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SERVICE MARKETING STRATEGIES IN THE CONTEXT OF EDUCATION IN INCREASING COMPETITIVENESS AND CUSTOMER SATISFACTION

Case Study: Education Management Study Program FIP UNJ

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Abstract: Service marketing strategy is the main aspect that needs to be explored to identify potential for improvement and development. This research discusses formulating marketing strategies that will be implemented, analyzing student preferences and needs, and evaluating customer satisfaction. The results obtained are Analysis of Student Preferences: Students from the FIP UNJ Education Management Study Program prefer face-to-face learning methods (78.3%), although a small number also support blended learning; Various digital learning media have been used, showing readiness for further technology integration; Students need additional support such as tutors and workshops for their personal development. Satisfaction Level: Student satisfaction with various aspects such as lecturers, curriculum, campus facilities, and administrative services varies, with some areas requiring improvement, particularly in campus infrastructure and teaching quality. Recommended Marketing Strategy: Strengthening academic branding by highlighting alumni successes and improving teaching quality; Utilization of digital technology for learning and communication with students; Improvement of campus facilities to support offline learning and student comfort; Promotions and digital marketing campaigns to attract prospective new students. Conclusions and Suggestions: There is a need to improve the quality of teaching and campus facilities, optimize technology in learning, as well as more aggressive marketing campaigns to strengthen the competitiveness of study programs; Adapting the curriculum to industry needs is also important to ensure graduates remain competitive in the job market.

Keywords: Marketing of educational services, competitiveness, customer satisfaction

INTRODUCTION

Nowadays, education service providers compete fiercely in meeting the needs of education in the era of globalization. In addition to changing consumer needs and tastes, the increasingly tight economic environment and competition make marketing play a very important role in the efforts of an educational service provider to achieve its goals (Nurhasanah, 2017).

Based on data from PDDikti, the number of universities in Indonesia has currently reached 4,523 with 31,399 study programs. This figure is quite large. In this case, education service providers must be able to see that

consumers who use education services have various needs that demand high quality and service. (Nurhadi, 2015).

Service marketing strategy is the main aspect that needs to be explored to identify potential improvements and developments. The importance of adjusting marketing strategies with the special characteristics of the Educational Management study program will help FIP UNJ achieve academic and non-academic achievement goals effectively.

This research will discuss the formulation of marketing strategies to be implemented, analyze student preferences and needs, and evaluate customer satisfaction levels. The findings of this study are expected to provide strategic guidance for study program leaders and related parties to increase competitiveness, increase student enrollment, and strengthen the study program's contribution to the mission and vision of FIP UNJ. Thus, this research is expected to make a positive contribution to the development of the higher education sector in Indonesia.

The research conducted by Fadlilah and Masfiah with the title Implementation of Marketing Mix Strategy in an Effort to Increase the Number of Students at Al Huda Kindergarten, Malang City in 2021 with the aim of explaining the implementation of the marketing mix strategy in an effort to increase the number of students at Al Huda Kindergarten, Malang City. The research using this qualitative approach obtained the results that Al Huda Kindergarten successfully used a marketing mix strategy in an effort to increase the number of students. In this effort, the marketing mix strategy used is in the form of the 7P method, including: product, price, place, promotion, people, physical evidence, process. (Fadlilah & Masfiah, 2021)

The results of Trianto's (2021) research on marketing communication through social media at SD Luqman Hakim Surabaya show that school marketing communication with social media at SD Luqman Al Hakim Surabaya is going well. The implementation of the social media marketing program is to create a social media team, compile social media strategy, producing and scheduling social media posts to evaluating content. The steps taken in developing a social media strategy are to establish school branding, namely Outstanding Islamic Schools; determine the social media applications to be used, namely Facebook, Instagram, and Youtube Fanpages; setting targets or goals; update content with a stable frequency; using photo and video posts as much as possible; interact with the school's social media followers; create hashtags or hashtags according to the school brand; and define the target audience or target audience. (Trianto, 2021)

Research conducted by Sartika (2019) regarding the planning of marketing strategies for educational services through the "marketing mix approach" which aims to find out the planning of marketing strategies for colleges with a marketing mix approach at the Tarbiyah Simeulue Aceh College of Sciences. With qualitative research methods, data is collected through semi-structured interviews, observation and documentation as data collection methods. Based on results

research conducted at STIT Simeulue Aceh, the marketing strategy for educational services is carried out through the application of Marketing Mix theory (products, prices, places, promotions, human resources, physical evidence, and processes) by utilizing its regulatory competence. As the only private Islamic higher education institution in Simeulue Regency, Aceh Province, it has a positive impact on developing its universities so that it can make alternative Islamic education, both Muslim communities with traditional and modern backgrounds, as a marketing segment for its educational services. However, on the other hand, the existence of STIT Simeulue Aceh is still new, the building facilities are still minimal, and the department opened is only one Islamic Religious Education (PAI) department, so it has not made it the main choice of consumers of educational services. Furthermore, this paper critically looks at how marketing strategy planning is carried out by STIT Simeulue Aceh in improving its marketing. (Sartika, 2019)

Based on the description of the background and state of the art, the formulation of the problem from this study is about the formulation of marketing strategies to be applied, analyzing student preferences and needs, and evaluating the level of customer satisfaction. Then the limitation of the problems of this study includes: 1) How to analyze the preferences and needs of students of the Education Management Study Program FIP UNJ; 2) How to evaluate the level of customer satisfaction of the Education Management Study Program FIP UNJ; 3) What is the right marketing strategy to be implemented by the Education Management Study Program FIP UNJ in increasing the interest of prospective students/registerants.



Figure 1. Research Roadmap Based on this, the current research roadmap was prepared, including:

1. Preparation Phase (1 month)
 - a) Reviewing in-depth literature on service marketing in the field of education.
 - b) Identify relevant theories and models of service marketing.
 - c) Develop a conceptual framework.
2. Research Design Phase (2 months)
 - a) Developing research instruments.
 - b) Test of research instruments.
 - c) Prepare the secondary data that will be needed.
3. Data Collection Phase (3 months)
 - a) Collecting primary and secondary data
 - b) Validate and verify data
4. Data Analysis Phase (2 months)
 - a) Conducting data analysis and interpretation of results.
5. Report Preparation Phase
 - a) Writing research reports.
 - b) Preparation of the presentation of the results.
6. Result Dissemination Phase (1 month)
 - a) Presentation of research results.
 - b) Publication of scientific articles.
 - c) Submit recommendations to related parties.
7. Monitoring and Evaluation
 - a) Monitor the progress of each phase.
 - b) Evaluate quality and analysis.
 - c) Corrections and adjustments if necessary.

Thus, this research is expected to make a significant contribution to improving the service marketing strategy in the Education Management Study Program FIP UNJ and can be a reference for other higher education institutions.

RESEARCH METHODOLOGY

This research uses research and development methods to answer practical problems through applied research in order to improve educational practices. According to Borg & Gall, the research and development approach consists of ten steps, which are as follows: 1) Research and Information Collecting (Preliminary Study), including: needs analysis, literature study, small-scale research; 2) Planning, including: formulating research

objectives to estimate funds, energy, and time; formulating the qualifications of researchers and forms of participation in research; 3) Developing Preliminary of Product (Design development), developing initial instruments to prepare instrument grids, data collection methods, and assessments; 4) Preliminary Field Testing (Limited product testing), including: conducting preliminary field tests on the model design on a limited basis, so that a feasible model design is obtained, both in terms of substance and methodology; 5) Main Product Revision (Revision of limited field test results) which is a stage of model improvement based on input obtained from limited field tests; 6) Main Field Test (Product Test more broadly) which is a product test more widely; 7) Operational Product Revision (Revision of the results of the wider field test) which is the implementation of the second improvement after a wider field test than the first field test; 8) Operational Field Testing (Feasibility Test), including: carrying out product design effectiveness and adaptability tests, producing design models that are ready to be applied both in terms of substance and methodology; 9) Final Product Revision (Final revision of feasibility test results) which is to improve the model being developed At this stage, a model has been obtained whose level of effectiveness can be accounted for; 10) Dissemination and Implementation which is the dissemination of research results through scientific forums and model distribution must be carried out after going through quality control. (Maydiantoro, 2021)

The purpose of this study is to identify effective service marketing strategies in education, as well as to analyze and evaluate the impact of marketing strategies on the competitiveness and customer satisfaction of the Education Management Study Program FIP UNJ. Data collection was obtained by distributing customer satisfaction questionnaires, namely to all active students in the educational management study program FIP UNJ. The needs analysis was carried out by processing the results of the questionnaire and confirming the results by conducting in-depth interviews with 9 active students of the Education Management Study Program FIP UNJ using the snow ball technique. The results of the customer satisfaction questionnaire and needs analysis were then used as material to carry out a Focus Group Discussion (FGD). So that solutions and strategies are obtained to increase competitiveness and customer satisfaction.

This research activity produces information on the needs of users (need assessment), while development activities are carried out to produce learning devices. As previously said, this research does not only stop at needs assessment, but continues with making development plans, conducting exploration by collecting and analyzing data, conducting expert validation, and empirical testing.

RESULTS AND DISCUSSION

Result

A. Analysis of the preferences and needs of students of the Education Management Study Program FIP UNJ.

The step taken in analyzing the preferences and needs of students of the Education Management study program of the State University of Jakarta is to distribute a questionnaire to collect data related to student preferences and needs. Meanwhile, the platform used is google forms. In addition to distributing questionnaires, in-depth interviews and focus group discussions (FGD) were also conducted to gain deeper insights into student preferences and needs.

1. Age data of respondents

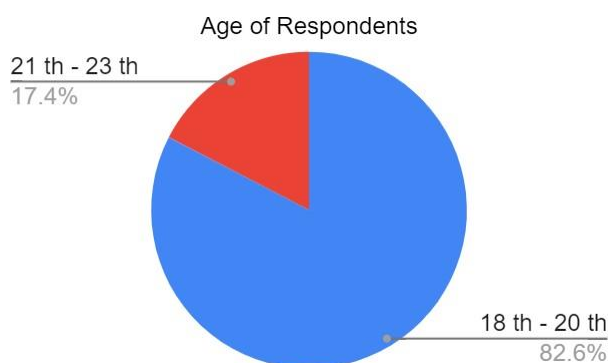


Diagram 1. Age of respondents

In the diagram, it can be seen that 82.6% of respondents are aged 18 - 20 years. And respondents with an age range of 21 - 23 years were 17.4%. The total respondents were 23 students of the Education Management Study Program FIP UNJ.

2. Batch year data

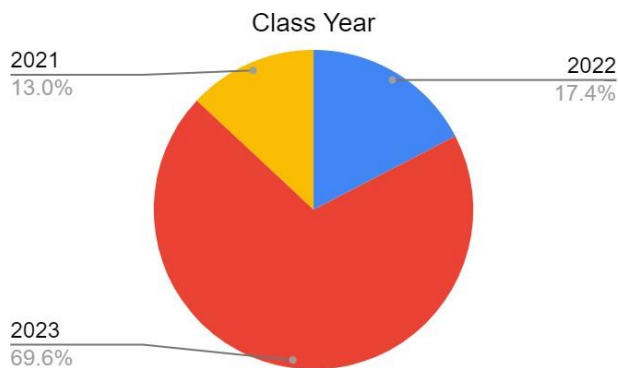


Diagram 2. Year of respondent generation Diagram 2. About the class year Respondents showed that of the 23 respondents, 69.6% were students of the class of 2023. Then 17.4% are students of the education management study program class of 2022. And 13.0% are students of the class of 2021.

3. Learning Methods



Diagram 3. Learning method preferences Based on diagram 3 about the The preferred learning showed that most of the respondents preferred the face-to-face method offline, which was 78.3% of the total respondents. Meanwhile, 21.7% of respondents chose the blended learning method as a learning method preference.

4. Frequently used learning media

Data related to the preferences of learning media that are often used are very varied, including: Videos, module books, observation tools, zoom, LMS, virtual reality, audio visual, google classroom and other interactive media. This shows that technological advances related to learning media have been utilized.

5. Skills to support professional capacity

Data related to materials that are highly desired to be mastered in supporting professional capacity vary widely, including: Financial management, Microsoft Excel, psychology, marketing management, statistics, computer science, overcoming pressure, time management, Microsoft Office, English, Public Communication, Human Resource Management, design, curriculum preparation, school management, computer applications.

6. The type of assistance needed to support soft skills capacity building

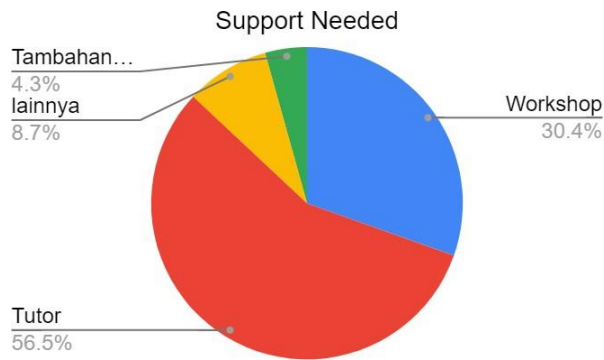


Diagram 4. Type of help needed Data obtained related to support required from Diagram 4

shows that most students, namely 56.5% of respondents, need tutors as a supporting system in developing their own capacity. Furthermore, 30.4% of respondents chose workshops as a type of assistance needed to develop their capacity. Respondents who chose additional literature as the type of assistance needed were 4.3% of all respondents. And 8.7% chose the other.

7. Non-academic activities of interest

Data related to student academic activities of interest include: DPM (Student Representative Council), AISEC, English Club, HIMA (Student Association), FM Era, Music Community, Sports, PKM.

8. Campus facilities that need to be developed

Based on the data obtained, some of the campus facilities that are most needed by MP students are as follows: Stable internet network, music studio, more classrooms to meet the needs of offline learning, drinking water facilities, air circulation/air conditioning in the Faculty lobby, green open space, discussion rooms outside the classroom, good sanitation, access to online libraries, a more complete collection of books in the library.

9. Satisfaction with campus facilities

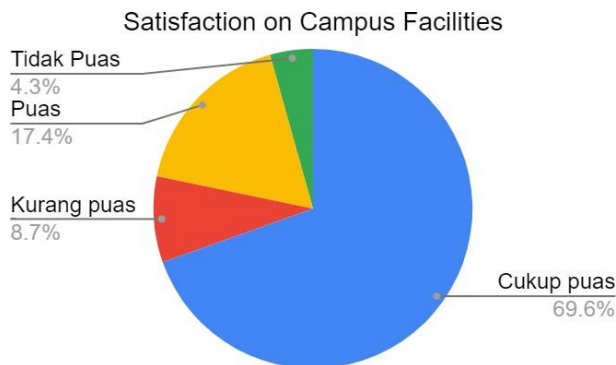


Diagram 5. Satisfaction with campus facilities

Based on data obtained related to satisfaction with campus facilities, most of the respondents, namely 69.6%, felt quite satisfied with the facilities on campus. Next, 17.4% of respondents were satisfied with campus facilities. Meanwhile, 8.7% felt dissatisfied and 4.3% of respondents gave an unsatisfactory assessment.

10. Reasons and suggestions related to satisfaction with campus facilities

The reasons and suggestions related to giving satisfaction ratings to campus facilities include: unstable internet network facilities that hinder student learning activities, inadequate classrooms to carry out offline learning, lack of cleanliness and the condition of facilities that need to be rejuvenated, building corridors with hot temperatures. The lack of optimal facilities provided will affect the level of comfort and interest in learning as well as student achievement. For this reason, it is necessary to review and improve the quality and quantity of facilities provided.

B. Evaluation of customer satisfaction level of FIP UNJ Education Management Study Program

Data related to the level of student satisfaction of the FIP UNJ Educational Management Study Program was obtained by distributing questionnaires to active students of the MP FIP UNJ Study Program. With several questions related to the quality of teaching, availability and accessibility of teaching materials, curriculum updates, campus facilities, administrative services, student activities, student interaction with lecturers and staff, and student learning experiences. The following results were obtained:

1. Satisfaction with the quality of teaching

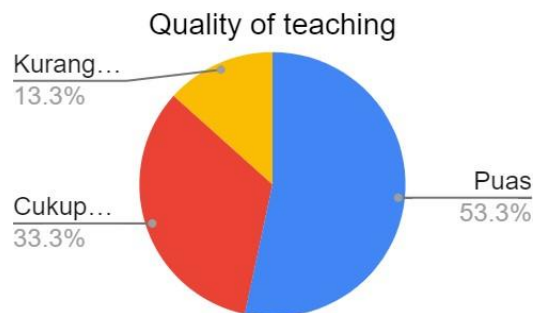


Diagram 6. Teaching quality

In diagram 6, it can be seen that 53.3% of respondents expressed satisfaction with the quality of teaching. Respondents who stated that they were quite satisfied were 33.3%, while those who stated that they were not satisfied with the quality of teaching were 13.3% of respondents.

2. Satisfaction with the availability and accessibility of teaching materials

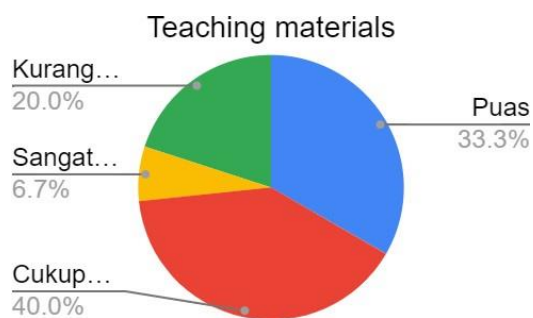


Diagram 7. Availability and accessibility of teaching materials

Regarding satisfaction with the availability and accessibility of teaching materials, most respondents gave a fairly satisfactory assessment, namely 40% of all respondents. While 33.3% of respondents gave a satisfied assessment, 20% of respondents considered dissatisfied, and 6.7% stated that they were very satisfied with the availability and accessibility of teaching materials.

3. Satisfaction with the curriculum offered

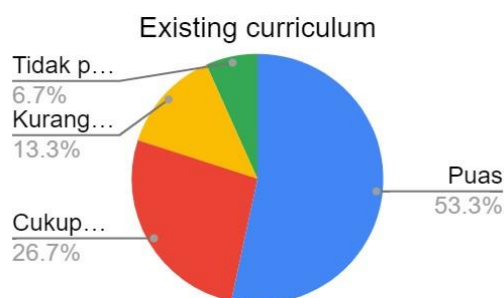


Diagram 8. Assessment of the curriculum

Based on the data in diagram 8, it can be seen that most of the respondents gave a satisfactory assessment of the existing curriculum, which was 53.3% of all respondents. Then 26.7% of respondents considered it quite satisfied, 13.3% of respondents gave an unsatisfactory assessment, and 6.7% of respondents stated that they were not satisfied.

4. Satisfaction with campus facilities

Respondents who gave a fairly satisfied assessment of campus facilities were the largest, namely 46.7% of all respondents. Meanwhile, 26.7% of respondents expressed satisfaction with campus facilities. Then 20% of respondents stated that they were not satisfied, and 6.7% of respondents gave

5. Satisfaction with administrative services

The data obtained related to satisfaction with administrative services most respondents stated that they were quite satisfied with administrative services, which was 40% of all respondents. Respondents who stated that they were satisfied with administrative services were 26.7% of all respondents. Meanwhile, 20% of respondents stated that they were dissatisfied and 6.7% of respondents stated that they were dissatisfied. The respondents who gave an assessment that the administrative service was very satisfactory by 6.7% of respondents.

6. Satisfaction with student activities

The assessment of student activities as many as 40% of respondents stated that they were quite satisfied. Then respondents who gave a satisfied assessment of student activities were 26.7%, and those who stated that they were very satisfied were 26.7% of respondents. Meanwhile, those who gave an unsatisfactory assessment of student activities were 6.7% of respondents.

7. Satisfaction with interaction with lecturers and staff

The assessment of interaction or communication with lecturers and staff was 40% of respondents gave quite satisfactory assessments. Then 33.3% of respondents stated that they were satisfied with the interaction or communication with lecturers and staff, and 13.3% of respondents stated that they were very satisfied. Meanwhile, there were still 13.3% of respondents who stated that they were not satisfied with the interaction or communication with lecturers and staff.

8. Satisfaction with the learning experience

The information obtained related to satisfaction with the learning experience of students of the MP FIP UNJ Study Program, namely 53.3% of respondents stated that they were satisfied with the learning experience obtained. Respondents who gave an assessment were quite satisfied with the learning experience by 33.3%, while 13.3% of respondents stated that they were not satisfied with the learning experience obtained.

Discussion

To formulate the right marketing strategy for the Education Management Study Program of FIP UNJ, the results of the data obtained were then used to make a SWOT analysis and discussion materials in the *Focus Group Discussion*. Here are the steps taken:

1. SWOT Analysis

a. *Strengths* :

- 1) High student interest in face-to-face learning methods (78.3%).
- 2) A variety of learning media that have been utilized, such as videos, modules, and other interactive tools.
- 3) Students show a high interest in self-capacity development, especially through tutors and workshops.

b. *Weaknesses* :

- 1) Student satisfaction with lecturers and the curriculum can still be improved, especially in the aspect of lecturer attendance and curriculum relevance.

- 2) Campus facilities such as internet networks and the number of classrooms are still inadequate.
- c. Opportunities:
 - 1) The use of digital technology to expand access to education and facilitate blended learning.
 - 2) Potential for curriculum development that is more relevant to the needs of future professionals.
- d. Threats:
 - 1) Competition with courses from other universities that may offer more attractive facilities and curriculum.

2. Recommended Marketing Strategies

- a. Strengthening Academic Branding and Teaching Quality:
 - 1) Improving the image of the Study Program by highlighting the success of alumni and their contributions in the field of education management.
 - 2) Holding regular workshops and seminars involving experts industryto improve Involvement students and lecturers.
 - 3) Optimizing lecturer attendance and interaction in the classroom, as well as adopting more innovative and participatory teaching methods.
- b. Utilization of Digital Technology:
 - 1) Strengthening technology infrastructure to support online learning and blended learning, given the interest in this method.
 - 2) Developing a more interactive and accessible e-learning platform to support student needs.
- c. Improvement of Campus Facilities:
 - 1) Advocating for the improvement of the quality of the internet network and the number of classrooms to support offline learning.
 - 2) Provide more green open spaces and discussion spaces that support students' academic and non-academic activities.
- d. Promotions and Marketing Campaigns:
 - 1) Conduct a digital campaign that highlights the excellence of the Study Program, including testimonials from students and alumni.
 - 2) Holding an open webinar that can be accessed by prospective students to introduce the curriculum and facilities offered.
 - 3) Utilizing social media to build online communities and increase the engagement of prospective students.

These strategies can help to strengthen the attractiveness of the Education Management Study Program of FIP UNJ in the midst of fierce competition and meet the needs and preferences of students. First, the results of the SWOT analysis can be used as a bridge to formulate a strategy. Planning for program and policy making is better carried out after conducting a SWOT analysis. This is necessary to obtain a good strategic plan and be able to increase strength and minimize threats. It can also help an educational institution identify and know the internal and external environmental conditions faced so that policymakers can determine the right strategic and policy plans for improvement or improvement. Likewise in determining program priorities, and helping to allocate resources, such as human resources, budgets, facilities and infrastructure, and so on to be more effective. (Suriono, 2022)

Ineffective service marketing strategies in education can have a negative impact on various aspects of institutional operations and development education. The lack of visibility and appeal can make it difficult for institutions to compete with other educational institutions that have better marketing strategies. (Yazid, 2015) Marketing of educational services is an activity or social process that is carried out managerially, whether it is carried out by individuals or groups, with the aim of obtaining results as needed and desired by educational institutions through the form of offers with other interested parties. (Rivai, 2004)

The marketing of educational services aims to provide overall information about the programs and activities of educational institutions offered to educational service customers in achieving the goals of education. Marketing also functions to maintain customer satisfaction by providing services in accordance with the programs offered. (Halim et al., 2021)

Ineffective marketing can lead to unmet expectations resulting in decreased customer satisfaction. From declining enrollment to bad reputation. (Hapsara et al., 2023) Therefore, it is important for an educational institution to develop and implement a good marketing strategy, which focuses on customer needs and

expectations, as well as improving competitiveness.

CONCLUSION

Conclusion

Based on the results of the research, the marketing strategy of educational services in the Education Management Study Program FIP UNJ needs to be improved to face fierce competition in the education sector. Key findings suggest that most students prefer face-to-face learning, although blended learning is also in demand. Digital technology has begun to be used significantly, but further support is still needed for student self-development through workshops and tutors. In addition, campus facilities need to be improved, especially in terms of internet networks and classrooms, to improve student learning comfort. The proposed marketing strategy includes strengthening academic branding, improving the quality of teaching, utilizing digital technology, and more aggressive marketing campaigns.

Suggestion

First, to increase competitiveness, the Education Management Study Program FIP UNJ needs to optimize the function of campus facilities, especially the internet network and classrooms. Second, it is important to optimize the use of technology in the learning process, by providing a more interactive platform. Third, branding activities must be more aggressive, both through social media and offline activities, to attract prospective students. Fourth, the curriculum needs to be adjusted to the needs of the industry to ensure that graduates remain competitive in the job market.

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