

EDUCATIONAL MARKETING PLANNING STRATEGIES TO INCREASE NEW STUDENT ENROLLMENT

Zahrانيا Ramadhani ^{a*)}, Sayan Suryana ^{a)} and Saprialman ^{a)}

^{a)} Universitas Singaperbangsa, Karawang, Indonesia,

^{*)}Corresponding Author's: 2210631120042@students.unsika.ac.id

Article history: received 06 Juni 2026; revised 20 Juni 2026; accepted 26 Juli 2026

DOI : <https://doi.org/10.33751/jmp.v14i01.61>

Abstract. The increasing competition among elementary education institutions requires schools to develop well-planned and effective marketing strategies to attract new students. This study aims to analyze the strategy of educational marketing planning in increasing new student admissions at an Islamic elementary school in East Jakarta. The research uses a qualitative approach with a descriptive method. The subjects include the principal, vice principal, admission team, and teachers involved in marketing activities. Data collection techniques consist of interviews, observations, and documentation studies. The results show that marketing planning is conducted systematically through internal meetings, analysis of community needs, and evaluation of previous activities. The planning includes determining flagship programs, social media-based promotion strategies, setting student targets, and adjusting tuition fees. In conclusion, systematic and adaptive educational marketing planning plays an important role in increasing new student admissions and strengthening institutional competitiveness.

Keywords: Educational marketing planning, new students, marketing mix, tahfidz elementary school, marketing strategy

INTRODUCTION

Background of the Study

The growth in the number of elementary schools in Indonesia has shown a significant increase in recent years. Data from Statistics Indonesia recorded that in the 2024/2025 academic year there were more than 149,000 elementary schools distributed throughout Indonesia (BPS, 2025). This condition not only reflects the expansion of access to education but also creates increasingly complex competition among educational institutions. In this situation, every school is required to maintain its existence amid the wide range of educational choices available to society.

Competition among schools has become increasingly evident, particularly in densely populated urban areas such as East Jakarta. The large number of public and private schools provides communities with various alternatives in choosing educational institutions for their children (Perwita & Widuri, 2023). On the other hand, parents no longer make decisions in a simple manner but through more rational and selective considerations. Schools that are unable to demonstrate their advantages tend to be left behind in this competition.

Changes in society's perspective toward education also influence school selection patterns. Education is no longer understood merely as a process of knowledge transfer, but also as a means of character and value formation (Hakim & Rohaeni, 2026). This condition has encouraged increasing interest in educational institutions that offer non-academic advantages, including religion-based education (Suryono & Baidi, 2026). In this context, tahfidz-based elementary schools have begun to gain attention as educational alternatives considered capable of meeting these needs.

Although tahfidz-based schools possess advantages in terms of values and character development, their existence does not automatically guarantee high public interest (Nur et al., 2025). The advantages of the programs offered need to be communicated appropriately so that they can be understood and trusted by prospective users

of educational services. In this regard, educational marketing plays an important role in bridging institutional advantages and public perceptions.

From a management perspective, educational marketing is not limited to promotional activities, but also includes the overall process of understanding community needs and designing services accordingly (Ansori & Irawati, 2024). Marketing activities become part of institutional strategies in building image, attracting interest, and maintaining the sustainability of educational organizations. Therefore, educational marketing needs to be managed systematically so that it does not become sporadic and reactive.

One of the crucial aspects of educational marketing is planning. Educational marketing planning serves as the foundation for determining the direction, objectives, and strategies that will be implemented by educational institutions (Rana et al., 2022). Without clear planning, marketing activities tend to run without direction and are difficult to achieve optimal results. Planning becomes the starting point that determines the success of subsequent marketing stages.

In practice, educational marketing planning can be analyzed using the service marketing mix approach (7P marketing mix). This approach includes aspects of product, price, place, promotion, people, process, and physical evidence, which collectively influence public decision-making (Maarif et al., 2025). The use of this framework enables schools to design more comprehensive strategies that are aligned with the characteristics of educational services.

Previous studies have demonstrated the importance of educational marketing in increasing student enrollment. Arofah (2024) found that marketing strategies influence parents' interest in choosing schools. Shobri and Firdaus (2022) also showed that effective marketing management can increase the number of new students. Meanwhile, Saputri et al. (2025) emphasized that parents' trust is an important factor influenced by the quality of educational service marketing.

However, most previous studies have focused more on the strategies and implementation of educational marketing. Studies specifically examining educational marketing planning remain relatively limited, especially in the context of tahfidz-based elementary schools. In fact, planning is the foundation that determines the direction and effectiveness of the marketing strategies implemented. This limitation indicates a research gap that needs to be explored more deeply.

Sekolah Dasar Tahfidz At-Taqlwa PIK East Jakarta is one of the educational institutions facing such conditions. As a relatively new school, the institution faces challenges in building public trust while simultaneously increasing student enrollment. Interestingly, amid the dominance of public schools in the surrounding area, this school has shown an increase in public interest. This phenomenon indicates the existence of certain strategies that need to be examined more thoroughly.

Based on these conditions, it is important to understand how educational marketing planning is formulated within the context of tahfidz-based educational institutions. This study focuses on one main question: how is educational marketing planning implemented to increase new student enrollment? Therefore, the objective of this study is to analyze in depth the educational marketing planning process implemented at Sekolah Dasar Tahfidz At-Taqlwa PIK East Jakarta.

Problem of the Study

Despite the growing public interest in religion-based education, tahfidz-based elementary schools still face various challenges in attracting new students. One of the main issues is the intense competition among educational institutions, particularly in urban areas where parents have many alternatives in choosing schools for their children. In such conditions, schools are required not only to provide quality educational programs but also to communicate their institutional advantages effectively to the community.

Furthermore, many educational institutions still implement marketing activities without systematic planning. Marketing efforts are often carried out sporadically and focus only on promotional activities without considering broader aspects such as service quality, institutional image, and community needs. This condition may reduce the effectiveness of marketing strategies in increasing public trust and student enrollment.

In addition, although several studies have discussed educational marketing, limited research has specifically examined educational marketing planning in tahfidz-based elementary schools. As a result, there is still insufficient understanding of how marketing planning is designed and implemented to improve new student admissions.

Therefore, it is necessary to investigate educational marketing planning practices and their role in increasing student enrollment in tahfidz-based educational institutions.

Research's State of the Art

Educational marketing has become an important strategy for educational institutions in responding to increasing competition and maintaining institutional sustainability. Previous studies indicate that marketing activities influence parents' interest and decision-making in selecting schools for their children (Napitupulu, et al., 2024; Iskandar, et al., 2021). Educational marketing enables schools to build institutional image, strengthen public trust, and communicate their educational advantages effectively.

The implementation of educational marketing is not only limited to promotional activities but also involves the management of educational services based on community needs and expectations (Hasanudin & Srinio, 2024). Through effective marketing strategies, schools are able to position themselves competitively and attract greater public interest. In addition, the service marketing mix approach (7P) has been widely used to analyze educational marketing strategies, including product, price, place, promotion, people, process, and physical evidence (Zebua & Us, 2025).

In the context of religious education, tahfidz-based schools have gained increasing attention because they are considered capable of integrating academic learning with character and value formation (Nuryahman, et al., 2022). Previous research also highlights that parents are increasingly interested in educational institutions that provide religious values alongside academic excellence (Haryati, et al., 2024). However, the success of tahfidz-based schools in attracting students depends not only on program quality but also on how these advantages are communicated to the public (Noviyani., 2026).

From a management perspective, educational marketing effectiveness is strongly influenced by planning processes. Educational marketing planning functions as the basis for determining goals, strategies, and implementation directions (Tretyakova & Tretyakova., 2024). Nevertheless, several challenges remain, including unsystematic planning, limited marketing resources, and inadequate understanding of community needs, which may reduce the effectiveness of marketing activities.

Although previous studies have confirmed the importance of educational marketing, most of them focus on marketing strategies and implementation rather than comprehensively examining the planning process. Therefore, further research is needed to analyze educational marketing planning more deeply, particularly in the context of tahfidz-based elementary schools.

Gap Study and Objective

Previous studies on Teaching Factory have primarily focused on its effectiveness in improving students' competencies, employability, and learning outcomes (Tanjung, et al., 2025; Ngusman et al., 2023;). Other research has examined experiential learning and student engagement in production-based environments (Pohan et al., 2023). However, these studies tend to emphasize outcomes rather than the underlying management processes.

In addition, although some studies acknowledge the importance of management functions such as planning, organizing, implementation, and evaluation, they do not comprehensively analyze how these functions are implemented in an integrated manner within Teaching Factory programs (Husaini, et al., 2026). As a result, there is still limited understanding of how management practices influence the development of students' hard skills.

Furthermore, the relationship between Teaching Factory management and students' technical skill development has not been sufficiently explored in specific institutional contexts. Considering the increasing demand for technical competencies in the modern workforce (Muzam, 2023), this issue becomes increasingly relevant.

Therefore, this study aims to analyze the implementation of Teaching Factory management in improving students' hard skills. This research is expected to provide a more comprehensive understanding of how management functions contribute to learning outcomes and to offer practical insights for improving the effectiveness of Teaching Factory in vocational education.

METHOD

Type and Design

This study employed a qualitative approach with a descriptive research design to analyze educational marketing planning in increasing new student enrollment. The qualitative approach was chosen because the study aimed to obtain an in-depth understanding of the educational marketing planning process implemented by the school. This approach enabled the researcher to explore meanings, strategies, and considerations undertaken by the school within a real

context. In addition, the descriptive method was used to systematically describe phenomena based on data obtained from the field. The research was conducted at Sekolah Dasar Tahfidz At-Taqlwa PIK East Jakarta, an educational institution actively implementing educational marketing strategies to increase student enrollment.

Data and Data Sources

The data used in this study consisted of qualitative data in the form of words, actions, and documents related to educational marketing planning. The data sources included primary and secondary data. Primary data were obtained from key informants consisting of the school principal, vice principal, new student admission coordinator, and teachers involved in educational marketing activities. These informants were selected using purposive sampling based on the consideration that they had direct involvement in educational marketing planning and implementation. Secondary data were collected from official school documents, promotional media, school profiles, and reports related to new student admissions that supported the research findings.

Data Collection Technique

Data were collected through interviews, observations, and documentation. Interviews were conducted using a semi-structured format to obtain in-depth information from informants regarding educational marketing planning. Observations were carried out to examine educational marketing activities and the implementation of new student admissions within the school environment. Documentation techniques were used to collect supporting data such as school profiles, promotional materials, and reports on new student admission activities.

Data Analysis

Data analysis was conducted using an interactive model consisting of data reduction, data display, and conclusion drawing. The analysis process was carried out continuously from the data collection stage until the completion of the research. In the data reduction stage, data obtained from interviews, observations, and documentation were selected and categorized based on the research focus. The data were then organized and presented systematically in descriptive narrative form to facilitate interpretation and understanding. Finally, conclusions were drawn inductively based on findings obtained from the field and supported by valid data.

To ensure data validity, triangulation techniques were applied through source and method triangulation by comparing data obtained from different informants and data collection methods. In addition, the researcher conducted data confirmation with informants to ensure the consistency between the collected data and actual conditions. These steps were taken to enhance the credibility and trustworthiness of the research findings.

RESULTS

Characteristics of Educational Marketing Planning

The findings show that educational marketing planning at Sekolah Dasar Tahfidz At-Taqlwa PIK East Jakarta was not merely administrative, but had developed into a strategic process oriented toward institutional sustainability. Planning was not conducted incidentally, but through structured internal deliberation forums involving the principal, vice principal, and the new student admission team.

This participatory process indicates that planning was not top-down, but involved collective exchange of ideas. The planning process was not only directed toward achieving quantitative targets in the form of new student numbers, but also considered the quality of students and their alignment with the school's values. The school emphasized the importance of student character in line with the vision of "knowledge, practice, and manners" as the foundation for determining marketing direction.

This indicates that the educational marketing conducted by the school was value-oriented rather than purely pragmatic. The school did not only aim to increase student enrollment, but also sought to ensure that its marketing activities reflected institutional identity and values.

Another important characteristic of the school's marketing planning was the use of evaluation as the basis for decision-making. The school identified the main sources of information accessed by prospective students and parents. The findings show that social media, particularly Instagram, became the main channel through which the community obtained information about the school. This indicates that the planning process was based on empirical data rather than intuition or habit.

The use of data in planning reflects an evidence-based planning approach, which is considered more rational and effective in modern management. In educational marketing, this approach enables institutions to design more targeted strategies and reduce the risk of inaccurate decision-making. This finding is in line with Karwita and

Kurniatun (2025), who stated that data-based planning has a positive correlation with the effectiveness of educational marketing. Nurzen (2022) also emphasized that the use of data in planning improves accuracy in determining promotional strategies.

In addition to being evaluation-based, educational marketing planning at this school also showed an orientation toward community needs. The school actively built communication with parents through both formal activities and informal interactions. Through these interactions, the school obtained information about community preferences, including expectations regarding educational quality, flagship programs, and values desired in the learning process.

This needs-based approach indicates that the school had implemented a market-oriented principle in educational marketing. In marketing theory, market orientation is a key factor in creating value for consumers (Rambe et al., 2025). Schools that are able to understand community needs are more likely to build trust and attract prospective students. This finding is consistent with Wiratmuko et al. (2023) and Ambarwati et al. (2025), who found that understanding market needs significantly influences the success of educational marketing.

However, the study also found that the needs analysis process was still informal and not systematically structured. The school had not yet used specific instruments such as market surveys or in-depth segmentation analysis. This condition shows that although the approach used was appropriate, its implementation still had methodological limitations. This differs from the findings of Mursyidah et al. (2026), who showed that marketing planning supported by systematic market analysis tends to produce more effective and measurable strategies.

Thus, educational marketing planning at Sekolah Dasar Tahfidz At-Taqlwa PIK East Jakarta can be characterized as adaptive, needs-based, and supported by empirical evaluation. However, it still has limitations in terms of systematization and documentation.

Strategic Dimensions in Educational Marketing Planning

The findings indicate that educational marketing planning at Sekolah Dasar Tahfidz At-Taqlwa PIK East Jakarta contained strategic dimensions that can be analyzed through the service marketing mix approach, or 7P. These dimensions were reflected in how the school designed and positioned its educational services to remain attractive amid competition among elementary education institutions.

In the product dimension, the school placed the Qur'an memorization program as the core of its marketing strategy. This program was not positioned merely as an additional service, but as the main identity that differentiated the school from other institutions. The emphasis on Islamic character formation through Qur'an memorization shows that the educational product offered had a strong value dimension. This is in line with Putri et al. (2026), who stated that value-based product differentiation is a key factor in increasing the attractiveness of educational institutions.

The educational product was also packaged as a meaningful learning experience, not only as an academic program. The school attempted to present a religious, disciplined, and character-oriented learning environment. This indicates that the educational product was understood as a combination of academic services and emotional experience. From the perspective of service marketing, the value offered was not only functional but also symbolic and psychological (Tetra & Rahmi, 2025).

In the price dimension, planning showed an effort to adjust educational costs to market conditions. The school conducted comparisons with other institutions to determine a competitive price range. This indicates that pricing was not determined unilaterally, but considered community purchasing power and the school's position in the education market. However, the strategy used was still competition-based pricing and had not fully developed into value-based pricing.

In the promotion dimension, the use of social media as the main channel showed a shift in the paradigm of educational marketing. The school no longer relied only on conventional promotion such as brochures or banners, but used digital platforms to reach the community more widely. The content presented was not only informative but also persuasive, displaying student activities, flagship programs, and the school environment.

This digital promotion strategy is in line with Irwan and Misidawati (2025) and Eriani et al. (2025), who found that the use of social media in educational marketing can expand information reach and strengthen engagement with the community. However, this study found that the digital strategy used by the school was not yet supported by systematic content planning. The content was still situational and not fully integrated into a structured communication strategy.

In the place dimension, the school focused its marketing mainly on the surrounding community as the primary target. This reflects a local market strategy, which was considered more effective during the institutional development

stage. This approach allowed the school to gradually build trust through direct interaction with the surrounding community (Gani et al., 2025). However, this strategy also limited the school's ability to reach a broader market.

In the people dimension, the involvement of all school members in marketing activities showed that human resources played an important role in educational marketing strategy. Teachers did not only act as educators, but also represented the values of the institution in their interactions with the community. This supports the concept that in service marketing, the quality of human interaction is a key factor in shaping consumer perception. Hikmah and Handoko (2025) also emphasized that teachers' roles in educational marketing significantly influence public trust.

However, teacher involvement in marketing activities also reflected limitations in human resources. Teachers had to perform dual roles, which could affect the effectiveness of both learning and marketing activities. This condition indicates that strategic planning had not yet been fully supported by an adequate organizational structure.

In the process and physical evidence dimensions, planning showed efforts to improve service quality and facilities as part of the marketing strategy. The new student admission process was designed to be accessible to the community through both online systems and direct services at the school. Meanwhile, school facilities were gradually developed to support the institution's image as a quality tahfidz-based school.

These findings indicate that the success of educational marketing is not only determined by promotional strategies, but also by the internal readiness of the institution to provide quality services. In this regard, the marketing planning implemented by the school had moved toward a strategic approach, although it still required stronger integration among all marketing dimensions.

Implications of Marketing Planning for Increasing New Student Enrollment

Educational marketing planning at Sekolah Dasar Tahfidz At-Taqwa PIK East Jakarta had significant implications for increasing new student enrollment. This was reflected in the increase in the number of applicants over the last two years, indicating that the strategies designed by the school were able to reach and attract public interest.

The increase in new student enrollment was not only influenced by promotional intensity, but also by the alignment between the programs offered and community needs. The tahfidz program, Islamic character formation, and the school's value-based identity became important factors in attracting parents' attention.

In addition to increasing student numbers, marketing planning also contributed to strengthening public trust in the institution. This trust was built through consistent communication, transparent information, and the representation of institutional values in every marketing activity. In this context, planning functioned not only as a strategic tool, but also as a means of building institutional image in a sustainable manner.

However, the effectiveness of planning was still influenced by internal limitations, such as human resources and facilities that had not yet been fully optimized. This condition shows that the success of educational marketing is not only determined by the quality of planning, but also by organizational readiness to support its implementation. This finding is in line with Kyrylko (2025) and Safaat (2023), who emphasized that the success of educational marketing results from the synergy between strategy, resources, and service quality.

Therefore, educational marketing planning can be understood as a strategic factor that directly contributes to increasing new student enrollment. Adaptive, needs-based, and well-directed planning can improve marketing effectiveness while strengthening the institution's position in facing educational competition.

DISCUSSIONS

The findings of this study indicate that educational marketing planning at Sekolah Dasar Tahfidz At-Taqwa PIK East Jakarta has developed into a strategic process that supports institutional sustainability. The planning process was not limited to administrative activities, but involved collective decision-making, evaluation, and consideration of community needs. This shows that the school has attempted to position marketing as an integral part of educational management.

In the planning process, the school applied a participatory approach by involving the principal, vice principal, and the new student admission team. This approach reflects collaborative management, where decisions are made through discussion and shared responsibility. Such participation is important because educational marketing requires the involvement of various school members who understand institutional values and community expectations.

The findings also show that the school's marketing planning was strongly influenced by institutional values. The vision of "knowledge, practice, and manners" became the foundation for determining marketing direction. This value-oriented approach distinguishes the school from institutions that focus only on increasing student numbers. In

this case, marketing is not merely a promotional tool, but also a medium for communicating the school's identity and educational philosophy.

The use of evaluation data in planning also indicates a shift toward evidence-based decision-making. By identifying the main channels through which parents obtain information, especially Instagram, the school was able to determine more relevant promotional strategies. This supports the argument that data-based planning can improve the effectiveness of educational marketing (Karwita & Kurniatun, 2025; Nurzen, 2022).

However, the study also found that the planning process was not yet fully systematic. Although the school had used evaluation results and parent feedback, it had not yet implemented formal instruments such as market surveys, segmentation analysis, or structured marketing documents. This indicates that the planning process was still practical and contextual, rather than fully institutionalized within a comprehensive management framework.

From the perspective of the marketing mix, the school's strongest strategic dimension was the product. The tahfidz program became the main identity and differentiation factor of the institution. This finding reinforces the view that value-based differentiation is essential in educational marketing, particularly for schools that operate in highly competitive urban environments (Putri et al., 2026).

The promotion dimension also played an important role in increasing public interest. The school's use of social media, especially Instagram, enabled it to communicate programs, student activities, and school values more widely. This aligns with Irwan and Misidawati (2025) and Eriani et al. (2025), who found that digital platforms can strengthen educational marketing engagement. Nevertheless, this study found that digital promotion was still situational and had not yet been supported by systematic content planning.

The people dimension also emerged as an important factor. Teachers and school staff acted as representatives of the institution in building relationships with the community. Their interaction with parents contributed to public trust and institutional image. However, the dual role of teachers as both educators and marketing actors may create workload challenges. This suggests the need for clearer organizational structures and role distribution in marketing activities.

In terms of process and physical evidence, the school had attempted to improve admission services and school facilities. These efforts are important because parents' decisions are influenced not only by promotional messages, but also by their direct experience with school services and the physical environment. Therefore, marketing planning must be supported by service quality and institutional readiness.

A key issue identified in this study is the gap between adaptive practice and systematic management. The school has demonstrated strong adaptive capacity by responding to community needs and using available resources effectively. However, the absence of systematic documentation and formal planning instruments may affect long-term consistency. This suggests that adaptive planning should be strengthened through more structured management tools.

The novelty of this study lies in its emphasis on educational marketing planning in the context of a tahfidz-based elementary school. While previous studies have mostly focused on marketing strategies and promotional implementation, this research highlights how planning is formulated, adapted, and connected to institutional values. By examining planning through both managerial and marketing mix perspectives, this study provides a more comprehensive understanding of how educational marketing supports new student enrollment.

Furthermore, this study contributes to the literature by showing that educational marketing in value-based schools cannot be separated from institutional identity. In the case of Sekolah Dasar Tahfidz At-Taqwa PIK East Jakarta, marketing success was influenced not only by promotional strategies, but also by the school's ability to communicate Islamic values, character education, and trustworthiness to the community.

However, this study has several limitations. First, the research was conducted in a single institution, which may limit the generalizability of the findings. Second, the study used a qualitative approach, so it did not quantitatively measure the direct effect of marketing planning on student enrollment. Future research may involve multiple tahfidz-based schools and use mixed-method approaches to provide broader and more measurable findings.

Finally, the findings have practical implications for educational institutions, especially tahfidz-based schools. Schools need to strengthen marketing planning through systematic documentation, structured market analysis, and consistent digital content planning. In addition, schools should develop clearer role distribution among staff involved in marketing activities. By improving these aspects, educational marketing planning can become more effective, sustainable, and aligned with institutional values.

CONCLUSION

Based on the findings and discussions, it can be concluded that educational marketing planning at Sekolah Dasar Tahfidz At-Taqlwa PIK East Jakarta has developed as a strategic process that is adaptive, community needs-based, and supported by empirical evaluation. Educational marketing planning does not merely function as the initial stage of marketing activities, but also serves as the primary foundation in determining the direction, strategies, and overall success of educational marketing. Therefore, educational marketing planning can be understood as a key factor that not only determines marketing success, but also influences the competitiveness and sustainability of educational institutions in facing increasingly complex educational competition.

Practically, educational institutions are recommended to develop more systematic and well-documented marketing planning in the form of short-term and long-term strategic plans. In addition, schools need to strengthen community needs analysis through more structured approaches, such as surveys or market segmentation mapping. Academically, future research is recommended to examine educational marketing planning using more comprehensive approaches, for example through the integration of planning, implementation, and evaluation within a single analytical framework. Comparative studies across educational institutions may also be conducted to provide broader insights into best practices in educational marketing.

REFERENCES

- Ambarwati, P., Uyun, Y. R., & Oktaviana, F. (2025). Implementasi bauran pemasaran dalam meningkatkan kualitas pendidikan: A systematic literature review. *JlIP: Jurnal Ilmiah Ilmu Pendidikan*, 8(3), 3043–3050.
- Ansori, A., & Irawati, I. (2024). Marketing management of educational services in enhancing community motivation towards integrated Islamic elementary school. *Innovatio: Journal for Religious Innovations Studies*, 24(1), 74–81.
- Arofah, F. (2024). Pengaruh citra sekolah dan strategi pemasaran jasa terhadap keputusan memilih sekolah di MTs Negeri 6 Jombang. *Al-Muaddib: Jurnal Kajian Ilmu Kependidikan*, 6(4), 878–897.
- Eriani, Y., Khamidi, A., Amalia, K., & Nursalim, M. (2025). Social media branding strategies that strengthen school image among stakeholders. *Academia Open*, 10(1), 10–21070.
- Gani, A. T., Fajriah, F. J. N., & Munawwaroh, Z. (2025). Strategi pemasaran jasa pendidikan melalui pendekatan bauran pemasaran di SD Negeri Ciputat 01. *Jurnal Manajemen Pendidikan Islam (MANAPI)*, 4(2), 63–72.
- Hakim, L. L., & Rohaeni, A. (2026). Dari transfer pengetahuan ke pembentukan karakter: Tantangan pendidikan Islam di sekolah dasar. *Jurnal Syntax Imperatif*, 7(2), 217–227.
- Hasanudin, K., & Srinio, F. (2024). Unlocking Success: Innovative Education Marketing Strategies for Elementary School Enrollment Growth. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 3(1), 41–53.
- Hikmah, M. N., & Handoko, P. (2025). Strategi sekolah menengah kejuruan swasta di Banten dalam membangun brand image untuk meningkatkan kepercayaan masyarakat. *Professional: Jurnal Komunikasi dan Administrasi Publik*, 12(1), 359–366.
- Haryati, S., Sukarno, S., Siswanto, S., & Trisnowati, E. (2024). Trends in Religious-Based School Selection: Analysis of Parental Motivation. *Al-Ishlah: Jurnal Pendidikan*, 16(4), 4439–4449.
- Husaini, H., Anwar, K., & Halim, A. (2026). Implementasi Fungsi Manajemen Dalam Pendidikan: Analisis Integrasi Planning, Organizing, Leading, Actuating, dan Controlling Berbasis Nilai Islam. *Jurnal Manajemen dan Pemasaran Digital*, 4(1), 24–30.
- Irwani, M., & Misidawati, D. N. (2025). Peran media sosial dalam meningkatkan efektivitas public relations institusi pendidikan tinggi. *Nusantara: Jurnal Ilmu Pengetahuan Sosial*, 12(6), 2344–2360.
- Iskandar, S., Rifuddin, B., Ilham, D., & Rahmat, R. (2021). The role of service marketing mix on the decision to choose a school: an empirical study on elementary schools. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 7(3), 469–476.
- Karwita, T., & Kurniatun, T. C. (2025). Pengaruh perencanaan berbasis data terhadap efektivitas sekolah dasar negeri. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(4).
- Kyrylko, N. M. (2025). Synergy of managerial and marketing strategies in the context of business-education interaction. *Current Trends in Scientific Research Development*.
- Ma'arif, M. S., Samsu, S., & Putra, D. (2025). Strategi pemasaran jasa pendidikan dalam meningkatkan animo masyarakat di MTs Swasta Mamba'ul Ulum Kota Jambi. *Jurnal Manajemen Pendidikan*, 10(3), 1555–1563.

- Mursyidah, D. S., et al. (2026). *Manajemen pemasaran*. Penerbit Widina.
- Muzam, J. (2023). The challenges of modern economy on the competencies of knowledge workers. *Journal of the knowledge economy*, 14(2), 1635-1671.
- Napitupulu, B. B. J., Silitonga, N., Sudiyo, R. N., Novitasari, D., Pramono, T., Asbari, M., & Nadeak, M. (2024). Marketing Mix Strategies for Private Schools: Impact on Parental Decision-Making. *Indonesian Journal of Management and Economic Research*, 1(01), 7-14.
- Ngusman, N., Egar, N., & Wuryandini, E. (2023). Manajemen Teaching Factory Dalam Peningkatan Mutu Konsentrasi Keahlian Teknik Audio Video. *Jurnal Manajemen Pendidikan (JMP)*, 12(3).
- Nur, K., Wulandari, M. A., & Hidayati, Z. R. (2025). Reference of religious education among the Panyabungan community. *TARLIM: Jurnal Pendidikan Agama Islam*, 8(1), 99–108.
- Nuryahman, M., Supriyoko, S., & Mulyo, M. T. (2022). Implementation of Tahfidz-Based Islamic Boarding School. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 4(2), 499-506.
- Nurzen, S. M. (2022). Data-based decision making for education planning. *Journal of Counseling and Education*, 10(4), 589–596.
- Noviyani, R. (2026). School Branding Strategy for The Tahfidzul Qur'an Program in Moral Education in West Sumatra. *Al'ulum Jurnal Pendidikan Islam*, 112-134.
- Perwita, D., & Widuri, R. (2023). Telaah pendidikan: Preferensi orang tua memilih sekolah swasta daripada sekolah negeri. *Equilibrium*, 11(1), 64–75.
- Pohan, A. R., Siregar, A. P., & Priyono, C. D. (2023). Efektivitas Metode Pembelajaran Berbasis Aktivitas Dalam Meningkatkan Keterlibatan Dan Hasil Belajar Siswa Pada Pembelajaran IPS Terpadu. *MIND Jurnal Ilmu Pendidikan Dan Budaya*, 3(1), 45-52.
- Putri, A. D., Mahdayeni, M., & Aprianto, I. (2026). Konsep pemasaran pendidikan. *RIGGS: Journal of Artificial Intelligence and Digital Business*, 5(1), 2605–2611.
- Rambe, L., et al. (2025). Strategi pemasaran pendidikan untuk peningkatan mutu lulusan sekolah. *RIGGS: Journal of Artificial Intelligence and Digital Business*, 4(2), 5994–5999.
- Rana, S., Verma, S., Haque, M. M., & Ahmed, G. (2022). Conceptualizing international positioning strategies. *Review of International Business and Strategy*, 32(4), 503–519.
- Safaat, L. A. M. (2023). Evaluation of marketing strategies for educational services. *International Journal of Business and Applied Economics*, 2(7).
- Saputri, D. D., Letavia, C., & Fathurrochman, I. (2025). Integrasi strategi pemasaran jasa pendidikan dan quality assurance. *Al-Manar: Jurnal Komunikasi dan Pendidikan Islam*, 14(2), 283–303.
- Suryono, S., & Baidi, B. (2026). Manajemen kelas khusus olahraga untuk branding sekolah. *Journal of Society and Development*, 6(1), 8–13.
- Tanjung, D., Syahwani, A. K. I., Ayuningtyas, G., Sholihah, W., & Rivryana, D. A. (2025). Evaluating the impact of the teaching factory model on Vocational High School student competencies in the SMK Centre of excellence program. In *BIO Web of Conferences* (Vol. 171, p. 04015). EDP Sciences.
- Tetra, A., & Rahmi, H. (2025). Konsep pemasaran pendidikan: Upaya dalam memasarkan jasa pendidikan. *Interdisciplinary Journal of Education*, 1(1), 36–48.
- Tretyakova, L. A., & Tretyakova, M. S. (2024). Update of Legal Support for Marketing Strategy Implementation of Educational Organizations' Positioning. *Regionalnaya ekonomika. Yug Rossii*, 111-119.
- Wiratmuko, B., Masrokan, P., & Sujianto, A. E. (2023). Implementasi competitive strength dalam pemasaran jasa pendidikan Islam. *Irsyaduna*, 3(2), 247–266.
- Zebua, A. M., & Us, K. A. (2025). Strategic Education Marketing: Analyzing the Implementation of the 7P Marketing Mix in Indonesian Islamic Universities. *Al-Ishlah: Jurnal Pendidikan*, 17(3), 3765-3786.