

Education world competition problems: Case study MI Ma'arif Karanganyar

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ABSTRACT

This study aims to determine the steps taken by educational institutions to face competition from educational institutions. The emergence of new educational institutions on the one hand is a positive signal of the high level of government or public attention to the world of education, but on the other hand the competition between educational institutions is increasingly attractive. With these considerations, marketing for educational institutions is absolutely necessary. Universities or schools as education service providers need to learn and take initiatives to increase customer (stakeholder) satisfaction, because education is a circular process that influences each other and is continuous. Therefore, an educational services marketing strategy is needed to win competition between educational institutions, as well as to increase the acceleration of improving the quality and professionalism of the management of educational institutions. MI Ma'arif Karanganyar uses SWOT analysis before determining the marketing strategy, after conducting a SWOT analysis MI Ma'arif Karanganyar performs marketing target segmentation so that the marketing strategy carried out by MI Ma'arif Karanganyar is able to survive and compete with surrounding educational institutions.

KEYWORDS

Ceducation; Competition;
Educational institutions;
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Introduction

Education is essentially an effort to pass on values, which will be a helper and determinant of humanity in living life, as well as to improve the fate and civilization of mankind. Without education, it is believed that today's humans are no different from past human generations, who, compared to today's humans, have been left behind both in the quality of life and in the processes of empowerment. In an extreme way, it can even be said that the success or failure of the civilization of a society, a nation, will be determined by how the education that the nation of that society undergoes.

The rapid growth of educational institutions in recent years shows the dynamic development of the education sector. Increased awareness of education is one of the elements that encourages the growth and development of various educational institutions. However, competition in the quality of education is the main assessment in developing educational institutions that are increasingly mushrooming in our environment. Educational institutions that have managed to grow well at this time are educational institutions that are able to develop strategic competition to see the opportunities that exist besides always carrying out continuous development. Competition in educational institutions should be seen as a motivation in developing the quality of education so that the education created is able to become a quality educational institution. Competitiveness and innovative strategy is one of the most important elements in order to see the development of education well.

Educational institutions are one of the parties whose role is to educate the nation's life through the implementation of education in Indonesia, of course faced with obstacles related to improving the quality of the educational programs offered. The availability and quality of teaching staff according to their fields, as well as the integrity and intellect of teaching staff are required to meet the qualifications of educational programs offered by an educational institution. The quality of teaching staff and the quality of the programs offered can be used as one of the keys to competitive educational institutions in facing the world of education which is increasingly competent in facing global competition, especially in the world of work.

Educational institutions must be able to offer educational packages that prepare students to be able to compete in the world of work both in quality and quantity. Educational institutions must have educational packages that can attract a large number of prospective students to join an educational institution and produce students who are of

good quality and have the courage to compete with students from other educational institutions. Education has a very important function in developing a steady and meaningful relationship between education and the reality of life in social life, while the basic role of education is to humanize humans.

Along with the rapid development of the era, many educational institutions have sprung up that run the business of education and training services with various educational programs offered. With many educational institutions, there are more choices for prospective students to choose and determine the appropriate educational institution and of course provide better quality results. Each educational and training institution has advantages that it wants to offer to prospective students as the advantages of each existing educational institution. It is used as competition in the educational institution industry.

In a study conducted by Efferi, (2014) entitled Dynamics of Competition Between Educational Institutions, it was concluded that one way to address the competitive climate for managers of educational institutions is to improve or increase their institutional marketing methods. Although this marketing term tends to be synonymous with the economic and business world, this activity can also be adopted into the management of educational institutions or schools. For reasons, even though educational institutions are not profit organizations, they are institutions or organizations that provide services or services to the community. In this context, marketing activities or marketing educational products in modern management is something that must be done, with the expectations of the community or users when choosing an educational institution, really with logical considerations, not purely emotional.

In the face of intense competition in education and training institutions, it requires these educational and training institutions to always keep abreast of technological and information developments as well as the needs of the world of work. Educational institutions must have the ability to develop strategic options in order to adapt to a dynamic educational business environment. Says competition is the essence of the success or failure of a company. Competition determines the accuracy of company activities that can contribute to company performance such as innovation, cohesive culture or good implementation (Porter, 2008).

Ningrum, (2022), explains that the Main Magistra carries out marketing strategies to achieve competitive advantage such as optimizing marketing activities, minimizing marketing, promotion and presentation costs, empowering and optimizing the use of social media, both Facebook, websites and group chats, so that these institutions can survive and also compete.

The occurrence of competitive educational growth is part of social interaction both between individuals and groups, so that forms of competition or competition will always exist. This is in line with the basic understanding of the word competition itself, it is stated that competition is a social process, in which individuals or groups of people who compete seek profit. through areas of life which, at a certain time, become the center of public attention (both individuals and groups of people) by attracting public attention or by sharpening pre-existing prejudices.

The main objective of this research is to find out the strategy of MI Ma'arif NU Karanganyar in facing the educational competition that is happening around it. To achieve the overall objective, this research work is designed to achieve the following specific objectives and hypotheses: MI Ma'arif NU Karanganyar already has 48 competitors, namely: 8 MI and 40 SD. Some of these educational institutions have been established for a long time and some have been running for several years, while MI Ma'arif NU Karanganyar has only been established since 2020, meaning it has only been two years, so this is a tough challenge that must be taken seriously.

Hypotheses

MI Ma'arif NU Karanganyar already has 48 competitors, namely: 8 MI and 40 SD. Some of these educational institutions have been established for a long time and some have been running for several years, while MI Ma'arif NU Karanganyar has only been established since 2020, meaning it has only been two years, so this is a tough challenge that must be taken seriously.

The conceptual model of the study

As shown in Figure 1, the conceptual model was developed by taking into account the study's hypotheses, literature review, identified problems, and the theoretical underpinnings that supported the research.

Literature review

Competition is an interaction without social contact. Meanwhile, said that competition or competition can be interpreted as a social process, in which individuals or groups of people who compete seek profit through various fields of life. at certain moments it becomes the center of public attention (both individuals and community groups) by attracting attention or by sharpening existing continuity without using threats or violence.

Based on the meaning of the words and expert opinion above, it can be concluded that competition is a natural process that occurs due to interactions in society, both between individuals and between groups. Starting from the desire to accentuate each other's advantages, then giving rise to what is called competition, because between competing parties trying to be the most superior party.

Kinds of Competition

As stated above, competition is a social process, both individual and group. Whether we realize it or not, competition will always exist in the midst of society, and takes place every day and even every time. Quoted from the book there are several forms of competition that occur, including:

1. Economist Competition
2. Cultural Competition
3. Competition for Positions and Role
4. Race Competition¹

Background to the Emergence of a Competition Climate

There are several factors behind the competition in Indonesia or more precisely the conditions that are around us today.

1. Radius or distance between educational institutions

On the one hand, the number of educational institutions that have been established is something to be proud of, because the government or the community has great concern for the education sector. But on the other hand, this is a kind of time bomb that can explode at any time or cause problems of its own. Whether we realize it or not, the explosions or embryos of the emergence of these problems are beginning to be felt especially by the managers of educational institutions and even on a wider scale by the government.

In one area with a distance of only a few meters, there are two or three educational institutions with the same level and type, in some cases even in the same location. You can imagine how high the competitive climate that emerged between these educational institutions, especially during the acceptance of new prospective students.

2. Community Economic Level

People with low or mediocre economic levels tend not to care much about the performance or appearance of schools. For those who are important their children can go to school, just like other children. Usually in this society there are also many explanations, or in other languages it is easy to accept whatever the conditions of the educational institution where their children go to school. Teacher qualifications that do not match between the subjects taught and their educational background, inadequate infrastructure and so on so that they receive less consideration.

Then the question is, what is the relationship between this economic level and the emergence of a climate of competition between educational institutions. Maybe the answer tends to be the author's personal subjectivity, because it is based on observations that occur in the field. Conditions like this then become a promotional ground for managers of educational institutions, by offering various free facilities for parents who want to send their children to educational institutions.

3. Parental Domination

Sometimes the choice to enter an educational institution or school is not solely the choice of the child, but not infrequently due to the wishes of their parents. Speaking from the perspective of parents, in general it can be divided into two major groups. First, their choice of an educational institution or school is due to considerations of the costs to be incurred, and secondly, due to considerations of the quality of the educational institution or school, especially related to the quality of the teachers.

4. Social status

Although this criterion seems naive because there are schools that discriminate between the social status of their students. But this phenomenon is not solely formed by education or school administrators, perhaps more precisely natural processes. Why is that, at first the management did not intend to make the school for certain economic groups or social status, maybe because of good management and measurable quality, over time the school was dominated by certain segments only. In order for an educational institution or school to have good quality or reputation, the management must of course have certain tips, sometimes for this it requires a lot of money and it is impossible if the source is only from the government. In some cases, there are educational institutions that have the courage to invest in this matter and of course with the calculation that one day the parents of the students will pay it back.

Addressing Competition in Educational Institutions

Education is believed to be a strategic tool to improve human life. Through education, humans become intelligent (intelligence), have the ability or expertise (skills), a good attitude to life (attitude), so they can get along well in society. According to Engkoswara and Komariah (2010) education is an investment that provides social and personal benefits, which makes the nation dignified and individuals become human beings with degrees.

Interpreting educational activity as an investment, in the context of this discussion it can also be interpreted that education is one of the supporting elements in competition or competition, both individually, in groups and as a nation. Someone with sufficient educational provision will find it easier to get a job (although in many cases this is not the main standard), as well as increasing his dignity in the community where he socializes. For groups or nations, the higher the level of education (literacy) of citizens or society, is a measure that the leadership or the state has serious concern for education.

Meanwhile, according to UNESCO (United Nations, Educational, Scientific and Cultural Organization) in an effort to improve the quality of a nation, there is no other way except through improving the quality of education. The United Nations (UN) through this UNESCO institution, launched four pillars of education both for the present and for the future, Priscilla, C., & Yudhyarta, D. Y. (2021) namely: (1) learning to know (deep and broad mastery of a particular field of knowledge), (2) learning to do (learn to apply knowledge, work together in a team, learn to solve problems in various situations, learn to work or apply knowledge gained by students), (3) learning to be (learning to be independent, to be responsible for realizing common goals), and (4) learning to live together (learning to understand and respect for other people, their history and religious values). The four pillars of education combine the goals of intelligence quotient (IQ), emotional quotient (EQ), and spiritual quotient (SQ).

Methods

The method used in this study is a qualitative method based on in-depth observation and interviews. According to Strauss and Corbin (2007: 1), qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. Even so, the data can be calculated and presented in numbers as in the census, the data analysis is qualitative. Qualitative research refers to non-mathematical data analysis. This procedure produces findings obtained through data collected by various means, including interviews, observations, documents or archives, and testsⁱⁱ.

The research subjects were the competitive strengths of MI Ma'arif NU Karanganyar and the interview targets in this study were: 1. the principal of MI Ma'arif NU Karanganyar, 2. School Committee, 3. Teachers and staff, 4. Parents or guardians of MI students Ma'arif NU Karanganyar.

Results

After conducting observations and interviews with relevant sources, the researcher found several important points related to the competition faced by MI Ma'arif NU Karanganyar, namely:

MI Ma'arif NU Karanganyar uses a SWOT analysis. SWOT analysis compares external factors of opportunities and threats with internal factors of strengths and weaknesses.

MI Ma'arif NU Karanganyar to be able to compete is trying to analyze marketing target segmentation starting from the economic status of customers, mileage to competitors, so they are able to make the right policies and decisions.

MI Ma'arif NU Karanganyar builds school branding to attract more customers. To build a good image, madrasas make policies and several agendas that involve parents or guardians of students and the surrounding community.

Discussion

SWOT analysis

Historically, George Albert Smith Jr. and C Roland Christensen, experts at the Harvard Business School (HBS) Policy Unit in 1950, used SWOT in organizational and marketing strategy under the name Balanced Scorecard. SWOT was then developed until now. This development is not only on the scale of business organizations, but has been used as a strategic method in various organizations to maximize an organization's goals.

SWOT is an acronym for Strengths, Weaknesses, Opportunities and Threats. The strategic method used in measuring forms of possibility that can be exploited and maximized opportunities and strengths and as well as overcome forms of threats and weaknesses. With SWOT analysis it is possible to identify positive and negative factors that influence the implementation of an organization both internally and externally. SWOT analysis has become a commonly used tool in educational strategic planning, but remains an effective tool in locating the potential of an institution.

Strength

The results of an analysis of Strength at MI Ma'arif NU Karanganyar is that MI Ma'arif NU Karanganyar is one of the madrasas under the Ma'arif NU Educational Institution, where NU itself is a mass organization that already has a lot of congregations, so jamaat This can be directed to become a customer for MI Ma'arif NU Karanganyar.

MI Ma'arif NU Karanganyar has enormous financial and political support from its supporters. So it is very easy to carry out development in terms of quantity such as buildings, land and other facilities and in terms of quality

Weakness

The weakness of MI Ma'arif NU Karanganyar is the lack of knowledge of the community in the Karanganyar area and the NU congregation, especially towards schools under NU, one of which is MI Ma'arif, because NU has built more Islamic boarding schools and community social services than building formal schools. . or madrasas, moreover MI Ma'arif NU Karanganyar was only built 2 years ago, so there are still many people who do not know about the existence of MI Ma'arif NU Karanganyar.

Opportunity

MI Ma'arif NU Karanganyar has quite a lot of opportunities to be utilized so that it can compete with other educational institutions around it, including:

1. MI Ma'arif NU Karanganyar under the NU Community Organization which has many congregations and it becomes an opportunity if the congregation is directed to become a customer of the Ma'arif educational institution.
2. In Karanganyar Regency there are only 2 Ma'arif MI and they are located far apart, so there is no need to compete with other ma'arif educational institutions.
3. Public awareness about education for their children has increased so that this has become an opportunity for Islamic-based educational institutions, especially MI Ma'arif NU Karanganyar.

Threats

There are still many threats currently faced by MI Ma'arif NU Karanganyar, but they can still be faced and solutions can be found. These threats include:

1. MI Ma'arif has only been established for two years, so the surrounding community does not know about it and is not even interested in becoming a customer for MI Ma'arif NU Karanganyar.
2. MI Ma'arif NU Karanganyar has a lot of competitors, namely from 40 SD (Elementary School) and 8 MI (Madrasah Ibtidaiyah). these competitors are a serious threat to MI Ma'arif NU Karanganyar if it increases competitiveness.
3. Lack of trust from the surrounding community because MI Ma'arif NU Karanganyar does not yet have accreditation and achievements to be proud of or use to attract the surrounding community.

1. Marketing Target Segmentation Analysis

Says that social stratification or social stratification is the difference between the population and society into stratified classes or "hierarchically" the embodiment of which is high class and low class.

According to Indradjaja and Karno, marketing of educational services is absolutely necessary because of the following things (Wijaya, 2012):

- a) We need to convince the public and customers of education services (students, parents, and other related parties) that the educational institutions that we manage still exist.
- b) We need to convince the public and customers of education services that the educational services we provide are relevant to their needs.
- c) We need to do marketing of educational services so that the types of educational services we provide can be known and understood by the public, especially customers of education services.
- d) We need to carry out marketing of educational services so that the existence of schools is not abandoned by the public and potential customers of educational services.

MI Ma'arif NU Karanganyar makes several groups in target marketing or marketing target segmentation after conducting analysis, including: upper social class, middle class, lower class. To get high-class customers, MI Ma'arif's PR and marketing management team distributed brochures through several local regional officials or made direct visits to offer directly to potential customers. Apart from being a customer, they are also offered to become members of the foundation as well as donors.

This middle social class is the surrounding community in general. Marketing was carried out by distributing brochures to the nearest Kindergartens and RA-RAs, placing billboards and banners at the nearest strategic places and advertising through social media.

The lower social class is intended for people who are still in the same village area as MI Ma'arif NU Karanganyar by giving a notice and invitation that MI Ma'arif NU Karanganyar provides scholarships for orphans, orphans and poor people.

2. School Branding

According to Triwiyanto (2015) there are many efforts or strategies that can be done to carry out school branding or public image of schools. The school image efforts or strategies are 1) increasing the work of school principals, educators, and education staff; 2) school participation in school and student competition activities; 3) build a network (network) with parents and the community; 4) improvement of excellent academic and non-academic services; 5) possession of a good school accreditation rating.

Of the five strategies, MI Ma'arif NU Karanganyar could only carry out three strategies, namely:

1. Increasing the work of school principals, educators, and education staff.

Improved work is being done by involving school principals and all staff in seminars held by the Ministry of Religion or other institutions. In addition, it also supports and supports teachers who wish to continue their education to a higher level.

2. Build a network (network) with parents and the community.

MI Ma'arif NU Karanganyar held recitations for the surrounding community so that the Madrasa would be better known by the public. Then the Madrasa also held several competitions for kindergarten and RA aged children as well as promoting the madrasa to the parents or guardians of the contestants

3. Improving excellent academic and non-academic services.

Madrasas provide special guidance for students, including special programs for Arabic and tahfidz, because the flagship program of MI Ma'arif NU Karanganyar is Arabic and tahfidz. In the case of non-academic madrasahs provide concessions to parents or guardians of students in terms of payment of tuition fees and other administration.

Conclusion

MI Ma'arif NU Karanganyar uses a SWOT analysis. SWOT analysis compares external factors of opportunities and threats with internal factors of strengths and weaknesses.

To be able to compete, MI Ma'arif NU Karanganyar tries to analyze marketing target segmentation starting from the economic status of customers, mileage to competitors, so they are able to make the right policies and decisions.

MI Ma'arif NU Karanganyar builds school branding to attract more customers. To build a good image, madrasahs make policies and several agendas that involve parents or guardians of students and the surrounding community.

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