

BUILDING A POSITIVE SCHOOL IMAGE: EFFECTIVE STRATEGIES FOR ISLAMIC FULL-DAY PRIMARY EDUCATION

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Abstract: The objective of this article is to examine the strategies employed by the school to enhance its reputation and stimulate public interest. The responsibility for determining the most appropriate educational establishment for a child falls upon the prospective parents of students. It is reasonable to posit that quality schools, including those at the elementary level, will be in demand within the community. Furthermore, educational institutions that have a positive reputation and espouse values such as Islamic education, which offers a distinct advantage in terms of general and religious education curricula, are likely to be well-regarded. The implementation of an Islamic full-day school curriculum has been demonstrated to be an effective strategy for fostering a positive image of the school and attracting public interest. It is therefore of interest to examine the success of the primary school work. This research employs a qualitative approach, specifically a case study, and data are collected directly from the natural setting. The findings indicate that the school undertook five initiatives to enhance its image: (1) promotion to increase awareness of the school and its offerings, (2) competitive advantage in service quality, (3) management of facilities and infrastructure, (4) management of teachers, and (5) curriculum development. These efforts have been effective in generating public interest in the school.

Keywords: Image, Islamic Educational Institution, Public Interest.

Introduction

Schools are formal educational institutions that play an important role in achieving national education goals. These goals are achieved through learning interactions in a systematic and directed environment. The concept of the school as a centre of formal education emerged from ideas about the efficiency and effectiveness of providing education to the community.¹

Concurrently, society requires educational institutions as a conduit for formal learning. The function of schools is to facilitate the development of students' lives within the context of society. The education received at school provides individuals with the tools and knowledge required to function effectively within their social environment as productive members of society. It is imperative that schools and communities collaborate to construct schools.² The relationship between school and community is predicated on the alignment of their respective objectives, namely the attainment of optimal outcomes in the educational process. In the contemporary era, society is increasingly discerning in its selection of educational institutions, seeking those that can demonstrably achieve these goals. Concurrently, schools must enhance their quality to garner public approval and instill confidence in their capacity to educate students.³

In the contemporary era, there is a growing tendency for society at large to determine which educational institution is best suited to achieve the aforementioned objectives. Concurrently, educational institutions must enhance their standards of excellence in order to garner public approval and instill confidence in their ability to educate students.⁴ Schools are integral to society, and their success is contingent upon a symbiotic relationship with the communities they serve. As E. Mulyasa posits, schools require input from the

¹ Muin Abdullah, "Lembaga Pendidikan Sebagai Suatu Sistem Sosial (Studi Tentang Peran Lembaga Pendidikan di Indonesia dalam Perspektif Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional)," *Mamba'ul 'Ulum* 18, no. 1 (2022): 38–48, <https://doi.org/10.54090/mu.56>.

² Ristaulina Verdiyani, "Analisis Animo Masyarakat Dalam Memilih Sekolah Anak Di SD Wuluhadeg Dan SD IT Assalaam," *Jurnal Pendidikan Guru Sekolah Dasar* 5, no. 23 (2016): 262–69.

³ Amka, *Buku Ajar Manajemen Dan Administrasi Sekolah* (Sidoarjo: Nizamia Learning Center, 2021).

⁴ Supar, "Strategi Pemasaran Sekolah Dasar Islam Terpadu Nurul Fikri Tulungagung Marketing Strategy Integrated Islamic Elementary School Nurul Fikri Tulungagung," *Jurnal Humanity* 10 no. September (2014): 158–70.

community to develop pertinent curricula and garner support for their implementation. Conversely, society relies on schools to equip children with the knowledge and skills necessary to become productive members of the larger society.⁵

The community is presented with a plethora of educational options, encompassing both state and private schools. The institution offers a multitude of advantages that serve to capture the interest of prospective students. It is of paramount importance to select an educational establishment that aligns with the specific needs of the child, as the school environment plays a pivotal role in a child's growth and development. The school setting becomes a microcosm of the child's external environment, and it is therefore crucial for the school environment to shape and influence the child's attitudes and behaviours.⁶

At the commencement of the new academic year, elementary schools commence the registration process for new students. The decision to select a particular school for one's child is based on a range of personal factors and motivations. The congruence of values between the family and the school is also a factor that is taken into account when selecting a school. Nevertheless, academic achievement is also a consideration for society, as evidenced by the achievements of students at the aforementioned school.⁷ The quality of schools is an attractive feature for communities, with parents seeking out the best educational establishments for their children. The quality of schools is a matter of public interest when it comes to choosing an educational facility. Schools must be able to operate in accordance with defined standards. As Jamal Ma'mur Asmani has stated, if schools do not meet the required standards, they will fail to attract students or registrations.⁸

⁵ Asmariansi Asmariansi, Nurmadiyah Nurmadiyah, and Fathurrahman Fathurrahman, "Peran Masyarakat Dalam Pembangunan Pendidikan di Madrasah Ibtidaiyah (MI) Darul Ulum Pulau Kecil Kecamatan Reteh Kabupaten Indragiri Hilir," *Al-Afkar: Manajemen Pendidikan Islam* 7, no. 2 (February 19, 2020): 39–56, <https://doi.org/10.32520/afkar.v7i2.254>.

⁶ Chusnul Chotimah, *Strategi Komunikasi Lembaga Pendidikan dengan Masyarakat* (Tulungagung: IAIN Tulungagung Press, 2017).157.

⁷ Kartika Dewi Listia A, "Animo Masyarakat Dalam Memilih Sekolah di SDIT Ibnu Mas'ud Wates Kulon Progo" 1, no. 1 (2011): 8.

⁸ Muhammad Nabil Khasbulloh, "Preferensi Masyarakat dalam Pemilihan Lembaga Pendidikan Islam: Studi Pada SD NU Insan Cendekia Kediri," *JoIEM (Journal of*

It is evident that the level of public interest in each educational establishment varies considerably. It is not uncommon for multiple educational establishments to receive considerable interest from prospective applicants. Conversely, some educational establishments evince a distinct lack of interest. Each school possesses a unique set of advantages and disadvantages. The ability of schools to demonstrate outstanding achievements and provide an optimal learning environment is a significant factor in gaining the public's trust and encouraging parents to send their children to that school.⁹ The community, in its capacity as the prospective students' parents, plays a pivotal role in determining their child's educational institution. Parents of students or students themselves have diverse motivations for selecting a school, including those at the elementary level. They naturally seek the most suitable and optimal educational environment for their child. Consequently, some elementary schools have a high student population, necessitating the implementation of parallel classes, while other schools experience a decline in enrollment.¹⁰

For those responsible for the management of educational establishments, the challenge is undoubtedly significant. Parents have expectations that schools will provide a high-quality education in terms of processes, outputs and outcomes. In response to this, each educational institution will compete to attract the public's interest as parents consider which school to send their children to.¹¹

All educational establishments are founded in accordance with the prevailing national standards for education. This standard serves as the school's benchmark for the implementation of its educational programme. Schools are required to achieve the standards set nationally. However, they may also develop other abilities in their students in order to demonstrate uniqueness or improve quality.¹²

Islamic Education Management 1, no. 2 (2022): 51–66, <https://doi.org/10.30762/joiem.v1i2.99>.

⁹ Verdiyani, "Analisis Animo Masyarakat dalam Memilih Sekolah Anak di SD Wuluhadeg dan SD IT Assalaam."

¹⁰ Rujiah and Maemunah Sa'diyah, "Peran Stakeholder Pendidikan Sebagai Penjamin Mutu Sekolah PAUD di TKQ Baitul Izzah," *Rayah Al-Islam* 5, no. 02 (2021): 636–52, <https://doi.org/10.37274/rais.v5i02.490>.

¹¹ Khasbulloh, "Preferensi Masyarakat Dalam Pemilihan Lembaga Pendidikan Islam: Studi Pada SD NU Insan Cendekia Kediri."

¹² Verdiyani, "Analisis Animo Masyarakat Dalam Memilih Sekolah Anak di SD Wuluhadeg Dan SD IT Assalaam."

Various characteristics and advantages of a school may be used to improve its quality. Meanwhile, each parent has their own reasons for choosing a school for their child. This is related to choosing the right place for children to learn and socialise during their development process. As parents, people naturally hope for the best place for their children.¹³

SD NU Insan Cendekia Kediri is an educational institution that has a favourable reputation and is a popular choice among the local community, due to its Islamic ethos and provision of a full-day curriculum. The NU elementary school can foster a positive image by facilitating two-way communication between its internal and external communities. This includes student guardians, teachers, students, employees, and the broader public. In this manner, confidence may be established and sustained through exemplary service to the internal community, thereby cultivating a favourable and esteemed image among external stakeholders through the excellence of its programmes. The success of this school as an Islamic educational institution is evidenced by the considerable interest expressed by the community in sending their children to the NU school. This is reflected in the large number of students enrolled in the 2021/2022 school year, which totalled 567 students.

The data indicates that even one-fifth of the student population hails from outside the institution's subdistrict, suggesting a notable surge in enthusiasm and trust among individuals from beyond the school's immediate vicinity. This indicates that the school has gained positive public trust. Furthermore, interviews conducted with several parents at SD NU Insan Cendekia Kediri during initial observations revealed that the community was interested in sending their children to this institution because they sought a comprehensive education that encompassed both general and religious knowledge.

This favourable view or perception will impact the public's interest in sending their children to SD NU Insan Cendekia Kediri. It is therefore important and interesting to investigate people's preferences in choosing Islamic educational institutions, with the focus of the study being SD NU Insan Cendekia Kediri. It is therefore hoped that the findings of this study will contribute to the

¹³ Muhammad Dalhar, "Partisipasi Orang Tua Siswa Menyekolahkan Anaknya Ke MTs Swasta Kota Palangkaraya" (Institut Agama Islam Negeri Palangkaraya, 2021). 1-130.

dissemination of information to the public, thereby increasing interest among parents as to the possibility of sending their children to Islamic educational institutions, particularly those associated with NU, with a view to further improvement and as a point of reference for other basic educational institutions seeking to attract public interest in sending their children to school.

To the best of the researcher's knowledge, no research has been identified that focuses on the development of strategies for enhancing the image of the Islamic educational institution SD NU Insan Scholar in order to attract public interest. Nevertheless, this research is related to several studies, namely as follows: Vivi Fitriana's research demonstrates that educational institutions consistently engage in strategic management to identify the optimal strategy for garnering parental interest in their institution. This process encompasses strategic planning, strategy implementation, and strategy evaluation.¹⁴ Aji Sofanudin's research indicates that the most effective method for increasing parental interest in sending their children to school is through the implementation of superior programmes, the instillation of noble moral values, the recruitment of numerous alumni into esteemed institutions, the attainment of exemplary academic and non-academic achievements, and the establishment of robust collaborative partnerships with various stakeholders.¹⁵ Arnoldi Zainal's research indicates that quality and trust are significant factors influencing parents' decisions regarding their children's educational institutions.¹⁶ Batara Ari Sona's research demonstrates that consumers consider four factors when making decisions regarding educational services: product, process, physical evidence, and people.¹⁷ The findings of the aforementioned studies illustrate that the research conducted by the

¹⁴ Vivi Fitriana, Ahmad Yusuf Sobri, and Teguh Triwiyanto, "Strategi Yayasan Untuk Menarik Minat Orang Tua dalam Menyekolahkan Anaknya (Studi Kasus di Yayasan Badan Pengembangan Laboratorium Um)," *Jurnal Manajemen Pendidikan* 53, no. 9 (2016): 1–16.

¹⁵ Aji Sofanudin, "Model Peningkatan Minat Masyarakat Terhadap Madrasah Ibtidiah di Jawa Tengah," *Jurnal Nadwa* 6, no. 1 (2012): 91–113, <https://doi.org/10.21580/nw.2012.6.1.459>.

¹⁶ Arnoldi Zainal, "Analisis Pengaruh Kualitas dan Kepercayaan Orang Tua/Wali Murid Dalam Memilih Sekolah Menengah Pertama Islam Untuk Putra-Putrinnya," *Jurnal Aplikasi Manajemen* 11, no. 1 (2013): 155–60.

¹⁷ Batara Ari Sona, "Analisis Faktor yang Dipertimbangkan Konsumen dalam Keputusan Memilih Jasa Pendidikan Sekolah Menengah Atas (SMA)," *Jurnal Manajemen Bisnis* 8, no. 2 (n.d.): 107–14, <https://doi.org/10.22219/jmb.v8i2.7060>.

author is distinctive and thought-provoking, as the school in question has demonstrated its competitiveness and superiority in the domains of aqeedah, Islamic knowledge, and the stability of ubudiyah, particularly in the context of the current competitive era.

This research employs a qualitative research method. The research method employed is that of case studies. The data for this study may be gathered directly from the natural setting. The objective is to discover and analyse in complete and comprehensive detail the strategy employed by the Islamic educational institution SD NU Insan Cendekia to build an image that will attract public interest. This is a multi-perspective study. Data were collected through interviews, observation, and documentation. Data analysis involved reduction, display, conclusion drawing, and verification. To test the validity of the data, several methods were employed, including credibility, transferability, dependability, and confirmability.¹⁸

Public Interest Premise

The term “interest” is open to a variety of interpretations from the perspective of psychology experts. Bingham posits that intention is the tendency to actively engage in and perpetuate experiences.¹⁹ Crow and Crow posit that interest is inextricably linked to the motivating force that propels an individual to confront or interact with people, objects, or situations. It can also be an emotional experience shaped by the nature of the activity itself. In other words, interest can be a cause of activities and a cause of participation in these activities.²⁰ Daniel posited that interest is shaped by feelings of pleasure and displeasure. The pattern of these feelings, formed in each phase of development, remains relatively stable throughout that phase. However, in subsequent phases, these patterns evolve, both in quality and quantity. This is due to the emergence of new objects of interest in each phase, aligned with individual growth, maturation, and experience.²¹

An expanded perspective on interest was proposed by Chaplin, who initially conceptualised it as a pervasive disposition that captures

¹⁸ Samsu, *Metode Penelitian: Teori Dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, Serta Research & Development* (Jambi: Pusaka Jambi, 2017).63-116.

¹⁹ Walter V. Bingham, *Aptitudes and Aptitudes Testing*, dalam Sofanudin, “Model Peningkatan Minat Masyarakat Terhadap Madrasah Ibtidiyah Di Jawa Tengah.”

²⁰ A. Crow and Crow L.D. *Human Development and Learning*, dalam Sofanudin.

²¹ Henry B. Daniel, *Guidance in Modern School*, dalam Sofanudin.

an individual's attention towards specific objects in a selective manner. Secondly, the subjective significance attributed by the individual to the activities, part-time work or objects encountered, and thirdly, the individual's willingness to regulate or control behaviour in a specific direction or towards a particular goal.²² In the words of WS Winkel, interest may be defined as a relatively enduring tendency in an individual to experience a sense of interest and enjoyment in a specific field or area of interest, and to derive satisfaction from engaging with that field. Furthermore, positive emotions such as pleasure can also give rise to interest, which is further strengthened by a positive attitude. It is difficult to determine with certainty which of these factors arises first. In general, the following psychological sequence can be observed: happy feelings, positive attitudes, interest.²³ Based on the understanding put forward by experts, it can be concluded that interest is a force that can encourage someone to pay attention. Feeling interested and happy about something of one's own accord.

Society can be defined as a group of individuals who form a cultural community and interact with one another in a particular way. Thus, the family or guardians constitute a subsystem of society, representing the smallest unit of social organization. In this study, the community under examination is that of parents and guardians of students. The public's interest in schools can be defined as the tendency of parents and guardians to choose education for their children. The manifestation of interest is manifested in the decision to send their children to school, which is perceived as an optimal option for their children's education. Parents' interest in sending their children to educational institutions that excel in general and religious fields serves to protect their families, especially their children, from a range of threats, both in this world and in the afterlife. The responsibility to protect one's family from the threat of hell is a fundamental tenet of parenting.

The vast majority of parents aspire to provide their children with the best possible education, and their decision to invest in their children is influenced by a multitude of social, economic and cultural

²² J.P. Chaplin, *Dictionary of Psychology*, dalam Sofanudin.

²³ WS. Winkel, *Psikologi Pendidikan dan Evaluasi Belajar*, dalam Aji Sofanudin, "Minat Masyarakat Terhadap Model Pendidikan," *Jurnal Ilmiah Kependidikan* 8, no. 1 (2012): 100–106.

factors. Parents are obliged to select the most appropriate educational establishment for their children. This is set out in Article 7 of Law of the Republic of Indonesia Number 22 of 2003 concerning the National Education System, which states that parents have the right to participate in selecting educational units and to obtain information about the development of their children's education. Furthermore, parents of children of learning age are obliged to provide basic education to their children.²⁴

Prihanto posits that parents are the primary and initial educators of their children. In the contemporary era, there is a growing inclination among parents towards Islamic-based elementary schools. This preference is driven by a multiplicity of factors, including: (1) the provision of more intensive religious instruction, (2) the incorporation of behavioural and character training aligned with religious tenets, (3) the availability of positive supplementary activities, (4) the implementation of mandatory extracurricular pursuits, and (5) the presence of comprehensive facilities and infrastructure. Consequently, parents are increasingly inclined to select religiously oriented elementary schools for their children.²⁵

The process of decision-making is an integral part of human existence, occurring multiple times a day without our conscious awareness. The act of identifying the optimal course of action is what constitutes decision-making. The concept of school choice revolves around the methodology employed to assist families in making informed decisions about educational options for their children.²⁶

School Efforts to Attract Public Interest

The decline in parents' interest in entrusting their sons and daughters to elementary school has prompted the school to seek solutions through the implementation of marketing strategies that

²⁴ Undang-Undang Republik Indonesia No 20 Tahun 2003, *Sistem Pendidikan Nasional*, n.d.

²⁵ Prihanto Prihanto, RB Soemanto, and Bagus Haryono, "Keputusan Orang Tua Dalam Menentukan Pendidikan Dasar Bagi Anak di Desa Pandeyan, Kecamatan Ngemplak, Kabupaten Boyolali," *Jurnal Analisa Sosiologi* 2, no. 1 (2018): 63–80, <https://doi.org/10.20961/jas.v2i1.17388>.

²⁶ M R Pratama and N Anggrainie, "Faktor-Faktor Yang Mempengaruhi Orang Tua Dalam Pengambilan Keputusan Memilih Sekolah Dasar Dan Menengah Pertama Swasta Gracia Di Lippo Karawaci ...," *YUME: Journal of Management* 5, no. 3 (2022): 681–92, <https://doi.org/10.37531/yume.vxix.34653>.

have, thus far, been executed in a relatively straightforward manner. The service marketing strategy employed by elementary schools is inextricably linked to consumer perceptions (perceptions of students' parents) and the marketing mix utilised. Similarly, the marketing mix strategy exerts a profound influence on the marketing of primary school education services, which cannot be dissociated from products (educational programmes, teaching methods and facilities), prices (education costs), promotions, location, people, processes and services.²⁷

Kotler and Armstrong explain that promotions are activities that communicate the advantages of a product and persuade target customers to buy it.²⁸ Meanwhile, promotion is a one-way flow of information or persuasion created to direct a person or organization to action that creates exchange in marketing.²⁹

The product or service provided by educational institutions is a distinctive offering that is distinct from other services. The tangible outcomes and most substantial advantages of these services are not immediately discernible; rather, they emerge over an extended period. Consequently, the utilisation of these services will engender an experience for students as the immediate beneficiaries of educational services. The experiences of the teaching and learning process, social activities, and character formation experienced by users or students at school will produce tangible memories that will be carried throughout the user's life. This consumer experience can be employed as a promotional medium for educational institutions, which may be termed the 'word of mouth' for alumni. Schools are also required to undertake promotional activities so that the school can be more widely known. Several media that may be used as promotional tools for educational services include: brochures, posters, presentations to

²⁷ Nuning Kristiani, "Faktor-Faktor Yang Mempengaruhi Keputusan Orang Tua Siswa Memilih SD Kasatriyan Surakarta," *Jurnal Manajemen Maranatha* 16, no. 1 (2016): 91–118, <https://doi.org/10.28932/jmm.v16i1.8>.

²⁸ Philip Kotler dan Gery Amstrong, *Dasar-Dasar Pemasaran Jilid 1*. Terjemahan Alexander Sindoro dalam Sona, "Analisis Faktor Yang Dipertimbangkan Konsumen Dalam Keputusan Memilih Jasa Pendidikan Sekolah Menengah Atas (SMA)."

²⁹ Kristiani, "Faktor-Faktor Yang Mempengaruhi Keputusan Orang Tua Siswa Memilih SD Kasatriyan Surakarta."

several kindergartens, the use of information technology such as the internet, and so on.³⁰

In the context of educational services, consumers or students have the ability to procure the services they desire with minimal delay. An educational establishment represents a suitable location from which to obtain these services. Parents, as consumers, are faced with a number of considerations when selecting an educational service provider for their child.

The provision of educational services can confer a competitive advantage in terms of the quality of the service provided. The quality of educational services will influence the product distribution process, or in this research, one of the key areas of focus is the teaching and learning process in the classroom. In order to assess the quality of a service, customers will typically consider five key dimensions. 1) Tangible, which can be interpreted as the appearance of physical facilities, equipment and personnel, 2) Empathy, which can be interpreted as a requirement to care for and give personal attention to customers, 3) Reliability, which can be interpreted as the ability to carry out promised services accurately. Furthermore, reliability is a crucial aspect of service quality. Responsiveness, or the willingness to assist customers and provide services promptly, is also a significant factor. Finally, confidence, or assurance, encompasses the knowledge, politeness, and ability to inspire trust and confidence of employees.³¹

A variety of initiatives have been implemented with the objective of encouraging parents to send their children to school. These include:

The management of infrastructure is the initial consideration. School facilities are defined as all equipment and supplies that are directly utilised in the educational process at the school level. In contrast, school infrastructure encompasses all components that indirectly support the educational process at the school level. For instance, school facilities may include buildings, rooms, tables and chairs, teaching aids, and so forth. In contrast, school infrastructure

³⁰ Kristiani.

³¹ Puspo Dewi Dirgantari, "Pengaruh Kualitas Layanan Jasa Pendidikan Terhadap Kepuasan Mahasiswa Serta Dampaknya Terhadap Upaya Peningkatan Citra Perguruan Tinggi Negeri Menuju World Class University (Studi Pada Mahasiswa Asing di ITB, UNPAD, dan UPI)," *Jurnal Ilmu Manajemen dan Bisnis* 3, no. 2 (2012), <https://doi.org/10.17509/jimb.v3i2.1039>.

may comprise roads leading to the school, the school premises or grounds, gardens, courtyards, and school rules and regulations.³²

The term ‘infrastructure’ is derived from the Latin ‘infrastructure’, which in turn is derived from the Greek ‘infra’ (below) and ‘structure’ (building). In its original sense, the term referred to indirect means of achieving goals. In the context of education, this may include the location of the school, the building itself, sports facilities, and so on. In contrast, the term ‘facilities’ is derived from the Latin ‘facilis’, meaning ‘easy’ or ‘simple’. In this context, facilities are direct tools for achieving educational goals. For example, a room, a book, a library, a laboratory, and so on. The aim of managing school facilities and infrastructure is to provide professional services related to educational facilities and infrastructure so that the learning process can take place effectively and efficiently.³³

Secondly, the management of teaching staff. The success of an educational institution is contingent upon the quality of its teaching staff. Teachers can be considered as sales agents for educational institutions. The behaviour and pedagogical approach of a teacher can have a significant impact on the reputation of an educational institution. It is therefore essential that teacher resources are developed through education, training and other activities in order to facilitate further enhancement of their professional abilities.³⁴ Teacher professionalism can be defined as a condition, direction, value, goal and quality of expertise and authority in the field of education and learning, which is a person’s livelihood. A professional teacher is defined as an individual who possesses the requisite competencies to effectively fulfil the responsibilities associated with the role of an educator and facilitator of learning. In essence, a professional teacher is a person who has acquired specialised abilities and expertise in the field of teaching, enabling them to perform their duties and functions as an educator with optimal proficiency. A professional teacher is an

³² Novita Mona, “Sarana dan Prasarana yang Baik Menjadi Bagian Ujung Tombak Keberhasilan Lembaga,” *Nur El-Islam* 4, no. 2 (2017): 98–129.

³³ Fira Ayu Dwiputri, Fitria Nur Auliah Kurniawati, and Natasya Febriyanti, “Pengelolaan Sarana dan Prasarana di Sekolah Dasar dalam Meningkatkan Kualitas Pembelajaran Daring di Masa Pandemi,” *Aulad: Journal on Early Childhood* 4, no. 3 (2022): 198–205, <https://doi.org/10.31004/aulad.v4i3.178>.

³⁴ A F Nasution, S Syukri, and N Damanik, “Peran Pesantren Tahfidzul Quran Syuhada Membentuk Generasi Berakhlak Qur’ani di Kecamatanair Putih Kabupaten Batu Bara,” *Ittibad*, 2022, 76–82.

individual who has received comprehensive education and training, and has developed a broad range of abilities within their field.³⁵

The component that has been identified as exerting a significant influence on the educational process is the teacher component. This is an inevitable consequence of the teacher's role as the primary conduit between students and the educational process. Regardless of the excellence of the educational curriculum or the completeness of the educational facilities and infrastructure, the effectiveness of the educational process is contingent upon the teacher's ability to implement them. Consequently, to achieve optimal standards of the educational process, it is essential to begin by analysing the teacher component.

Thirdly, the management of the curriculum. The term 'curriculum' has its etymological roots in the Greek language, specifically in the words 'curir', meaning 'runner', and 'curere', meaning 'place to race'. The term curriculum has its roots in the world of sports, particularly in ancient Roman times in Greece. It is thought to have been used to describe the distance that had to be covered in running activities from the starting line to the finish line. In the context of the world of education, the term is defined as a "circle of instruction," which can be understood as a teaching circle in which teachers and students are involved.³⁶ In Nasution's book, Hilda Taba posits that the fundamental purpose of any curriculum is to prepare children to become productive members of their society. Regardless of its specific structure, every curriculum comprises four key components: statements about the desired outcomes and objectives, the selection and organisation of learning materials and content, the forms and teaching and learning activities, and finally, the evaluation of learning outcomes.³⁷

³⁵ Aep Saepul Anwar, "Pengembangan Sikap Profesionalisme Guru Melalui Kinerja Guru Pada Satuan Pendidikan MTs Negeri 1 Serang," *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam* 2, no. 1 (2020): 147–73, <https://doi.org/10.36671/andragogi.v2i1.79>.

³⁶ Ibrahim Nasbi, "Manajemen Kurikulum: Sebuah Kajian Teoritis," *Idaarrah: Jurnal Manajemen Pendidikan* 1, no. 2 (2017): 318–30, <https://doi.org/10.24252/idaarah.v1i2.4274>.

³⁷ Intan Irwana, "Persepsi Guru Terhadap Pelaksanaan Kurikulum 2013," *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan* 18, no. 3 (2018): 261–70, <https://doi.org/10.30651/didaktis.v18i3.1869>.

In a narrow sense, the curriculum can be defined as a set of plans and knowledge about learning content and materials, as well as the methods used as guidelines for organising teaching and learning activities in schools. This understanding underscores the existence of four principal components of the curriculum: objectives, content/materials, organisation, and strategy. In a broad sense, the curriculum encompasses all activities designed by educational institutions for presentation to students, with the objective of achieving educational goals at the institutional, curricular, and instructional levels. This understanding encompasses all forms of school activities that may have an effect on student development, including the curriculum, and is not limited to teaching and learning activities alone.³⁸

The initial, more narrow interpretation is of greater consequence for educators to comprehend and operationalise. Conversely, the subsequent, broader interpretation is of paramount importance for school/madrasah principals and their deputies, as the senior leadership of educational institutions, to grasp and implement, as it elucidates the extent of strategic thinking, planning and accountability required to attain the desired outcomes and establish an exemplary institution.

Public Interest in Sending Their Children to SD NU Insan Cendekia Kediri

The public's interest in enrolling their children in the SD NU Insan Cendekia Kediri can be defined as a spontaneous preference and interest in a particular thing or activity, without any external influence. Interest can be defined as the acceptance of something, as well as the relationship between the individual and the external environment. The strength or proximity of the relationship is directly correlated with the level of interest. Consequently, when we apply this terminology to the study of public interest in education, we are discussing the extent of interest that the public has in a particular object or institutional entity.

The public's interest in sending their children to the school is relatively high. This can be evidenced by the following factors: Firstly, there is a notable level of public interest in sending their children to

³⁸ Abdul Khakim, "Konsep Pendidikan Islam Perspektif Muhaimin," *Jurnal Al-Makrifat* 3, no. 2 (2018): 112–28, <https://doi.org/10.24252/idaarah.v4i1.13760>.

SD NU Insan Cendekia Kediri. This is evidenced by the considerable number of individuals who have registered their children at the educational institution. The level of enthusiasm demonstrated by those who registered exceeded the quota provided by the school, resulting in a situation where not all applicants could be accepted. Despite the school's proximity to other elementary schools, SD NU Insan Cendekia Kediri has a higher enrollment rate than other schools in the area. In the 2021/2022 academic year, the school had a total of 567 students, making it the most popular elementary school in the region. This figure represents the highest number of students enrolled in elementary schools within the Ngadiluwih subdistrict and even the Kediri district. Indeed, one-fifth of the student body hails from beyond the school district's borders. This illustrates that SD NU Insan Cendekia Kediri has garnered a favourable reputation within the community. As postulated by WS Winkel, interest can be defined as the subject's inclination towards feelings of interest and happiness, which are further reinforced by a positive attitude. This psychological sequence can be summarised as follows: happy feelings – positive attitude – interest.³⁹

Secondly, the level of participation and enthusiasm demonstrated by the community for SD NU Insan Cendekia Kediri is noteworthy. The level of participation and enthusiasm demonstrated by parents in relation to school activities and programmes is noteworthy. This encompasses a range of events and initiatives, including Harlah activities, bazaars, Tahlil Akbar, Mujahadah, community recitations, PHBN and PHBI competitions. Furthermore, positive engagement and enthusiasm are evident in the student learning process, as evidenced by the utilisation of student contact books. Parents have demonstrated considerable enthusiasm and commitment to supporting charitable initiatives within the school, including coinage, donations from disaster victims, zakat, infaq, compensation for orphans, and the purchase of sacrificial animals. They have also made significant contributions towards the renovation of school infrastructure, demonstrating a keen interest in the school's development. In accordance with Crow's assertion, interest can serve as a catalyst for both the initiation of activities and the level of participation therein. When a school's relationship with its

³⁹ WS. Winkel, *Psikologi Pendidikan dan Evaluasi Belajar*, dalam Sofanudin, "Model Peningkatan Minat Masyarakat Terhadap Madrasah Ibtidiyah Di Jawa Tengah."

surrounding community is characterised by a positive dynamic, it is likely that the sense of responsibility and community engagement in the school's development will also be high.⁴⁰

In light of the aforementioned, it becomes evident that the definition of participation as a form of parents' interest in SD NU Insan Cendekia Kediri encompasses a number of crucial elements. (1) Participation encompasses not only physical involvement but also encompasses mental and emotional engagement, as well as material contributions; (2) Participation can be leveraged to motivate individuals to contribute their abilities to group situations, thereby fostering the emergence of their cognitive abilities and initiatives, which can then be directed towards group goals; (3) Participation signifies that parents are obliged to engage in and assume responsibility for school activities. This illustrates that an individual's psychological involvement with a task is directly proportional to their sense of responsibility in carrying it out. The exemplary participation and enthusiasm demonstrated by parents indicates a high level of interest in SD NU Insan Cendekia Kediri, reflecting their genuine enjoyment and concern for the school.

Thirdly, the public's interest in the school is evidenced by the fact that SD NU Insan Cendekia Kediri is regarded as the preferred choice of educational establishment for their children. The school is experiencing a surge in popularity, evidenced by a growing number of academic and non-academic achievements. The Islamic concept and full-day school programme are perceived favourably by society. The concept of enjoyable learning, presented alongside superior programmes and supported by good facilities, is becoming increasingly recognised by the wider community. The extracurricular activities provided are highly conducive to the development of students' talents and interests. The services and comfort provided by the school are shared by the parents of the students with parties external to the school. Consequently, the SD NU Insan Cendekia Kediri is becoming increasingly popular with the local community, who are choosing it as their preferred school for their children. Chaplin proposed the concept of interest, which can be defined as a persistent attitude that binds an individual's attention to certain objects selectively, feelings that are meaningful for the individual

⁴⁰ A. Crow and Crow L.D. *Human Development and Learning*, dalam Sofanudin, "Minat Masyarakat Terhadap Model Pendidikan."

towards the activities or objects encountered, and an individual's readiness to regulate or control behaviour in a certain direction or towards a certain goal.⁴¹

Multi-Perspective Study: Strategies for Building the Image of SD NU Insan Cendekia Kediri to Attract Public Interest

The efforts made by SD NU Insan Cendekia Kediri to attract the public's interest in sending their children to this school can be broken down into the following key areas: The initial step taken by SD NU Insan Cendekia Kediri was to conduct promotional activities with the objective of increasing the school's visibility. This was achieved by utilising a range of communication channels, including banners, media outlets, brochures, billboards, pamphlets, calendars, and social networks such as Facebook, Twitter, Instagram, and YouTube. Furthermore, the intensification and extensification of school publications involved the direct involvement of the community in a variety of activities, including bazaars, free medical treatment, health walks, kindergarten-level competitions, grand tahlil, alumni reunions, mujahadah, ta'aruf parades, sacrificial animal slaughter, and so forth.

Furthermore, the school engages in comprehensive outreach initiatives, adopting a cordial approach towards community and religious figures, particularly NU administrators. The school participated in a number of academic and non-academic competitions, which were widely covered by the media. Kotler and Armstrong define promotion as an activity that communicates the advantages of a product and persuades target customers to purchase it. They also describe promotion as a one-way flow of information or persuasion created to direct a person or organisation to take action that creates an exchange in marketing.⁴²

The experiences of the teaching and learning process, social activities, and character formation experienced by users or students at school will produce tangible memories that will be carried throughout the user's life. This consumer experience can be employed as a promotional medium for educational institutions, which may be

⁴¹ J.P. Chaplin, *Dictionary of Psychology*, dalam Sofanudin, "Model Peningkatan Minat Masyarakat Terhadap Madrasah Ibtidiyah Di Jawa Tengah."

⁴² Kristiani, "Faktor-Faktor Yang Mempengaruhi Keputusan Orang Tua Siswa Memilih SD Kasatriyan Surakarta."

considered a form of alumni word-of-mouth. Schools are also required to engage in promotional activities to enhance their visibility. Various media may be utilized as promotional tools for educational services, including brochures, posters, presentations to multiple kindergartens, and the use of information technology such as the internet.⁴³

Secondly, the establishment of a competitive advantage in terms of service quality is achieved through the provision of comfortable learning services to students, utilising adequate and representative infrastructure, a stimulating learning process with an appealing learning branding, and a meticulous approach to the procurement of chairs and classroom facilities. The school's superior programme services, which are oriented towards community needs, effectively position children as the subject and goal of success for all parties within the school. It is of the utmost importance that students, the primary stakeholders, perceive the value of their educational experience. This will foster the development of virtuous individuals with sound moral principles. The school places significant emphasis on the quality of its processes and outputs, striving for excellence in all its endeavours. When customers are satisfied, they are more likely to recommend the school to others, and the school recognises the importance of word-of-mouth communication as a powerful tool for attracting the public's interest.

Mangunwijaya defines customer satisfaction as a condition in which the customer's desires, expectations and needs are met. A service is deemed satisfactory if it meets the needs and expectations of the customer. Customer satisfaction can be defined as the fulfilment of customer expectations and needs in relation to the results achieved, the evaluation of these results and the development of these results. In the context of the marketing of primary school education services, the marketing mix strategy exerts a significant influence on the marketing process. This is due to the fact that the marketing mix strategy encompasses a number of key factors, including the products on offer (such as educational programmes, teaching methods and facilities), the prices charged (in terms of education costs), the promotional activities employed, the location of

⁴³ Kristiani.

the service provider, the personnel involved, the processes and services offered.⁴⁴

The provision of educational services has the potential to confer a competitive advantage in terms of the quality of the service provided. The quality of service provided by educational institutions will have an impact on the distribution of products, or in this case, on the teaching and learning process in the classroom. In order to assess the quality of a service, customers will typically consider five key dimensions. 1) Tangible, which can be interpreted as the appearance of physical facilities, equipment and personnel, 2) Empathy, which can be interpreted as a requirement to care and give personal attention to customers, 3) Reliability, which can be interpreted as the ability to carry out promised services accurately. Furthermore, reliability is a crucial aspect of service quality. Responsiveness, or the willingness to assist customers and provide services promptly, is also a significant factor. Finally, confidence, or assurance, encompasses the knowledge, politeness, and ability to inspire trust and confidence of employees.⁴⁵

Thirdly, the management of adequate and representative learning facilities and infrastructure is conducted by SD NU Insan Cendekia Kediri with the objective of attracting public interest. This is achieved through the construction of additional space, the pursuit of supplementary building projects in collaboration with educational and governmental departments, the completion of infrastructure and facilities through the installation of internet (WiFi), the acquisition of computers, LCDs, laptops, and loudspeaker equipment, and other related endeavours.

In the view of Soetopo, the term ‘school facilities’ encompasses all equipment and supplies that are employed directly in the educational process at school. Conversely, the term ‘school infrastructure’ refers to all components that indirectly support the educational process at school. By way of illustration, school facilities comprise buildings, rooms, tables and chairs, teaching aids and so forth. In contrast, school infrastructure encompasses roads leading to the school, the school premises or grounds themselves, gardens,

⁴⁴ Imam Faizin, “Strategi Pemasaran Jasa Pendidikan Dalam Meningkatkan Nilai Jual Madrasah,” *Jurnal Madaniyah* 7, no. 2 (2017): 261–83.

⁴⁵ Fandy Tjiptono, *Service Management Menuju Layanan Prima* dalam Kristiani, “Faktor-Faktor Yang Mempengaruhi Keputusan Orang Tua Siswa Memilih SD Kasatriyan Surakarta.”

courtyards and school rules and regulations.⁴⁶ In accordance with Daryanto's definition, the term 'infrastructure' has an etymological origin, signifying indirect means to achieve goals. In the context of education, examples of infrastructure include the location of the school, the building itself, and facilities such as sports fields. In contrast, facilities are direct tools for achieving educational goals. Examples of facilities include rooms, books, libraries, laboratories, and so on. The objective of managing school facilities and infrastructure is to provide professional services related to educational facilities and infrastructure, ensuring an effective and efficient learning process. Meeting or exceeding government standards for facilities and infrastructure is an effort made by schools to attract public interest in sending their children to these institutions.⁴⁷

Fourthly, the efforts made by SD NU Insan Cendekia Kediri to attract public interest are achieved through the professionalisation and qualification of teaching staff. Teacher management is conducted in a manner that prioritises the enhancement of teacher quality, with tasks assigned in accordance with the quality of their performance. Teachers are sent to participate in KKG, upgrading, training, workshops, and comparative studies with the objective of enhancing their quality. Ensure that all personnel possess the requisite qualifications and competencies in accordance with the stipulations set forth in the education law. The minimum qualification for teachers is a Bachelor's Degree, with the option of pursuing further studies to obtain a Master's Degree. Those whose qualifications fall short of the required standard are offered scholarships to continue their studies until they meet the necessary criteria, such as PGSD. Teachers are also encouraged to develop spiritually in order to foster positive character traits and moral values. Additionally, they are grouped according to subject areas to facilitate collaboration and sharing of expertise. Exemplary teachers are recognised and rewarded, while technology skills are also developed through training.

In the view of Uno, the success of an educational institution is contingent upon the quality of its teaching staff. Teachers can be considered sales agents for the institution, and their conduct and

⁴⁶ Miptah Parid and Afifah Laili Sofi Alif, "Pengelolaan Sarana Dan Prasarana Pendidikan," *Tafhim Al-'Ilmi* 11, no. 2 (2020): 266–75, <https://doi.org/10.37459/tafhim.v11i2.3755>.

⁴⁷ Isnawardatul Bararah, "Pengelolaan Sarana dan Prasarana Pendidikan dalam Meningkatkan Kualitas Pembelajaran," *Jurnal Mudarrisuma* 10, no. 2 (2020): 351–70.

methods of instruction have a significant impact on the institution's reputation. Consequently, it is essential to provide teachers with opportunities for professional development through education, training and other activities to enhance their competence.⁴⁸

In the meantime, Rusman defines teacher professionalism as a condition, direction, value, goal and quality of expertise and authority in the field of education and learning. This is a person's work which provides a livelihood. A professional teacher is defined as an individual who possesses the requisite competencies to effectively fulfil the responsibilities associated with the role of an educator. In essence, a professional teacher is a person who has acquired specialised abilities and expertise in the field of teaching, enabling them to perform their duties and functions as an educator with optimal proficiency. A professional teacher is an individual who has received comprehensive education and training, and has developed extensive abilities within their field.⁴⁹

As Sanjaya observed, the component that has been identified as exerting a significant influence on the educational process is the teacher component. This is an inevitable consequence of the teacher's role as the primary conduit between students and the educational process. Regardless of the excellence of the educational curriculum or the completeness of the educational facilities and infrastructure, the effectiveness of these elements is contingent upon the teacher's ability to utilise them. Consequently, to attain optimal standards in the educational process, it is imperative to commence the analysis with the teacher component.⁵⁰

The fifth factor contributing to the success of SD NU Insan Cendekia Kediri in attracting wider public interest is the effective management of the curriculum. The school organises training and curriculum review workshops during the holiday period to ensure that

⁴⁸ Nasution, Syukri, and Damanik, "Peran Pesantren Tahfidzul Quran Syuhada Membentuk Generasi Berakhlak Qur'ani Di Kecamatanair Putih Kabupaten Batu Bara."

⁴⁹ Andi Musda Mappapoleonro, "Profesionalisme Guru PAUD Abad 21 Dalam Mengembangkan Pembelajaran Kreativitas Anak Usia Dini," in *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara*, 2019, 1–8.

⁵⁰ Yuni Listya Owada Siahaan and Rini Intansari Meilani, "Sistem Kompensasi Dan Kepuasan Kerja Guru Tidak Tetap Di Sebuah SMK Swasta di Indonesia," *Jurnal Pendidikan Manajemen Perkantoran* 4, no. 2 (2019): 141, <https://doi.org/10.17509/jpm.v4i2.18008>.

the curriculum is kept up to date. The curriculum is designed to educate students who are ready to enter the globalised, industrialised and information-based era, combining the curriculum from the Ministry of Education and Culture with that from the Ministry of Religion, religious habituation and Islamic-based extracurricular activities. The proportion of the curriculum devoted to religious studies is greater than that of other elementary schools. The curriculum is supported by a religious atmosphere, manifested in the form of a religious/religious school life atmosphere, the existence of adequate prayer facilities, and the utilisation of religious approach methods in the presentation of learning materials for each subject.

Rusman posits that curriculum management plays a pivotal role in the education system at both national and institutional levels. Effective curriculum management can engender substantial transformations in the realm of education. Curriculum and learning represent the fundamental activities of educational institutions, and their management constitutes a vital aspect of institutional governance. Marty, on the other hand, delineates curriculum management and learning activities as encompassing curriculum planning, implementation, and assessment.⁵¹

In order to fulfil the requirements set out in Law No. 20 of 2003 concerning the National Education System, as well as the stipulations set out in Government Regulation No. 19 of 2005 concerning National Education Standards (SNP), the curriculum is developed in a diversified manner by educational units in accordance with the content standards. The curriculum is developed in a diversified manner by educational units in accordance with the content standards set forth in Permendiknas No. 22 of 2006 and the competency standards for educational unit graduates as stated in Permendiknas No. 23 of 2006. The curriculum is guided by the guidelines prepared by the National Education Standards Agency (BSNP). The process of developing a diversified curriculum presents a significant challenge for schools. The capacity to effectively manage the curriculum is of significant importance for educational institutions. It serves as a crucial means of fostering interest and

⁵¹ Rudi Martin and Marianus Simanjourang, "Pentingnya Peranan Kurikulum yang Sesuai Dalam Pendidikan di Indonesia," in *Prosiding Pendidikan Dasar*, vol. 1 (Medan: Mahesa Research Center (MRC), 2022), 125–34, <https://doi.org/10.34007/ppd.v1i1.180>.

instilling confidence within the community, particularly with regard to the institution's ability to maintain standards of quality and meet the needs of the community.⁵²

Conclusion

SD NU Insan Cendekia Kediri employed a multifaceted approach to garner public interest. Initially, efforts were made to enhance the visibility of the educational institution by increasing the frequency and scope of its promotional activities, particularly through the dissemination of information through various publications. Secondly, they sought to establish a competitive advantage in terms of the quality of their services. Thirdly, the management of facilities and infrastructure was addressed. A fourth strategy involved the management of teaching staff. Furthermore, the management of the curriculum represents a fifth area of focus. These initiatives have been demonstrated to stimulate public interest in enrolling their children in this elementary school. The professional management of educational institutions has been demonstrated to increase public interest in schools. It has been evidenced that the public's perception of Islamic-based schools as a second-choice option will alter in accordance with improvements in school performance. For instance, the presence of a representative and adequate facilities and infrastructure to facilitate learning can enhance development in alignment with the ideals and aspirations of students' parents and the community. Consequently, parents will feel reassured and confident in sending their children to that school.

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⁵² Sudarsono, "Upaya Manajerial Pengembangan Kurikulum Program Unggulan di Madrasah Aliyah," *UIN Sunan Ampel Journal of Islamic Education* 4, no. 1 (2016): 92–115.

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