

CHAPTER I

INTRODUCTION

Students had some reasons why they entered a school for a place to continue their study. Those reasons were supposed coming from marketing mix model done by school. Then the phenomena should be explained clearly. The using marketing mix for influencing student's choice must be understood without complicated matter. That's why background of problem is needed to explain the case happened.

1.1 Background of the Problem

Education is believed to be a strategic tool to improve human life. Through education, people become smart, have the ability or skill and good attitude, so that they can get along well in society. Education becomes an investment that pays benefits that make social and personal dignity of the nation and the individual human being better.

Developments in science and technology require people to make the changes so that they can keep up with the times. The role of knowledge is essential for any society that will improve its ability to follow a competitive rivalry in the multidimensional crisis.

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 by improving the quality of education. United Nations (UN) through the four pillars of UNESCO proclaimed good education for the present and for the future, that are: (1) learning to know (deep and broad mastery in a particular field of science), (2) learning to do (learn to apply the knowledge, work as a team, learn to solve problems in a variety of situations, learn to work or apply the knowledge gained by the students), (3) learning to be (learning to be independent, to be responsible to realize the goal together), (4) learning to live together (learning to understand and respect other people, their history and their religious values). The four pillars of education combine the goals intelligence quotient (IQ), emotional quotient (EQ) and spiritual quotient (SQ).

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Education in crisis multidimensional prolonged has attracted the attention of various people and moved into one of the major expenditure items that weigh most members of the public.

Indonesia should pay attention to education programs if the country does not want to lose reliable, intelligent and integrated generation in the nation. Education is a supporting factor that plays an important role in all sectors. To speed up the distribution of education in Indonesian society and the educational opportunities of high quality for all Indonesian people towards the creation of human Indonesia high quality then the government should really realize the budget around 331,8 trillion rupiahs by the Indonesian Budget.

In addition, Law No. 20 Year 2003 on National Education System provides the legal basis for establishing national education by applying the principles of democracy, decentralization, autonomy, justice and upholding human rights. Implementation of the provisions of this law is expected to support all efforts to solve the problems of education in order to contribute significantly to the macro issues of Indonesia.

That will let all the people represented segments of society associated with education, either directly or indirectly have a good understanding of the contents of this law. Thus, it gives the meaning that all components of the community are entitled to a better education opportunity to create qualified human resources. Thus Indonesia will have a strong development policy that is the availability of qualified human resources in all sectors.

Basically, a school can be said to be a good school if the school has a high credibility and quality in teaching and learning system. Then, they are done with the purpose to make students are not only smart but also have a good personality. In addition, the good senior high school will also lead the students to learn well and can achieve many accomplishments.

These days, competition between schools is more attractive. Marketing for educational institutions is absolutely necessary. School as an educational service agencies need to learn and have the initiative to improve the amount of customers (students). Therefore, the necessary educational services marketing strategy is

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winning the inter-school competitions as well as improving the quality and professionalism of the school management.

Currently, the term effectively and efficiently is a term often used in a tighter pattern. No exception to education, including the school felt the demanding conditions. Many of the changes have been done especially regarding patterns of school management over the years. School as an educational service agencies need to learn and have the initiative to further improve customer satisfaction, because education is a circular process of mutual influence and sustainable. School initiatives starting from finding out (market research) educational market conditions, from various segments of the market. Furthermore, the school set a marketing strategy to suit the target market.

Marketing for educational institutions (especially schools) are absolutely necessary. First as a non-profit organization engaged in educational services, for any level, it is necessary to convince the public "customers" (students, parents, and other concerned people) that institutions still exist. Secondly, it is necessary to convince the public and the "customers" that truly educational services are relevant to the needs of the community.

Thirdly, the need to conduct marketing activities in order types and forms of education may be widely known and understood by the public. Fourthly, the existence of institutions is not abandoned by society at large as well as "potential customers". Event marketing is not just the business activities of educational institutions that receive students, but also a form of responsibility to the wider community.

Marketing strategies are designed to enhance the consumer's perception of opportunities and positive feelings towards products, services and certain brands, will try to produce qualified product, service or brand. To develop marketing strategies competitive, marketers need to know which customers are likely to buy their products, what factors cause them some love the product, what criteria were used in deciding to buy the product, how they obtain information about product and others. So it can be seen clearly, the interrelationship between marketing strategy and consumer behavior.

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Talking about education in Indonesia, it is not spread fairly. It is centered in Java Island. It is estimated happened because Java is a place where the capital city stand for. West Java is a modern region in Java. Facilities for education are easily to get here. There are a lot of schools available. Many schools are good, some are not. However, West Java is being an education destination for other regions around Indonesia. Government does a role in Jakarta which is in near West Java. So, cities in West Java in this term should have good education. However, the facts are not like that.

So many places in Java don't have good facilities. They may be remote areas from government control. Good or not the facilities depend on how the local government takes a hand how the education should be held.

Commonly in Indonesia, especially in Java, the schools are divided by two which are state school and private school. State school is a school financially handled by government. In another hand private school is financially handled by non-government. It can be an institution, a group of people and others.

Different with condition in the last time in which people didn't think so much to enter a good school or not, schools were the same, right now people have different concept. So many schools are held. They offer different facilities and images for being good schools. They compete each other become the best. Here, the students need a think to choose a good school for them.

Talking about private schools, it is more interesting than state school. How schools get competition each other to interest students to choose them should be explained more. Having strategies are main points how a school can be established. The conditions of private schools in Java are different between big cities and small cities. Schools in big cities have access to be good ones. In another hand, schools in small cities must struggle to maintain their existence.

The unique condition above makes the writer interested to describe more about the struggling from a private school in a small city. The writer chose Tasikmalaya as object study because Tasikmalaya is a small city which should struggle to maintain the existence of good schools. More focus, the writer chose

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SMA BPK PENABUR Tasikmalaya as a research. There are some reasons why the writer chose SMA BPK PENABUR Tasikmalaya for the research.

SMA BPK PENABUR Tasikmalaya is a private school. The school must have independent source in finance to maintain. As a branch of BPK PENABUR, the school follows the rule from the center of BPK PENABUR in Jakarta. Compete with other senior high schools in Tasikmalaya need good strategies. It is better to know the history of SMA BPK PENABUR Tasikmalaya.

SMA BPK PENABUR Tasikmalaya can not be separated from the effort and struggle Br. Thio Sioe Tjoan.

In about 1953 Br. Thio Sioe Tjoan proposed the idea of establishing his own school since the children of the congregation of GKI-Jabar (Chinese Kie Tok Kauw Hwee Hwee Khu Jabar) must attend school under the auspices of the institution of GKP.

This idea received a positive response and support from the congregation and the congregation of GKI West Java Assembly eventually ideas that could be realized on the date of October 15, 1953.

Schools established comprising kindergarten and elementary. For SD was originally given the name "SD Masehi" to simultaneously open for grade 1, 2, and 3. Students for kindergarten and first grade I were new, while students for grade 2 and 3 were transferred from SD 'Immanuel' owned by GKP (former school zending - Netherlands).

Kindergarten was held in the building next to the church at a cost of Rp 15,000, - (fifteen thousand rupiahs), while for 3 (three) space required for SD, Assembly Church GKI West Java allowed the school to use the church and consistory.

At the beginning of 1954 with the assistance of BPK JABAR (before it was changed to BPK PENABUR) was Rp 60,000, - (sixty thousand rupiahs), built a four (4) classrooms with the location of some of the church's land and partly on the gutter (after received permission from the government shut down the gutter Tasikmalaya regency). The classroom was built entirely on top of the gutter, while the soil next to the church was used for playground and ceremonial purposes.

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Having completed 4 classrooms, the children were moved to a new class which is on Jl. No veteran. 51 Tasikmalaya.

For passage of school operations, then was appointed a Principal is Mr.. Djin Tan Swie. In addition to serving as head of the SD, he also served as head of the kindergarten. It also recruited two (2) teachers namely Mr.. E. Gunata (Liem Tiam Ek) and Br. Trilianti Hartani.

In 1954 Br. Djin Tan Swie moved to Jakarta, it was replaced by the position of Principal Br. E. Gunata (Liem Tian Ek) and as a substitute Br. E. Gunata was Ny. Gunata own.

1956 Christian Elementary School for the first time Tasikmalaya state examination attended by 10 students and graduated 100%.

Given the SDK students who have passed the necessary school to continue their studies to the next level and also the insistence of the parents so that there was continuity of children's education, then in August 1, 1957 officially established Christian junior high school located in a rented not used building of the old GKP Tasikmalaya (a former Missionary schools - Netherlands).

From year to year the number of students is increasing SDK, and there was insufficient space, then in 1973 it was decided to add classrooms by asking permission to local government of Tasikmalaya. After receiving permission, 2 classrooms, 1 office room, 2 bathrooms / WC and urinal for boys were built.

In 1976 it was decided to hold SMA BPK PENABUR to accommodate children from SMP BPK PENABUR, after obtaining permission from the Regional Office of the Department of Education of West Java. Teaching and learning activities carried out in the afternoon after school activity SMPK completed.

Dated March 26, 1979 the new SDK building built in 1973 nested, so the SDK has 9 classrooms, principal of office space, a library, infirmary, teacher offices and WC.

Efforts so that students could enter SMA BPK PENABUR in the morning realized in 1980. With the approval of GKP Tasikmalaya to establish and add to the building, then on 3 November 1980 was a groundbreaking development in the

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next 4 classroom building SMP BPK PENABUR. The inauguration of the use of the building took place on May 3, 1981.

At the date of June 6, 1985 Board of Tasikmalaya BPK PENABUR could buy a land area of 455 m² on Jl. No. Cihideung Balong. 84 Tasikmalaya. The location of the land was opposite the location of the SD BPK PENABUR. Then on December 6, 1985 was the laying of the first stone building with 2 floors. Inauguration of the use of this building was held on July 12, 1986.

SMA BPK PENABUR developments were encouraging, because the students who signed up not only of SMP BPK PENABUR alone but also from the other junior high schools. Considering it was to meet the shortage of classrooms, the date of July 1, 1988 the old building nested. Inauguration was made by the Chairman of the BPK PENABUR, Drs. Djufrie N. Sentana, MBA on January 14, 1989.

SD BPK PENABUR also experienced growth in the number of students who were very good, then on August 1, 1990 Tasikmalaya Board decided to hire former elementary school building owned by GKP Immanuel Tasikmalaya located at Jln. Selakaso (next GKP) for 5 years. This was done so that the teaching and learning activities in the SD BPK PENABUR done in the morning were given during the morning and afternoon.

With the submission of the budget to purchase land BPK PENABUR, then on February 15, 1995 was the purchase of a plot of land of 2,242 m² in Ibu Apipah allocated for building the SD BPK PENABUR. The first stone laying ceremony took place on 24 November 1996 by the Chairman of the BPKPENABUR, Drs. Ruddy Koesnadi (plenum coincided in Tasikmalaya). Removal plan SD BPK PENABUR from the old location to the new location gets a bit of a challenge given the situation in Tasikmalaya parents felt pretty serious after rioting and arson incident churches in Tasikmalaya in 1996.

With the support of the inclusion of prayer and God's undying faith for His children, so the plan remained to be implemented in the academic year 1998/1999 SD BPK PENABUR officially moved to a new location. Worship and thanksgiving ceremony were held on June 19, 1998.

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The launching was by the Chairman of the BPK PENABUR Drs. Ruddy Koesnadi held on August 3, 1998.

Area for high school on Jl. Selakaso 63 Tasikmalaya which was owned by the GKP ranging from 1957 s / d 2000 or for 43 years PENABUR Tasikmalaya hired by the BPK PENABUR. Finally over thanks to God and the prayers of the congregation of GKI Tasikmalaya, the entire extended family PENABUR Tasikmalaya CPC and CPC funding support from BPK PENABUR - On July 1, 2001 the land and buildings belonged to official schools of BPK PENABUR after holding the first payment on the GKP.

Middle and high school buildings in particular locations used by the SMP weathered considering the age of the building is old - the age of the building was estimated at between 60-70 years.

With faith -BPK PENABUR Tasikmalaya apply to BPK PENABUR to remodel the building considering the condition of the building was not suitable to be used also inadequate location with a growing number of students.

Finally in early December 2005 - began the construction / renovation of school buildings in Jl Selakaso 63 and on September 9, 2006 the building was completed and inaugurated by the Chairman of the BPK PENABUR was accompanied by the Secretary General of BPK PENABUR.

In accordance with the plan anyway, then on January 8, 2007 school building in Jl Selakaso No.. 63 was used for elementary and SMA BPK PENABUR while occupying the building in Jl Ibu Apipah which was originally used for SD BPK PENABUR.

After knowing the history, talking about education in high school should be described. As people know when the junior high school level has been completed, the students will continue to pursue senior high school education levels. Continuing education in the proper senior high school will make students to have a good education for themselves. The students in Tasikmalaya realize that to choose a good high school is very important because if the students are able to enter a good high school, not only their own parents to be proud of, but it also means they will get qualified education that can build the students themselves.

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These things are the reason a senior high school can be considered as a good high school. In the eyes of parents and the community, students who enter a good senior high school mean the student will be receiving a qualified education, and this is something that is commonly used as a pride for the parents when the child gets in high school and becomes a good student.

The pride is not only owned by the parents because their children would receive a good education, but also for their senior high school students themselves. A good senior high school provides adequate facilities for the students to be able to develop their skills, not only in academic terms, but also in other areas, such as foreign language skills, the ability to master science and math. And it is not just an appropriate curriculum, but also the development of talent for the students themselves, and activities other than academics.

Good senior high school that quite often becomes a choice for parents and students themselves are PENABUR Tasikmalaya. SMA BPK PENABUR Tasikmalaya located in Apipah Street, Tasikmalaya. SMA BPK PENABUR Tasikmalaya's mission is to build students' belief in God (faith), the values of knowledge (education), and has the spirit to serve others (service).

This time, SMA BPK PENABUR Tasikmalaya has 83 new students entering grade X. These are the collected data from last 5 years.

1.1 Students tested and received in SMA BPK PENABUR Tasikmalaya

| Year | Students Registered | Students Tested | Students Received |
|------|---------------------|-----------------|-------------------|
| 2008 | 82 | 80 | 69 |
| 2009 | 87 | 86 | 74 |
| 2010 | 101 | 99 | 96 |
| 2011 | 90 | 89 | 80 |
| 2012 | 104 | 102 | 83 |

Source: SMA BPK PENABUR Tasikmalaya

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The students come from some areas, not only from Tasikmalaya area. They have some reasons why they choose SMA BPK PENABUR Tasikmalaya as their senior high school.

The problem from SMA BPK PENABUR is many graduated junior high students entered the state schools. There are four state schools that are favourite in Tasikmalaya which are SMA N 1, SMA N 2, SMA N 3 and SMA N 4. Each school has own strength.

SMA N 1 is good in Science and Math. In addition, this school becomes an example for being an international school. SMA N 2 is good in sport. Their basketball team often wins the competition. SMA N 3 is very good in social. They often win debate competition. Then, SMA N 4 is excellent in English. From this school, speech competition is won by them.

The most important is the tuition in those schools are much cheaper than BPK PENABUR Tasikmalaya. Graduated junior high students who want a good school in a cheap tuition will enter those schools than SMA BPK PENABUR Tasikmalaya.

The influence of them is the amount of students entering SMA BPK PENABUR will be decreased. Then, the quality of students who enter SMA BPK PENABUR is not good. It is because smart students are more interested to enter state schools.

Many strategies SMA BPK PENABUR did to interest graduated junior high school students to enter the school. First, SMA BPK PENABUR gave scholarship until 100% free tuition for graduated students who got rank 1-3. By doing this, hopefully smart students will enter to SMA BPK PENABUR.

Second, SMA BPK PENABUR visited some junior high schools to introduce the school itself. By knowing the good ones in SMA BPK PENABUR, many students will be interested to enter.

Third, SMA BPK PENABUR held an annual big event. The event showed the skills of students in a modern performance. It is believed to have ability to interest students.

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Marketing mix model, especially educational services, is chosen because in conjunction with the marketing of higher education services cannot be separated from discussion of the product / program of study, place, price / tuition fees and promotion, people, process and physical evidence. Professional capacity of the SMA BPK PENABUR Tasikmalaya in optimizing the marketing mix strategy tends to be directed at the behavior of junior high school students to choose SMA BPK PENABUR Tasikmalaya as a place of learning.

Every private school has its marketing strategy and management. The composition of attraction of the factors that influence the marketing mix decisions junior high school students to choose SMA BPK PENABUR Tasikmalaya, that are taking into account the product (program), place, price (tuition fees), promotion, people, processes and physical evidence.

In this case there are several factors that affect junior high school graduate students in determining the choice of their continuing study in SMA BPK PENABUR Tasikmalaya, especially in the marketing mix strategy is applied. Marketing mix strategy is the decision making process in choosing a senior high school.

Marketing mix has been already done by SMA BPK PENABUR Tasikmalaya actually. First about product, SMA BPK PENABUR uses national standard curricula. It means learning process there is admitted by the nation. Second, it is about the place, the school itself placed in a strategic place which is easier for students to get in. Third, about price, SMA BPK PENABUR applied the tuition based on the condition of financial from the family. It looked fair indeed.

Fourth, it is about promotion. The school held the annual big event which is believed interesting for students. Fifth, it is about people. SMA BPK PENABUR Tasikmalaya has qualified teachers in which they have right educational background. It means students will get the right lesson from the right people. Sixth is about process. Process for registration is not complicated. It is easy for students to register. Then, the last is about physical evidence. SMA BPK PENABUR has a modern building which is awesome comparing with others.

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It can be concluded from above that SMA BPK PENABUR Tasikmalaya perfectly did marketing mix. The problem is there is no right knowledge that all of these influence student's choice or not in real. That's why the writer want to explain how the marketing done by SMA BPK PENABUR Tasikmalaya influence student's choice to enter the school.

Here, the writer wants to explain more done by SMA BPK PENABUR Tasikmalaya on seven aspects of educational marketing mix model that are products, place, price and promotion, people, process and physical evidence.

Then, it becomes a research for *THE ANALYSIS OF EDUCATIONAL MARKETING MIX MODEL AND ITS INFLUENCE ON STUDENT'S CHOICE TO STUDY IN SMA BPK PENABUR TASIKMALAYA*

1.2 Identification and Formulation of the Problem

1.2.1 Identification of the Problem

The numbers of students who enter Senior High School of PENABUR Tasikmalaya were not satisfying every year. There were an increasing number of students, but there was also a decline in student numbers. By looking at the seven aspects of the educational marketing mix, it can be expected to explain that phenomena happened.

1.2.2 Formulation of the Problem

Based on the background, it can be proposed formulation of the problem as follow:

1. How is the influence of product on the student's decision to enter SMA BPK PENABUR Tasikmalaya?
2. How is the influence of place on the student's decision to enter SMA BPK PENABUR Tasikmalaya?
3. How is the influence of price on the student's decision to enter SMA BPK PENABUR Tasikmalaya?
4. How is the influence of promotion on the student's decision to enter SMA BPK PENABUR Tasikmalaya?

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5. How is the influence of people on the student's decision to enter SMA BPK PENABUR Tasikmalaya?
6. How is the influence of physical evidence on the student's decision to enter SMA BPK PENABUR Tasikmalaya?
7. How is the influence of process on the student's decision to enter SMA BPK PENABUR Tasikmalaya?

1.3 Research Objectives

Based on the formulation of the problem above, the objectives of this study are:

1. To analyze the influence of product on the student's decision to enter SMA BPK PENABUR Tasikmalaya
2. To analyze the influence of place on the student's decision to enter SMA BPK PENABUR Tasikmalaya
3. To analyze the influence of price on the student's decision to enter SMA BPK PENABUR Tasikmalaya
4. To analyze the influence of promotion on the student's decision to enter SMA BPK PENABUR Tasikmalaya.
5. To analyze the influence of people on the student's decision to enter SMA BPK PENABUR Tasikmalaya?
6. To analyze the influence of physical evidence on the student's decision to enter SMA BPK PENABUR Tasikmalaya?
7. To analyze the influence of process on the student's decision to enter SMA BPK PENABUR Tasikmalaya?

1.4 Benefits of Research

1. As a useful input in improving the marketing strategy for SMA BPK PENABUR Tasikmalaya in order to increase or maintain number of students in the future.

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2. As an addition to the repertoire that can be used in research and developed by all people, especially for Business Management Graduate School, Indonesian University of Education.
3. As an addition to the knowledge and insight for writers, especially in marketing management and other fields.
4. As a reference for other researchers to study the problem of research educational institutions in the future



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