number of

students continues to increase yearly, but the facilities, especially classrooms, still need to be improved. So, some classes have to study in the mosque near the madrasa and at the house of Mrs. Sofiah, one of the teachers at MI PUI Kaum. However, other facilities, such as fields and libraries, are adequate. Apart from classrooms, other lacking supporting facilities are laboratories for computers and unique rooms for learning practices such as experiments on science subject matter. So next year's target is to improve madrasah facilities, especially classrooms, so students have comfort in learning.

f. Process

Process means all activities carried out at the madrasah in terms of educational services from producers, namely educators and education staff, to those interested in educational services, namely students, until output or graduates are created. The process of learning activities by national education standards includes content, strategy, management, and assessment criteria. (Rahayu, 2020) The flow of activities carried out at MI PUI Kaum Banjarsari is by the work program that has been previously formulated. MI PUI Kaum Banjarsari, in managing the entire process of madrasa activities, begins by forming a committee at the beginning of the year consisting of a committee for new student admission activities (PPDB), a semester exam committee and a student farewell committee at the end of the year. This aims to ensure that each committee can conceptualize and carry out activities well in advance so that on the day, the committee can immediately take action without thinking about concepts. One of the processes carried out in the 2020/2021 school year new student admission activities (PPDB) is the opening of new student registration starting with the first wave from March 9, 2020, to May 5, 2020. Then, we continued with the second wave from May 6, 2020, to July 31, 2021. This registration time is the regular registration route. Then, the achievement registration route starts from May 0, 2020, to April 9, 2020.

In 2020, the process of accepting new students (PPDB) was hampered by the COVID-19 pandemic, so MI PUI Kaum Banjarsari attempted to register new students via online channels. Prospective student guardians will be directed to PPDB's public relations or contact person, and then they will be given a link to the new student registration form. If the prospective student guardian has filled out the online form, then the contact person will confirm the prospective guardian. However, the problem is that the community around MI PUI Kaum Banjarsari still needs to learn to use social media, such as the online registration form. Hence, the solution is that prospective student guardians provide their sons and daughters' data to the PPDB madrasah contact person, then by the PPDB committee. The related data will be input into the online registration form. Then, the prospective student's guardian will submit documents or administrative equipment for the prospective student to the picket teacher on standby at the madrasah.

g. Promotion

Promotion is an activity that communicates to stakeholders regarding products and all the information that educational service users need to know to convince them to choose their educational institution. Several ways that can be carried out in promotional activities include social media such as television, radio, newspapers, and virtual media, which have many users, such as Facebook and Instagram, then bulletins, magazines, billboards, brochures, and so on. (Machali & Hidayat, 2016) Routine promotional activities by MI PUI Kaum include collaborating with TK/RA around the madrasah to hold visits or outreach related to the products owned by MI PUI Kaum Banjarsari. The products often promoted are the Bengg program, the most popular extracurricular activities, and the achievements of madrasahs. This aims to attract prospective students to register at MI PUI Kaum Banjarsari. The following is a list of TK/RA that collaborate with MI PUI Kaum to carry out outreach in the context of PPDB promotion:

Table 2. Association Institution with MI PUI KAUM Banjarsari

No	Name of Educational Institution
1	RA PUI Banjarsari People
2	RA Miftahul Fatah Banjarsari
3	AI Ittihad Kindergarten
4	RA AI Furqon Persis Banjarsari
5	RA AI Huda Persis Kubangpari
6	Merpati Banjarsari Kindergarten
7	Aisyiah Bustanul Athfal 1 Kindergarten Banjarsari
8	Assalam Kindergarten
9	Attajdid Kindergarten
10	Attajdid PAUD
11	RA Darussalam
12	RA Riyadussalam

Furthermore, another promotional activity was carried out simultaneously involving MI PUI Kaum students, namely conducting a drum band around the Banjarsari area with the hope that the wider community would be curious about the drum band group being seen and then the community would look for information about MI PUI Kaum so that they would be interested in registering. His sons and daughters' study at MI PUI Kaum. Furthermore, the promotional activities carried out by MI PUI Kaum Banjarsari include proving to the public that, based on the output of graduates of MI PUI Kaum, they can be accepted into the most favorite junior high schools in the Banjarsari area and other regencies/cities. Apart from graduates, MI PUI Kaum also proves its trophies for the achievements achieved by students. So, when people visit MI PUI Kaum, they will feel interested because MI PUI Kaum can reach so many accomplishments. Apart from that, MI PUI Kaum Banjarsari also maximizes the use of social media as one of the most popular promotional tools nowadays, namely documenting competitions that students take part in on the MIKA BISA YouTube channel and uploading brochures on MI PUI Kaum Banjarsari's Facebook.

PPDB MI PUI Kaum Banjarsari

In the Decree of the Director General of Islamic Education, Number 7292 of 2019, concerning Technical Guidelines for Accepting New Students at Raudhatul Athfal, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah and Vocational Madrasah Aliyah, the procedures for accepting new students must have at least 5 principles, namely objectivity, transparency, accountability, non-discrimination, and competitiveness. Detachment means

that the technical acceptance of new and transferred students must meet the terms and conditions that have been determined. Transparency means that the activities for accepting new students are open and can be known by the general public. This aims to avoid all forms of deviation that may occur; accountability for new student admission activities that have procedures and are based on results must be accountable to the community; non-discriminatory, meaning that in implementing PPDB activities, discrimination must be avoided by differentiating between ethnicity, race, class and socio-economic status of the community; competitive, that in implementing PPDB there must be several selection procedures by the qualifications and competencies determined by specific educational units. (Anonim, 2020)

Referring to the technical instructions for accepting new students at Madrasas, the implementation of PPDB activities at MI PUI Kaum Banjarsari. Firstly, objectivity is one of the requirements set by MI PUI Kaum in its New Student Admission activities, which is based on the age of the prospective students. The minimum age for first-grade madrasah students is 6 years. Suppose some prospective students are still 5 years and 6 months old. In that case, MI PUI Kaum will consider them on the condition that the student's guardian must fulfill several requirements, such as a letter of recommendation from the previous school stating that the student is intellectually capable of continuing their education to the next level. Apart from the recommendation letter from the prior school, MI PUI Kaum also asked for a psychologist's note stating that the student could attend the Madrasah Ibtidaiyah level. Another consideration is to look at the quota for accepting new MI PUI Kaum students.

Second, Lalolo explains the meaning of transparency, namely, a principle to guarantee access and freedom for the public to receive information regarding policies and the results to be achieved. Kristiansen revealed that if an institution implements transparency, it will positively impact the continuity of its structure because transparency will create a sense of trust in the community towards the institution. (Asdi Sangki et al., 2017) MI PUI Kaum Banjarsari always prioritizes openness to the community. In PPDB's activities, MI PUI Kaum prioritizes local communities to register their sons and daughters as MI PUI Kaum students. Because MI PUI Kaum is located in a relatively densely populated area, directly or indirectly, if there are activities in the surrounding community, at least information will be provided regarding the activities that will be carried out. In several MI PUI Kaum activities, they always invite representatives or community leaders to attend. At certain events, one of which is the graduation ceremony for final students and promotions to grades 1-5. In this PPDB activity, the information received by the community is carried out in several ways. Namely, the community can find pamphlets posted around the madrasah by word of mouth until the teacher council comes to the community residence to deliver new student registration forms or the community comes to the council's house. The teacher will ask about the procedures for registering new students. Apart from that, because in 2020 MI PUI Kaum's PPDB promotional activities were hampered by COVID-19, promotions were usually carried out through outreach to several educational institutions or by conducting drum bands around the Banjarsari sub-district, upgrades in 2020 were only carried out by disseminating information about the opening of the PPDB through social media so that the wider community can know it.

Third, accountability is a form of responsibility in carrying out a task and achieving specific goals within an individual or group. (Khalis, 2018) The concept of accountability implemented in accepting new students at MI PUI Kaum Banjarsari is that the madrasah has determined a quota of new students to be admitted; this quota has been adjusted to the number of study groups (rumble) based on the facilities the madrasah has. Apart from that, based on the student's guardian's statement, MI PUI Kaum Banjarsari is responsible for providing knowledge, developing students' talents, and providing valuable experience. In contrast, students build their education at MI PUI Kaum Banjarsari. This can be seen from the output of graduates accepted at several favorite junior high schools, Olympic championships achieved by students, morals, etc. Based on this, it can be seen that MI PUI Kaum Banjarsari educators have provided knowledge to their students so that MI PUI Kaum Banjarsari graduates can compete with other students. Apart from that, it can be seen from the many new students who want to register for madrasas.

Fourth, non-discrimination, namely the implementation of the principle of non-discrimination in new student admission activities (PPDB) at MI PUI Kaum Banjarsari, is that madrasas do not sort and select new students who will register. Madrasas accept new students from various backgrounds without discriminating between economic levels, ethnicity, culture, race, etc. However, madrasas only get students who are Muslim. This is because the basic madrasas adhere to Islamic teachings. However, if other schools do not have an Islamic basis and want to collaborate with madrasas, MI PUI Kaum will happily accept. Apart from that, the principle of non-discrimination here can also be seen based on class groupings, where madrasas do not see their students based on socioeconomic status, race, culture, etc. In grouping classes, madrasas only divide them according to study groups without looking at student achievement. All students receive the same facilities. Then, the MI PUI Kaum teacher council must look at the students' backgrounds when delivering learning materials. They will only provide academic and non-academic materials to all MI PUI Kaum Banjarsari students.

Fifth, competitive principles are also needed in accepting new students. Implementing the competitive tenets at MI PUI Kaum Banjarsari is by applying the qualifications of new students who will be accepted by paying attention to the capacity and readiness of prospective students to enter the first level of education, namely Madrasah Ibtidaiyah. MI PUI Kaum Banjarsari does not hold madrasa entrance exams as a condition for passing or failing new students. MI PUI Banjarsari people's ability to memorize letters or tahfidz, reading, writing, and arithmetic skills of prospective new students. This is done to determine the academic abilities of each student. However, in reality, all new students will be accepted, considering the capacity of new students and student qualifications.

Discussion

This research analyzes the marketing strategy for educational services implemented by MI PUI Kaum Banjarsari, especially in the New Student Admission (PPDB) activities. This research refers to the decision of the Director General of Islamic Education Number 7265 of 2019, which stipulates standardization of the PPDB process. The background to this research is essential, considering the increasing number of competitors in the world of education and the variety of strategy models used to attract attention. This study aims to understand precisely the use of a marketing mix by MI PUI Kaum Banjarsari as part of their marketing strategy. This research is relevant to existing literature, such as the work of Machali & Hidayat (Machali & Hidayat, 2016) and Rahayu (Rahayu, 2020), which emphasizes the importance of the marketing mix in marketing educational services.

The research results show that MI PUI Kaum Banjarsari effectively applies the marketing mix concept in the PPDB process. This research found that MI PUI Kaum Banjarsari implemented seven aspects of the marketing mix: product, price, human resources (HR), location, facilities and infrastructure, process, and promotion. Interestingly, in the product aspect, MI PUI Kaum Banjarsari highlights superior programs such as the Tahfidzul Qur'an, which is the main attraction. In terms of price, this institution implements a financing scheme that does not burden student parents, including providing scholarships. These findings mark the importance of integrating marketing mix aspects in educational marketing strategies.

This study's results align with but contrast previous findings, as expressed by Mudholkar & Kolhe (Mudholkar & Kolhe, 2019) regarding marketing strategies in the context of private tutoring institutions. While Mudholkar and Kolhe emphasize consumer needs and attitudes, this research focuses on implementing the marketing mix. This study also adds a new perspective to the literature, especially in implementing a marketing mix in educational institutions in rural areas, which has yet to be widely researched. This research provides important insights into how educational institutions can adapt marketing mix principles to attract stakeholder interest in rural environments.

The research findings confirm that the success of MI PUI Kaum Banjarsari in attracting the interest of prospective santri guardians is very dependent on the practical implementation of the marketing mix. Aspects of the product, especially the Tahfidzul Qur'an program, provide significant added value and attract the attention of stakeholders. On the other hand, the price

aspect, which includes scholarships and affordable education costs, is also an essential factor in attracting the interest of student guardians. This research shows that educational marketing is not just about promotion but also about presenting value that meets the needs and desires of stakeholders.

Human resources (HR) and location are crucial in education marketing strategies. The finding that HR qualifications and competencies at MI PUI Kaum Banjarsari help improve public reputation and trust shows the importance of the people aspect in the marketing mix. Likewise, the strategic location of the madrasah, which provides easy access and a conducive learning environment, is also an essential aspect in attracting the interest of prospective santri guardians.

Facilities and infrastructure, part of physical evidence, play an essential role in giving an excellent first impression to prospective student guardians. The existence of adequate and well-maintained facilities at MI PUI Kaum Banjarsari increases positive perceptions about the quality of education offered. An efficient, transparent, and adaptive PPDB process, especially during the COVID-19 pandemic, shows the flexibility and readiness of madrasahs in facing challenges, increasing stakeholders' trust and interest.

The findings of this research have important implications for educational marketing strategies. First, effective marketing mix implementation can increase the attractiveness of educational institutions in the eyes of stakeholders. Second, adapting marketing strategies to local conditions and specific community needs is crucial, especially in rural contexts. Finally, this research provides new insights for other educational institutions in applying holistic marketing strategies, emphasizing the importance of integrating all aspects of the marketing mix: promotions, products, prices, human resources, location, facilities, infrastructure, and processes.

Conclusion

Marketing activities for MI PUI KAUM's educational services are not only carried out by teaching and education staff to distribute forms and interact with social media, but students are also involved in promotional activities for their institution by presenting extracurricular activities such as drum band in front of students at institutions associated with MI PUI The Banjarsari. In this case, the marketing mix used by MI PUI Kaum Banjarsari, which is offered to prospective students, is (1) product; (2) price; (3) human resources; (4) location; (5) facilities and infrastructure; (6) process and; (7) promotion. In PPDB activities, MI PUI Kaum applies the standards stated in the decision of the Director General of Islamic Education number 7265 of 2019, which oversees Raudhatul Athfal, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah, and Vocational Madrasah Aliyah. In this regulation, there are 5 aspects that each institution must consider in accepting new students, namely: (1) objective; (2) transparency; (3) accountability; (4) non-discriminatory; (5) competitive.

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