



Marketing Strategy Analysis for Increasing New Student Enrollment at SMP Islam Teknologi Informatika Harapan Ciseeng, Bogor Regency

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Abstract. This study analyzes the marketing strategy used to increase new student enrollment at SMP Islam Teknologi Informatika Harapan Ciseeng, Bogor Regency. The study was motivated by a continuous decline in enrollment against an annual target of 200 students: 70 students (35%) in 2022-2023, 67 (34%) in 2023-2024, and 57 (29%) in 2024-2025. A qualitative case-study design was employed with 14 purposively selected informants consisting of school leaders, the new-student admission committee, education/administrative staff, parents, and students. Data were collected through in-depth interviews, observation, and documentation. Analysis integrated Segmenting, Targeting, and Positioning (STP), the 7P service marketing mix, and SWOT supported by IFAS and EFAS. The findings show that the school targets families seeking affordable Islamic education and positions itself through tahfidz and Islamic character formation. IFAS produced Strength 2.34 and Weakness 0.92, while EFAS produced Opportunity 2.06 and Threat 1.16, giving SWOT coordinates (1.42, 0.90) in Quadrant I. A growth-oriented Strength-Opportunity strategy is recommended through stronger tahfidz branding, systematic digital promotion, alumni and parent advocacy, extracurricular development, and gradual facility improvement.

Keywords: 7P Marketing Mix; Educational Marketing; IFAS-EFAS; Marketing Strategy; STP.

1. BACKGROUND

Competition among private educational institutions increasingly requires schools to communicate a distinctive value proposition, maintain public trust, and use both offline and digital channels to reach prospective students. Educational marketing is therefore not merely promotional activity but a coordinated process of identifying target communities, presenting relevant educational value, and building institutional relationships. show that digital promotion combined with appropriate segmentation, targeting, and positioning can strengthen prospective-student interest, while Dewi and Butar Butar (2023) demonstrate the importance of the 7P marketing mix in private-school enrollment.

The shift toward digital information search has made social media and online communication central to school choice. Soponyono et al. (2024) emphasize integrated marketing communication across conventional and social-media channels, and Rianto and Ridlwan (2024) report that social-media promotion can expand information access and student reach. At the same time, Febriyanti and Arifin (2023) illustrate how TikTok and Instagram can support online marketing, while Munarsih et al. (2021) highlight the need for organizational capability to conduct online marketing effectively.

SMP Islam Teknologi Informatika Harapan Ciseeng faces a concrete enrollment challenge. The annual target was 200 new students, but realized enrollment declined from 70 students in 2022–2023 to 67 in 2023–2024 and 57 in 2024–2025. This pattern suggests that the

existing promotional activities, although already using school visits, brochures, WhatsApp, social media, and word of mouth, have not yet converted the school's educational strengths into sustainable enrollment growth. Pri Nugraha et al. (2024) similarly find that enrollment optimization depends on promotion, institutional image, partnerships, human resources, and facilities.

The school nevertheless possesses marketable strengths: a tahfidz program, Islamic character formation, affordable fees, teacher involvement, computer facilities, and a location that is accessible to surrounding communities. Alamsyah et al. (2025) show that flagship programs can become dominant choice drivers when supported by consistent promotion, while Miswari et al. (2025) argue that private-school competitiveness in the digital era requires stronger digital promotion, community participation, and alumni involvement. These findings are particularly relevant because the school's own field evidence points to the same strategic opportunities.

The present study therefore analyzes the school's existing strategy and formulates a more appropriate growth strategy using STP, the 7P service marketing mix, IFAS, EFAS, and SWOT. The article maintains the qualitative evidence and strategic scores reported in the source thesis while translating them into a compact journal format. The analysis is also supported by recent education-marketing studies published within the 2020–2026 period, including work on Islamic-school marketing, digital promotion, flagship programs, stakeholder communication, and strategic positioning.

The study aims to describe the school's current STP and 7P implementation, identify the main internal and external strategic factors, calculate its IFAS–EFAS position, and formulate prioritized SWOT alternatives. The practical objective is to help the school translate its tahfidz and character strengths into a clearer market position and more consistent enrollment communication.

The article contributes a school-level case that integrates qualitative evidence from multiple stakeholder groups with strategic scoring. It also connects current educational-marketing literature with field conditions in a private Islamic junior high school, providing an applied framework for schools that face similar enrollment pressure.

2. THEORETICAL REVIEW

Educational Marketing Strategy

Educational marketing adapts marketing principles to a trust-intensive service in which students and parents evaluate programs, cost, accessibility, reputation, service quality, and

institutional values. Nurillah et al. (2024) show that education marketing in an Islamic junior high school benefits from close collaboration with feeder schools, while Dewi and Butar Butar (2023) demonstrate that coordinated 7P implementation can support student recruitment. Khumairok (2024) similarly emphasizes systematic marketing planning, and Mudrikah et al. (2025) highlight the need to overcome operational and digital barriers.

Marketing implementation also depends on internal coordination. Hidayat et al. (2020) discuss the importance of organizational leadership and conflict management, which is relevant because school marketing requires cooperation across leadership, teachers, admissions staff, and supporting personnel. Sari (2022) further notes organizational constraints in digital marketing, reinforcing the need to align promotional ambitions with skills, budgets, and execution capacity.

STP and School Positioning

STP provides a disciplined sequence for deciding whom the school should serve and what distinctive meaning it should own in the minds of prospective families. Nurillah, Herawan, et al. (2024) report that an Islamic junior high school can implement segmentation, targeting, and positioning while integrating the 7P mix. Asyari and Indri (2024) likewise show that segmentation and positioning are applicable to madrasah recruitment.

Positioning is strengthened when the institution consistently communicates a recognizable advantage. Nugraha and Sjoraida (2025) show that brand positioning and consumer knowledge shape brand attitudes and decisions, a logic that can be translated to education services. For an Islamic school, a credible position may be built around distinctive programs, character outcomes, affordability, accessibility, or technological capability, provided that the promise is supported by actual service evidence.

The 7P Service Marketing Mix

The service marketing mix extends product, price, place, and promotion with people, process, and physical evidence. Agustina et al. (2024) apply the 7P framework to school choice, while Muttaqin et al. (2022) show that program quality, affordability, location, promotion, institutional performance, and spiritual practices jointly support public interest. Mulyati (2024) also finds that marketing-mix implementation can contribute to higher student numbers.

For education services, the final three Ps are particularly important because the service is produced through interactions and experienced over time. Lim et al. (2024) demonstrate the relevance of people, process, and physical evidence to service satisfaction, while Kunta et al. (2025) show that communication quality and participatory marketing are needed to strengthen the attractiveness of Islamic private education.

Digital Promotion, Branding, and Stakeholder Engagement

Digital promotion broadens reach but is most persuasive when it presents real programs, student activities, achievements, and social proof. Sudirman et al. (2021), Febriyanti and Arifin (2023), and Rianto and Ridlwan (2024) all indicate that social-media-based marketing can improve reach and engagement. Alamsyah et al. (2025) add that flagship programs become powerful promotional anchors when they are communicated consistently.

Stakeholder advocacy complements digital communication. Soponyono et al. (2024) emphasize integrated communication, while Miswari et al. (2025) recommend stronger community and alumni participation. Jamaludin et al. (2024) frame new-student admission as a marketing-communication process, suggesting that recruitment outcomes depend not only on messages but also on how schools organize channels, relationships, and follow-up.

Strategic Diagnosis Through SWOT, IFAS, and EFAS

SWOT translates field evidence into strategic alternatives by matching strengths and weaknesses with opportunities and threats. In educational services, strategic diagnosis should not be separated from customer loyalty, service quality, and institutional competitiveness. Mutakin et al. (2024) show that marketing management in Islamic education should be monitored systematically and linked to customer loyalty.

Prianugraha et al. (2024) demonstrate that marketing optimization is shaped simultaneously by promotion, image, partnerships, scholarships, human resources, and facilities. This supports an IFAS–EFAS approach because it forces the school to evaluate both controllable internal conditions and environmental opportunities or threats before choosing a strategy.

In the present case, strategic scoring is used as an organizing device for qualitative findings rather than as a substitute for stakeholder interpretation. The resulting position is then translated into SO, WO, ST, and WT alternatives, with priority given to the alternative that best fits the school's dominant internal and external conditions.

3. RESEARCH METHOD

Research Design and Site

The study was conducted at SMP Islam Informatika Technology Harapan Ciseeng, Bogor Regency, using a qualitative case-study approach. In order to gain a thorough grasp of the school's present marketing strategies, stakeholder views, internal resources, competitive environment, and new student admissions procedures, the case-study method was used.

While secondary data included school profiles, enrollment statistics, advertising materials, social media content, facility paperwork, and other pertinent documents, primary data was gathered through in-depth interviews and direct observation. The purpose of the fieldwork was to facilitate triangulation by comparing data from internal and external stakeholders.

The analytical unit was the school's marketing strategy for new-student recruitment, examined through STP, the 7P service marketing mix, and internal-external strategic factors.

All interpretations and strategic scores reported in this article follow the source thesis; no statistical generalization beyond the single case is intended.

Informants and Data Collection

Informants were selected purposively based on their direct involvement in, or experience of, the school's marketing and admission activities. Fourteen informants represented the principal, vice principal, PPDB committee, education/administrative staff, parents, and students. Interviews, observation, and documentation were combined to obtain both managerial and user perspectives.

Table 1. Informant Composition.

No.	Informant group	Number	Role in study
1	Principal	1	Policy and strategy
2	Vice principal	1	Program implementation
3	PPDB committee	2	Recruitment execution
4	Education/admin staff	2	Service and operations
5	Parents	4	External decision perspective
6	Students	4	User experience
Total		14	Purposive sampling
Data sources		—	Interview, observation, documentation

Source: Research data, 2026.

Analytical Framework and Data Reduction

Table 2. Analytical Framework.

Framework	Dimensions	Purpose
STP	Segmenting; Targeting; Positioning	Define market and school position
7P	Product; Price; Place; Promotion; People; Process; Physical evidence	Evaluate service marketing
IFAS	Strengths; Weaknesses	Summarize internal factors
EFAS	Opportunities; Threats	Summarize external factors
SWOT	SO; WO; ST; WT	Formulate strategic alternatives

Source: Adapted from the Research Design in the Source Thesis.

Trustworthiness and Strategic Scoring

Data credibility was strengthened through source triangulation, observation, documentation, member checking, and comparison of perspectives among school leaders, PPDB personnel, parents, and students. Qualitative data were reduced, grouped according to STP, 7P, strengths, weaknesses, opportunities, and threats, and then interpreted iteratively.

IFAS and EFAS were used to summarize the relative importance and rating of strategic factors. The difference between Strength and Weakness formed the X coordinate, while the difference between Opportunity and Threat formed the Y coordinate. The resulting coordinates were used to determine the SWOT quadrant and to prioritize SO, WO, ST, or WT strategies.

4. RESULTS AND DISCUSSION

Enrollment Trend and Current Challenge

Over the course of three academic years, the school's new student enrollment decreased and stayed below its yearly goal of 200 students. The number of students enrolled decreased from 70 (35% of the objective) in 2022–2023 to 67 (34%) in 2023–2024 and 57 (29%) in 2024–2025. The pattern demonstrates that the school requires improved strategic alignment between its unique programs, market target, communication channels, and service evidence in addition to more advertising.

Table 3. New Student Enrollment Trend.

Academic year	Target	New students	Achievement	Interpretation
2022–2023	200	70	35%	Below target
2023–2024	200	67	34%	Decline
2024–2025	200	57	29%	Further decline
3-year change	—	-13	-6 pts	Negative trend
Priority	—	—	—	Marketing strategy improvement

Source: Internal School Data Reported in the Source Thesis.

Although enrollment declined, interview and observation data reveal that the school retains several competitive assets: tahfidz, Islamic character formation, affordable fees, teacher participation, an accessible location, and computer-learning facilities. The central issue is therefore not the absence of value, but the need to communicate, package, and continuously improve that value more effectively.

Table 4. Current 7P Marketing-Mix Snapshot.

Element	Current finding	Main strength	Main gap	Evidence	Direction
Product	Tahfidz, literacy, Islamic habituation, P5, extracurriculars	Distinctive Islamic offer	Programs need continuous activation	Interviews/observation	Strengthen flagship branding
Price	Affordable and flexible fees	Fits local economy	Quality must remain visible	Parent interviews	Communicate value transparently
Place	Accessible to nearby communities	Convenient location	Slightly off main road	Field observation	Improve signage/access info
Promotion	School visits, brochures, WA, social media, WOM	Direct visits & referrals	Digital use not optimal	PPDB evidence	Content calendar + digital ads
People	Teachers and staff support promotion	High involvement	Needs message consistency	Staff interviews	Assign roles and scripts
Process	Simple and responsive PPDB	Easy admission	Limited funnel tracking	PPDB process	Track inquiry-to-enrollment
Physical evidence	Classes, computer lab, court, admin area	Supports learning	Repairs/cleanliness needed	Observation	Prioritize visible improvements

Source: Interview, Observation, and Documentation Analysis, 2026.

STP Findings

Segmentation focuses on grade-six SD/MI students in Ciseeng and surrounding areas, with additional attention to families from middle-to-lower economic groups who prefer an accessible school with affordable fees and strong Islamic character education. Targeting prioritizes prospective students seeking Islamic learning, Qur'anic literacy, tahfidz, and character formation. Positioning centers on the identity of an Islamic school with tahfidz, religious habituation, and character development as core differentiators.

Table 5. STP Summary.

STP	Current practice	Primary evidence	Strategic issue	Recommended focus
Segmenting	Grade 6 SD/MI, Ciseeng & nearby;	School visits and parent/student interviews	Geographic reach still narrow	Map feeder schools and digital audiences

STP	Current practice	Primary evidence	Strategic issue	Recommended focus
Targeting	middle-lower income Families seeking affordable Islamic education	Affordability, accessibility, religious needs	Need clearer priority profiles	Focus on high-fit parent/student segments
Positioning	Islamic school with tahfidz and character formation	Programs and religious habituation	Position not consistently amplified	Own tahfidz + character proposition

Source: Qualitative STP Analysis in the Source Thesis, 2026.

The 7P Marketing Mix Findings

The 7P analysis shows a generally coherent service offer. Product strength lies in tahfidz, literacy, religious habituation, P5 activities, and extracurricular programs. Price is relatively affordable and flexible. Place is accessible to surrounding communities. Promotion uses school visits, brochures, WhatsApp, social media, and word of mouth. People are supported by teacher and staff participation. The PPDB process is simple and responsive. Physical evidence includes classrooms, a computer laboratory, a basketball court, and administrative facilities, although several physical elements require improvement.

IFAS and EFAS Results

IFAS produced a total Strength score of 2.34 and Weakness score of 0.92. The strongest internal factor was the tahfidz program, followed by Islamic character formation and affordable fees. The main weaknesses were suboptimal digital promotion, limited promotional budget, facility deficiencies, inactive or uneven extracurricular activities, and cleanliness issues.

Table 6. Detailed IFAS Factors.

No.	Factor	Type	Weight	Rating	Score
1	Tahfidz flagship program	S	0.16	4	0.64
2	Islamic character & habituation	S	0.13	4	0.52
3	Affordable education fees	S	0.13	4	0.52
4	Educator support in promotion	S	0.11	3	0.33
5	Supporting facilities	S	0.11	3	0.33
6	Digital promotion not optimal	W	0.10	2	0.20
7	Limited promotion budget	W	0.07	3	0.21
8	Facilities need repair	W	0.07	3	0.21
9	Extracurriculars not fully active	W	0.06	3	0.18
10	Cleanliness needs improvement	W	0.06	2	0.12

No.	Factor	Type	Weight	Rating	Score
Σ	S=2.34; W=0.92	—	1.00	—	X=1.42

Source: IFAS Calculation in the Source Thesis, 2026.

SWOT Position and Strategic Alternatives

EFAS produced Opportunity 2.06 and Threat 1.16. The resulting coordinates were $X = 2.34 - 0.92 = 1.42$ and $Y = 2.06 - 1.16 = 0.90$, placing the school in Quadrant I. This position supports an aggressive growth-oriented strategy that uses existing strengths to exploit external opportunities.

Table 7. Strategic Position Summary.

Factor	Score	Coordinate basis	Meaning
Strength	2.34	S - W	Internal advantage
Weakness	0.92	X = 1.42	Strength dominates
Opportunity	2.06	O - T	External opportunity
Threat	1.16	Y = 0.90	Quadrant I / Growth

Source: IFAS and EFAS Calculations in the Source Thesis, 2026.

Market Segmentation and Positioning

The STP findings indicate that the school's market is geographically concentrated and needs-based. This is consistent with Nurillah, Heriawan, et al. (2024), who show that Islamic-school marketing benefits from clear segmentation, targeting, and positioning. Asyari and Indri (2024) likewise demonstrate that segmentation and positioning can guide education-market recruitment.

The school's intended position affordable Islamic education with tahfidz and character formation has practical relevance because it combines functional and symbolic value. Nugraha and Sjoraida (2025) suggest that strong positioning becomes more effective when consumers understand the brand promise; thus the school should repeatedly translate its positioning into visible programs, student outcomes, and testimonials.

Product and Price as Core Value Propositions

Program quality and affordability are among the strongest internal advantages. This pattern aligns with Muttaqin et al. (2022), who associate public interest with academic and boarding programs, affordability, location, and promotion, and with Alamsyah et al. (2025), who show that flagship programs can become the dominant reason for school choice.

Because price is a major consideration for surrounding middle-to-lower income families, affordability should be communicated transparently without weakening perceived quality. Mulyati (2024) confirms that a coherent marketing mix can support student growth, suggesting

that price should be framed together with program value, service quality, and learning outcomes.

Promotion, People, and Relationship Marketing

Direct school visits and word of mouth remain important channels. Nurillah, Herawan, et al. (2024) identify collaboration with primary schools as a highly effective education-marketing strategy, while Soponyono et al. (2024) show that broader communication platforms can increase awareness. This supports a hybrid strategy rather than replacing face-to-face recruitment with digital media.

Teacher, parent, alumni, and community participation can amplify credibility. Miswari et al. (2025) recommend stronger community engagement and alumni roles, and Mutakin et al. (2024) connect service marketing with loyalty and recommendation behavior. For the school, these actors can function as authentic advocates when they are given consistent messages and share real experiences.

Digital Marketing and Physical Evidence Gaps

Digital promotion is one of the clearest weaknesses. Sudirman et al. (2021) demonstrate the relevance of social-media-based promotion and STP, while Rianto and Ridlwani (2024) show that social media can expand the education market's information reach. Kunta et al. (2025) likewise recommend technology-based and participatory communication.

However, digital visibility should be supported by service evidence. Lim et al. (2024) underline the importance of people, process, and physical evidence to service satisfaction, and Agustina et al. (2024) show that internal programs and character-building activities can function as persuasive marketing content.

The school should therefore prioritize regular documentation of tahfidz, student achievements, extracurricular activities, facilities, and parent experiences across Instagram, TikTok, WhatsApp, and the school website. At the same time, gradual repairs to classrooms, desks, toilets, cleanliness, and other visible facilities are necessary so that promotional promises match visitor experience.

Strategic Fit of IFAS-EFAS and SWOT

The positive SWOT coordinates (1.42, 0.90) indicate that strengths and opportunities outweigh weaknesses and threats. The main implication is not defensive retrenchment but disciplined growth. Prianugraha et al. (2024) similarly show that marketing performance depends on a combination of image, partnerships, human resources, scholarships, and facilities rather than a single promotional instrument.

The prioritized SO strategy is therefore to strengthen tahfidz and Islamic-character branding, intensify digital promotion, mobilize alumni and parent advocacy, reactivate attractive extracurricular programs, and improve facilities. Aulia et al. (2023) warn that marketing can remain ineffective when competition, facilities, budgets, and human resources are unresolved, so growth initiatives should be sequenced realistically.

Sari (2022) and Munarsih et al. (2021) further suggest that digital-marketing execution depends on organizational capability and practical support. This means that content calendars, staff responsibilities, modest advertising budgets, response standards, and simple enrollment-conversion tracking should accompany the communication strategy.

The school's Quadrant I position is therefore best understood as an opportunity for focused expansion, not as evidence that all marketing elements are already strong. Growth will be sustainable only when promotional reach, service quality, and physical evidence develop together.

Managerial Implications for Enrollment Growth

First, the school should formalize one market promise: affordable Islamic junior-high education distinguished by tahfidz and character formation. Second, each digital channel should repeatedly communicate that promise through real student activities, short videos, parent testimonials, achievements, and clear admission information.

Third, feeder-school visits should be maintained because relational promotion remains effective, while alumni, parents, and students can be organized as referral partners. Jamaludin et al. (2024) emphasize marketing communication in new-student admission, and Febriyanti and Arifin (2023) show the value of platform-specific online communication.

Finally, the school should monitor simple funnel indicators: reach, inquiries, school visits, application starts, completed registrations, and source of referral. These measures would address one limitation of the source study, which had limited quantitative documentation of promotional effectiveness and conversion, and would provide evidence for future strategy evaluation.

5. CONCLUSION AND RECOMMENDATIONS

SMP Islam Teknologi Informatika Harapan Ciseeng has implemented STP and all seven elements of the service marketing mix, but its marketing performance has not yet prevented a decline in new-student enrollment. The current market focuses on grade-six students in Ciseeng and surrounding areas, especially families seeking accessible and affordable Islamic education.

The school's strongest value propositions are tahfidz, Islamic character formation, affordable fees, teacher participation, and supporting educational facilities. Its main weaknesses are suboptimal digital promotion, limited promotional budgets, facility deficiencies, uneven extracurricular activity, and cleanliness issues.

IFAS and EFAS place the school in Quadrant I with coordinates (1.42, 0.90), indicating a Strength–Opportunity growth position. The priority strategy is therefore to strengthen tahfidz branding, optimize digital promotion, involve alumni and parents, develop extracurricular programs, and improve physical evidence gradually.

Because the research concerns one school and relies predominantly on qualitative evidence, the findings should be interpreted contextually. Future research should compare multiple private schools and add quantitative marketing indicators such as channel reach, inquiry-to-registration conversion, acquisition cost, and enrollment source.

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