

## Marketing Mix Implementation on Products, Prices, Places, Promotions In Marketing of Education Services

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### Abstract

This article aims to describe the implementation of the marketing mix in product, price, place and promotion in the marketing of educational services.

**Keywords:** *Implementation of Marketing Mix*

### INTRODUCTION

The development of science and technology is increasingly rapid and the development of industry 4.0 is added so that the demands of the world of work for specialization of abilities and skills are increasingly high, making people feel the importance of the role of educational institutions which are certainly able to meet their hopes and desires. As consumers, of course, they want quality goods and services, fast or instant, as well as practical or fun at low or affordable costs.

This condition creates competition between educational institutions. This can be seen from the emergence of various educational institutions that are competing to offer their respective advantages to attract the interest of prospective students. Schools in order to increase competition between other schools require marketing of educational services to introduce these schools to the community.

In order not to be abandoned by its customers, educational institutions must be able to provide services that have higher value, better quality, more affordable prices, adequate facilities and better service than their competitors. INTIZAM[1]

Educational marketing can be interpreted as the activity of educational institutions to provide services or deliver educational services to consumers in a satisfying way Alma[2], so a good marketing mix is needed so that it can realize the goals of marketing educational services themselves.

### METHODS

In this paper, the method used in this research is the library research method. Literature study or literature is an activity of collecting data from various reading sources. The data used in completing this research comes from sources in the form of books, journals and articles that are in accordance with this research.

### RESULT AND DISCUSSION

#### **Marketing Mix Theoretical Review (Marketing Mix)**

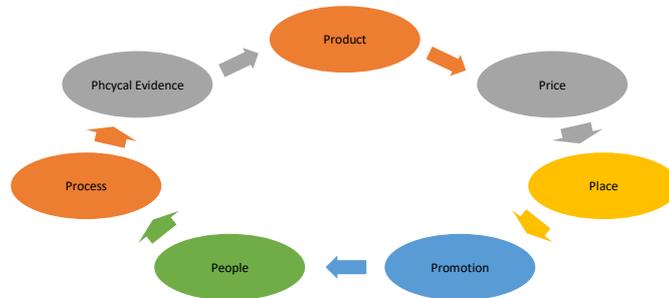
The marketing mix is a tool for marketers that consists of various elements of a marketing program that need to be considered so that the implementation of marketing management and established positioning can be successful.

Kotler and Keller[3] define the marketing mix as follows "marketing mix as a set of controllable, tactical marketing tools that the firm blends to produce the result it wants in the target market". The point is that the marketing mix is a series of marketing elements that can be controlled by the company and combined in such a way as to achieve its objectives in the target market. In the context of education, the marketing mix is a very important element and can be combined in such a way as to produce a marketing strategy that can be used to win the competition.

The marketing mix is a tool for marketers that consists of various elements of a marketing program that need to be considered in order to implement a successful marketing and positioning strategy.

The marketing mix is actually a tool and has always been a means of demonstrating the core or basic principles of marketing management. In addition, the marketing mix also provides insight, especially in dealing with competitors and at the same time to make certain tactical decisions. These decisions are what customers actually observe in the market, namely regarding prices, product capabilities, distribution, promotion and communication and services.

Zeithmal and Bitner in Machali and Hidayat explain about the elements contained in the marketing mix, there are seven things that are commonly abbreviated as 7P, namely consisting of the traditional 4P used in marketing goods and 3P as an expansion of the marketing mix. The 4P elements are the product (product); what kind of services are offered, price (price); pricing strategy, place (location / place); where the service is provided, promotion (promotion); how the promotion is done. The 3P elements are people (HR); quality, qualifications, and competencies possessed by people involved in providing services, physical evidence; what kind of infrastructure is owned, process; management of learning services provided. The seven elements of the marketing mix in an educational context can be briefly explained as follows:



Marketing Mix Concept Machali & Hidayat[4]The marketing mix is a combination of variables or activities that are the core of the marketing system. Or in other words, the marketing mix is a collection of variables that companies can use to influence consumer responses Jhon and Mukti[5]. The following is a more detailed explanation of the elements of the marketing mix as follows:

### **Product**

Kotler defines a product as anything that can be offered to the market to meet wants or needs. According to Machali & Hidayat[4], products in the context of educational services are services offered to customers in the form of reputation, prospects, and a variety of choices. Educational institutions that are able to survive and be able to win the competition for educational services are institutions that can offer a reputation, prospects, good quality of education, bright prospects and opportunities for students to determine the options they want, such as further studies at favorite universities in or in the country, work or in good community. The reputation and prospects of madrasa institutions attract and interest students. So far, madrasas offer products in accordance with their mission, namely as a "character building" process, namely students with noble, religious, religious and full values, including the fulfillment of Graduate Competency Standards which are qualifications of graduate abilities which include attitudes, knowledge, and skills. This madrasa product can actually be a special attraction for potential customers (Machali and Hidayat[4]).

Products are the basic things that will be considered by the community's choices. Educational products are everything that is offered, aiming to fulfill their needs and desires. The products produced and offered must be of high quality. This is because consumers are not happy with poor quality products, especially if they are expensive Alma[2]. For example,

in addition to products in the academic field, producers must be able to make educational service products more varied, such as sports, arts and religious activities, to increase the quality of education. A commodity to be produced must consider social and human reasons, that is, apart from being needed by the community, it is also the positive benefit that the commodity will be produced.

Educational service products produced by schools in a broad sense need to be well analyzed, because the educational profession does not only focus on curriculum and assessment but must consider the effectiveness of communication, student behavior, basic skills, and the social spirit of students as part of the service product mix. education.

As stated that the product mix (product mix or product assortment) is a collection of all products and product units offered by sellers to buyers. So, the educational service mix is a collection of all educational service products and product units. educational services offered by schools to education service customers. The four dimensions of the educational service product mix are as follows:

1. Product mix width, namely the number of educational service product lines from schools.
2. Product mix length, namely the number of units of educational service products in the educational service product mix.
3. Product mix depth, namely the number of variations offered by each educational service product in its product line.
4. Product mix consistency, namely how closely the relationship between educational service product lines is in terms of end use, operating conditions, distribution channels, or other matters.

The four dimensions of educational service products allow schools to expand their business in the following four ways:

1. Schools add new educational service product lines so that they will widen educational service products
2. The school extends each educational service product line
3. Schools add more variety of educational service products to each educational service product and deepen the mix of educational service products.
4. Schools can pursue stronger consistency of education service product lines.

Furthermore, Wijaya[8] states the opinion of Davies and Ellison (2003) that the mix of educational service products includes the following.

1. The formal curriculum.
2. Teaching and learning strategies used (in terms of scope and effectiveness).
3. Measuring the level of awareness of letters, numerical, and students' knowledge skills.
4. Student assessment and testing process.
5. The level of ability and achievement of students when entering and leaving school.
6. Provisions regarding special educational needs.
7. Externally test results at various stages of the student's age
8. Calculation of added value for each individual school, teachers and students, in teams, and part of school resources.
9. Extracurricular activities.
10. Discipline and student performance.
11. Relationships between school members.
12. Level of school resources and use of school time, materials and software.
13. Skills and abilities of school employees in terms of teaching and learning experience.
14. Perceptions of student learning experiences from the point of view of educational service customers.
15. School environment.
16. School work ethic.

Wijaya further expressed the opinion of Lockhart (2005), which grouped the educational service product mix into four groups, namely as follows:

### **Students**

Students are the most visible product of educational services physically. Superior schools or madrasahs have characteristics of students who are able to understand or exceed educational standards, namely:

- a. Schools have a high learning success rate.
- b. Schools have a prominent level of learning achievement.
- c. Students have an awareness of citizenship and society.
- d. The school has high test scores.
- e. Schools have low student absenteeism (truancy from school).
- f. Schools have dropout rates below average.
- g.

### **Curriculum**

A good curriculum as an educational service product has the following characteristics:

- a. The curriculum is precise, specialized, broad and innovative.
- b. Curricula that can meet student needs (for example, bilingual curricula, preparatory curricula for higher education, and vocational curricula).
- c. A curriculum that can develop a new teaching-learning program or improve an existing curriculum.
- d. A new curriculum that teachers can fully use.

### **Extracurricular activities**

Extracurricular activities such as sports, the arts, debate teams, or school publications can attract the attention of students and parents as they enhance the student's learning experience. Schools should provide adequate resources to support extracurricular programs and partner with professional groups outside of schools to provide additional educational resources or training for students.

### **School as the center of community activities**

Schools are centers of community activity because they provide a meeting place for discussing citizenship issues, polling stations, or completing education for adults.

Therefore, when assessing schools, educational service marketers can pay attention to these matters or assess the quality of school interactions with the community, namely whether schools are reliable partners for the community and are able to offer quality educational services even though educational power is limited.

From the above understanding, it can be understood that what is meant by a product here is something that results from a process that can produce satisfaction or benefits for users that can be offered to the market and will affect customer perceptions in making purchases. In an educational environment, service products that can be offered is academic services such as curriculum or extra curriculum. In addition, the offer through the achievements that have been achieved is also a supporting factor in achieving competition between schools.

### **Price**

Pricing is a critical point in the marketing mix because price determines the income of a business. Hurriyati[10] and Alma[11], said that producers must be good at setting policies on high or low prices, which are guided by:

- a. The state or quality of the goods.
- b. The intended consumers.
- c. The market atmosphere, whether the product has just been introduced to the market or the product dominates the market, the product is already embedded in the hearts of consumers or many competitors.

Price (price) in marketing can be said to be the amount of money that must be paid by consumers to get a product. This is in line with what Saladin Oesman stated in Machali & Hidayat which defines price as an amount of money as a medium of exchange to obtain a product or service. the context of educational services is all costs incurred to obtain the educational services offered. The element of the price of education is considered regarding pricing, such as tuition fees, building investment, and laboratory costs. zMachali and Hidayat[4]

Affordable prices for all groups can affect the selection of schools. Generally, parents with lower middle income choose a school that is relatively cheaper, unless they receive a scholarship, while parents with middle and upper income choose the best school, although the cost is relatively inexpensive. However, if a quality school is relatively cheap, it will certainly be a consideration in choosing an educational institution. On the other hand, Schiffman & Kanuk in Adam [9]explains that how consumers perceive certain prices, high, low, reasonable, have a strong influence on purchase intentions and purchase satisfaction. This shows that a consumer values the fairness of a product or service price, depending on how to evaluate it.

Pusdiklat Depdiknas in Wijaya[6] defines the price of education services (cost of education) as a unit cost and a cycle cost. Unit costs are the annual tuition fees per student, while cycle costs are the costs each student needs to complete a level of education. The MONE Pusdiklat classifies the unit costs of education based on the following factors:

### ***Type of Input***

The unit cost of education based on the type of input is as follows.

- a. Operational current costs, namely educational input costs that are used up for one year or less and costs incurred repeatedly per student per year. The unit costs for smooth operation education consist of expenses for salaries and allowances, mandatory books, merchandise that must be replaced with new merchandise, scholarships and assistance from within and outside the country, welfare services (canteen, transportation, lodging, and sports), building maintenance and equipment, as well as building operations (electricity, water and telephone).
- b. Investment capital development costs, namely the cost of educational input which is used for more than one year and is calculated per student per year. The cost of the development capital investment education unit consists of expenses for the purchase of land and the development of school buildings, classrooms and laboratories, fixed equipment, durable learning equipment, and housing.

### ***Nature of Use***

The unit cost of education based on the nature of use is as follows.

- a. Direct education unit costs, namely costs for input needs that are directly related to the learning process. Direct education unit costs include expenses for teacher salaries and other education personnel, purchasing materials, data collection, learning equipment, and building school buildings.
- b. Indirect education unit costs, namely costs for activities that are not directly related to the learning process, but support the learning process.

### ***Types of Use***

The unit cost of education based on the type of use is as follows.

- a. Personnel operational education unit costs, namely costs for the welfare and development of school personnel which include teachers and other educational personnel (laboratory assistants, librarians and so on), administrators (school leaders and other administrative staff), and other employees (school keepers, gardeners and others. -Other) who carry out / support the learning process.
- b. Non-personnel operational education unit costs, namely the costs to provide equipment, materials, equipment, and facilities and infrastructure used for the learning process (books, school stationery, buildings, power and services).

### ***The party who bears***

The cost of the education unit based on the party responsible is as follows.

- a. Private unit costs, namely costs borne by parents per student per year. Personal unit costs consist of expenses for tuition fees, school fees, school books and stationery, school uniforms, accommodation, transportation, consumption, travel tours, snacks, courses, and potential income that is not accepted because students are in school and not working.
- b. Public unit costs, namely costs borne by the government and society, which means all costs other than those borne by parents per student per year.
- c. Social total unit costs, namely the total costs borne by the government, parents of students, and other communities per student per year.

### ***The Nature of Being***

The unit costs of education based on the nature of existence are as follows.

- a. Factual education unit cost, namely the cost of the education unit which is actually incurred in the provision of education.
- b. The ideal education unit cost, namely the cost of the education unit that should be incurred in order to provide education to produce the desired quality of education.

### ***Level***

The cost of the education unit based on the level is as follows.

- a. Parent level education unit costs, namely costs for books and school stationery, school uniforms, school supplies, accommodation, transportation, consumption, health, travel, pocket money, courses, school fees, and potential income that is not accepted because students are in school and not working.
- b. School-level education unit costs, namely costs for the welfare and development of school personnel or human resources, power and services, minor repairs and maintenance, student coaching and dual system education (specifically for SMK), coaching, monitoring, supervision and reporting, school management meetings and school committee activities, as well as investment in facilities and infrastructure (land, buildings, equipment and supplies, textbooks, resources and literature, electricity, telephone, water and gas networks, parks and so on).
- c. Sub-district level education unit costs, namely personnel and non-personnel costs and investment costs for advice on infrastructure (land, buildings, equipment and equipment, books, electricity network, telephone, water and gas, parks, sports facilities at the sub-district level.
- d. District or city education unit costs, namely the cost of education units at the district or city level which have the same elements as the sub-district level education unit costs.
- e. Provincial level education unit costs, namely the cost of the education unit at the district or city level which has the same elements as the sub-district level education unit costs.
- f. Central level education unit costs, namely the unit costs of education at the central level, which have the same elements as the sub-district level education unit costs.

The marketing of educational services realizes that the long-term marketing objective is to provide an uninterrupted realization of educational activity through the creation of an appropriate price for educational services. With competitive prices for educational services, schools can become leaders in the education services market so that they can attract large numbers of students. When formulating the price of educational services, educational service marketers must pay attention to the costs that arise in the educational process. The government often gives schools too much freedom in the process of formulating the price of education services, which can be reflected in the price of education services that is too high, and for the majority of the population this price is the unreachable price of education services. So according to Imlandfeld as quoted by Wijaya (2012: 119), there are 10 techniques that educational service marketers can use to determine the price of educational services to education service customers, namely as follows.

1. Determining the price based on the unit (unit pricing). The price of educational services to be paid by students is determined per unit, for example per subject taken until the student obtains a diploma or completes education. This technique is very flexible for students because it depends on the ability of students economically and intellectually.
2. Two part pricing, students pay the same price for tuition fees, then pay the price of education services according to the number of subjects taken. This technique is also very flexible for students because it depends on how many subjects to be taken.
3. Pricing based on time (term pricing). Payment for educational services is determined for one semester or quarter. that is, students may take as many subjects as possible according to the rules set by the school. However, this technique can have a negative impact on students because they will try to study in a hurry in a short time so that it can reduce the quality of education.
4. Scale pricing. Students pay a higher price for tuition fees for the first and second semesters, then pay a lower price for tuition fees for the additional semester.
5. Differential pricing. The price of educational services is determined differently according to the segment of students accepted, namely whether it is regular class, morning, evening, or evening.
6. Negotiated tuition prices. The determination of the price of educational services can be negotiated between parents and the school by taking into account the aspects of ability, position, and work of the parents of students.
7. Quantity discounts. Students who come from certain regions or characteristics can be given special discounts.
8. Time based discounts. The price of educational services is determined based on the time of registration. so, prospective students who register early are charged a lower price for educational services or are given a discount compared to prospective students who register last.
9. Very busy pricing (peak load pricing). If there are many prospective students who want to enroll in school, the school can determine the price of higher education services and will be given priority for their children's admission to school if the prospective students have met the criteria determined by the school.
10. Determination of the work contribution. If the school has an apprenticeship program for students, students can receive student assistance packages which include an apprenticeship program in the form of scholarships so that they can reduce the price of educational services to attend higher levels of education.

So the size of the price set by a school will be able to influence the wishes and choices of students and parents as customers of educational services. This of course must be a special consideration for marketers when compiling programs or planning.

### **Place**

Place means that it relates to where the service company must be headquartered and carry out its activities. School locations are more or less a reference for potential customers in determining their choice. This is in line with what Machali & Hidayat[4] stated that a strategic location, comfortable and easy to reach will be its main attraction, compared to the location of schools that are close to cemeteries, known to be haunted, near markets, and others.

In addition, the place or location of the service must also provide easy access for the interaction between service providers and customers as well as other supporting facilities such as adequate waiting rooms and adequate parking locations for customers.

According to Bennet in Adam, the location of services to be used in supplying services to targeted customers is the key to marketing activities, therefore decisions about the place or location of services in delivering services to customers can provide comfort and satisfaction so as to encourage high added value for customers. Therefore, the location or place of service to be determined must provide strategic value from both an environmental, communication and security perspective. In addition, the place or location of the service must also provide

easy access for interactions between service providers and customers as well as other supporting facilities Adam[12].

### **Promotion**

Promotion is the activity of communicating product sales in the market and dealing directly with the community. Promotion aims to provide information and convince consumers of the benefits of the products produced. Machali and Hidayat[4] Promotional activities that can be carried out are by means of advertising (advertisements) through the media of TV, radio, newspapers, newsletters, magazines, billboards, brochures, and others. Sales promotions, such as educational fairs, educational bazaars, and invitations. Make direct contact with prospective students and carry out community relations activities.

According to Adam[12], marketers (marketers) can choose the means that are deemed appropriate to promote their services, there are several factors that must be considered in conducting promotions, namely:

1. First identify the target audience, this is related to market segmentation.
2. Promotional purposes, whether to inform, influence, or to remind.
3. Development of the message delivered, this relates to the content of the message (what to say), the structure of the message (how to say it logically), the style of the message (creating a strong presence), and the source of the message (who should develop it).
4. Selection of the communication mix, whether it is personal communication or non communication.

Talking about the communication mix or the promotional mix, Payne in Adam shares it in several key rights:

1. Advertising (advertising)
2. Salesperson (personal selling)
3. Sales promotion
4. Public relations
5. Word for mouth
6. Direct marketing. Adam[12], Publications that are often forgotten but have a strong influence are mouth to mouth, this is usually done by successful alumni who have been able to prove their success after graduating from the institution with various learning experiences (testimonies) of learning that they have experienced.

Promotion is an important thing in marketing products or services that encourage success or success in marketing activities.

### **People**

People (human resources) in the context of education are the people involved in the delivery of educational services, such as administration, principals of madrasah / schools, teachers and employees (educators and education personnel). Machali and Hidayat[4]. In relation to the marketing of services, people or people are the main assets that function as service providers which greatly affect the quality of services provided. Therefore the decision to recruit this person is closely related to the results of selection with optimal quality standards, the results of the implementation of training, motivation, and human resource management.

So people who are involved in marketing (marketers) must have good communication skills and understand very well the vision and mission of the madrasah to be marketed and which are the main objectives in implementing marketing.

### **Physical Evidence**

Physical evidence is the physical environment in which services are created and directly interact with consumers. In line with what was conveyed by Adam that Physical Evidence is a means and infrastructure that supports the process of delivering educational services so that it will increase consumer confidence in accepting the offers given, which include: parking facilities, landscaping, worship facilities, student facilities, health facilities, facilities learning, use of information and communication technology, laboratories and others

Adam,[12]. According to Alma & Hurriyati, this physical facility is something that actually influences consumer decisions to buy and use the service products offered. The elements included in physical facilities include the physical environment, in this case physical buildings, equipment, equipment, logos, colors, and other items that are combined with the services provided such as tickets, covers, labels and so on. So this physical evidence is something that actually influences customer decisions to buy and use the service products offered.

### Proces

Process is a procedure or mechanism in a series of activities to deliver services from producers to consumers. (Machali and Hidayat,[4]. Kotler & Keller in Adam defines the process as a company effort, in carrying out and carrying out activities to meet the needs and desires of its customers. Adam[12], In the context of educational services, the process is an educational process that includes all activities that support the implementation of the teaching and learning process in order to form the desired product / graduate (output). Thus the process of delivering educational services is the core of all education, quality in all elements that support the educational process is very important to determine the success of the learning process as well as evaluation material for the management of educational institutions and the image that is formed will form the circulation in recruiting educational customers.

The seven components of the marketing mix above can be labeled as follows:

**Table of Marketing Mix Components for Madrasah Education**

| No | Component   | Subvariable            | Indikator-indikator                                       |
|----|---|------------------------|---|
| 1  | Madrasah Service Products   | Concentration options  | Variation of choice                                       |
|    |   | Madrasa name           | Reputation, prospects for madrassas                       |
| 2  | Prices for Madrasah Services  | Pricing                | SPP, construction costs, laboratory costs                 |
|    |   | Discount               | Scholarship   |
|    |   | Payment                | Payment procedure   |
|    |   | Credit terms           | Credit terms  |
| 3  | Location of Madrasah Services   | Environment            | Close to the city center, wide and conducive parking area |
|    |   | Transportation         | Public transportation and low levels of congestion        |
| 4  | Promotion of Madrasah Services  | Advertising            | TV commercials, radio, billboards, brochures              |
| 5  | Madrasah Service Personnel / HR   | Administrator          | Administrator competence                                  |
|    |   | Teacher                | professional  |
|    |   | Employees              | Professional teacher competence                           |
| 6  | Physical evidence / facilities and infrastructure for madrasah services | Building Style         | Employee competence                                       |
|    |   | Supporting facilities  | professional  |
| 7  | Process / services for madrasah   | Quality of HR services | Aesthetic and functional suitability                      |
|    |   |                        | Facilities for education, worship, sports and security    |

By managing the elements of the marketing mix above, it is hoped that madrasah educational institutions will be able to develop better management in increasing customer satisfaction which can increase customer loyalty to the madrasah itself. Customer satisfaction can be measured from the frequency of continuous use of a service and can also be observed from the attitude of customers who recommend and urge others to use the service.

## CONCLUSION

It can be understood that the implementation of the educational services marketing mix is the activity of educational institutions introducing and marketing a set of services in the form of advantages, achievements, and various other advantages that madrasahs have for customers to attract and choose which in the end will really make customers feel satisfied and possibly. will participate in promoting the madrasah education services. The implementation of the marketing mix above will be able to answer questions about how to arrange a reliable marketing management for educational services in an effort to win the competition

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