



## Leveraging Indonesian Values in Educational Service Marketing to Enhance Institutional Image

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### Abstrak

Penelitian ini berfokus pada masalah pemasaran jasa pendidikan yang belum efektif dalam meningkatkan citra lembaga. Tujuan penelitian ini adalah untuk menganalisis pelaksanaan pemasaran jasa pendidikan, mengidentifikasi kelemahan dalam model pemasaran yang diterapkan, serta mengeksplorasi aspek Marketing Jasa Pendidikan Berbasis Kearifan Lokal dalam meningkatkan citra lembaga. Penelitian ini menggunakan pendekatan kualitatif dengan desain etnografi. Subjek penelitian meliputi kepala sekolah, wakil kepala sekolah bidang kesiswaan, tokoh adat, dan tokoh agama. Data dikumpulkan melalui observasi, wawancara mendalam, studi dokumentasi, dan diskusi kelompok terfokus (FGD). Teknik analisis data yang digunakan mengacu pada model yang dikemukakan oleh Miles dan Huberman, yang mencakup tiga tahap: reduksi data, penyajian data, dan verifikasi data. Validasi data dilakukan dengan teknik triangulasi, yang meliputi triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa pelaksanaan pemasaran jasa pendidikan di sekolah ini belum efektif dan belum dilaksanakan secara maksimal. Kelemahan yang teridentifikasi antara lain adalah tidak dilakukannya kegiatan pemasaran secara terstruktur, kurangnya pemanfaatan kearifan lokal sebagai daya tarik dalam pemasaran, serta kurangnya pemahaman dari warga sekolah mengenai pemasaran jasa pendidikan. Selain itu, dalam setiap aspek marketing mix, kearifan lokal belum diterapkan secara optimal. Simpulan dari penelitian ini adalah perlunya upaya untuk memaksimalkan pelaksanaan pemasaran jasa pendidikan dengan melibatkan kearifan lokal dalam setiap aspek pemasaran guna meningkatkan citra lembaga.

**Kata Kunci:** Marketing, Kearifan Lokal, Nilai Indonesia, Citra Lembaga

### Abstract

This study focuses on the issue of ineffective educational service marketing in enhancing the institution's image. The aim of this study is to analyze the implementation of educational service marketing, identify weaknesses in the applied marketing model, and explore aspects of Local Wisdom-Based Educational Service Marketing in improving the institution's image. This research uses a qualitative approach with an ethnographic design. The subjects of the study include the school principal, the vice principal for student affairs, cultural figures, and religious leaders. Data were collected through observations, in-depth interviews, document studies, and focus group discussions (FGD). Data analysis was performed using the model proposed by Miles and Huberman, which consists of three stages: data reduction, data presentation, and data verification. Data validation was conducted using triangulation techniques, including source triangulation and method triangulation. The results of the study indicate that the implementation of educational service marketing in this school has not been effective and has not been maximally executed. Identified weaknesses include the lack of structured marketing activities, insufficient use of local wisdom as an attraction in marketing, and a lack of understanding among school members regarding educational service marketing. Furthermore, local wisdom has not been optimally applied in every aspect of the marketing mix. The conclusion of this study is that efforts need to be made to maximize the implementation of educational service marketing by incorporating local wisdom into every aspect of marketing to enhance the institution's image.

**Keywords:** Marketing, Local Wisdom, Indonesian Values, Institutional Image

## 1. INTRODUCTION

Culture is deeply embedded in institutional management practices, particularly in schools. Schools need to be recognized and introduced to the public as their stakeholders. This introduction to the community is facilitated through communication, commonly referred to as marketing activities (Dewi et al., 2023; Kartikawangi, 2018). School marketing serves to establish a positive institutional image and attract prospective students (Kurnianti, 2018; Pratama et al., 2021). As a social entity, a school is a dynamic organization that actively engages in communication. Within the school environment, interactions occur between two

#### History:

Received : March 25, 2024

Accepted : August 29, 2024

Published : October 25, 2024

Publisher: Undiksha Press

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or more individuals who communicate in an interrelated manner to achieve predetermined objectives (Herliana, 2017; Kusumaningrum et al., 2020). As a social system, a school functions as an institution that shapes interconnected patterns of interaction aimed at achieving specific goals (Fitriyanti, 2019; Taufiq, 2023). The surrounding community's culture plays a crucial role in shaping the behaviors, traditions, daily routines, and practices of all school stakeholders.

One of the major challenges in the development of secondary education arises from the transfer of authority from local to provincial governments, which has resulted in difficulties in oversight and supervision. This transition implies that if misunderstandings or conflicts related to education occur in remote areas, their resolution becomes time-consuming, as decision-making falls under the provincial government's jurisdiction. Decisions cannot be made unilaterally and must first be referred to central authorities to obtain appropriate solutions. Previous research has identified several challenges encountered by the education department in Bengkulu Province in managing the transfer of responsibility for senior high schools (SMA) and vocational schools (SMK) to the provincial education office. These challenges primarily concern personnel data, budget allocation, infrastructure, and administrative documentation (P3D) (Antoni et al., 2023; Babang & Rinata, 2019). Consequently, local governments no longer have the authority to address issues related to education funding, teacher shortages, infrastructure improvements, and school development.

Waibakul Christian High School is a high school located in Katikutana District, Central Sumba Regency. This school has been recognized as an outstanding institution due to its high student enrollment compared to other private high schools in the region. However, since 2018, Waibakul Christian High School has no longer participated in competitions, as the administration of senior high schools has been transferred from local to provincial authorities. Consequently, the school faces financial constraints that prevent it from taking part in such events. Observations indicate that the school's reputation as a leading institution has gradually declined, as it no longer has distinctive achievements or activities to showcase to the public, which are essential for maintaining and enhancing its visibility. This situation poses a risk of diminishing the school's image, particularly given that certain segments of the community continue to hold unfavorable perceptions of the institution.

The Ministry of Education and Culture regulation states that the admission process for new students must be conducted objectively, accountably, transparently, without discrimination, and fairly. The regulation also stipulates quotas for different enrollment pathways: 50% for zoning, 15% for affirmative action, 5% for parental relocation, and 30% for academic achievements (Afista et al., 2020; Nahdiyah & Azizah, 2022; Suhanda et al., 2024). The zoning system is implemented to eliminate the perception of "favorite" and "non-favorite" schools, which often results in an uneven student distribution. This system aims to prevent an excessive concentration of students in certain schools while ensuring balanced enrollment across institutions. However, it may also lead to under-enrollment in some schools that are not considered prestigious, thereby failing to meet the minimum student requirement per class. In extreme cases, this can result in school closures due to insufficient enrollment, which contradicts legal provisions (Daga, 2021; Kusumo & Nursari, 2016).

Based on these findings, it is evident that the zoning policy has not been implemented in Central Sumba, leading to a disproportionate concentration of students in certain schools. If the zoning system were to be enforced in the region, Waibakul Christian High School could face a decline in student enrollment, potentially jeopardizing its existence due to a lack of students. As a private institution, student enrollment is its primary source of sustainability. A decline in student numbers would not only threaten the school's survival but also impact its eligibility for government-funded School Operational Assistance (BOS) (Mahpudin, 2020; Syakarofath et al., 2020).

One previous study explored the marketing mix strategies implemented by higher education institutions in Malaysia. This research involved a survey of decision-makers in public universities and identified the factors influencing marketing decision-making within higher education institutions (Fadhli et al., 2023). Another study examined the role of the marketing mix in shaping the positioning of schools in the education service market. This study identified the most influential marketing mix elements that affect parents' decisions when selecting schools for their children (Adesita et al., 2019). Furthermore, previous research also compared the marketing strategies employed by private and public universities in India. This study provided insights into the differences in marketing approaches between private and public higher education institutions (Nastiti & Citraningrum, 2021).

Schools must pay close attention to key determinants of marketing. The enhancement of various aspects of educational institutions as service providers is a fundamental expectation for institutional development (Cahyani et al., 2022; Tarmizi & Ismail, 2020). Hence, the novelty of this study lies in its emphasis on the importance of analyzing marketing aspects, particularly in the context of four traditional marketing components commonly associated with tangible goods. These four traditional elements include product, price, place, and promotion. The cultural dynamics of Sumba will influence and shape these marketing aspects in sustaining and advancing Waibakul Christian High School. The primary objective of this research is to describe the marketing of educational services, identify the weaknesses of educational service marketing, and analyze the role of locally rooted marketing strategies in enhancing the institutional image of Waibakul Christian High School.

## **2. METHODS**

The research conducted is a qualitative study with an ethnographic approach. The ethnographic approach is both empirical and theoretical, aimed at obtaining a descriptive and in-depth analysis related to local wisdom or culture derived from field research activities carried out continuously (Winarno, 2015). The steps of the research process begin with formulating questions and procedures that are still provisional, integrating data obtained from participants, performing inductive data analysis, organizing the data which is then linked to themes, and providing an interpretation of the meaning of the data. This study employs an ethnographic approach, wherein the researcher will explore the local wisdom of Central Sumba to identify the key aspects of the marketing mix based on local wisdom to enhance the image of the Waibakul Christian High School. The research will be conducted at Waibakul Christian High School, Katikutana Subdistrict, Central Sumba Regency.

This study was conducted during the odd semester of the 2022/2023 academic year, involving various subjects, including the school principal, the committee for the New Student Admission (PPDB), the vice principal for student affairs, customary leaders, and religious leaders. Data were collected using several complementary methods. In-depth interviews were conducted to gather information directly from the informants about their experiences, perspectives, and roles in the context of the study. Additionally, observations were carried out to obtain factual data from the field, offering an objective view of the situation. A Focus Group Discussion (FGD) was also employed as a participatory approach to discuss issues relevant to the research, providing richer data from various perspectives. Documentation studies were also conducted to complement the data by reviewing official documents such as reports, meeting minutes, and policies related to PPDB.

The collected data were analyzed systematically using a qualitative approach. The analysis process began with transcribing data from interviews, observations, and FGDs to form a comprehensive picture. The data were then categorized and coded to identify key themes relevant to the research focus. Triangulation techniques were used to verify the

validity of the data by comparing the results of interviews, observations, FGDs, and documentation studies. The analysis was conducted thoroughly to understand the relationships between themes and patterns that emerged in the data. The final outcome of this analysis process was formulated into deep conclusions that not only depict the actual conditions but also provide relevant implications for the issue being researched.

### **3. RESULTS AND DISCUSSION**

#### **Results**

The marketing of educational services at Waibakul Christian High School had not been previously implemented. Activities were only conducted during the New Student Admission (PPDB) period. The usual activity involved distributing pamphlets through social media (Facebook). The marketing efforts at Waibakul Christian High School remained in a comfort zone and lacked attention to local cultural attractions. Furthermore, there was no dedicated team for marketing activities. The committee responsible for marketing activities consisted of teachers involved in the PPDB process. The school's educational service marketing was conducted through both direct and indirect methods.

Direct marketing was carried out through promotion and publicity, the use of IT, brochures, banners, and collaboration with several relevant parties. For example, the school ordered Sumba woven blazers for students from one of the local weavers, allowing the promotion to spread through word of mouth and increasing the school's recognition within the community. This was done through lectures that included the vision, mission, and goals of Waibakul Christian High School, accompanied by the distribution of brochures as supporting materials. However, the main focus of the information was not just the school's basic details. The key message conveyed was about the educational service model at Waibakul Christian High School, which emphasizes quality education services to ensure the satisfaction of students and their families. Additionally, the school highlighted its flagship programs. Indirect marketing was implemented through the offering of extracurricular activities, scholarship programs, and school competitions, as well as participation in external competitions. By organizing such activities, Waibakul Christian High School promoted itself indirectly, allowing the public to learn about the school's condition, its strengths, and its achievements.

The supervision of the educational service marketing activities at Waibakul Christian High School has been effectively carried out, both directly and indirectly. The school principal is responsible for overseeing the marketing, with the Vice Principal for Student Affairs serving as the marketing committee chair. This supervision takes place during the planning and formulation of the marketing strategies. It also ensures that the plans are executed according to expectations. Monitoring continues after activities are completed by assessing the outcomes through analysis and reporting of the marketing activities, which are reviewed in meetings between the principal, teachers, and educational staff involved in the marketing team. Any issues or deficiencies identified can then be addressed through corrective measures.

To create a positive image and attract prospective students, the marketing implementation at Waibakul Christian High School also applies a marketing mix strategy, which includes the following elements.

#### ***Product***

The products offered by Waibakul Christian High School include the quality of education provided to students, the achievements of the students, and the school services such as arts and sports activities, supported by the school's facilities. The strengths that can be

utilized in the product element to implement educational service marketing at Waibakul Christian High School include both academic and non-academic achievements in recent years. It is expected that these accomplishments can be leveraged by the school as a competitive advantage in marketing educational services, thereby creating a positive image for the public as potential customers of the school's educational services.

Despite the school's strengths, Waibakul Christian High School also faces several challenges. These challenges can become weaknesses if not properly addressed. It has been concluded that the school has not yet implemented a curriculum based on local wisdom, which is a key aspect of the school's mission. This issue is evident from interview results, where barriers were identified in integrating the local language into the teaching and learning process. Not all teachers are fluent in the local language (Anakalang). This situation arose because the school has not specifically planned for local language instruction (Anakalang). Efforts to integrate local language learning have been made, but these have been spontaneous and situational rather than systematic. Another challenge faced by the school is the underperformance of extracurricular programs, which have not been fully maximized. Additionally, due to the economic constraints of students' parents, many graduates of the school have not been able to continue their education to higher education institutions.

### ***Price***

The school's potential in the price element, as indicated in the interviews, reveals several sources of funding for education, which include contributions from the government and parents. Additionally, there are payment installment options available for tuition fees, and the cost of education is relatively lower compared to other similar schools. Moreover, there is transparency in the use of the BOS (School Operational Assistance) funds. Despite these advantages, the school faces challenges related to the price element. One of the issues is that the available funds at the school are insufficient to cover all its needs. The BOS funds received quarterly are primarily allocated for paying the salaries of honorarium teachers, with the amount of BOS funds continuously decreasing. Furthermore, there is a delay in parents' payment of tuition fees (SPP). As a result of these financial difficulties, many of the school's programs are hindered due to budget limitations. The school is also unable to provide scholarship assistance sourced from its own finances to students. Additionally, the community's lack of enthusiasm regarding tuition payments has led many children to prefer enrolling in government-run schools, which offer free tuition and have relatively adequate facilities. This situation has had a negative impact on the institution's image.

### ***Place***

The school's potential in the place element includes several factors, such as its location near a residential area, which offers the potential to attract future students. The proximity of the school to the community helps reduce transportation costs, and the access road to the school is a permanent asphalt road. The minimal traffic in front of the school ensures comfort and tranquility during the learning process. This information is supported by the findings of the observation, which indicate that the school's location is quite strategic as it is situated between a residential area and a central government office, as well as being near a local tourist destination. Additionally, the access road to the school is paved, and the vehicle traffic in the area is minimal.

However, despite these advantages, the school faces challenges related to the place element. One major issue is the limited land available for expanding the school's operations, as all of the land has already been used for building the school's buildings. This issue is reinforced by observation data and documentary studies, which show that the school's land area is 5,000 m<sup>2</sup>, as evidenced by the land ownership certificate. Several main school

buildings have already been constructed on this land. Moreover, based on the school's master plan, all of the available land has been utilized, making it impossible to expand the school's facilities for future growth.

### **Promotion**

The potential of Waibakul Christian High School in the promotion element, as outlined in the interviews, is quite robust. The school initially promoted itself by participating in significant events organized by both the government and the community. The school's choir provided spiritual song services in various churches almost every week, and during the period leading up to new student enrollment, promotional activities such as distributing brochures, putting up banners, and directly visiting several junior high schools were conducted. Additionally, an annual "Santa Claus" event before Christmas served as a unique promotional activity. The school also collaborated with the community by ordering Sumba-patterned vests, allowing promotion through word-of-mouth, which became a distinctive feature of the school compared to others.

However, despite these efforts, the school faces challenges in fully utilizing promotion strategies. The use of the internet for promotion has not been maximized, and collaboration with alumni for promotional purposes has not been fully optimized. This issue is supported by observations and documentation findings, which indicate that although there is a school Facebook group, it is not well-managed, and the information has not been shared with the broader community. Additionally, the school has not established promotional partnerships with local junior high schools in Central Sumba.

In general, the supporting factors for the implementation of marketing management at Waibakul Christian High School include both internal and external strengths. Internally, the school boasts quality education, achievements, scholarships for outstanding students, excellent student results, and a strategic location. Externally, the school benefits from support from parents and a strong relationship with the local community. However, there are also obstacles to the implementation of educational marketing management. Internally, there is a lack of understanding among education administrators about the importance and application of educational marketing. Externally, competition with other schools, particularly public schools, presents a challenge. Public schools, which do not charge tuition fees, are a significant competitor.

To overcome these challenges, the school has adopted a solution-oriented approach. The school works to identify the root causes of the problems through discussions held during meetings with the school head. The solutions include improving the quality of school services, enhancing educational standards, upgrading facilities and infrastructure, strengthening extracurricular activities, and continuing to improve academic and non-academic achievements. These efforts are intended to attract prospective students and enhance the school's competitive edge. Furthermore, the school aims to provide guidance to teachers and staff on understanding the concept of educational marketing and strives to maintain positive relationships with stakeholders who can support the school's objectives. By doing so, Waibakul Christian High School hopes to effectively compete with other schools and continue its growth and success.

### **Discussion**

This study began with observations to gather information about the situation at the school chosen as the research object, namely Waibakul Christian High School. The research revealed that the people of Central Sumba continue to strongly uphold cultural values, which are reflected in their practices within the family, school, and community. These values include basic values, which are abstract and fixed, unaffected by the passage of time, and

universal principles, as well as instrumental values, which are contextual and serve as detailed implementations of Pancasila values (Nawangsih, 2017; Yusuf et al., 2023). Basic values are abstract and general principles that are not bound by time or place, while instrumental values are the implementation of these basic values in the form of plans, strategies, policies, and projects that meet the demands of the times but are still rooted in the values of Pancasila as outlined (Cahnyani, 2019; Faisol, 2022).

At Waibakul Christian High School, the local wisdom value that has been a guiding principle up to the present day, and also serves as the identity and character of the Central Sumba community, is *sirih pinang* (betel nut). *Sirih pinang* means honoring guests, as in Sumbanese culture, every guest must be respected—guests are considered royalty in the home. The offering of *sirih pinang* is a mandatory act of respect, as well as a way to foster closeness within the community. Another cultural practice is *pangara tau*, which refers to the welcoming of outside guests, usually with regional dances. Another value is *luluk*, which means proficiency in the local language, ensuring that students do not forget their regional or maternal language. However, the integration of local cultural wisdom has not been fully optimized (Holilah, 2016; Rochmat & Trisnawati, 2017). Efforts to integrate local language learning have been made, but they are still spontaneous and situational in nature.

The application of local culture can serve as an essential pillar in rebuilding the marketing mix model within the school environment (Harsanto et al., 2023; Komariah et al., 2018). Several local wisdom values in Central Sumba, which are embedded in the traditions of the community, relate to the process of marketing mix activities in schools, such as caring, tolerance, democracy, respect, courage, and responsibility. Research findings also indicate that some customs based on local wisdom are regularly implemented within the school environment and can be explained through criteria that align with its cultural aspects. In the idea aspect, the customs of *sirih pinang* and *panggaratau* are present, while in the action aspect, the custom of *luluk* is evident.

Marketing strategies assist educational institutions in building a strong image and establishing a recognizable brand among prospective students and the community. A positive image and strong brand can help educational institutions attract more students and increase parental trust (Aminah, 2020; Harahap & Harahap, 2023). Without effective marketing strategies, the community may remain unaware of the educational services offered. Marketing enables educational institutions to increase their visibility among prospective students, parents, and the general public (Nurfitasari et al., 2023; Pratiwi & Munastiwi, 2021).

Effective marketing can boost the number of new student registrations by attracting the interest of prospective students and parents. Additionally, sustainable marketing strategies can help retain existing students by providing valuable information, fostering connections between the school and students, and enhancing student and parent satisfaction (Solapari et al., 2023; Syarif et al., 2023). Through marketing strategies, educational institutions can gather data and feedback from the market regarding the needs and preferences of prospective students and parents. This information can be used to design educational programs that better align with market needs and differentiate the institution from its competitors (Azizah & Muhfiatun, 2017; Wicaksana et al., 2019).

Marketing can help educational institutions build stronger engagement with the local community and industry partners (Kurniawan, 2020; Ramadhani et al., 2019). This can include participating in community events, collaborating with local businesses, or organizing educational programs that benefit the community. Furthermore, by increasing student enrollment and the institution's reputation, effective marketing strategies can support the long-term growth of educational institutions (Adesita et al., 2019; Fadhli et al., 2023). This

can open opportunities for physical expansion, improved facilities, or enhanced quality of the educational offerings.

The implementation of marketing in the education sector at Waibakul Christian High School to improve the institution's image has not been effective and has not been maximally executed. This is because Waibakul Christian High School has never conducted marketing activities. Marketing efforts are only carried out during the new student admissions period. Local wisdom has also not been fully implemented as one of the school's distinguishing features. The weakness in the implementation of the education service marketing model at Waibakul Christian High School to improve the institution's image is that the school has never conducted marketing activities, has not incorporated local wisdom as an attraction in its marketing efforts, and there is still a lack of understanding among the school community regarding education service marketing. Therefore, based on this research, other educational institutions can optimize their promotional efforts to improve new student admissions more effectively.

#### 4. CONCLUSION

Marketing strategies are crucial for educational institutions to build a strong image and a recognizable brand, attract more students, and increase parental trust. They enhance visibility, attract new enrollments, retain existing students, and gather market data for better educational programs. Marketing also fosters engagement with the local community and industry partners, thereby creating opportunities for long-term growth. This can include physical expansion, facility improvements, or enhancements in the quality of education. Without effective marketing strategies, the community is unlikely to be aware of the educational services offered.

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