

# Education Service Marketing (Case Study at Amal Insani Kindergarten Depok Yogyakarta)

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**Abstract:** Marketting service of Educational (Study in TK Amal Insani Depok Yogyakarta). The purpose of this research is for private paud's marketing at charitable insanidepokyogyakarta. This type of research is qualitative, which is a fair and natural process that takes place in an objective field without any manipulation of data or information. As well as the kind of data that is collected takes precedence over qualitative data. The techniques for data-collection in this study are observation, interviews and documentaries. For example, this is the country's main target for Indonesia development of micro finance institution in Indonesia. Both the performing arts and the teacher and the child also promote the educational game of the tools (APE) and indirectly while participating in a school competition more widely known to the public and the school administration sent out a brochure.

**Keywords:** Marketing, Educational Services, Promossion, Program, Paud

## I. PRELIMINARY

Understanding promotion or marketing is different from sales. Sales emphasizes making a profit from goods sold to consumers. Where as marketing emphasizes quality improvement and program evaluation. Likewise the marketing of early childhood education institutions is a learning service as well as a child growth and development service. Benchmarks for PAUD institutions that are successful in marketing management, can be measured by the level of community trust in sending their children to PAUD institutions (Erni, 2018: 59).

Education is a service product that is produced from educational institutions that are not for-profit (non-profit) (Imam, 2015: 277).

Nowadays marketing is not only done by companies in marketing their products, but also needs to be done by educational institutions. Educational institutions need marketing to win the competition among other educational institutions. If marketing of education services continues to be carried out, the educational institution will be known and understood by the wider community (Suvidian, 2017: 32).

Educational services (schooling) in Indonesia from a marketing point of view are generally grouped into two, emotional market segments and rational market segments. Emotional market segment is a collection of customers or "customers" who come to register or join an educational institution (school) because of religiousity considerations. This market pays little attention to price, quality, quality and

availability of adequate networks, rational market segments are customers or "customers" of schools that are truly sensitive to the development and quality of education quality (Imam, 2015: 4).

Based on some of the points above it can be understood that the importance of an educational institution in this case is PAUD in marketing education services so that the PAUD institution can be recognized by the wider community and can survive in any difficult situation, marketing education services also has an important role in PAUD so as to facilitate prospective consumers to remember something about the PAUD institution.

The objective to be achieved in this case study research is to find out and explain how marketing of educational services in PAUD Amal Insani. In addition, to find out the strategy of marketing educational services in Amal Insani PAUD Yogyakarta.

## II. RESEARCH METHODS

This type of research used in this research is case study research. Case study research is a qualitative research that seeks to find meaning, investigate processes and gain understanding and in-depth understanding of individuals, groups, or situations (Emzir, 2012: 20).

Another opinion says that a case study is a method used to collect and analyze data relating to a case. A case can be lifted from a problem, difficulty, obstacle, deviation, but a case does not only start from a problem but can also be due to excellence and success (Suharsimi, 2012: 44).

Based on the opinions of some of the experts, this research method uses a qualitative case study that will describe a case that raises an advantage of an early childhood education institution (PAUD).

Data collection techniques that will be used in this case study research are interviews, observation and document analysis. Interview is a method or method used to get answers from respondents with one-sided questions and answers, one-sided questions and answers can be said because respondents are not given the opportunity to ask questions. Questions can only be done by the interviewer (Suharsimi, 2012: 44).

Observation or commonly referred to as observation, this observation uses a type of non-partisan observation, the

observer does not participate in the activities of the person being observed.

This technique is carried out by researchers to obtain data relating to the marketing of educational services in these school institutions. Next analysis of the document is that the researcher will collect a number of documents related to this study which are then analyzed to deepen, and detail the research findings.

### III. RESEARCH RESULT

The research was conducted at the Amal Insani Kindergarten Depok, Yogyakarta on Wednesday 30 October 2019 at 08.30 WIB. The school address is located on Jalan Ringroad Utara, Nanggulan, Maguwo Harjo, Depok, Sleman, Yogyakarta. Data collection techniques used were interviews with one-sided question and answer with respondents. Researchers were given the opportunity to interview directly the headmaster of Amal Insani Kindergarten, namely Mrs. YuliAstutiS.Pd.

This school looks like a school in general, has a two-story building The reason that makes researchers interested in conducting research at this school is because this school has a unique name that is Amal Insani which means Charity is charitable while the Human Insani or students with the school is expected us can do charity through the knowledge that we convey to students. This school offers regular and full-day school programs and what makes researchers more interested is the flagship program that this school has, the umi learning method, which raises new questions about the umi learning method.

The school learning program program is quite unique with its Quran reading and writing learning method. Another interesting thing about this school is that although it does not have a large enough yard, however, outdoor games are limited.

It is different from most PAUD in general, which emphasizes outdoor play facilities so that it can become one of the fun media for children's games.

Having baby classes there are three babies that are cared for by one midwife and one person who is helping to take care and the midwife has been trained because she has attended baby training at the national level so the expertise in caring for babies is no doubt, so the total number of teachers and employees in kindergarten Amal Insani there are 24 people. And because the location of the school is not large enough and there are three learning groups, the school makes a policy to limit students who want to enter the school because the school is very concerned about the quality and quantity of schools. Because the teacher who teaches and teaches 10 children will have different results from the teacher who teaches and educates more than 10 children, each class consists of only eight-ten students and one teacher.

Marketing or promotion carried out by Amal Insani Kindergarten Schools is carried out by participating in competitions held by the right-teacher group and held for public contests that are participated in such as coloring, painting, performing arts and educational tools for teachers and children , and when participating in the competition the school was indirectly known to the wider community and promoted the school by entrusting the school brochure and the programs in the school which were the main attraction.

Amal Insani Kindergarten is having a superior program of Umi learning methods. These methods of umi that must be mastered are mad thobi'I mad aridly breadfruit, long reading of other pendeng and character traits, how to stop reading, recitation of 28 letters of hijaiyah easily and correctly, punctuation of harakat fathah, kasrah, dhammah, tanwin, breadfruit and tasyid (tajuwid). to find out the extent of children's reading (tahsin) to determine volumes and mornings before learning is done one hour for umi learning that begins with opening, reading daily prayers and short letters and divided into groups each group consists of eight children, because many students become alternately for umi learning.

The umi learning method also has its munaqosah (final exam) and annually holds this final exam by inviting judges from outside Surabaya and who attend the test, such as teachers, guardians of students, committees and inviting Islamic-kindergarten and every attendee who comes to the event may ask questions for children who are taking exams, and although this umi program is only one year running and is currently entered into the second year but the children have already performed well in the memorization of the Quran (hafidz) at the level of the special region of Yogyakarta, which teaches umi consists of two The cleric and one coordinator, after the learning process is finished, the cleric and the coordinator gather to discuss the problems or problems encountered and once a week give progress reports to the teacher.

The obstacle of children in the Umi learning method is the collaboration between the school and parents because Umi learning is held before the lesson which is half past seven if the parents are late to take the school children and the Umi learning has started and the child is missed learning and the child is given an achievement card to repeat the reading at home if not repeated at home then the child will be left behind, the child's ability to learn umi each child is different in one group and the final exam in one group is not always barama to be able to take the final exam if the child is volume three. And in the afternoon there was an activity to study the children with the quran, which was attended by kindergarten alumni and local residents.

Amal Insani offers a regular program and a full day school that combines nurturing and Islamic concepts. Because the parents are busy working outside the home this is the main attraction for parents to send their children to Amal Insani Kindergarten, which follows the fullday school learning

program the children will go home until four in the afternoon while the regular until half past one and in the framework of the Kindergarten birthday The fifteenth person cooperates with committees, guardians of students, students and alumni to carry out social services of nine-basic necessities and sell them at fifteen thousand in accordance with his fifteenth birthday and collect proper use, food from student guardians and resold at a low price with this activity indirectly schools can be swallowed by the wider community.

The proceeds from the social service activities are given to people in need such as orphanages.

The learning method used uses the center method by facilitating the interests, development of children and not emphasizing children in reading and counting (kalistung). If a child likes to play blocks all day, the child will learn blocks. Introducing children to read and count using the learning center method and is provided for children who love to read, namely the library and always provided every class of reading books, but even though using the learning center method, most children who graduate from Amal Insani Kindergarten can already read and write. Because the game outside the classroom is not so wide the children are scheduled to play outside the classroom. When registering a parent brings his child and has explained what programs are there and the policies, the existing rules in Kindergarten Amal and asked to fill in the registrants and signatures to approve the existing programs and policies in Kindergarten Amal Insani this is intended in the future. not sue the school.

#### IV. DISCUSSION

Kotler states marketing is a social process in which individuals and groups get what they need and want by creating, offering, and freely exchanging products of value with others (Kotler, 2002: 2). Meanwhile, according to Walker and Larroche, marketing is a social process that involves important activities that enable individuals and companies to get what they need and want through exchanges with other parties and to develop exchange relationships (Walker, 2000: 17).

Marketing is an important part of a school to promote or market PAUD institutions to emphasize more on program socialization and the excellence of PAUD institutions that are established. The promotion of PAUD institutions does not solely seek financial benefits which ultimately results in the commercialization of education. However, it ends up fulfilling early education services in the region. Steps in managing school marketing. FandyTjibtono, Ph.D cites several definitions about marketing, among others, as follows:

Marketing is a series of activities carried out by companies to stimulate demand for products or services and ensure that products are sold and delivered to customers. Marketing is a social process that includes activities needed to enable individuals and organizations to get what they need and want through exchanges. with other parties and to develop

exchange relations with other parties and to develop sustainable exchange relations.

Marketing is a systematic processing of the exchange of values that are intentionally carried out to advertise school missions based on satisfying real needs either for stakeholders or the social community in general. Another understanding says that a social and managerial process to get what is needed and wanted through the creation, supply, exchange of valuable products with other parties in the field of education.

An educational institution must provide educational services that satisfy its consumers. The ability of an educational institution in providing services that satisfy its service users will provide success in the marketing process of educational services in an educational institution in the midst of the public (Badrudin, 2016: 80).

Marketing is a social and managerial process, which involves important activities, which enable individuals or groups to get their needs and desires, through exchanges with other parties (Kuni, 2016: 15). Marketing is a social and managerial process, which involves important activities, which enable individuals or groups to get their needs and desires, through exchanges with other parties (Machali, 2016: 246).

According to Stanton as quoted by Swastha and Irawan, marketing as a whole system of business activities aimed at planning, pricing, promoting and distributing goods and services that satisfy the needs of both existing buyers and potential buyers (Firdayanti, 2015 : 246).

According to Fandy Tjibtono, that the concept of marketing in education is an activity of providing educational services, to consumers in a satisfactory way (Fandy, 2014: 30). If we look at educational institutions from the perspective of a company, this educational institution is a production organization that produces educational services that are purchased by consumers. The main consumers are students, students and many consumers (Muhammad, 2019: 14).

Educational institutions are understood as institutions that provide educational services to students, students, or the general public. Therefore, the school must develop its marketing strategy so that the quality of its educational institutions increases and can attract many students. Because, marketing ethics in the world of education is to offer quality intellectual services and overall character formation (Ara, 2012: 229).

Marketing as an organizational function and a set of processes to create, communicate and convey value to customers and manage customer relationships that all can benefit the organization (Adam, 2014: 2). The wider community including users of graduates. Davies and Ellison said that market segments in the education sector include internal and external markets. The internal market includes school managers and staff above it, school staff (teachers and other education personnel), supervisors, students who are

attending school, parents of children whose children are in school. The external market includes prospective students, prospective parents, alumni, prospective staff, other educational institutions, communities around schools, commercial and industrial institutions, educational foundations, standard offices in the world of education (in Indonesia such as the National Accreditation Board and the Primary School Accreditation Board ), Teacher Upgrading Center, groups and organizations at the national level related to education (Fatkuorji, 2015: 4).

Educational services are the activities of educational institutions providing services or delivering educational services to consumers primarily students with very satisfying or unsatisfactory levels. In introducing excellent programs owned by schools, marketing education service activities are needed. "Educational service marketing activities that were once considered" taboo "because they smelled of business and tended to be profit oriented, have now been done openly and openly (David, 2012: 3).

Marketing education services here means the activities of educational institutions providing services or delivering educational services to consumers in a satisfactory way (Buchari, 2003: 45). In addition marketing functions "to maintain customer satisfaction as evidenced by a clear activity and can be felt education customers in marketing (Rohmitriasih, 2015: 403).

Educational development is closely related to economic development (Mulyono, 2010: 14). This educational institution is a production organization that produces services. education bought by consumers. The main consumers are students, in addition to many more consumers (community, parents, etc.) (Buchari and Ratih, 2008: 13). The concept of marketing in education solely does not pursue profit or be commercial in nature. In essence the concept of marketing is to emphasize efficiency, creativity, and increase productivity and maintain quality (Moch, 2016: 7).

Educational institutions must be able to manage effectively and efficiently in order to achieve the aims and objectives of the institution. Educational institutions in the eyes of scientific disciplines are institutions that offer products in the service category, namely educational services, educational institutions must pay more attention to aspects of service, completeness of the provision of facilities and infrastructure in order to develop themselves in order to be accepted by the community as users of educational services as well as outputs educational institutions. Service is any action or activity that can be offered by one other party which is basically intangible and does not result in any ownership (Yunika, 2011: 9).

The function of marketing in educational institutions is to form a good image of the institution and attract a number of prospective students. Therefore, marketing must be oriented to "customers" in the context of the school called students. This is where the need for schools to know how prospective

students see the school they will choose. The main elements in marketing can be classified into three elements, namely: Elements of a competitive strategy, including: Market segmentation, namely the act of identifying and forming groups of buyers or consumers separately. each of these consumers has their own characteristics, product needs, and marketing, targeting, namely the act of selecting one or more market segments to be entered, positioning, namely determining the market position. The aim is to build and communicate the competitive advantage of existing products in the market in the minds of consumers (Mundir, 2016: 7).

Marketing Education Services According to Kotler the definition of service is any action or activity that can be offered by one party to another party, which is basically intangible and does not result in any ownership (Philip, 2003: 83).

The marketing targets of educational institutions are prospective students and parents of students, as well as the wider community in general. Any action or performance offered by one party to another party that is in principle intangible and does not cause a transfer of ownership.

## V. CONCLUSION

Based on the results of research that has been conducted to determine the marketing of educational services and marketing strategies of educational services carried out at Amal Insani Kindergarten Yogyakarta, the following conclusions are obtained:

1. Education is a service product that is produced from educational institutions that are not for-profit (non-profit). Marketing Education Services According to Kotler the definition of service is any action or activity that can be offered by one party to another party, which is basically intangible and does not result in any ownership. The marketing targets of educational institutions are prospective students and parents of students, as well as the wider community in general. Any action or performance offered by one party to another party that is in principle intangible and does not cause a transfer of ownership.
2. The strategy undertaken by Amal Insani in marketing education services is by using a superior program that is umi, the center of learning methods, following the competition held by a kindergarten teacher association (IGTK), educational play equipment (APE) for children and teachers, Tahfidz competition, held the final examination (munaqosah) of the Umi method and was brought in by a jury from Surabaya and when participating in these contests indirectly promoted the school to the wider community and entrusted brochures



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