EDUCATIONAL SERVICES MARKETING STRATEGY IN MADRASAH

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Abstract:

This research stems from the researcher's interest in the marketing strategy for educational services carried out by Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda; because of the intense competition in marketing in educational services and MI Ma'arif NU 003 Samarinda was able to survive and compete superior to other education providers. This study aimed to determine the Education Services Marketing Strategy at MI Ma'arif NU 003 Samarinda and add insight and knowledge about the Education Services Marketing Strategy at MI Ma'arif NU 003 Samarinda. This type of research is qualitative research, and the targets of this research are all school members involved in marketing educational services. The method used is the method of content analysis (content analysis). This research's data source is observation and educational service strategy documents for MI Ma'arif NU 003 Samarinda. To complete the research data, the researcher interviewed the head of the Madrasah, the head of PPDB and the deputy for student affairs. Technical data analysis is carried out by collecting, condensing, presenting, and concluding. In this case, the researcher reveals the factors of consumer behaviour and marketing strategies implemented at MI Ma'arif NU 003 Samarinda. The results of this study indicate that the marketing strategy for educational services has fulfilled two strategies, namely the competitive strategy (mind share strategy) and the marketing mix (marketing mix).

Keywords: *Education Services Marketing, Competition Strategy, Marketing Mix*

INTRODUCTION

Education is an essential aspect of human life. Through education, humans will grow, develop and gain much knowledge, especially to face the future. Education is a conscious and planned effort to change the behaviour of both individuals in private life and in life in society. This means that the educational process is a series of efforts to guide and direct all the potential of human life in the form of primary and learning abilities (Ilahi, 2012).

This project aims to transcend the restrictive accounts of teacher effectiveness studies changing how we think about teaching and learning by emphasizing how the pedagogic capacity of teachers can be enhanced to address the issue of student underachievement including strategies beyond the classroom (Better Schools 2012; Jensen, Hunter, Sonnemann & Cooper 2014). Specifically, it will address student under-achievement within core disciplines (Literacy/Humanities, Numeracy/Mathematics, Science) by delineating teacher capabilities. Teachers need a comprehensive awareness and knowledge of the social justice and ethical conditions of their pedagogic practice(s) and their links to student achievement. The project will reveal how a capabilities-informed pedagogy broadens understandings about student learning and achievement by generating new knowledge among teachers about (1) what aspects of pedagogy matters for developing capabilities and teacher capacity (2) how well teachers

understand disciplinary content knowledge in order to bridge differences in student learning (3) what specific teacher related pedagogic capacities are needed to transform and sustain pedagogic work beyond contemporary standardized minimums and (4) what schools and systems can do to support this capability approach to pedagogic practice.

The emphasis in the project will be on understanding relationships between subject content knowledge in schools (i.e. 'opportunity to learn') and student achievement acknowledging that all students can learn and have the opportunity to succeed. Student needs are diverse and opportunities for learning vary. There is significant literature with regard to how building student resilience and agency through a sense of achievement in a diverse range of educational activities is important (Ungar, 2008). Aligning teacher-student relations so that teaching and schooling makes significant differences to achievement merits understanding(s) of pedagogy beyond standardized midpoints (Skourdoumbis, 2014). This project focuses on teacher practice rather than standardized outcomes. Context matters when it comes to curriculum, pedagogy and student learning (see Connell, Ashenden, Kessler and Dowsett, 1982; Thrupp, 1999). Concentrating on the ways teachers teach their students effectively within a specific context, and the different ways teaching and learning occurs, the project potentially changes how we conceive engagement in schools, (i.e. situated learning).

The research is informed by two theoretical concepts: 1) capabilities as typified in the capabilities approach of Sen (2009) and Nussbaum (2011) and 2) pedagogic work (Bourdieu & Passeron 2000). The capabilities research literature focuses on the set of opportunities and freedoms enabling what one is 'able to do and to be' (Nussbaum 2011: 20) through a respect for the self-definition bestowed by the choices made and valued by motivated and engaged individuals to lead a flourishing life based on core capabilities: bodily health, bodily integrity, sense, imagination, and thought, and practical reason. Pedagogic work represents the reproducible effects of schooling. Specific principles of curriculum and assessment are given expression by teachers through their teaching. Identifying enabling and capability-informed teaching practices through pedagogic work guides learning beyond mandated national curriculum and assessment targets. This project links a national curriculum comprising generic capabilities and disciplinary-focused pedagogic work that engages all although with profound implications for the socially excluded re-directing learning experiences towards individual self-development.

The project is both significant and innovative. It is significant because policy efforts generally centre on limited and standardized measures of 'quality teaching' as a set of skills rather than addressing the capacity of teachers to make a difference to the achievement of students through holistic teaching practices. There is now widespread recognition internationally and as stated in the Melbourne Declaration (2008) that students require a range of generic capacities to negotiate complex and unstructured, volatile and fast moving globalised lives. One focus of this project is to develop ways of thinking about teaching practice(s) as a set of capabilities which will be developed in their students. Building teacher capabilities will both enhance their own understanding(s) of what it is to be agentic and how that may be relayed to their students. Teachers themselves are often very unevenly prepared (Bourdieu & Passeron, 2000; Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005) so attending to evident educational inequality by developing teacher capacity as a component of pedagogic work broadens the scholastic options of their students. The project would inform the field of teacher education by establishing and connecting teacher capabilities to the development of student capabilities.

The research is innovative in bringing together theoretical accounts of capabilities (Sen 2009; Nussbaum 2011) and pedagogic work (Bourdieu & Passeron 2000) to fortify what matters most in confronting underachievement, bolstering the pedagogic capacity of teachers. Pedagogic mastery to enhance student achievement demands a richer set of learning opportunities than those currently on offer. This involves improving teacher capacity by connecting learning experiences across disciplines.

The project contributes specifically to societal challenge number two, *Promoting*

population health and well-being and directly addresses a national research priority, *maximising social and economic participation in society* particularly in relation to *key life stages, intergenerational disparities and socioeconomic disadvantage*. It will better target specific areas of concern involving student learning needs. A good education is critical to the future prosperity and productivity of young Australians and the nation as a whole, and represents an identifiable Australian Government priority. The research will embed a capability approach to learning as a vital component of pedagogic work.

Teacher practice improves if teachers actively engage in investigating problems of under-achievement to produce local and specific solutions (Stenhouse 1975; BERA, 2020) with an emphasis on engaging more of the most vulnerable students. This research will use core themes of a capabilities approach (Nussbaum 2011) currently missing from 'quality teaching' pedagogies to include broader conceptions of student functioning/achievement, for instance, 'being able to imagine, to think, and to reason' and to 'engage in critical reflection about the planning of one's own life' (Nussbaum 1992: 222). This is important as restrictive teacher quality and effectiveness pedagogies (Skourdoumbis & Gale 2013) do not adequately serve the interests of students. The research will provide the field of teacher practice with knowledge of capabilities to inform teaching practice, including producing a pedagogic map of *capabilities*. In identifying the pedagogic nature of teacher capabilities, the project addresses engagement and how pedagogical relationships with teachers can do that work.

The research will further broaden current conceptions of pedagogic work (Bourdieu & Passeron 2000) by advancing issues around inequality beyond narrow school and teacher effectiveness interpretations (Gorard 2010; Thrupp and Lupton 2006; Baker, Barton, Darling-Hammond, Haertel, Ladd, Linn, Ravitch, Rothstein, Shavelson, & Shepard 2010) so that new understandings about the concept's service to teacher practice and student achievement are generated. This will involve connecting aspects of the capabilities approach with Bourdieuian notions of pedagogic work to develop in teachers the capacity for deep and disciplined thinking about the academic complexities of their work and its connections to learning. It will also necessitate theorizing teaching and learning to identify the pedagogical refinements needed to target students in need.

In combining a capabilities approach with pedagogic work student learning and understanding can be mapped beyond skill- based analyses. The research is particularly sensitive to context, something that quality teaching and most metricated teacher effectiveness approaches discount (Thrupp & Lupton 2006). Primarily, this research recognizes that to improve the achievement and capability of all necessitates strategies of intervention that professionally engages the capacities of teachers. By identifying and marking out precise teacher capabilities, as alternatives to current reified 'multi-variate analyses', the research promotes human autonomy. This new account of the 'pedagogic relation' (Bourdieu & Passeron 2000: 95) has potential to express complexities of student learning from within self-defining personal abilities and characteristics.

RESEARCH METHODS

This study uses qualitative research. Qualitative research aims to describe and analyze phenomena, events, activities, social attitudes, beliefs, perceptions, and thoughts of people individually and in groups (Sukmadinata, 2010). Several descriptions are used to find principles and explanations that lead to conclusions.
Data collection techniques used in this study are divided into observation, interviews and documentation. Observation is a data collection technique by observing every event and recording with an observation tool the things that will be examined (Subagyo, 2004). Through this observation, the researcher tries to observe, record, and listen to facts related to the research discussion. So the researcher used direct observation at the MI Ma'arif NU 003 school. The researcher used this interview method to obtain information addressed to the Head of Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda, head of the PPDB and deputy head of curriculum, to obtain more valid information. In this

interview, the researcher will directly meet the object to find information or data using a data collection research instrument, namely an interview guide. The interview guide used is in the form of structured questions. Documentation is done to obtain data that has not been obtained through observation and interviews. By using this method, the researcher tries to strengthen the data by obtaining data sources related to research, school profiles, school history, school vision and mission, organizational structure, conditions of teachers, students, employees, facilities and infrastructure, as well as school document information, so this document used to facilitate in analyzing the state of the school.

This method was used to obtain data on geographical conditions, history, the number of student data, the number of teacher data, and a list of achievements that had been obtained by the Madrasah MI Ma'arif NU 003 Samarinda. Data analysis in this study used the analysis of Miles, Huberman and Saldan, in which there were four qualitative data analyses consisting of data collection, condensation, data presentation, and conclusions.

RESULTS AND DISCUSSION
Educational Services Marketing Strategy carried out by MI Ma'arif NU 003 Samarinda. E. Jerome Mecarthy and Stanly J. Shapiro define marketing strategy as follows: "marketing strategy is a target market and a related marketing mix" which means that the marketing strategy is the target market and the marketing mix that is in and can also be interpreted that the marketing strategy is a plan to determine the market and marketing mix concepts are interrelated.

Competition Strategy (Mind Share Strategy)
The element of competitive strategy (Mind Share Strategy) is one of the essential elements in marketing management that influences the success of marketing. This strategy focuses on market segmentation, targeting and positioning.

a. Market segmentation

Market segmentation is dividing the market into groups of buyers who will be differentiated according to needs, behaviour or characteristics that consumers may need different products (Ratnasari, 2011). Market segmentation is the basis for knowing that each market always consists of different segments. In general, the types of market segmentation can be grouped as follows: 1) Geographic segmentation, requiring the division of the market into different geographical units such as household neighbourhoods, regions, cities, provinces and countries. Leads to most kindergartens in the Madrasah Ibtidaiyah Ma'arif NU 003 area, such as Tunas Ilmu Kindergarten, Bunga Harapan Kindergarten, Baitun Nur Kindergarten, Ar-Rahman Kindergarten etc. After market segmentation, the PPDB TEAM will then distribute brochures to kindergartens determined based on geographical segmentation. Geographical segmentation with distributing brochures aims to make MI Ma'arif NU 003 Samarinda better known, and consumers can better understand or understand the products offered by MI Ma'arif NU 003 Samarinda. 2) Demographic segmentation According to Kotler and Keller, demographic segmentation can be divided into the life cycle, family size, occupation, education, gender, age, religion, race, social class, generation and nationality. Demographic segmentation at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda based on demographic variables is all kindergarten children at least six years old, while based on socioeconomic variables, MI Ma'ari NU 003 Samarinda accepts more students from middle-class society as evidenced by the data obtained by researchers including about 30% came from the upper middle class, 20% came from the lower middle class, and 50% came from the middle class. 3) Psychographic segmentation refers to people's behaviour and lifestyle. In psychographic segmentation, an explanation cannot be made qualitatively (Ratnasari, 2011). According to Kotler and Keller, psychographic segmentation can also be interpreted as the science of using psychographics and demographics, which aims better to understand concepts such as personality, lifestyle, etc. The point is the beliefs that underlie consumer attitudes. Psychographic

segmentation at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda, namely providing the best service but still offering affordable prices. 3) Behavioral segmentation, dividing buyers into groups based on their attitude, knowledge, use or response to a product. Many marketers believe that the best starting points in shaping market segmentation are the variables events, behaviour, user status, benefits, loyalty status, user level, buyer readiness stage, and attitude.

b. Targeting

The target market is a set of buyers or consumers who share the exact needs or characteristics that educational institutions decide to serve (Widjaya, 2017). Targeting is selecting one or more segments to enter; determining the school's market position is different because the school has its market position. Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is targeting students with an NU background. However, it does not rule out the possibility that there are students whose backgrounds we may not know, targeting all kindergarten children in the vicinity of the Madrasah and targeting the total quota for new students at Madrasah Ibtidaiyah Ma' arif NU 003 Samarinda.

c. Positioning

Positioning is where to arrange market offers to get the competitive position of embedded competitors towards consumers (Widjaya, 2017). Not all advantages are indicators displayed to the market, but all must be selected. According to Akazmi, essential variables that influence organizations to differentiate a product offering from competitors are as follows: 1) Product differentiation, this differentiation has the intention of providing high creativity in providing unique products that are comfortable, safe and attractive, which aims to these products can be in demand by consumers compared to competing products (Ong & Sugiharto, 2013).

Product differentiation at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda provides general learning and more Islamic religious learning than competitors. This Madrasah has aswaja or Akhlussunnah waljamaah subjects which other schools do not own because at MI Ma' arif NU 003 Samarinda has the aim of forming the character of students who are Faithful, Devoted and Knowledgeable Amaliyah Akhlussunnah waljamaah.

Differentiation of services (service differentiation) is to offer affordable and exemplary education in an organization or academic unit with the potential to have an advantage if the educational institution can offer and create more value for customers or its performance is better than others (Baharun, et al. al., 2021). Differentiation of services carried out at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is providing good service, such as welcoming students who come by shaking hands with their teachers, this is very rarely done in other schools, so, apart from providing good service MI Ma'arif NU 003 Samarinda also strives to provide affordable prices in paying tuition fees, clothes etc. Besides that, it also works with junior high schools or madrasah tsanawiyah, which aims to ease payments for students who excel because this is also very helpful for students.

Employee differentiation (personnel differentiation) is all employees in a company or educational institution, so this personnel differentiation has the intention that all employees in a company or educational institution have a good personality, good skills or skills, have human resources (HR) which is better than the employees of its competitors (Ong & Sugiharto, 2013). Employee differentiation occurs at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda, participating in training held by the Ministry of Religion, clusters or K3M. Also, sometimes these madrasas hold KKG training with peer tutors to have high knowledge and competence in teaching. In addition, Madrasah Ibtidaiyah Ma' arif NU 003 Samarinda, every employee and teacher must obey the rules set. The rules consist of: First, time discipline, where the time of absence or attendance of teachers and employees starts at 07.00 to 14.30, but due to the current pandemic conditions, the school changes the attendance system by dividing three groups in

one week where activities starting at 08.00 until 12.30. Second, regarding discipline in dress, teachers and employees have provisions in terms of dressing according to the rules set by the school. The three teachers and employees must always be polite to anyone.

Image differentiation is a differentiation in the image and identity of an organization to make a difference by positioning itself or its products. Every consumer must respond differently to an image in every educational institution or brand. Identity and image must be distinguished so that identity consists of various ways educational institutions intend to identify (Hakim & Faizah, 2017). The image differentiation carried out by Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is a good picture in public perception. In order to form a good image in the community, MI Ma'arif NU 003 Samarinda always maintains attitudes and manners by applicable regulations; in addition to maintaining the attitude, MI Ma'arif NU 003 Samarinda has regulations in time discipline and uniform dress according to regulations. It has been set every Monday to Saturday and also promotes a good culture worn by all MI Ma'arif NU 003 Samarinda residents.

Marketing Strategy with Market Mix (Marketing Mix)

A marketing mix is a tool for marketers which consists of various elements of a marketing program so that the implementation of marketing and positioning strategies needs consideration so that what is set can run smoothly and successfully because this is done to pursue company goals (Mulkhan et al. ., 2010).

According to Panji Anoraga, the marketing mix or marketing mix is the variables that can be used by companies or educational institutions, which consist of product, Price, distribution and promotion. Marketing mix or Marketing Mix describes a collection of tools to influence sales that management can use. According to Philip Kotler, the traditional formula of the marketing mix is referred to as the 4Ps: Product, Price, Place, and Promotion (Kotler, 2003). Marketing mix or marketing mix is a tool aimed at marketers consisting of elements of a marketing program that need consideration so that the implementation of the marketing strategy and positioning is determined so that it runs smoothly and successfully.

Based on the definitions above, it can be concluded that the marketing mix (marketing mix) is an element of a marketing program controlled to control the desired target market. Thus, marketing activities must be coordinated and combined to carry out marketing tasks as effectively as possible. Moreover, for service businesses, there are seven elements of the marketing mix, namely: a) Product (product), product is everything that is produced from a process where the process can produce satisfaction or its benefits for users (users), which can be offered to the community or consumers to the market and will influence customer perceptions in making purchases (Hidayat & Machali, 2010).

According to Kotler defines that a product is an entire process or object that provides several values to consumers, or the product is everything that can be offered to consumers or society that aims to fulfil needs or desires in these educational institutions (Khasanah, 2015). The superior product offered by Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is its learning program, namely general subjects and Islamic religious studies where this madrasa has lessons that other schools do not have, namely Akhlussunnah waljamaah (Aswaja) lessons. In addition, Madrasa Ibtidaiyah Ma'arif NU 003 has several extracurriculars, including scouts, tartil, tahfidz, KSR, etc., which have obtained quite several achievements in all fields, which have been described in the results of research conducted at Madrasah Ibtidaiyah Ma'arif NU 003 in which all areas of achievement show that Madrasah Ibtidaiyah Ma'arif NU 003 can show the superiority of its products in society.

Madrasah Ibtidaiyah Ma'arif NU 003 realizes that to achieve superior learning, it must be supported by adequate infrastructure so that the teaching and learning process can be adequately achieved, so the existing infrastructure facilities at Madrasah Ibtidaiyah Ma'arif NU 003 are one of the products offered to consumers of educational services, existing infrastructure includes the availability of a library equipped with various existing books, UKS, classrooms etc., 2) Price (Price), Price is the amount of

money that must be paid by consumers to obtain a product. So the Price in the context of educational services is all costs incurred to obtain the education services that have been offered; the elements of education prices are considered regarding the pricing of tuition fees, laboratories, building investments and others (Hidayat & Machali, 2010). Low and high-price strategies can be effective in different situations; for example, a high price can attract consumers by implying that the product is of high quality, so it is through ethical and social awareness that every need also influences pricing decisions with the aim of staying afloat. In a competitive market (Grifin & Ebert, 2006).

The Madrasah offers a registration fee for each student who has just entered Madrasah Ibtidaiyah Ma'arif NU 003; at each registration, it reaches Rp. 2,700,000 have received uniforms, books and tuition fees in one month; the payment for the tuition fee for each student pays Rp. 80,000 . The pricing strategy adopted by Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is to provide relief for students in paying tuition fees when they have relatives who study here and two siblings, like their older siblings paying tuition fees of Rp. 40,000, and you have to pay spp Rp. 80,000, and 3 siblings, like his older brother, do not pay tuition fees, and two younger siblings pay tuition fees of Rp. 80,000. 3) Place (location/place) location is the ease of access, appearance, and overall condition. Because a place that is easily accessible and strategic is a positive value for every educational institution. The location has an important role, so in general, the leaders of educational institutions agree that the location must be a strategic location where the institution is easily accessible by public transportation because it acts as a consideration for prospective students to enter the institution. Location is the ease of access, condition and appearance of the school.

The location of Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is on Jalan Rukun, Gg. Cempaka, RT. 24 Ex. Meeting in Kec. Loa Janan Ilir. Based on observations made by location researchers from MI Ma'arif NU 003 Samarinda, it is less strategic because it goes into an alley. Hence, vehicles such as cars are complex, but this school's location is densely populated, making marketing more accessible. 4) Promotion (promotion), Promotion is a form of marketing communication because every marketing activity seeks to disseminate information, persuade, and influence the institution and its products so that they are willing to accept, be loyal and buy the products that each of these institutions has offered. Then the way to inform the public or customers about the existence of these products or services that must be considered is by using print media such as banners, newspapers, billboards, brochures and banners; you can also use forms of communication such as advertising (advertising), sales promotions (sales promotion), personal selling (personal selling) and publicity (publicity). Marketing can also be considered ethical when it fulfils two main elements, namely being polite and gentle, so when direct promotions must use soft words, so must be friendly in carrying out promotions. People (people).

Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda carried out promotions in several ways, namely through brochures, banners, YouTube links and others. Which where brochures are distributed in several kindergartens determined by the madrasa such as Tunas Ilmu, Bunga Harapan, Baitun Nur, Ar-Rahman etc. through information from word of mouth because the information is not only through social media but can also be word of mouth such as student guardians telling their children's experiences while attending Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda such as achievements at school, conditions and atmosphere at school, changing habits for the better, teaching and learning process etc. 5) People (Humans / human resources) Humans (people) are all actors who play a role in the delivery of services so that they can influence the perception of buyers. In contrast, all employees' attitudes and actions influence the perception of the successful delivery of services or consumers (Hurriyati, 2010). Bukhari Alma stated that human resources (HR) mean people who serve or plan services for consumers; in educational institutions, human resources are educators and educational staff; to produce quality products, it is necessary to recruit human resources who will work in institutions. Education (Alma, 2008).

Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda, teacher resources and employees of each institution have gone through the correct recruitment and according to standard operating procedures so that the staff obtained are professionals who are

experts in their respective fields. Moreover, it has the same competency standards as other school standards. However, the difference is that MI Ma'arif NU 003 emphasizes teachers and employees to provide the best service for customers of educational services, both to the public and students. 6) Physical Evidence, Physical evidence is the physical facilities and physical environment where the delivery of services occurs or interacts between producers and which facilitates the appearance of services to be offered by the public (Kotler & Keller, 2011). There are two kinds of physical evidence: service providers make decisions regarding the layout of buildings and classroom designs, libraries, school buildings, sports fields, laboratories, computer labs and others.

The physical evidence provided by Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is sufficient compared to competitors; Madrasah Ibtidaiyah Ma'arif NU 003 has physical evidence that can be seen by the state of the building, which is solid, strong and well-maintained then provided by Madrasah Ibtidaiyah Ma' arif NU 003 Samarinda is quite adequate, such as a library with the availability of good books. The availability of library visitors' books, UKS with the availability of various kinds of medicines and the availability of sick student list books, teacher's room, madrasah head's room, classrooms provided with a reading corner etc. a) Process, Process is an educational process consisting of every activity that will support the implementation of the process of teaching and learning activities by students from teachers who aim to form the desired product or graduate (output) (Hidayat & Machali, 2010). The main object of marketing is to identify the wants and needs of these markets, and therefore services must be designed to fulfil these wants. Processes can also be distinguished in two ways, namely: the first is Complexity, which relates to the stages in the process and the steps. Second, divergence in the stages of this process relates to changes so that the process reflects how all marketing mix elements to ensure consistency and quality of service are provided to customers; this needs to be coordinated (Selang, 2013).

Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda has received recognition with the accreditation title A. This shows that MI Ma'arif NU 003 Samarinda has met the National Education Standards (SNP) in the implementation of the process of delivering educational services and the sequences students experience when they become participants and new students until graduation, namely the registration process along with completing administration, the child selection process to make it easier for teachers to know student abilities, the teaching and learning process, developing interests and talents because MI Ma'arif NU 003 Samarinda has won many achievements in all fields, then exams are a factor determinant of the success of marketing educational services.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research on the marketing strategy of educational services at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda, it can be concluded that overall, Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda has fulfilled the elements of 2 strategies according to E. Jerome McCarthy and Stanly J. Shapiro are as follows: "Marketing strategy is a target market and a related marketing mix" which means that the marketing strategy is the target market and the marketing mix which is in and can also be interpreted that the marketing strategy is a plan to determine the market and marketing mix concepts that are interconnected.

First, the competition strategy at Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda is carried out by dividing the strategy into three elements: market segmentation, targeting and positioning. Elements of market segmentation consist of geographic, demographic and psychographic segmentation. The geographic segmentation of MI Ma'arif NU 003 Samarinda currently leads to kindergartens around MI Ma'arif NU 003 Samarinda. Demographic segmentation for MI Ma'arif NU 003 Samarinda based on demographic variables is all kindergarten children aged at least six years. In contrast, the socio-economic variable is people from the middle class. For psychographic segmentation, MI Ma'arif NU 003 Samarinda is to offer affordable prices but still provide the best service.

The second strategy is the market mix strategy at MI Ma'arif NU 003 Samarinda, which consists of 7 elements, namely product, price, place, promotion, people, physical, evidence and process; as a whole, it has a significant influence on MI Ma'arif NU

consumers. 003 Samarinda in making his choice. Demonstrating the superiority of each market mix element and forming an image with elements of an overall competitive strategy can influence consumer behaviour factors so that they choose MI Ma'arif NU 003 Samarinda.

In connection with the results obtained in this study, the researcher proposes several suggestions, namely:

1. Based on the findings of the researchers, for managers of Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda to maintain their strategy in marketing educational services
2. Based on the researchers' findings, for managing Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda to maintain the policy of reducing costs for underprivileged students and reducing costs for students who have one or more siblings who attend Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda.
3. Based on the researchers' findings, for the managers of Madrasah Ibtidaiyah Ma'arif NU 003 Samarinda to continue to maintain service to students and student guardians.

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