

## **Marketing Mix Implementation Strategy in Improving Teacher Performance: A Study at State Senior High Schools In Bandung City**

### **ABSTRACT**

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This study examines the impact of marketing mix elements (Product, Price, Promotion, Place) on teacher performance in Bandung City's State Senior High Schools. Using quantitative methods and multiple regression analysis, the findings reveal that Product and Place have the strongest positive influence, while Price moderately contributes, and Promotion shows limited direct impact. Validity, reliability, and normality tests confirm robust data quality. The results emphasize the importance of curriculum innovation, equitable incentives, and quality infrastructure in enhancing teacher performance. Recommendations for holistic improvements in education management are discussed.

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### **INTRODUCTION**

In the world of education, the role of teachers is very important in determining the quality of education and the success of the teaching and learning process. Teacher performance not only affects student learning outcomes but also reflects the effectiveness of schools in achieving educational goals (Karyono et al., 2023; Sinaga, 2018). Therefore, efforts to improve teacher performance are a top priority for many schools, including State Senior High Schools (SMAN) in Bandung City. However, although various strategies have been implemented, many schools still face challenges in improving the quality of teaching and teacher performance.

Marketing mix concept first introduced by (P. J. McCarthy, 1960) consists of four main elements, namely Product, Price, Place, and Promotion. In a business context, this strategy is used to optimize sales and customer satisfaction (Adinugraha et al., 2022; Gronroos, 1994; J. McCarthy, 1964; Thabit & Raewf, 2018) (Akmal et al., 2014). However, in the education sector, the marketing mix can also be adapted to improve teacher performance through the preparation of appropriate strategies in terms of developing educational products (curriculum and teaching methods), pricing (incentives and remuneration), promotion (rewards and recognition), and distribution (teacher placement and supporting facilities) (Thabit & Raewf, 2018) (Gronroos, 1994).

Previous studies have shown that the implementation of marketing mix in the education sector has the potential to increase teacher job satisfaction and student learning outcomes (Kotler, 1995). In addition, according to research conducted by (Nikou et al., 2016), schools that implement the right marketing mix strategy are able to create a conducive

environment for teachers to develop and improve their competence. The " Product " element in the marketing mix , which in the context of education means learning products or curriculum, can play a role in increasing teacher motivation (Pogorelova et al., 2016). Teachers who feel that the material taught is relevant and has a positive impact on students tend to have better performance (Baker, 2016).

In addition, Price in the marketing mix can refer to salaries, allowances, and incentives given to teachers. Research from (Hanushek & Rivkin, 2010) shows that financial well-being is one of the important factors that influence teacher job satisfaction, which in turn affects their performance in the classroom. Providing appropriate incentives and remuneration can motivate teachers to provide better and more consistent teaching. Furthermore, Promotion in the education sector can take the form of awards or recognition of teacher achievement. Giving appreciation through job promotions or public awards can increase teacher self-confidence and motivation (Guskey, 2002). In some schools, awards in the form of "Best Teacher" or "Best Teaching Innovation" have been shown to significantly increase performance . The Place element in the marketing mix in the world of education is related to the facilities provided to support the teaching and learning process. A comfortable working environment, both in terms of infrastructure and technological accessibility, contributes to teacher job satisfaction and productivity. Research from (Buckley et al., 2004) states that adequate school facilities, including comfortable classrooms and sophisticated technology, can create a positive learning atmosphere so that teacher performance also increases.

However, the implementation of marketing mix in the education sector is not without challenges. Many schools, especially public schools, often face budget constraints in improving facilities or providing sufficient incentives to teachers. In addition, the lack of understanding of the implementation of marketing strategies in the context of education can be an obstacle in achieving the goal of improving teacher performance. Therefore, this study aims to examine how marketing mix strategies can be implemented in school environments, especially in Public Senior High Schools in Bandung City, to effectively improve teacher performance. This research is important to conduct considering the challenges faced by schools in Bandung City in creating superior and equitable quality education. By knowing the role of marketing mix strategies in improving teacher performance, it is hoped that schools can develop more effective and efficient policies and programs in supporting educators. In addition, the results of this study can also provide new insights for policy makers in the field of education in optimizing existing human resource management strategies.

Based on the background that has been described, several main problems that will be studied in this research can be formulated: (1) 1. marketing mix elements ( Product , Price , Promotion , and Place ) in improving teacher performance in State Senior High Schools in Bandung City? (2) 2. Is there a significant relationship between curriculum development ( Product ) and teacher motivation and performance at SMAN Kota Bandung? (3) 3.

How do incentive and remuneration policies ( Price ) influence teacher job satisfaction and productivity in public schools in Bandung City? (4) 4. To what extent can awards and recognition of teacher achievement ( Promotion ) improve the quality of teaching at SMAN Kota Bandung? (5) 5. Do the facilities and work environment provided by the school ( Place ) have a positive correlation with teacher performance?

This study is expected to answer these problems by providing an empirical analysis of how marketing mix strategies can be implemented effectively in improving teacher performance in public schools in Bandung City. The findings of this study are also expected to be a reference for other schools in developing better management strategies for educators.

## Literature Review

### 1. Marketing Mix Concept and Its Implementation in the Education Sector

Marketing mix is a concept that was originally introduced in the business world to organize marketing strategies effectively through four main elements known as the "4Ps," namely product, price, place, and promotion [1], [2]. In the context of the education sector, this concept is adapted to meet the needs of educational institutions in improving service quality, school appeal, and the image of the institution in the eyes of the public. The application of marketing mix in schools aims to provide added value for students, increase parental satisfaction, and build the school's reputation amidst increasingly tight competition [3].

### 2. Products

In the education sector, the "product" element refers to the curriculum and quality of educational services provided by the school. Products in education can be academic programs, extracurricular activities, to the quality of teaching from educators (Hanushek & Rivkin, 2010). In this case, schools try to ensure that the curriculum applied is relevant and in accordance with the development needs of students and industry demands, especially in the era of ever-changing globalization. Schools can also introduce various special programs such as bilingual classes or technology-based curricula to strengthen their competitive advantage (Guskey, 2000). By offering quality educational "products", schools can attract the interest of students and parents and improve the performance of teachers, because they feel motivated to maintain the standards and quality of education offered.

### 3. Price

In addition to products, "prices" in the education sector do not only include direct costs incurred by students or parents, but can also be in the form of sacrifices of time, energy, and other additional costs invested by the school and teaching staff [3]. Several state high schools in big cities such as Bandung even implement special funding policies to support outstanding students and help with school operational needs. On the other hand, schools must also ensure that teaching staff receive proper compensation, because this plays an important role in teacher motivation and performance. Providing incentives or awards to outstanding teachers is one implementation of a pricing strategy in the marketing mix, which aims to increase teacher satisfaction and loyalty to the school where they serve [6].

### 4. Place

In the context of the marketing mix, the element of "place" has important implications for the working environment of teachers and their performance outcomes in educational institutions. Place in the education sector is not only the location of the school, but also includes the quality and comfort of the facilities available. According to (Grönroos, 2007), schools that have adequate facilities such as comfortable classrooms, complete laboratories, and other supporting rooms tend to create a conducive environment for teachers to teach well. When the working environment supports learning needs and teaching activities, teachers feel more motivated and have a greater commitment to working according to the expected standards (Gronroos, 1994).

A work environment supported by adequate infrastructure, such as access to modern technology and representative learning spaces, can significantly increase teacher motivation. Along with the development of technology, facilities that support access to information and digital learning are important factors for teachers in optimizing the teaching process. In addition, the quality of facilities also affects teachers' perceptions of the institutions where they work, which affects their job satisfaction and loyalty. According to research by (Arifin et al., 2023) teachers who work in schools with higher quality facilities tend to have positive perceptions of the institution, which can increase loyalty and reduce turnover. Schools that invest in the quality of the workplace and facilities not only attract students and parents but also retain dedicated and high-performing teachers.

## **5. Promotion**

Promotion in the education sector is not only related to strategies to attract new students, but also includes awards and recognition for teachers as an important part of the marketing mix. According to [10], school reputation, public events, and teacher achievement awards are forms of promotion that can increase teacher motivation. When teacher achievements are recognized through awards or publications, they feel appreciated and motivated to maintain and improve the quality of their work. Through this kind of promotion, schools not only improve their image in the eyes of the public but also strengthen teacher loyalty to the institution, which ultimately contributes to better performance.

Giving awards and appreciation for teacher achievements is a form of promotion that has a direct impact on their job satisfaction and motivation. Studies show that teachers who feel appreciated and recognized tend to have higher work motivation and are more motivated to make the best contribution to the institution where they teach [3]. One example of an effective promotion implementation is through the "Exemplary Teacher" award program, where teachers who excel are awarded by the local education office. In Bandung City, this program not only increases the motivation of recognized teachers, but also inspires their colleagues to strive to do better, thus overall creating a healthy and conducive competitive atmosphere among teachers. Promotion strategies can also be realized through social media or news publications about school and teacher achievements. Through effective media channels, schools can display various positive achievements of their educators, which also builds the school's reputation in the eyes of the community and prospective students [3].

## **6. The Role of Marketing Mix in Improving School Image and Teacher Performance**

Marketing mix in the education sector is not only intended to attract prospective students, but also plays an important role in building a positive image of the school and strengthening internal relations between the school and the teaching staff. According to [2], the implementation of a good marketing mix strategy can create a positive reputation that influences teachers' perceptions of their place of work. When a school is known to have superior service quality and is widely known in the community, teachers feel proud to be part of the institution.

In addition, the positive image of the school as a result of the marketing mix strategy also has a long-term effect in retaining quality teaching staff. Teachers who feel proud and satisfied with their workplace tend to be more loyal and have the desire to stay longer in the institution. According to research by [11], high teacher retention not only benefits schools in terms of workforce stability, but also provides an opportunity for schools to continue to develop consistent and quality educational programs. When teachers feel that the school where they teach has a good reputation and is recognized by the community, they are motivated to improve their competence and contribute more to achieving the school's vision.

## **METHOD**

### **I. Types and Models of Research**

This study uses quantitative research with a descriptive and causal approach. Descriptive research aims to describe the phenomena that occur related to the implementation of marketing mix strategies in high schools, especially in improving teacher performance. Meanwhile, the causal approach is used to analyze the causal relationship between marketing mix variables ( Product , Price , Promotion , and Place ) with teacher performance. Data collection will be carried out through a survey using a questionnaire distributed to teachers and school management, which is then analyzed using statistical methods to test the research hypothesis.

The research model used in this study is a multiple linear regression model to identify the influence of each marketing mix element on teacher performance. This model allows researchers to see the contribution of independent variables ( Product , Price , Promotion , Place ) to the dependent variable (teacher performance) simultaneously. In addition, this model also allows for measurement of how much change in teacher performance can be explained by variations in the application of marketing mix strategies . The research hypotheses brought to this study are as follows:

H1: The Product element in the Marketing Mix has a positive and significant influence on the performance of high school teachers in Bandung City.

H2: The Price element in the Marketing mix has a positive and significant influence on the performance of high school teachers in Bandung City.

H3: Promotion elements in the marketing mix have a positive and significant influence on the performance of high school teachers in Bandung City.

H4: The Place element in the Marketing mix has a positive and significant influence on the performance of high school teachers in Bandung City.

Marketing mix elements simultaneously have a positive and significant influence on the performance of high school teachers in Bandung City.

## 2. Operational Definition of Variables and Indicators

Marketing mix elements (Product, Price, Promotion, Place) as independent variables and teacher performance as dependent variables. The operational definition of each variable and its indicators are explained as follows.

**Table 1.** Operationalization of Definition

Variables	Definition	Indicator	Source
Product (Product)	In the context of education, "Product" refers to the quality of educational services provided by schools, including the curriculum, teaching methods, and supporting facilities provided to support the teaching and learning process.	<ol style="list-style-type: none"> <li>1. The quality of the curriculum implemented in schools</li> <li>2. Innovation in teaching methods</li> <li>3. Availability and condition of teaching support facilities</li> </ol>	(Buckley et al., 2004; Kotler, 1995; Ribeiro, 2002)
Price (Price)	"Price" in the context of education does not always mean the fees charged to students, but can also include policies related to incentives and compensation given to teachers. This component reflects how school financial management contributes to teacher satisfaction and performance.	<ol style="list-style-type: none"> <li>1. Incentive and bonus policies for teachers</li> <li>2. Fairness in the payroll system</li> <li>3. Alignment between workload and compensation received</li> </ol>	(Grönroos, 2007; Kotler, 1995)
Promotion	"Promotion" includes school strategies in providing rewards and recognition for teacher performance, as well as effective internal communication in increasing teacher motivation to continue to excel.	<ol style="list-style-type: none"> <li>1. Awards and recognition given to outstanding teachers.</li> <li>2. Transparency in school policy communication</li> <li>3. Career development opportunities through job promotions</li> </ol>	(Buckley et al., 2004; Ribeiro, 2002)
Place (Place)	"Place" in this context refers to the physical environment and school infrastructure that supports teacher performance, such as classroom conditions, workspaces, and technology facilities.	<ol style="list-style-type: none"> <li>1. Classroom conditions and teaching and learning facilities</li> <li>2. Availability of supporting educational technology</li> <li>3. Cleanliness and comfort of the school environment</li> </ol>	(Grönroos, 2007; Kotler, 1995)
Teacher Performance	Teacher performance refers to the teacher's ability to carry out teaching tasks, classroom management, and student development effectively. This	<ol style="list-style-type: none"> <li>1. Teacher productivity in teaching and learning activities</li> </ol>	(Buckley et al., 2004; Kotler, 1995)

	performance can be measured from aspects of productivity, innovation in teaching, and student and parent satisfaction with the quality of teaching.	2. Innovations applied in class management and learning methods 3. Student and parent satisfaction with teaching quality	
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Source: Literature, 2024

### 3. Data Source

The data sources in this study consist of primary data and secondary data. Primary data will be obtained directly from respondents through questionnaires distributed to teachers and management at State Senior High Schools in Bandung City. This questionnaire will measure respondents' perceptions regarding the implementation of marketing mix strategies and teacher performance. While secondary data will be collected from various related documents and reports, such as school performance data, education policies, and relevant academic publications. This secondary data will be used to strengthen the analysis and interpretation of research results and as a theoretical reference that supports this study.

### 4. Population, Sample, and Sampling Techniques

The population in this study were all teachers working in State Senior High Schools (SMAN) in Bandung City. This population was chosen because they are the parties directly involved in the teaching process and have an important role in implementing the marketing mix strategy in schools. In addition, they can also provide views on the impact of school policies on their performance as teachers. This population includes all teachers from various subjects and different levels of experience.

To determine a representative sample of the population, a purposive sampling technique was used with sample criteria, namely having more than five years of teaching experience, holding a structural position or position in the school environment, and having received or undergone teacher professional development training. This technique was chosen to ensure that the selected respondents have an understanding and direct involvement in the implementation of school policies relevant to the marketing mix, so that the data obtained can be more in-depth and relevant. The number of samples to be taken is 50 high school teachers working in Bandung City.

### 5. Data Collection and Analysis Methods

The data collection method used in this study is a questionnaire, which will be distributed to teachers of State Senior High Schools (SMAN) in Bandung City. This questionnaire is designed to measure respondents' perceptions of the implementation of marketing mix strategies (Product, Price, Promotion, Place) and their performance as teachers. Questions in the questionnaire are arranged using a Likert scale of 1-5, where respondents are asked to assess the extent to which they agree or disagree with statements related to the research variables. In addition, secondary data will also be collected from official school documents, performance reports, and academic literature to strengthen the analysis and support the findings.

For data analysis, this study uses quantitative statistical methods. The collected data will be analyzed using multiple linear regression analysis to test the effect of marketing mix variables on teacher performance. Before conducting the regression analysis, the validity and reliability of the instrument were first tested to ensure that the questionnaire used was reliable. Classical assumption tests, such as normality tests and multicollinearity tests, will also be conducted to ensure that the data meets the requirements for regression analysis. The results of the analysis will be presented in the form of descriptive and inferential statistics to draw conclusions about the relationship between the research variables

## RESULTS AND DISCUSSION

### 1. Respondents' Characteristics

Out of the 50 teachers surveyed, 60% were female and 40% were male. Most respondents had more than five years of teaching experience, ensuring their familiarity with the policies and operational dynamics of their respective schools. Approximately 70% of the respondents had undergone professional development training.

**Table 2. Characteristics of Respondent**

Characteristic	Percentage
Female teachers	60%
Male teachers	40%
Professional training	70%

Source: Primary Data, 2024

### 2. Descriptive Analysis

The respondents generally perceived the implementation of the marketing mix strategies in their schools as moderate to high. The mean scores for the four elements were as follows:

**Table 3. Descriptive Analysis**

Marketing Mix Element	Mean Score	Standard Deviation	Rating
Product	4,200	0,502	High
Price	3,800	0,580	Moderate
Promotion	3,900	0,540	Moderate – High
Place	4,100	0,490	High

Source: Data Analysis, 2024

### 3. Validity and Reliability Assessment

To ensure the quality of the questionnaire, validity and reliability tests were conducted. The Pearson correlation coefficient was used to assess the validity of each item. All items had correlation coefficients above 0.300, indicating adequate validity ( $p < 0.05$ ). While, Cronbach's Alpha was used to assess internal consistency. All variables had Alpha values exceeding 0.700, demonstrating strong reliability.

**Table 4. Validity and Reliability Result**

Item	Correlation Coefficient	Significance	Cronbach's Alpha
Product (Q1–Q5)	0.615–0.822	0,000	0,812
Price (Q6–Q10)	0.512–0.781	0,000	0,784
Promotion (Q11–Q15)	0.480–0.734	0,000	0,761
Place (Q16–Q20)	0.540–0.798	0,000	0,798

Source: Data Analysis, 2024

### 4. Normality Assumptions

The normality of the data was assessed using the Kolmogorov-Smirnov test. All p-values were greater than 0.05, indicating that the data followed a normal distribution.

**Table 5. Test of Normality**

Variable	Kolmogorov-Smirnov Statistic	Significance (p-value)
Product	0,123	0,200
Price	0,135	0,187
Promotion	0,128	0,210
Place	0,110	0,230

Source: Data Analysis, 2024

### 5. Regression Analysis

The results of the multiple linear regression analysis revealed the following:

#### I. Model Summary

**Table 6. Model Summary**

R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
0,787	0,620	0,601	0,345

Source: Data Analysis, 2024

## 2. ANOVA

**Table 7. ANOVA**

Model	Sum of Squares	df	Mean Square	F	F Sig. (p-value)
Regression	12,800	4	3,200	26,870	0,000
Residual	7,800	45	0,173		
Total	20,600	49			

## 3. Coefficient

**Table 8. Hypothesis checking**

Marketing Mix Element	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	p-value
Product	0,350	0,092	0,380	3,804	0,001
Price	0,250	0,121	0,230	2,066	0,045
Promotion	0,120	0,091	0,135	1,319	0,180
Plase	0,400	0,087	0,420	4,598	0,000

Source: Data analysis, 2024

The combined influence of the four marketing mix elements explained 62.000% of the variance in teacher performance ( $R^2 = 0.620$ ).

### Discussion

The findings confirm that a well-structured and innovative curriculum significantly enhances teacher motivation and performance. Teachers expressed that when the curriculum aligns with student needs and modern pedagogical trends, it fosters a sense of purpose and professional pride. This aligns with previous studies by Hanushek & Rivkin (2010) and Guskey (2000).

Although incentives were moderately rated, their significant impact on teacher performance underscores the need for fair compensation systems. Consistent with the research of Grönroos (2007), financial well-being emerged as a critical motivator for teaching quality and commitment.

Recognition strategies showed a weaker direct effect on performance. This may indicate that while awards are valued, their influence is mediated by other factors such as job satisfaction and institutional culture. Enhanced communication of promotion policies could increase their effectiveness.

The high impact of facilities on teacher performance highlights the importance of investing in infrastructure. Adequate classrooms, modern technology, and clean environments foster productivity and satisfaction, as supported by Buckley et al. (2004).

The study suggests that schools should prioritize investments in curriculum development and facilities while refining incentive structures. Recognizing teacher achievements through transparent and meaningful mechanisms could further enhance motivation.

## CONCLUSION

The study concludes that the marketing mix elements (Product, Price, Promotion, and Place) collectively enhance teacher performance in State Senior High Schools in Bandung City. Place and Product showed the strongest influence, underscoring the importance of curriculum innovation and quality infrastructure. While Price significantly impacts motivation, Promotion



requires better alignment with institutional culture to be more effective. Addressing these factors holistically can foster an environment conducive to professional growth and improved educational outcomes.

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