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International Marketing Management Strategies in Vocational High Schools

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ABSTRACT

This study aims to explore the educational marketing management strategy implemented by SMK Boash 1 Kota Bogor to increase new student enrollment. Using a qualitative method and an in-depth, findings indicate that planning involves rebranding, international curriculum implementation, and strategic collaboration with external parties. Marketing implementation utilizes social media and school partnership networks. Supporting factors include creative human resources and government collaboration, while barriers involve external issues and financial constraints. The study concludes that proper and adaptive promotional strategies significantly boost student interest. Further recommendations include strengthening digital coordination and continuous staff development.

Keywords: *Educational marketing strategy, student attraction, school management.*

INTRODUCTION

Education is a strategic investment in national development. Education is a systematic process to enhance human dignity holistically. Therefore, education should be a strategic vehicle for developing individual potential so that the goal of developing a holistic human being can be achieved (Yusuf, 2021). Law No. 20/2003 defines education as an effort to develop spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by individuals, society, nation, and state. The main goal is to shape individuals who are faithful, pious, have noble character, are healthy, knowledgeable, capable,

creative, independent, and become democratic and responsible citizens (Desriandi et al., 2022).

Marketing educational services is currently a crucial aspect of educational institution management in an era of increasingly fierce competition. Educational institutions are not only required to provide quality services, but must also be able to build a positive image and communicate the institution's strengths to the wider community. The use of digital technology, such as social media, websites, and online communication platforms, is key to attracting prospective students (Abdullah et al., 2024).

In the Indonesian context, education is not only the responsibility of the state, but also of the community, including private education providers. The existence of private schools such as SMK Boash 1 in Bogor City is an alternative vocational secondary education that can make a significant contribution to human resource development. However, in reality, private schools face significant challenges, particularly in attracting prospective students amidst intense competition among educational institutions. Competition between educational institutions is becoming increasingly complex, especially with the increasing number of private schools, homeschooling, and course institutions offering similar, superior programs. Unfortunately, not all institutions are able to demonstrate clear and strong differentiation in the eyes of the public (Mulyono et al., 2024).

In recent years, the trend in the number of students in private schools has fluctuated. Competition with public schools offering more affordable fees is one contributing factor. Furthermore, demographic changes, parental lifestyles, and advances in information technology also influence prospective students' decisions when choosing a school. Therefore, private school management is required to be more adaptive and innovative in developing educational marketing strategies to increase the school's appeal to the public.

Boash 1 Vocational School in Bogor City is a private educational institution that has been active in the world of vocational education. With various excellent and innovative programs, this school not only targets a quantitative student population but also upholds quality. One form of transformation undertaken was the rebranding from Borces to Boash, with the spirit of "Go International," which integrates local curricula with international ones, such as Cambridge, and collaborates with foreign institutions from Germany and Japan.

This transformation is not merely a name or program change, but rather part of an educational marketing management strategy targeting various segments of society. In an interview with Mr. Devi, Public Relations Officer of SMK Boash 1, it was explained that school promotion is carried out not only

through social media but also through a network of partnerships with elementary and junior high schools, as well as government institutions and industry.

Marketing in today's educational context serves not only to introduce the school to the public but also to build image and trust in the community. In this regard, educational marketing management plays a crucial role as a bridge between the institution and potential consumers (parents and students). The right marketing strategy will build positive perceptions, increase loyalty, and ultimately increase student enrollment.

Furthermore, the involvement of all school stakeholders, such as teachers, staff, and even students, in promotional activities and information dissemination is a strength. The use of digital media such as Instagram and TikTok, as well as WhatsApp by homeroom teachers, provides effective communication tools for reaching parents and prospective students.

This research is crucial to deeply understand how the educational marketing strategies implemented by SMK Boash 1 can increase student appeal. Using a qualitative approach and data collection through interviews, this study seeks to explore the planning and implementation practices, as well as the challenges and opportunities in educational marketing management at this school. This research is expected to contribute insights for educational institution managers, particularly private schools, in designing strategies for modern developments.

Marketing in the context of educational services is a social and managerial process for obtaining what is needed and desired through the creation of offerings and the exchange of valuable products with other parties in education. The marketing process is influenced by various factors, one of which is cultural factors. Cultural factors significantly influence the effectiveness of educational service marketing. Organizational culture, local values, and societal norms shape communication strategies, the institution's image, and public acceptance of educational offerings. Educational institutions that integrate local cultural values and build a reputation based on trust tend to be more accepted and trusted. Furthermore, culture also influences consumer preferences in choosing educational institutions, both in terms of communication approaches and the programs offered. (Sukoco et al., 2021)

Educational service marketing management plays a strategic role in expanding access and equity in education throughout a country, particularly SMK Boash 1 Bogor City. In the context of a developing country with geographical and socio-cultural diversity, educational marketing is not only focused on promoting the institution, but also on conveying the value, excellence,

and relevance of the educational programs offered to the wider community, as reflected in the vision, mission, and objectives of SMK Boash 1 Bogor City. The primary function of educational service marketing management is to bridge the needs of the community with available educational services, thereby creating equal learning opportunities without discrimination based on region or social status.

Educational institutions that are customer-oriented, able to coordinate across functions, and monitor competitors have a better capacity for adaptation. This has been proven to improve institutional performance and competitiveness (Tjahjadi et al., 2022). Marketing strategies such as segmentation, targeting, positioning, and the use of digital media and service innovation have been proven to maintain an institution's existence amidst competition, even during the pandemic (Sidiq & Na'imah, 2021).

Of course, educational marketing is no longer taboo for modern society today. This differs from the past, when people seemed uncomfortable and disapproved of marketing education, as if education were a pure task solely to educate the nation's children, without the need for marketing, as is the case in the business world. This occurs due to a misunderstanding of the essence of educational marketing. Educational marketing management plays a crucial and strategic role in the sustainability of educational institutions, especially Islamic educational institutions. Educational marketing management must start from the needs and desires of consumers (the community) by estimating and determining the needs and desires of the community, and delivering satisfactory services effectively and efficiently. The management of educational institutions thus requires various standards to be met, as professional leadership and human resource development significantly influence management effectiveness and quality achievement. (Devi & Subiyantoro, 2021)

Several researchers have previously conducted research on educational marketing management strategies, such as the study by (Sugeng Lubar Prastowo) entitled "Service Marketing Management in the Digital Era." The analysis concluded that educational service marketers should first identify the problems, needs, desires, and potential of the community, then conduct market segmentation, targeting, and positioning of educational service products. Educational service marketing is carried out using a marketing technique known as the 7P marketing mix: product, price, place, promotion, people, process, and physical evidence (Prastowo & Manunggal, 2022).

A study conducted by (Baba Mukmin) entitled "Service Marketing Management At Integrated Elementary School SDIT Alamy Subang" showed that SDIT Alamy Subang has implemented service marketing management. Service

marketing planning is conducted through analyzing the performance of previous marketing activities, analyzing strengths, weaknesses, opportunities, and threats, determining objectives, establishing strategies, setting targets, developing plans, developing programs, and preparing budgets.

Marketing organization of services is carried out to structure the organization and develop its members. Implementation of educational marketing is carried out with commitment in accordance with pre-planned regulations, including promotion and communication, as well as delivery or distribution. Educational marketing supervision is carried out to discuss program effectiveness, profitability, efficiency, and strategic oversight of school service marketing as a basis for recommendations for future marketing. Promotion and communication are carried out through advertising, word-of-mouth, public relations, and direct marketing, as well as delivery or distribution. The successful results of SDIT Alamy Subang's school service marketing management are evident in the year-over-year increase in enrollment (Mukmin, 2020).

Research conducted by Muhammad Iqbal entitled "Educational Services Marketing and Its Implementation as an Educational Development Strategy at Muhammadiyah 1 Junior High School, Depok, Sleman, Yogyakarta" shows that: First, the educational services marketing strategies for improving educational services at Muhammadiyah 1 Junior High School, Depok, Sleman, Yogyakarta, include: (1) internal marketing strategies, (2) external marketing strategies, and (3) interactive marketing strategies. Second, the implementation of educational services marketing strategies for improving educational services at Muhammadiyah 1 Junior High School, Depok, includes: (1) implementing market selection strategies through market segmentation, targeting, and positioning. (2) establishing a marketing mix by implementing quality products from this junior high school, highlighting its strategic geographic location, implementing competitive pricing, and implementing promotional measures. Third, the supporting and inhibiting factors of the educational services marketing strategy of Muhammadiyah 1 Depok Junior High School are summarized in the school's Strengths, Weaknesses, Opportunities, and Challenges (SWOT) analysis.

Based on the description presented, it can be concluded that educational services marketing management plays a crucial role in supporting equitable access to education throughout a country. Through the implementation of appropriate and planned marketing strategies, educational institutions are not only able to introduce their flagship programs but also reach communities from various social, economic, and geographical backgrounds.

Educational marketing also plays a role in building a positive image of the institution, increasing public trust, and strengthening competitiveness amidst changing times and increasingly complex societal needs. Therefore, marketing management should not be underestimated, but rather must be an integral part of the strategic planning of educational institutions to achieve quality, equitable, and sustainable services.

METHOD

The method used in this research is a qualitative method with a descriptive approach. This research focuses on the meaning, perspective, and individual experiences, thus emphasizing depth of understanding rather than quantity of data. Qualitative research is descriptive in nature and tends to use analysis (Renggo & Kom, 2022).

According to Jane Richie, qualitative research aims to improve understanding of the social world and individual perspectives within it, especially regarding concepts, behaviors, perceptions, and problems faced by humans (Sayudin, 2021).

In qualitative research, researchers do not use numbers or statistical data, but rather rely on narrative data, such as interviews, observations, and documentation. This research took place at SMK BOASH 1, Bogor City, located at Jl. Salabenda Raya, Telkom Block, Parakan Jaya, Kemang District, Bogor Regency West Java 16310. The study was conducted from April 17 to August 11, 2025.

Qualitative data collection techniques are descriptive in nature, meaning the data is in the form of categorized symptoms or in other forms such as photographs, documents, artifacts, and field notes during the research (Sarwono, n.d.). In qualitative research methods, data is typically collected using several qualitative data collection techniques, namely interviews, observation, documentation, and focus group discussions (FGDs) (Zahroh et al., 2025).

The data collection techniques used by the researcher include: (1) Observation. This observation technique involves the researcher going directly to SMK BOASH 1 Bogor City to systematically observe various aspects related to the educational services marketing management strategy. The researcher used an observation guide as a supporting instrument to facilitate the observations. The objects observed include physical location, space, environmental situations or conditions, subject behavior, activity timing, and other objects or attributes related to the research context.

This observation aims to obtain direct and factual empirical data. After the observation process is complete, the researcher compiles observation notes as a

form of documentation of the observation data. (2) Interviews, conducted as an interactive data collection technique, aim to obtain in-depth information from predetermined informants. The researcher uses an interview guide to ensure the data collection process is directed in line with the research focus. Interviews are conducted directly with one key informant deemed to have relevant information, namely the Public Relations Department. This technique aims to obtain data openly and transparently, and allows for exploration of the meaning and understanding of the informants. The results of the interviews are compiled into interview notes to support the research findings. (3) Documentation, a documentation technique used to collect data from previously available written sources or other recordings. Documents used include institutional archives, activity reports, administrative records, and other relevant documents that can support the validity of the data. This technique makes a significant contribution to supplementing observation and interview data, and serves as secondary data that strengthens the researcher's arguments and interpretations of the educational services marketing management strategy being studied. The results of this documentation are presented in the form of field notes.

Data analysis in qualitative research is conducted before entering the field, during the fieldwork, and after completion. The process involves selecting, focusing, simplifying, and abstracting the raw data obtained from the field. Data reduction begins at the beginning of data collection and continues throughout the research. The researcher interprets the presented data to draw tentative conclusions, which are then verified through data rechecking and triangulation. This process continues throughout the research until valid conclusions are reached. (Utomo & Sudarsyah, 2021)

The researcher conducted two data analysis procedures: first, analysis before the fieldwork, and second, analysis during and after the fieldwork. First, pre-field analysis. The researcher analyzes and determines the focus of the research. Second, analysis during and after the fieldwork. This analysis has three stages: (1) Data Reduction, which involves detailed recording by summarizing and selecting the main points obtained by the researcher from observations, interviews, and documentation obtained at SMK BOASH 1 Bogor City during the research; (2) Data Display, which presents data in a more easily understood form, such as tables, graphs, and other forms. This presentation facilitates identifying and drawing conclusions from the research; and (3) Data Verification, which involves re-examining the analyzed data to ensure its accuracy and consistency. This stage ensures that the conclusions drawn are based on accurate and accountable data. Data validity is a crucial aspect to ensure the reliability of the results obtained. Therefore, the researcher applied four criteria for data validity,

including: (1) Credibility Testing. To ensure the level of trustworthiness of the data obtained, the researcher applied triangulation techniques, both in terms of data sources and data collection techniques. In this context, the researcher conducted in-depth interviews with key informants, including the public relations department at SMK BOASH 1, Bogor City.

This approach is intended to obtain diverse perspectives regarding the educational services marketing strategy being implemented. Furthermore, the researcher also employed member-checking techniques, which involved reconfirming the findings with informants to ensure that the data interpretation aligns with the meaning and experiences intended by the research participants. (2) Transferability: Data transferability is ensured through the preparation of a detailed and contextual description of the background of the institution where the research was conducted.

In this case, the researcher presents a comprehensive overview of SMK BOASH 1 Bogor City, including the history of the institution, organizational structure, characteristics of the teaching and learning staff, and academic and non-academic achievements of the students. This description is systematically structured to provide a framework for readers to assess the potential application of the research findings in similar contexts. (3) Dependability: To ensure data consistency and reliability, the researcher records the entire research process in detail, starting from the planning stage, through observation, interview techniques, and the data analysis procedures used. Furthermore, the researcher actively consults and provides guidance to the supervising lecturer throughout the research process to ensure that each stage complies with established methodological standards. This systematic documentation allows for an audit trail that can be retraceable by other researchers in the future. (4) Confirmability: To ensure the objectivity of the findings and minimize subjective bias, the researcher conducts comprehensive documentation of all data obtained in the field. This includes observation notes, interview transcripts referring to a previously developed interview guide, and visual documentation such as photographs of activities.

Through this approach, the researcher ensures that the findings presented are an authentic reflection of the data obtained, not the result of the researcher's subjective construction.

RESULTS AND DISCUSSION

Findings Related to the Implementation of Educational Marketing Strategy Management in Increasing the Number of Students at SMK Boash 1, Bogor City

1. Marketing Strategy Planning

In an effort to increase prospective student interest each year, SMK Boash 1, Bogor City consistently implements an educational marketing strategy that is not solely oriented toward quantitative aspects but also considers the quality of services and educational achievements.

According to Kotler & Fox (1995), an educational marketing strategy must be based on a deep understanding of the needs and expectations of the target market. This approach requires educational institutions to not only introduce services but also ensure that these services are relevant and satisfying to consumers (students, parents, and the community) (Suyono, 2021). SMK Boash 1's emphasis on a "global vision" and a quality-oriented approach aligns with the "value proposition" principle in strategic marketing. Service quality, innovation, and adaptation to change are essential components of a strong value proposition (Tjahjadi et al., 2022).

Millennials and Gen Z tend to seek out institutions that offer global experiences, innovation, and international opportunities. The "Go International" vision is attractive because it aligns with their aspirations to compete globally and access international opportunities (Astari, 2021).

SMK Boash 1 consciously develops a "Go International" vision as a basis for promotion and differentiation. This vision is embodied in flagship programs such as: 1. International classes (Germany & Japan), 2. The Cambridge Curriculum at the elementary and high school levels, 3. Focus on quality, not quantity. The school also addresses the trends of millennials and Gen Z, who are more critical of educational quality and career prospects. "Today's generation of parents is known to be more critical and selective in choosing educational institutions for their children. They not only consider location and cost, but also focus on curriculum quality, supporting facilities, international connectivity, and guaranteed career sustainability after graduation" (WP-DF-HM-SMK Boash 1, 23-07-2025).

Responding to these demands, SMK Boash 1 offers flagship programs that focus on the internationalization of education. The school offers special classes in collaboration with foreign institutions, such as German NGOs for study abroad programs, and has partnered with the SSW (Specified Skilled Worker) program for job placement in Japan.

At other levels of education under the same foundation, such as elementary, middle, and high schools, an internationally standardized curriculum—the Cambridge curriculum—is implemented, combined with the national curriculum, to create a continuity of learning from elementary to high school.

This global vision is also integrated into the school's promotional strategy. Through the "Boash Go International" narrative, the school builds its image as an educational institution capable of providing learning experiences with a global perspective, while remaining rooted in local wisdom. This strategy has proven effective in increasing the school's marketability amidst competition among private educational institutions, as well as fostering public trust in the credibility and quality of education provided at SMK Boash 1. Branding based on curriculum excellence and international opportunities not only enhances the school's image but also expands its network, increases public trust, and strengthens its position in global competition (Nurdin, 2021).

According to information from key informants, this strategic planning is also supported by the courage to no longer solely focus on quantity but prioritize quality. Therefore, the curriculum used at elementary through high school levels combines the National Curriculum and the Cambridge Curriculum, with a focus on continuity of learning from one level to the next. "At SMK itself, we offer foreign language-based specialization programs (German and Japanese)." (WP-DF-HM-SMK Boash 1. 23-07-2025).

2. Marketing Strategy Implementation

In implementing its marketing strategy, SMK Boash 1 integrates a collaborative approach with various parties. "Local governments, such as the City and Provincial Education Offices, are strategic partners in supporting the implementation of PPDB (New Student Admissions). According to a statement from the Public Relations Department of SMK Boash 1, the school has also established active partnerships with more than 70 schools at the lower levels, both elementary and junior high schools, in the City and Regency of Bogor, as well as the Depok area." (WP-DF-HM-SMK Boash 1. 23-07-2025).

In addition, the presence of industry partners such as Telkomsel and Erlangga Publishing House also make a real contribution in supporting school events, which also serve as a hidden promotional medium. Another factor is the strong synergy between units under the Boash Foundation, which participate in consolidating promotional strategies and relationships with external institutions. Synergy between internal units, such as through the harmonization of promotional and communication programs, has been proven to increase branding effectiveness and strengthen the institution's image (Purwowidodo & Yasin, 2021).

Studies in Indonesia have shown that engaging stakeholders across sectors, regulators, academics, and ministries, strengthens trust, builds networks, and expands the use of research results. However, this process requires adaptive strategies and intensive communication to address differences in priorities and

role dynamics. Stakeholder identification must be carried out continuously, not just initially, as needs and roles can change over time (Hasnida et al., 2025).

This approach not only emphasizes the importance of multi-stakeholder participation, but also prioritizes the principles of transparency, mutual trust, and shared ownership of the goals to be achieved. In this context, collaboration is key to building synergy between various actors, both internal and external to the institution, who have interests, roles, or influence over the program's implementation. By meaningfully involving stakeholders, not merely as a formality, but as strategic partners, the chances of successful program implementation are greater due to the creation of collective commitment, shared understanding, and the ability to overcome obstacles together.

The media used are also combined. Promotion is carried out through conventional channels such as direct school visits, facility introductions, and information dissemination through teacher and parent networks. On the other hand, digital media also plays a crucial role, particularly social media platforms like Instagram, TikTok, and WhatsApp, "which is indirectly supported by the participation of teachers and students in publicizing school activities through their personal accounts." (WP-DF-HM-SMK Boash 1. 23-07-2025).

The school's internal digital team was also formed specifically to sort and manage content to be published to maintain the ethics and credibility of the educational institution. Customer engagement on social media significantly mediates the relationship between digital marketing activities and improved brand image and brand equity (Vinerean & Opreana, 2021).

3. Factors Supporting Marketing Strategy

One of the key strengths spearheading marketing at SMK Boash is the active involvement of teachers and staff in promoting the school both directly and through digital platforms. Teachers not only teach material but also motivate, inspire, and build a positive image of the school through student achievement and a strong academic culture (Yanti, 2021). They also act as brand ambassadors, authentically promoting the quality of learning, student achievements, and school culture. Through their personal social media accounts, they publicize learning activities, student achievements, and the school's humanistic atmosphere. Internal marketing has been shown to increase organizational commitment, job satisfaction, and employee loyalty, which ultimately impacts service quality and customer satisfaction (Abd-Elmageed et al., 2021).

Industry involvement is a strategic driver in strengthening SMK Boash 1's image as an institution adapting to the needs of the workplace. Collaborations with companies such as Telkomsel and Erlangga Publishing are not limited to sponsorships, but also include activities that increase the school's brand

awareness, such as public seminars, digital marketing training, and distribution of promotional materials through a network of partners. Strategic partnerships enable educational institutions to combine resources, expertise, and knowledge to create new programs or services that are more relevant to market needs (Pereira et al., 2023). Collaboration with industry or other institutions accelerates innovation, improves curriculum quality, and expands access to technology and employment opportunities for graduates (Zainul, 2024).

The existence of an internal digital team is a structural strength in a modern marketing strategy. This team manages all of the school's social media channels (Instagram, YouTube, TikTok), creates video content, digital posters, and manages interactions with online audiences. "Although they don't assign students directly, the existence of departments such as Visual Communication Design (DKV) and Broadcasting indirectly supports the school's online presence through organic content produced by students and teachers." (WP-DF-HM-SMK Boash 1. 23-07-2025).

Authentic and inspiring content enhances the brand equity of educational institutions and encourages behavioral engagement among prospective students, such as interaction, sharing, and positive word-of-mouth (Ruangkanjanases et al., 2022). This aligns with the Content Marketing Strategy approach in education, where institutions do not simply advertise but also become producers of educational and inspirational content relevant to the interests of Generation Z.

4. Factors Inhibiting Marketing Strategies

Although various marketing strategies have been actively and creatively implemented, field findings through interviews indicate that the implementation of these strategies has not been entirely without obstacles. Several significant inhibiting factors in this context are:

a. External Negative Issues: Stereotypes and Public Opinion

One of the main challenges faced by SMK Boash is the negative perception or stereotypes held by some members of the public regarding vocational schools (SMK), especially private ones. Issues such as the assumption that "SMK is only a last resort," "SMK graduates find it difficult to compete in higher education," or "Private vocational schools are less competitive than public vocational schools" still persist outside the school. Public perception is formed through daily interactions, communication, and opinions spread within the community, both directly and through social media (Guslenko, 2023). Brand strategies of US universities as an element of image formation (Irpansyah et al., 2023).

b. Unequal Internal and External Communication

Although many parties within the school contribute to promotions, there are still differences in narratives, messages, and promotional formats across departments. For example, information conveyed by administration staff may differ from that displayed on the school's social media accounts. This creates unclear messages and can undermine public trust.

c. Limited Funding Due to Independent Private School Status

As an independent private school, SMK Boash does not receive direct subsidies from the government like public schools. This presents a unique challenge in implementing marketing strategies, which require funds for content production, paid advertising, promotional media design, and participation in external events.

5. Solutions to Obstacles

Despite facing various challenges such as public stereotypes, inconsistent internal communication, and financial constraints, SMK Boash 1 Bogor City demonstrated adaptive and solution-oriented measures relevant to the principles of modern strategic management. This response was not merely reactive, but oriented toward continuous improvement that relied on the school's internal strengths.

a. Using External Criticism and Issues as Internal Evaluation

Rather than avoiding public criticism, the school utilized public opinion as a valuable source of feedback to improve its promotion system and educational services. Criticism about the lack of trust in private vocational schools, for example, was responded to by improving the quality of human resources, administrative services, and public communication.

b. Showcasing Student Achievements as a Form of Institutional Proof

The main strategy in breaking down negative stereotypes is demonstrating actual performance, one of which is through student achievements at the local, national, and international levels. This was done by intensively publicizing achievements through social media, local media, and external events.

c. Improving Communication and Social Media Understanding

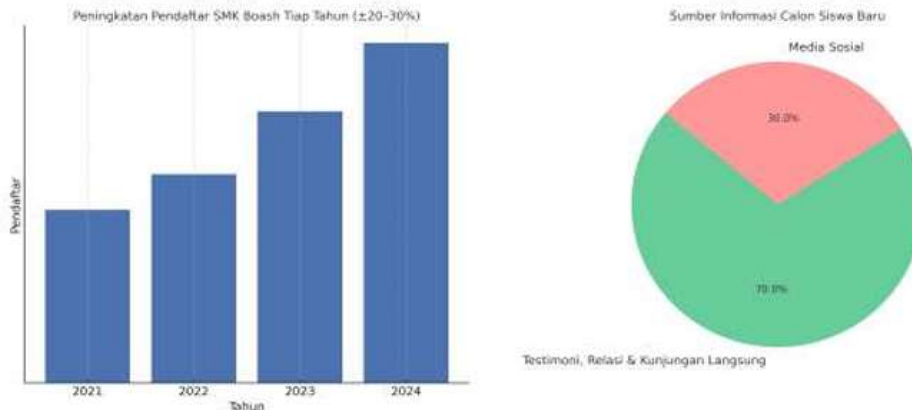
As part of the digital transformation, the school has begun developing integrated communication guidelines, aligning campaign narratives, and providing training to teachers and students on branding, caption writing, and social media management.

d. Strengthening Independent and Efficient Financial Management

Funding constraints were addressed by strengthening efficiency strategies and optimizing internal resources. The school maximized the potential of

students majoring in Visual Communication Design (DKV) and Broadcasting to produce promotional content, replacing external vendors. Furthermore, the school established mutually beneficial partnerships with industry partners without incurring significant costs.

6. Marketing Strategy Overview



The marketing strategy implemented by SMK Boash 1, Bogor City, has been proven to produce significant quantitative and qualitative results. "Based on internal data, it shows that over the past few years, there has been a 20–30% increase in the number of new enrollees annually, demonstrating the tangible impact of a social and digital relationship-based marketing approach." (WP-DF-HM-SMK Boash 1. 23-07-2025).

This aligns with the integrated marketing communication (IMC) approach in education. There are five main communication channels within the IMC concept that can be used to implement or develop communication programs and deliver clear, consistent, engaging, and effective messages (Kotler & Armstrong, 2021). These five channels are advertising, sales promotion, personal selling, public relations, and direct and digital marketing (Pungkasari & Agustini, 2023), which can significantly increase message effectiveness and expand audience reach. "30% of the information received by prospective students comes from social media, while 70% comes from direct school visits, as well as testimonials from alumni and family networks." (WP-DF-HM-SMK Boash 1. 23-07-2025).

This data demonstrates the success of an integrated marketing communication (IMC) strategy. IMC integrated with digital technology facilitates adaptation to industry changes and expands market reach (Noveriyanto & Adawiyah, 2021). Trust based on direct experience and social connections remains a strong factor in the Indonesian educational context.

CONCLUSION

The following conclusions can be drawn from the research and discussion on Educational Marketing Management Strategies to Increase the Number of Students at SMK Boash 1 Bogor:

The implementation of educational marketing management strategies at SMK Boash 1 Bogor City demonstrates an innovative and adaptive approach in addressing the challenges of competition among private educational institutions. The main strategies developed include strengthening the global vision through the "Go International" program, integrating the national curriculum with the international curriculum (Cambridge), and developing international collaboration programs relevant to the needs of millennials and Gen Z. This strategy is implemented in an integrated manner through conventional and digital promotions, involving the active participation of teachers, students, and external partners as part of the institution's promotional network.

The tangible impact of this strategy implementation is reflected in the 30% increase in the number of applicants each year, with a proportion of information received by prospective students coming from social media (30%) and direct relationships (70%). This shows that a combination of digital and relational marketing strategies is key to success in increasing the public's appeal and trust in SMK Boash 1 Bogor City as a superior and competitive educational institution.

SUGGESTIONS AND ACKNOWLEDGMENTS

Based on the comprehensive findings and discussions, several strategic recommendations can be used as references by schools, education practitioners, and future researchers in strengthening educational marketing strategies, particularly in independent private schools like SMK Boash 1 Bogor City.

First, schools need to develop comprehensive, written institutional communication guidelines that can serve as a reference for all elements of the organization. These guidelines aim to ensure uniformity in narratives, promotional messages, and institutional identity conveyed through various communication channels, both internally and externally. Consistency of messaging is crucial in maintaining the institution's credibility and image in the public eye.

Second, the school's reputation strategy should be strengthened through testimonials and real-world experiences from alumni and industry partners. These experiences can be systematically packaged in the form of digital campaigns and face-to-face activities that showcase graduate success stories and active collaboration with the world of work. This approach can foster public trust and serve as a means of confirming the quality of education delivery.

Third, expanding strategic partnership networks based on mutual benefits is highly recommended. Collaboration with international institutions, technology companies, and digital educational media will provide added value in the form of global competitiveness, program diversification, and expanded institutional promotional reach without excessive reliance on internal resources.

Fourth, optimizing the internal potential of students and teachers as content creators is a crucial step in supporting digital media-based marketing strategies. Students from majors such as Visual Communication Design (DKV) and Broadcasting, as well as teachers active on social media, need to be systematically coached and facilitated to produce high-quality, ethical content that is relevant to the interests of Generation Z.

Fifth, schools are also recommended to improve digital literacy and brand management capacity among the entire academic community. Regular training on social media use, digital narrative writing, online reputation management, and digital branding strategies will strengthen the institution's communication professionalism in facing marketing challenges in the information technology era.

Furthermore, recommendations are also addressed to future researchers who wish to pursue studies in similar fields.

First, it is recommended that the research be expanded to other independent private schools to gain a more diverse understanding of marketing strategy patterns amidst limited government funding.

Second, further research can also focus on quantitative analysis of the effectiveness of digital media in supporting prospective students' decisions. Studying metrics such as conversion rate, audience reach, and engagement rate from platforms like Instagram, TikTok, and YouTube will significantly contribute to the development of data-driven marketing strategies.

Third, a comparative study of public and private schools in the context of marketing strategies can provide insight into the differences in approaches, challenges, and levels of effectiveness experienced by each institution. This is crucial for formulating strategies that are contextual and relevant to the institution's characteristics.

Fourth, further exploration of the role of teachers as educational brand ambassadors deserves more in-depth consideration, both from a psychological perspective, professionalism, and ethical implications. Given teachers' strategic role in conveying an institution's image to the public, a holistic understanding of this role is crucial in designing a sustainable and integrated educational marketing approach.

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