

MADRASAH MARKETING MANAGEMENT FORMULATION IN IMPROVING THE TRUST OF STAKEHOLDERS

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Abstract

The era of globalization triggered changes in all aspects of life (driver forces). Globalization creates a paradigm that the world no longer recognizes the borderless world that triggered the shift era, knowing that then *Madrasah* as one of the Islamic educational institutions competes to be a winner in the competition. The shift of paradigm in managing *Madrasah*, initially the interest in terms of social aspects shifted towards corporate business logic by providing educational services to the person, customer and stakeholders. Therefore, *Madrasah* needs to apply marketing management as an effort to increase stakeholders' trust. The purpose of this study is to obtain an in-depth understanding of marketing management formulations on *Madrasah* of MTsN Trenggalek 1 and MTsN Trenggalek 5 from the formulation aspects. Data collected is obtained from the selected respondents through in-depth interviews, participant observation and documentation studies. Data analysis includes analysis of single and cross-site data, done by doing data analysis techniques such as: data condensation, data presentation and drawing conclusion. The results of the research findings showed that marketing formulations are effective can be implemented well and easily understood by stakeholders through several stages such as: 1) determination of vision and mission; 2) analysis of the external and internal environment; 3) long-term goals; 4) creating a judgment and choosing a new student acceptance formula; 5) establishment of a long-term flagship program; 6) formulation of functional policy programs; 7) designing performance evaluations and evaluations; 8) designing a network of partnerships.

Keywords: formulation, Madrasah marketing management, trust of stakeholders

INTRODUCTION

Globalization in all aspects of life is such a challenge, including the world of education. The demands of changing times that are dynamically followed by the advances of science and technology are references to various aspects of life. Globalization is a driver force which creates the paradigm that the world no longer knows the territorial boundaries of state sovereignty with other countries (borderless world). This phenomenon has resulted in the emergence of increasingly high competition in all aspects of life in general and in particular an impact on the realm of education.

This globalization phenomenon triggered an era of shifting. The competition era is very tight and requires an educational institution to be a winner. Competition efforts must be carried out maximally with business logic. The existence of educational institutions in the intellectual life of the nation is very vital. Educational institutions do not only provide educational services, but as reliable producers of human resources. This competitive climate makes hard thing for educational institutions to be able to run well, while if they do not have the ability to change quickly and are able to develop along with the diverse demands of stakeholders. Almost all profit and nonprofit organizations also institutions according to Muhaimin (2012, p. 23) defines as experience a state of intense competition for marketing based on the character of their respective organizations. Even though educational institutions are not profit institutions, management in marketing should no longer be traditional. Ideally management and marketing requires special and professional touch and handling so that education output has high competitiveness in the world of education.

Republic of Indonesia Law Number 20 of 2003 Article 1 affirms that “National Education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia which is rooted in religious values, Indonesian national culture and responsive to the demands of changing times.” It is said that the management of educational institutions can no longer only be managed with the old paradigm due to the demands of society and government are very diverse. This certainly has an impact on educational institutions that cannot be considered merely social institutions. Educational institutions are a production organization that produces services and job which are responsive to changes in accordance with the wishes of consumers.

The paradigm and perspective of education began to shifting, initially education was seen and studied from a social aspect, but now people see education as more than a corporate. The existence of educational institutions is one of the production organizations that produce educational services purchased by consumers. One of the causes of unable producers in satisfying the consumer in term of educational services is due to their inability to market their products. As a result, the production of services offered is not in demand. This marketing strategy was adopted from the business world. Sri Minarti (2011, p. 370-371) mentions marketing terms focused on consumer satisfaction, which means that when customer satisfaction is created automatically there is an indication that marketing is successful, and vice versa if consumers are dissatisfied means that marketing fails. The meaning of the educational point of view from the corporate logic point of view shows educational institutions as an institution engaged in the field of educational services whose activities serve people (teachers, employees, students), customers or communities, and shareholders or institutional holders who hereinafter known as stakeholders.

The offer of quality education services in form of intellectual services and the building of character traits of students comprehensively is one of the marketing products in a world of education. It means that if efforts to increase trust and give a good image to stakeholders want to be achieved by the institution, consequently educational institutions must strive to develop marketing seriously so that stakeholders are interested and trust the services of educational institutions. Maximum efforts in

managing and improving service quality are the responsibility of marketing *Madrasah* itself. Moreover, what the institution promotes for service quality must be fully accounted for from the beginning of the process to the end of the evaluation.

Educational institutions in this eruption era are time to implement business concepts in the realm of marketing to deal with existing competitive advantages. Efforts to achieve excellence in providing excellent service for educational institutions include through excellent service to superior customer service, printing output and quality graduate outcomes. The essence of the quality of service of an educational institution is directly proportional to the trust of stakeholders. The better the education services provided, the more trust the stakeholders will increase directly.

Marketing of educational institutions, especially *Madrasah* according to David Wijaya (2012, p. 3) is absolutely necessary. First, educational institutions as non-profit organization in any level needs to foster the trust and confidence of stakeholders as educational institutions that has been existed and accepted by education world. Second, educational institution is deemed necessary to reassure stakeholders that the services implemented are very relevant to the demands of their needs. Third, there is a need for the implementation of marketing and several steps of supporting activities so that education services from an educational institution can be known to the public and fully understood by stakeholders. Fourth, the existence of educational institution is managed by the world community of education and potential customers who are targeted to.

Several community phenomena show that the era which is growing well through the era of digital technology and cyberspace has triggered public unrest. The anxiety caused by the moral degradation of young people or children is great. This fosters parents and community awareness for the education of their children. With a solid religious foundation, it will be vulnerable to its negative effects. This makes people's views change to send their children to *Madrasah*. The growing awareness of parents about the importance moral education and noble character that can make their children has academic knowledge and noble character. Departing from this phenomenon, the existence of *Madrasah* must be a school that can be expected by the community. From this phenomenon, it can also be said that the awareness and level of confidence of stakeholders began to emerge on the importance of *Madrasah* as the main choice of educational institutions.

Imam Machali (2016, p. 2) explains that one of the educational institutions that provides Islamic services is a *Madrasah*. The position of *Madrasah* is faced by various challenges. The main challenge is in improving the quality and competency of graduates and fulfilling the expectations and trust of stakeholders as users of education. Furthermore, the challenges come from high expectations of parents toward the aspects of their children education, the demands of the world of work, and the government. Ironically, there is still a negative perspective on *Madrasah*. One side of *Madrasah* is still seen as a marginal or second class education institution; lack of knowledge of the wider community about *Madrasah*; making *Madrasah* as a second choice or alternative after not being accepted in public schools. The average student who enrolls in a number of *Madrasah* assumes that it is not possible to be accepted into a public education institution that is considered more advanced and has a state status. Their failure to be accepted at a public education institution caused them to vote for Islamic education institutions. As if there is a connotation that Islamic education is a refuge for students who fail to enter public education institutions. In addition, they are apathetic toward their low abilities; feel lower standard so they never registered at a public education institution.

The description of *Madrasah* position as an alternative choice as if showing an element of compulsion, meaning that it seems to give a negative image which is better to follow and enter the

institution of *Madrasah* than not at all. If it is not for this element of compulsion, *Madrasah* in the specialization area seems not to be the student's first choice. This psychological condition certainly fosters the students' negative passion for learning and pursuing mastery of knowledge, both facilitated by *Madrasah* and for their own independence and initiative. Baharuddin (2011, p. 30) asserted that the weak intellectual potential of these students was then exacerbated by the condition of the services of Islamic education institutions which were considered inadequate.

Madrasah marketing management has an important role in increasing stakeholders' trust and bringing *Madrasah* as a large educational institution. This will be achieved as expectation through a periodic process of formulation, implementation and evaluation. Buchari Alma and Ratih Hurriyati (2010, p. 14) asserted that marketing basically does not manifest in impressions and promotions that impresses the education community, however fundamentally seeks to foster confidence and trust in the ecommunity that *Madrasah* has qualities that is not inferior to non-Islamic institutions. Marketing implementation is oriented towards creating customer satisfaction and trusting stakeholders in the quality of educational output and not just getting profit orientation. The initial step in marketing *Madrasah* ideally begins with the improvement of image building in the form of maintaining the quality offered in core service, careful market segmentation and targeting.

Madrasah according to Muhaimin (2010, p. 98) in implementing marketing at their goals will create a quality culture in each segment and the steps of their marketing policies. This makes the education process carry out and pursue to the maximum will meet the needs and lead to customer satisfaction. It is this customer satisfaction that can deliver *Madrasah* to a better image and increase interest, which will certainly has an impact on *Madrasah* income which has increased significantly. Thus, we can take the red thread that *Madrasah* marketing is a process that must be implemented by *Madrasah* in order to foster the trust of stakeholders and the education community at large. Distinguishing satisfaction and increasing stakeholders' trust as important efforts that must be implemented by each institution. The continual satisfaction and increase in trust indicates that there is a good service process and the development of innovation, the essence of satisfaction and trust of stakeholders is always changing according to the development of the marketing conditions of *Madrasah*.

Madrasah marketing function is expected to create a good image in an educational institution, which one of the indicators can attract interest of students to register to educational institutions. The creating of good image is carried out by meeting the demands of the needs and expectations of stakeholders through the efforts of institutions to maximize educational products and services. The consequence is that *Madrasah* can survive, develop according to the times, and can increase the trust of stakeholders, it is necessary to implement the marketing management of *Madrasah* appropriately according to the conditions of each *Madrasah*.

Madrasah as nonprofit organizations which is engaged in educational services must automatically know about the trustworthiness of their stakeholders (*Madrasah* stakeholders' satisfaction). The facts and reality (de facto) of the concepts and practices of satisfaction also trusts are generally carried out and are dominated by the implementation of profit institutions (profit motive organizations). Meanwhile the reality in the field of nonprofit institutions such as *Madrasah* does not pay much attention to it. The survival of *Madrasah* depends on the support of stakeholders. For this reason, *Madrasah*'s activity is to seek this support. The more powerful stakeholders mean the greater the company's efforts to adapt. The basic premise of stakeholders' theory is that the stronger of the corporate relationship, the better business of the corporation is run. Conversely, the worse the corporate relationship will be the harder will be. Strong relationships with stakeholders are based on

trust, respect and cooperation.

Madrasah marketing management according to Agustina Shinta (2011, p. 2) defines as forms of business planning formulation, implementation and evaluation of all marketing activities in *Madrasah* by aiming for maximum efficiency and effectiveness to reach the goals of *Madrasah*. Strategic management as delivered by Fred R. David (2010, p. 6) one of which can be adopted in the area of marketing management, namely the marketing formulation of *Madrasah* as the initial stage of *Madrasah* in establishing vision and mission as well as in-depth analysis of internal and external factors and the determination of term goals long. Then it was realized that in the marketing implementation of *Madrasah* as a real step implemented by *Madrasah* in following up on marketing formulations, in this case in the form of implementative policies related to the marketing businesses. Finally as the result the marketing evaluation process for *Madrasah* is carried out as the final stage which is done by measuring the success factors obtained from the successful performance of the marketing *Madrasah* formulation and implementation to become the basis for its continuation in the future to be effective in accordance with *Madrasah* final goal.

Marketing formulation is an activity to formulate a plan and formulation that will be followed by marketing managers and all stakeholders in an organizational unit. According to Fandy Tjiptono and Gregorius Chandra (2016, p. 43) the plan and formulation of the action is based on analyzing the situation and achieving the goals of the company and organizational units. While according to Sofyan Assauri (2010, p. 153-155) marketing formulations are defined as a series of goals and objectives, all policies and rules that give direction to the marketing of companies and organizational units in response to environmental and dynamic conditions that constantly experience the dynamics of change. Therefore, in determining the formulation and marketing strategy must be based on the analysis of the internal and external environment of the school through analysis of the advantages and disadvantages of the school, and analysis of opportunities and threats faced by the school in the process that occurs.

Adopting strategic management model theory from Fred R. David (2005, p. 32), that defines the stages of marketing formula pattern models indicate the existence of relationships among several components outlined in strategic management processes in detail that can be widely accepted. So that the explanation can be described in each point, the steps are as follows: 1) Determination of the vision and mission. The process of setting goals and long-term objectives (vision) and determining the steps that must be taken to be the top priority of the functions of each management of education institutions explicitly and clearly so that all workers, top management, and functional educational institutions can work together and collaborate for achievement vision according to the objectives that have been determined and planned from the beginning. 2) Analysis of the external and internal environment. The process of analysis will be carried out by the education institutions in the first place with an in-depth understanding of the internal and external conditions of educational institutions by recognizing the clarity of the factors in the strengths of internal educational institutions as well as opportunities that arise from the external environment. This analysis aims to find out the effects that can arise from several of these factors on the goals or objectives of educational institutions, as well as being the basis for proper consideration of implementing strategic policies. 3) Long term goals. The long-term periodization of the targets setted includes the achievement of more than one year. In the target process synergic educational institutions takes top priority, focusses on coordination and provide a basis for activities planning, organizing, motivating and controlling on an ongoing basis. Educational institutions must conduct specific forecasting and predictions systematically such as estimation of sales, profitability, and efforts to improve performance so that the goals and vision have clear,

measurable and rational indicators. 4) Creating judging and choosing strategies. The foundation of the vision and mission is the main provision of educational institutions, as a result of the analysis of internal and external environmental factors, so that educational institutions can establish alternative formulations of several strategies that are appropriate to the capabilities and circumstances of educational institutions to be followed by critical evaluation. The process must adjust the long-term objective so that the realization of the strategy gets maximum outcomes and at the final stage the strategy will be chosen again to be realized. 5) Establishing a long-term management strategy. Efforts to achieve the goals of educational institutions are a continuous process that requires specific phases as outlined in the determination of long-term goals. Realization of educational institutions at the long-term target stage is done by means of setting standards of achievement and policy strategies that have been chosen for each level of the organization. 6) Formulation of strategies in functional policies. This step begins the process of formulating a number of small steps with a relatively short period of time to be implemented in functional policies of an operational educational institution. This formulation leads to various functional fields of educational institutions to clarify the main strategic relationships by identifying specific details and linking all functional fields of educational institutions such as finance, human resources, production and operations, research and development, information systems models, and the marketing field that is used as a guide in conducting activities consistently. 7) Evaluation planning and performance evaluation. When the formula is implemented in the previous process, it is assessed first, whether the educational institution is in accordance with the plan that is available or not at all, the outcomes achieved, or caused by false assumptions and by other causes that cannot be controlled, then the plan should be revised for more.

The formulation process is not a process that is always neat and meticulous. According to Sjafrri Mangkupraja (2014, p. 20) at the beginning and subsequent actions, many revisions and interpretations were developed. This seems like to a rubbish bank theory of decision making in which there are many attributes about the explanation of why certain activities are carried out. Sometimes the activity of moving the strategy is more prominent than the opposite. The decision maker then identifies the main activities to look for strategies that support them.

Formulation is a dynamic process. It is an evolutionary and it has the opportunity to change due to strong environmental conditions, competition, and changing internal conditions. Flexibility in formulating and implementing strategies is the main process. This happens because the formulation in marketing is related to the future. For instance, what will be done in the future (How and why?) due to nobody can predict the future with certainty, the process is flexible. Companies must be able to respond to changes that occur, even though they already have a plan. The ability to reformulate strategies is often called adherents of logic enhancement. This concept causes an increase in reaction to key events. Activities may be carried out step by step without a thorough planning appearance.

MTsN Trenggalek 1 and MTsN Trenggalek 5 are two State Tsanawiyah *Madrasah* which undercontrol of the Religion Ministry of Trenggalek Regency. MTsN Trenggalek 1 is in the urban area and it also has implemented marketing activities for *Madrasah* which are characterized by several principals' policies in the marketing aspect specifically and planned. Whereas based on the author's observation of MTsN Trenggalek 5, this *Madrasah* has carried out the process of marketing *Madrasah*'s activities. As it is typical of rural communities, the implementation is carried out by inviting the surrounding community.

Based on "the mini tour" study, researchers obtained supporting data that there were 35 public and private elementary schools, 6 private *Islamic elementary schools*, 2 public *Islamic elementary schools* from Trenggalek sub-district scope and added around 12 other sub-districts / private *Islamic*

elementary school which during the MIPA Olympic or science olympiad process, students who register each year above the number 1,000 registrants. This shows that interest in enthusiasts is very high. The indication is corroborated by data that in every process of promotion of *Madrasah* from the beginning to the end of the process all stakeholders are involved. The involvement of stakeholders in the promotion process of communication and collaboration in the form of formal meetings are collaboration of internal and external *Madrasah* activities; creating a student guardian association, and a solid *Madrasah* committee.

When researchers conducted a mini tour study, data was obtained that there were 49 public and private elementary schools; 8 Private *Islamic elementary schools* originating from Panggul sub-district, plus about 3 public *elementary schools/ Islamic elementary schools* in Pacitan district. At the time of registration of the MIPA Olympics (Science Olympiad) students who register every year are always above the high level. This shows that interest in enthusiasts is very high. All stakeholders are invited to communicate and cooperate in the form of formal meetings, internal and external activities of *Madrasah*. The communication patterns built at this *Madrasah* are by collaborating with Islamic boarding schools to market *Madrasah*; there is a routine forum of community leaders in turns. This is the strength of *Madrasah* to market to the public more flexible and quickly trusted.

Based on the uniqueness of the phenomenon of two *Madrasah*, researchers obtained data that marketing of *Madrasah* in both institutions led to the success of *Madrasah* marketing formulations. From the results of the grand tour and mini tour study on the two *madrassas*, the process of formulating the marketing formula for *Madrasah* at the beginning of the school year was carried out by the head of *Madrasah* and all existing stakeholders. This is what researchers say are stated that interesting and unique to be examined in depth. The existence of *Madrasah* in term of *tsanawiyah* level institution will be an alternative educational institution in the future, and as the foundation for education in preparing the 2045 Golden Generation, realizing the existence of “Better, Better *Madrasah*” and realizing the quote “Great *Madrasah*, Dignity”.

RESEARCH METHODS

This study used a qualitative approach and the method used in this study was a multi-sites study method. The implementation time of this research was taken about 7 months (December 2017 – June 2018). This research was carried out at Trenggalek MTsN 1 and Trenggalek MTsN 5. The data sources used in this study are the head of *Madrasah*, vice head of *Madrasah*, teachers, students, committees, headmaster or the surrounding *Madrasah*, parents of students, and elements of *Pokjawas Kemenag* or *Pokjawas* of Religion Ministry, by using the snowball sampling technique. The technique of collecting data was in-depth interviews, participant observation and documentation. The data validity technique used source triangulation, theory and time. The data analysis technique used in this study was data condensation, data presentation, and conclusion drawing.

FINDINGS AND DISCUSSION

Madrasah marketing formulation is an initial formulation of *Madrasah* in form of a vision and mission. The determination is through internal and external analysis of *Madrasah*, setting long-term oriented goals, and choosing alternative marketing strategies according to the conditions of *Madrasah*. In achieving this goal *Madrasah* needs to plan in real action to be realized. Vision and mission are said to have fulfilled the formulation accompanied by real activities in achieving a goal.

Determination and formulation of the vision, mission and objectives of *Madrasah*, site one at the initial stage is planned together with all citizens of *Madrasah* with stakeholders through a joint service meeting forum at the beginning of the school year. After the results of the formulation of the vision, mission, and objectives are set by the head of *Madrasah* through the official meeting forum at the beginning of the school year with the issuance of decrees, recorded in the minutes of the meeting. Every monthly service meeting and the end of the school year are always presented and re-delivered by the head of *Madrasah* and socialized through various media, wall boards, banners, websites and its like. Whereas site two, the determination of the vision and mission and goals of *Madrasah* is almost the same, namely planning together with all citizens of *Madrasah* with stakeholders and set by the head of *Madrasah* through an official meeting forum early in the school year, and socialized through various media. In realizing this vision and mission it has been translated into technical indicators of its implementation. It shows that efforts to set long-term objective goals (vision) and determination of appropriate steps to clarify the priorities of the functions of each company management or educational institution so that the head and subordinates can mutually build synergies and collaboration to achieve the vision as planned goals.

Law Number 20 of 2003 concerning the National Education System states that the vision is the best picture or dream or idealism that an organization wants to achieve. The vision in the realm of educational institutions is defined as quality products and services that can be produced or provided by an educational institution. While the mission is interpreted as a statement about the function of the organization, which is implemented in the form of work programs systematically and carried out by all elements in the educational institution. The existence of an organizational mission that clearly shows the characteristics and direction of activities of an organization that is active also capable of realizing different effort in terms of quality rather than to other educational institutions.

The vision describes a realistic future in an educational institution, and strives to be realized in a certain time according to the target in the marketing formulation of *Madrasah*. The planned vision in form of statements within the management process is now expected to be realized in the future. Hax and Majluf as quoted by Akdon (2011, p. 21) define vision as an instrument to initiate the existence of educational institutions from the aspects of their objectives and main tasks; namely showing a framework of relationships with stakeholders, the role of humans, consumers and some outside parties; and the main target in formulating the vision.

In order for the vision to become a reference for *Madrasah* while in the formulation of *Madrasah* marketing formulations is taken place, the vision should be written and sentences firm, straightforward, and clear, and do not cause over meaning of interpretation. For *Madrasah*, the formulation of a vision must refer to opportunities and challenges that are believed to occur in the future. In determining vision, *Madrasah* must see the development and challenges of an increasingly complex future.

The analysis carried out by *Madrasah* is related to the internal and external conditions of *Madrasah* by identifying all the factors in form of strengths from internal *Madrasah* and the threats that arise from the external environment of *Madrasah*. From this analysis process *Madrasah* can consider the strategic policies that will be implemented. The results of the two sites show the process of analyzing the external and internal environment in formulating the marketing formula for *Madrasah* by recognizing several supporting factors including strengths and weaknesses of the internal *Madrasah* and the opportunities or even the threats that arise from the external environment of *Madrasah*. On site one with external and internal analysis refers to *Madrasah* Self Evaluation (MSE) involving principals, teachers, employees, committees and community leaders. Departing from MSE,

internal and external factors can be known. This is almost the same on second site which also refers to *Madrasah* SelfEvaluation (MSE) involving heads, teachers, employees and committees.

Long-term target in effective strategies always require the right choice. Long-term targets are a form of achieving more in one year, *Madrasah* strives to create synergies between components in *Madrasah*, determining the main priorities that need to take precedence, focusing on coordination and setting the foundation for a whole series of planning, organizing, and controlling activities. The process of designing marketing targets for *Madrasah* site one, focusing on Elementary school or Islamic Elementary school students in Trenggalek Subdistrict and its surroundings in a cross-district scope through *turba* institutions, involving district scale events, and through student guardian community forums. Whereas site two, the target of marketing *Madrasah* education services to elementary or *Madrasah Diniyah* or Boarding School students in Panggul Sub-district and its surroundings is in cross-district and widening scope to Pacitan District through *turba* institutions, *yasinan* congregations, forums of religious leaders and community leaders. This explanation shows that in the process of implementing effective marketing there is always a need for direction not just writing and rhetoric. The process of implementing long-term targets as a form of marketing for *Madrasah* is that the existence of educational institutions must be able to build synergies to achieve them smoothly. Educational institutions sought to build several special predictions that are systematically quantitative such as sales predictions, improving the performance of subordinates so that the achievement of goals and vision has clarity of measurable and rational indicators. This indicates that in the marketing process *Madrasah* needs to be carefully considered the quality of the product services provided. As Tubagus Agus Khoironi, Hidayat Syah, Parlindungan Dongoran (2018, p. 51-58) state that product quality is a product or service in its ability to meet customer minimum satisfaction both implied and explicit.

Referring to the vision and contents of *Madrasah*, analysis of internal or external environmental factors, then the next stage of *Madrasah* formulates a number of alternative strategies that match the capabilities and real conditions of the educational institution. This stage also carried out an evaluation at the final stage so that the realization of the marketing strategy could be maximally achieved and the strategy will then be chosen to be realized in the practices of marketing *Madrasah*. The process of creating, evaluating and choosing strategies is absolutely necessary in the marketing formula. *Madrasah* in formulating alternative formulas in accordance with the conditions of *Madrasah* are accompanied by special designs, namely on site one in the form of Mathematics and Natural Sciences Olympics (Mathematics, Science), Interest and Ability Pathways and coaching, and regular paths. In other hand, the design of activity on site two is the MIBA Olympics (Mathematics, Science, Language and Religion), Interest and Ability Pathways, and regular paths. The selection of the new student acceptance formula will be chosen to be realized.

Efforts to achieve the goals of *Madrasah* as a continuous process require specific phases. In this case *Madrasah* gradually realizes the achievement of long-term targets through the establishment of specified achievement standards and the determination of marketing formulation policies. *Madrasah* needs to determine their main goals. One long-term strategy setting is realized through the realization of long-term targets according to the marketing formulation of *Madrasah*. On site one it was realized by designing a one-year to four-year long-term *Madrasah* work program in the form of a *Madrasah* Work Plan whose priority is to create 2020 as an *adiwiyata Madrasah* and literacy *Madrasah*. This institution also plans synergies with alumni. An identical site was also carried out by two sites, namely designing a one-year to four-year long-term *Madrasah* work program in the form of

a *Madrasah* Work Plan whose priority is to create 2018 as a *Madrasah* with religious characteristics. *Madrasah* also plans to establish synergies with alumni.

In addition, Formulating this functional policy by linking all functional areas of *Madrasah* such as financial strength, human resources, production fields, research and development fields, information systems, and marketing fields as guidelines for implementing various marketing implementation activities to be consistent. Site one, in the form of planning regular service meetings and coordination meetings with all *Madrasah(s)* residents on a regular basis, and forming a marketing team with a special structure. Whereas site two also has little in common, namely planning regular service meetings and coordination meetings with all residents of *Madrasah*, and forming a simple marketing team. Steps to realize marketing formulation and planning are carried out through simple steps. This simple step is very operational in nature and specific in its implementation, due to it adapts to the context of technical activities in *Madrasah* marketing formulation.

Furthermore, the final stage of *Madrasah* marketing formulation is to plan the assessment and evaluation of the performance within *Madrasah* marketing formulations in stages, this has determined from the beginning of the school year and evaluated at the end of the school year as a consideration for whether to continue, cancel or be replaced with other formulas. Stages of performance evaluation and evaluation planning are as a benchmark for the institution to carry out formulation in the future.

A series of explanation about *Madrasah* marketing formulation above reinforces the theory of David R. Fred (2010, p. 6) that the stages of *Madrasah* marketing formulation can basically go through seven stages, namely establishing a vision and mission; analysis of external and internal environment; long-term targets; creating, evaluating and choosing strategies; set a long-term strategy; formulate a functional policy strategy; planning evaluation and performance evaluation. This theory also supports Usman's theory which suggests that there are several quality indicators that are said to be quality and effective, namely: focus on customer satisfaction; strive to prevent problems; investment in human resource capacity as an asset of educational institutions; have a strategy of achieving quality; use complaint reports as feedback for self-improvement (responsiveness); the existence of a policy to plan quality; involve all parties in the process of improvement (participatory); forming quality facilitators; encourage the power of innovation and creation; reinforce roles and responsibilities; the existence of objective evaluation strategies; do a long-term plan; have clear vision and mission; an open and responsible attitude.

The process of marketing *Madrasah* formulations according to Sjafrri Mangkupraja (2014, p. 20) is not always a neat and careful process. Initially and subsequent actions, many revisions and interpretations were carried out which developed according to developments and many factors that occurred. Decision makers identify key activities to find strategies that support them. *Madrasah* marketing formulation is also a dynamic process, meaning that it is evolutionary in nature and has the opportunity to change due to strong environmental conditions, competition between competitors, and changing internal conditions. *Madrasah* education institutions must be able to respond to changes that occur, even though they already have a plan. Basically, an organization has limited resources, so the designers of *Madrasah* marketing formulations should identify and determine the alternative formulations that have the most leverage in providing benefits to educational institutions.

The decision in formulating *Madrasah* marketing formulation is expected to be a driving force for *Madrasah* committed to specific products over a relatively long span of time. This is similar to that conveyed by Satyanarayana, N B C Sidhu, and D Sheshu Kumar (2015, p. 46) asserting that one of the benefits of market research can help plan business, in launching new products or services, improving services, and expanding new markets. This means that market needs and conditions are part

of the consideration of the head of *Madrasah* as a manager in determining the formulation and marketing strategy of *Madrasah*. The strategy of determining competitive advantage in the long run, whether good or worse has broad multifunctional consequences and dominant influences on educational institutions. This is as what has been stated by Hadari Nawawi (2005, p. 42) in the process of formulating a good strategy it is necessary to know internal factors and external factors that influence it. Internal variables include organizational structure, institutional targets or goals, business mechanisms, management of information systems, human resource capacity and the culture of the institution being run. The external variables include the surrounding environment, shareholders, consumers, and competitors around educational institutions.

In this study researchers found the novelty that the marketing formulation of *Madrasah* requires the formulation and planning of patterns of partnership and cooperation both internally and externally. The majority of people are of the argument that the cooperative relationship between *Madrasah* and the community is seen in terms of children's educational services only, but in fact the cooperation relationship is more complex and can cover several aspects of other educational services. In this study the researchers found that the marketing formulation was also supported by cooperation and partnerships with external parties namely cross elements of the Early *Madrasah*, Tourism Office, Ministry of Religion, Islamic Boarding Schools, Health Service, Police and alumni. This shows that the design of partnerships and cooperation is vital. These findings indicate that the type of *Madrasah* relationship with internal parties and external parties can generally be classified into three types, namely as follows. First, there is an educative relationship, a cooperative relationship in the transfer of knowledge to students (educating), between teachers in *Madrasah* and parents in the family. Second, in term of cultural relations, all collaborative efforts between *Madrasah* and the community enable the development of culture within the community around *Madrasah*. Thirdly, institutional relations that are cooperative relationships between *Madrasah* and other educational institutions or other official institutions, both private or under the government.

Partnership relationships and cooperation with outside parties must run well due to it can essentially increase engagement, caring, feeling of belonging and carrying capacity both financially and morally. Akar H. & Ustuner M., (2019, p. 310) have conducted study that the quality of cooperation and organizational climate has a positive correlation with the commitments of an organization. This shows the strength of cooperation and relations in an organization, including the depths of the realm of educational institutions to be the dominant effect on institutional development. The partnership can take the form of the role of individuals, groups, professional organizations, entrepreneurs, mass organizations, government agencies, ministries and others. This partnership will foster cooperation that has a great influence on the creation of a harmonious, mutually beneficial and mutually constructive environment for *Madrasah*, especially those *Madrasah* stakeholders.

The effectiveness of the formulation in *Madrasah* marketing formulation activities can be maximized, if the existence of a partnership collaborates with both internal and external parties involved as a loyal partner. This partner pattern is essentially the way in making an agreement between two or more parties that are mutually beneficial, the freedom of autonomy, the principle of mutual need, mutual rearing, and have a long-term positive impact. This activity should be carried out together, integrated and directed towards the targets and objectives found together. Then, from this activity can foster the development of *Madrasah* optimally, because *Madrasah* are institutions of social interaction that cannot be separated from the role of other parties. This is in line with the opinion of Suryosubroto (2014, p. 155) that the partnership relationship as an activity of planting

understanding, totality, good will, growth of trust, emergence of appreciation from the public. Easily, we can take the red thread that *Madrasah* partnership is tried effortfully so that the existence of *Madrasah* is still accepted in the middle of community to get aspirations, sympathy from the outside. Moreover, it also means the occurrence of this collaborative effort for the common good in the success of *Madrasah*'s programs so that they are still considered to exist, and in this case it is said that there is an increase in trust from dominant and very strong stakeholders.

Several stages implemented in the implementation of cooperation and education information systems include: the initial study phase or assessment, stage, and signatory process of written cooperation, the stage of compiling the activity program, the program implementation stage, then the final evaluation stage, and the reporting phase of all activities. Bryan H. Chen & Wan-Ching Chiu (2018, p. 32) argue that the involvement of consumers or customers in a high environment shows a high level of participation and contributes to the performance of an institution. This collaboration is one form of social interaction developed inside of *Madrasah* and outside of *Madrasah*. Abdulsyani (2012, p. 156) explained that cooperation as a form of social process, carried out through all certain activities intended to achieve goals with mutual help and the growth of mutual attitudes of understanding of each other's activities.

The nature of cooperation is manifestation of the realization within activities which carried out jointly with the involvement of all parties involved in the framework of achieving common targets or goals.

The form of cooperative and partnership relationships in *Madrasah* is technically in the form of; first, educational relationships, namely cooperative relationships in terms of educating students, between teachers in *Madrasah*, and parents in their homes; Second, cultural relations, namely the collaboration between *Madrasah* and outside communities that enable each other to foster and develop the culture of the community around the location of *Madrasah*; Third, international relations, which means cooperative relations between *Madrasah* and other institutions, other official agencies, both private and government. Suppose that *Madrasah* cooperation with other *Madrasah* or schools, with heads of government or governors or regents or subdistricts and others, services and ministries, private companies and other institutions is always connected with the marketing of *Madrasah* widely.

Madrasah as social institutions that are held and owned by the community should be able to meet the needs of community. The existence of *Madrasah* has legal and formal roles also the obligations. To give clearness, explanation, and understanding of the community to fulfill their objectives, programs, needs and circumstances, and vice versa *Madrasah* knows clearly about the needs, expectations and demands of the surrounding community. The role of *Madrasah* in developing its relationship with the community, among others, it has a purpose in formulation of several communication channels that can be used both by *Madrasah* and the community which in fact has not been considered important, and it has become the cause of *Madrasah* communication with the community or other external parties during now is less harmonious.

The main function of *Madrasah* cooperation with external parties in order to attract public sympathy, increase the relations and interest on *Madrasah*. Then, the process of designing a network of partnership cooperation for *Madrasah* is very important due to it shows the marketing management of *Madrasah* can be implemented well and easily understood by stakeholders. In addition, the design of a network of partnerships with other parties will increase public sympathy in increasing the prestige of *Madrasah*, as well as community support and trust of stakeholders in *Madrasah* both spiritually, materially and financially. On the other hand, the marketing formulation of *Madrasah* through planning aspects of partnership cooperation if built well, the popularity of *Madrasah* will be high,

Madrasah programs in marketing education institutions will be easy, its quality will be increased, *Madrasah* services can be relevant to shared needs and goals.

CONCLUSION

Based on the findings of the research and discussion that has been conveyed the conclusion as follows.

Madrasah marketing formulations can be carried out well and easily understood by stakeholders through several stages such as; determination of vision and mission, analysis of external and internal environment, long-term goals, creating judgments and selecting new student acceptance formulas, establishing long-term superior programs, formulating functional policy programs, designing performance evaluations, and designing partnership cooperation networks.

The findings of this study on marketing formulation of *Madrasah Tsanawiyah* reinforced Fred R. David's theory of formulation, that the marketing formulation of *Madrasah* went through seven stages, namely: 1) Establishing vision and mission, 2) Analysis of external and internal environments, 3) Long-term goals, 4) Creating, assessing and choosing strategies, 5) Establishing long-term strategies, 6) Formulating functional policy strategies, and 7) Planning evaluation and performance evaluation. Furthermore, this theory was developed in the aspect of partnership network design, based on field findings due to the network as a formula is effective in increasing stakeholders' trust. A marketing formulation of *Madrasah* is a dynamic process, evolutive in nature and it has the opportunity to change so that network design partnerships become very important in the formulation process marketing of *Madrasah*.

In marketing management, the formulation has an important role, as result it becomes the basis in formulating marketing policy regulations in *Madrasah*. The same formulation with policy formation is series of various alternative actions that are carried out continuously and will never be completed, so in this case including the decision making of the role of the head of *Madrasah* as top manager is very strategic. Formulation in *Madrasah* involves setting a series of appropriate actions to achieve the goals of *Madrasah* by giving attention to the development of *Madrasah* vision, SWOT analysis, identifying external opportunities and threats and measuring and defining internal weaknesses, strengths, setting long goals, and trying to increase stakeholders' trust.

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