

# STRATEGIES FOR BUILDING THE IMAGE OF ISLAMIC EDUCATIONAL INSTITUTIONS TO ATTRACT PUBLIC INTEREST: A MULTI-PERSPECTIVE STUDY

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**Abstract:** This article aims to examine the school's efforts to build its image to increase public interest. Determining the right choice of school for a child is the task of the community as prospective parents of students. Quality schools will certainly be sought after by the community, including elementary schools. Moreover, schools that have a good image with plus values such as Islamic education institutions that have advantages in general and religious education curricula. The concept of Islamic full day school applied by the school is proven to be able to build a good image of the school, so that it can attract public interest. For this reason, it becomes interesting to examine the success of the primary school work. The approach used in this research is qualitative with the type of case study research, while the data source can be collected directly with a natural setting. This article concludes that to build its image, the school made five efforts: doing promotion so that schools can be more widely known by intensifying and extending school publications; creating competitive advantages in terms of service quality; managing facilities and infrastructure; managing teachers; and manage curriculum. These efforts have proven to increase public interest in sending their children to this elementary school.

**Keywords:** Image, Islamic Educational Institution, Public Interest.

## Introduction

Schools are formal educational institutions that play an important role in achieving national education goals. Achieving these goals through learning interactions in a systematic and directed environment. Schools as centers of formal education were born and developed from ideas about the efficiency and effectiveness of providing education to the community.<sup>1</sup>

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<sup>1</sup> Muin Abdullah, "LEMBAGA PENDIDIKAN SEBAGAI SUATU SISTEM SOSIAL (Studi Tentang Peran Lembaga Pendidikan Di Indonesia Dalam Perspektif Undang-Undang Nomor 20 Tahun 2003 Didaktika Religia: Journal of Islamic Education

Meanwhile, society needs schools as a place to receive formal education. Schools are needed in order to develop students' lives in society. The education that people receive from school provides provisions for their future life as members of society who can carry out their functions in the social environment. Schools and communities must work together to build schools.<sup>2</sup> The relationship between school and community is established because of the same expected goals, namely maximum results in the educational process. Society is increasingly selective in choosing the right school to achieve these goals. Meanwhile, schools need to improve to demonstrate quality, so that they can attract public sympathy in order to give schools confidence in educating students.<sup>3</sup>

Society is increasingly choosing which school is right to achieve these goals. Meanwhile, schools need to improve to demonstrate quality, so that they can attract public sympathy in order to give schools confidence in educating students.<sup>4</sup> Schools are part of society. Schools and communities are interconnected in need of each other. According to E. Mulyasa, schools need input from the community in preparing relevant programs and support in their implementation. Meanwhile, society needs schools to provide appropriate educational programs to prepare children to become members of society.<sup>5</sup>

The community is presented with many school choices ranging from state schools to private schools. The school offers many advantages to attract students' interest. Choosing a school that suits a child's needs is very important because school is a place where children spend a lot of time growing and developing. School becomes an environment close to children. It is appropriate for the school environment to influence children's attitudes and behavior.<sup>6</sup>

During the new school year, elementary schools open registration for new students. People have their own reasons and motivations in choosing their children's school. Congruence of values in family and school is also a

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Tentang Sistem Pendidikan Nasional)," *Mamba'ul 'Ulum* 18, no. 1 (2022): 38–48, <https://doi.org/10.54090/mu.56>.

<sup>2</sup> 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.

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

<sup>4</sup> Supar, "Strategi Pemasaran Sekolah Dasar Islam Terpadu Nurul Fikri Tulungagung Marketing Strategy Integrated Islamic Elementary School Nurul Fikri Tulungagung," *JURNAL HUMANITY* Vol. 10 No. no. September (2014): 158–70.

<sup>5</sup> A Asmariyani, N Nurmadiyah, and ..., "Peran Masyarakat Dalam Pembangunan Pendidikan Di Madrasah Ibtida'iyah (Mi) Darul Ulum Pulau Kecil Kecamatan Reteh Kabupaten ...," *Al-Afkar: Jurnal ...*, no. Mi (2019).

<sup>6</sup> Chusnul Chotimah, *Strategi Komunikasi Lembaga Pendidikan Dengan Masyarakat* (Tulungagung: IAIN Tulungagung Press, 2017).157.

consideration in school selection. However, academic achievement is also a consideration for society as seen from the achievements of students at the school in question.<sup>7</sup> Quality schools are an attraction for the community. People will look for quality schools for their children. School quality is a public concern when choosing a school. Schools must be able to run their organizations in accordance with specified standards. As stated by Jamal Ma'mur Asmani, if the pace of school organization is not running, the school will be abandoned by consumers because it is not selling well or no one is registering.<sup>8</sup>

The public interest in each school is certainly different. We often find that several schools have a large number of interested people. Meanwhile, some schools actually lack interest. Schools have their own advantages and disadvantages. Brilliant achievements and a conducive environment attract schools to gain the public's trust in sending their children to school.<sup>9</sup> The community as parents of prospective students has a big role in determining their child's school. Parents of students or students themselves have different reasons for choosing schools, including elementary schools. They of course look for the best and most suitable school for their child. As a result, some elementary schools have so many students that they have parallel classes, but there are also schools that lack students.<sup>10</sup>

For school managers or educational institutions, it is certainly a challenge in itself, with parents' expectations that schools can provide 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 in sending their children to that educational institution.<sup>11</sup>

Every school is established with reference to national education standards. This standard is the school's benchmark for carrying out its education. Schools are obliged to achieve standards that have been set nationally. However, schools can develop other abilities in their students in

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

<sup>8</sup> Muhammad Nabil Khasbulloh, "Preferensi Masyarakat Dalam Pemilihan Lembaga Pendidikan Islam: Studi Pada SD NU Insan Cendekia Kediri," *JoiEM (Journal of Islamic Education Management)* 1, no. 2 (2022): 51–66, <https://doi.org/10.30762/joiem.v1i2.99>.

<sup>9</sup> Verdiyani, "Analisis Animo Masyarakat Dalam Memilih Sekolah Anak Di SD Wuluhadeg Dan SD IT Assalaam."

<sup>10</sup> 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>.

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

order to demonstrate uniqueness or improve quality.<sup>12</sup> Various characteristics and advantages as a school effort to improve its quality. Meanwhile, each parent has their own reasons for choosing a school for their child. This of course is related to choosing the right place for children to learn and socialize during their development process. People as parents of children certainly hope for the best place for their children.<sup>13</sup>

SD NU Insan Cendekia Kediri is an educational institution that has a good image and is a favorite among the community with its Islamic concept and full day school. This NU elementary school can build a good image by carrying out two-way communication between the internal community, including: student guardians, teachers, students, employees and the external community. In this way, trust can be created and maintained through excellent service to the internal community and can build a positive, good and favorite image to the external community through the superior programs it offers. The success of this school in its work as an Islamic educational institution can be seen from the great interest of the community in sending their children to the NU school, and this can be seen from the large number of students in the 2021/2022 school year, which has a total of 567 students.

The data above shows that even 1/5 of the students come from outside the institution's sub-district, which means that the enthusiasm and trust of people from outside the school has shown a significant increase. This shows an indication that the school has received positive public trust from the community. Apart from that, according to interviews during initial observations conducted with several parents at SD NU Insan Cendekia Kediri, the community was interested in sending their children to this institution because they wanted good general and religious education for their children.

This positive view or perception will influence the public's interest as parents in sending their children to SD NU Insan Cendekia Kediri. For this reason, based on these things, it is important and interesting to dig deeper into people's preferences in choosing Islamic educational institutions with the focus of the study being SD NU Insan Cendekia Kediri. So that from the results of this research there will be good dissemination of information to the public which can increase public interest as parents of students in sending their children to Islamic educational institutions, especially NU, to further improve and as a consideration for other basic educational institutions in

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<sup>12</sup> Verdiany, "Analisis Animo Masyarakat Dalam Memilih Sekolah Anak Di SD Wuluhadeg Dan SD IT Assalaam."

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

attracting public interest in sending them to school. their children at that educational institution.

To the best of the researcher's knowledge, researchers have not found research that focuses its study on strategies for building the image of the Islamic educational institution SD NU Insan Scholar in attracting public interest in detail. But at least this research is related to several studies, namely as follows: Vivi Fitriana's research shows that educational institutions always carry out a strategic management process to determine the right strategy to attract parents' interest in sending their children to school. This process includes strategic planning, strategy implementation, and strategy evaluation.<sup>14</sup> Aji Sofanudin's research shows that the model of increasing people's interest in sending their children to school is by having superior programs, accustoming them to noble morals, many alumni being accepted into favorite institutions, having superior academic and non-academic achievements and establishing intense collaboration with various parties.<sup>15</sup> Arnoldi Zainal's research shows that quality and trust have a significant influence on parents' decisions to choose a school for their children.<sup>16</sup> Batara Ari Sona's research shows that the factors considered by consumers in their decision to choose educational services include four factors, namely product, process, physical evidence and people.<sup>17</sup> From some of the research above, it can be seen that the research that the author conducted has different and interesting substance, because this school in the current competitive era is able to show its competitiveness and superiority in aqeedah, Islamic knowledge and the stability of ubudiyah.

The research method used in this research is a qualitative approach. Meanwhile, the type of research uses case studies. The data sources for this research can be collected directly from natural settings. Discover and analyze completely and comprehensively the strategy for building the image of the Islamic educational institution SD NU Insan Cendekia in attracting public interest, a multi-perspective study. Data collection was carried out using interviews, observation and documentation methods. Data analysis is carried

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<sup>14</sup> 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.

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

<sup>16</sup> 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.

<sup>17</sup> 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>.

out by reducing data, displaying data, drawing conclusions and verifying data. To test the validity of the data in this research, it was carried out in several ways, namely: credibility, transferability, dependability and confirmability.<sup>18</sup>

### **Public Interest Premise**

The term interest can be interpreted in various ways by psychology experts. Bingham explains that intention is the tendency to actively participate in experiences and maintain those experiences.<sup>19</sup> Crow and Crow argue that interest is closely related to the driving force that drives a person to face or deal with people, objects or can also be an affective experience that is influenced by the activity itself. In other words, interest can be a cause of activities and a cause of participation in these activities.<sup>20</sup> Daniel explained that interest is influenced by feelings of pleasure and displeasure. The pattern of feelings of pleasure and displeasure that is formed in each phase of development will be relatively stable throughout each phase, however, in each subsequent phase, these patterns continue to change both in quality and quantity. This occurs because of the development or formation of objects of interest in each phase, in accordance with individual growth, maturity and experience.<sup>21</sup>

A more complete opinion about interest was put forward by Chaplin who formulated it, firstly, as a persistent attitude that binds an individual's attention to certain objects selectively. Second, the feeling of meaning for the individual regarding the activities, part-time work or objects faced by each individual, and third, the readiness of the individual to regulate or control behavior in a certain direction or towards a certain goal.<sup>22</sup> WS Winkel defines interest as a rather persistent tendency in a subject to feel interested in a particular field or thing and feel happy being involved in that field. Feelings of pleasure will also give rise to interest, which is further strengthened by a positive attitude, which of these things arises first, it is difficult to determine with certainty. In general, the following psychological sequence applies: happy feelings, positive attitudes, interest.<sup>23</sup> From the understanding put forward by experts, it can be concluded that interest is a force that can

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

<sup>19</sup> Walter V. Bingham, *Aptitudes and Aptitudes Testing*, dalam Sofanudin, "Model Peningkatan Minat Masyarakat Terhadap Madrasah Ibtidiyah Di Jawa Tengah."

<sup>20</sup> A. Crow and Crow L.D. *Human Development and Learning*, dalam Ibid.

<sup>21</sup> Henry B. Daniel, *Guidance in Modern School*, dalam Ibid.

<sup>22</sup> J.P. Chaplin, *Dictionary of Psychology*, dalam Ibid.

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

encourage someone to pay attention. Feeling interested and happy about something of one's own accord.

Society is a number of people in certain groups who form a cultural life. So here the family or guardians are a subsystem in society (the smallest unit in society). In this research, it is more detailed that the community in question is the parents, guardians of students. So the public's interest in schools is the tendency of parents and guardians in choosing education for their children. The manifestation of the implementation of interest is sending their children to school as an 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, so that they are protected from all kinds of threats both in this world and in the afterlife. Every parent is commanded to protect his family from the threat of hell.

Almost all parents want to educate their children in the best possible environment and their decision to invest in their children depends on a number of social, economic and cultural factors. Parents have an obligation to choose the best school for their children. As stated in Law of the Republic of Indonesia Number 22 of 2003 concerning the National Education System article 7 which reads: (1) have the right to participate in selecting educational units and obtain information about the development of their children's education, (2) parents of children of learning age are obliged to provide basic education to their children.<sup>24</sup>

According to Prihanto, parents are father and mother who are the first and main educators for their children. Nowadays, parents believe more in Islamic-based elementary schools. Apart from being interested, many also have other reasons, including: (1) more intensive religious lessons, (2) behavior and character training according to religious guidance, (3) positive additional activities, (4) mandatory extracurricular activities, (5) complete facilities and infrastructure, therefore parents are now more likely to choose religion-based elementary schools.<sup>25</sup>

Decision making is an activity that humans are aware of every day, several times a day we make decisions and many people are not aware of it. The process of determining which option is considered the best is called decision making. The essence of choosing a school (school choice) is the

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

<sup>25</sup> 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>.

method or method used to provide an overview to families in choosing schools for their sons and daughters using various options.<sup>26</sup>

### **School Efforts to Attract Public Interest**

The decline in parents' interest in entrusting their sons/daughters to elementary school has made the school try to find a solution by implementing marketing strategies which have so far been carried out simply. The service marketing strategy carried out by elementary schools cannot be separated from consumer perceptions (perceptions of students' parents) and the marketing mix they use. Meanwhile, the marketing mix strategy in its influence on the marketing of primary school education services cannot be separated from products (educational programs, teaching methods and facilities), prices (education costs), promotions, location, people, processes and services.<sup>27</sup>

Kotler and Armstrong explain that promotions are activities that communicate the advantages of a product and persuade target customers to buy it.<sup>28</sup> 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.<sup>29</sup>

The product or service offered by educational institutions is a unique product and different from other services. The real results or greatest benefits from these services cannot be felt quickly, but through a long-term process. Therefore, in the process of using it, an experience will be created for students as direct users 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 real memories that will be carried throughout the user's life. This consumer experience can be used as a promotional media weapon for educational institutions which is called the word of mouth for alumni. Schools are also required to carry out promotions so that the school can be more widely known. Several media that

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<sup>26</sup> 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>.

<sup>27</sup> 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>.

<sup>28</sup> 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)."

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

can be used as promotional tools for educational services include: brochures, posters, presentations to several kindergartens, use of information technology such as the internet, and so on.<sup>30</sup>

In educational services, consumers or students can immediately get the services they want to buy. School is a place to get these services. Parents as consumers who make decisions about purchasing educational services have their own considerations in choosing a school for their son/daughter.

Educational services can create a competitive advantage in terms of service quality. The quality of service for educational services will influence the product distribution process, or in this research, one of them is the teaching and learning process in the classroom. There are five dimensions of service quality which are used as guidelines by customers in assessing service quality, namely: 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, giving personal attention to customers, 3) Reliability which can be interpreted as the ability to carry out promised services accurately and reliably, 4) Responsiveness which can be interpreted as the willingness to help customers and provide services quickly or responsively, and 5) Confidence (Assurance) which can be interpreted as the knowledge and politeness of employees as well as their ability to inspire trust and confidence.<sup>31</sup>

Various efforts have been made to attract people's interest in sending their children to school, including:

First, Management of Infrastructure. School facilities include all equipment and supplies that are directly used in the educational process at school, while school infrastructure includes all components that indirectly support the educational process at school. For example, school facilities are buildings, rooms, tables and chairs, teaching aids and so on, while school infrastructure is: roads to school, school premises or grounds, gardens, courtyards and school rules and regulations.<sup>32</sup>

Otymologically (the meaning of the word) infrastructure means indirect means to achieve goals. In education, for example: location/place, school building, sports field, and so on. Meanwhile, facilities are like direct tools to achieve educational goals. For example: room, book, library, laboratory and so on. The aim of managing school facilities and

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<sup>30</sup> Ibid.

<sup>31</sup> 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>.

<sup>32</sup> Novita Mona, "Sarana Dan Prasarana Yang Baik Menjadi Bagian Ujung Tombak Keberhasilan Lembaga," *Nur El-Islam* 4, no. 2 (2017): 98–129.

infrastructure is to provide professional services related to educational facilities and infrastructure so that the learning process can take place effectively and efficiently.<sup>33</sup>

Second, Teacher Management. Teachers are the key to the success of an educational institution. Teachers are sales agents for educational institutions. Whether a teacher's behavior or way of teaching is good or bad will greatly influence the image of an educational institution. Therefore, teacher resources must be developed through education, training and other activities so that their professional abilities can be further improved.<sup>34</sup> Teacher professionalism is a condition, direction, value, goal and quality of expertise and authority in the field of education and learning related to a person's work which is their livelihood. Meanwhile, a professional teacher is a teacher who has the required competencies to carry out educational and learning tasks. In other words, it can be concluded that the definition of a professional teacher is a person who has special abilities and expertise in the field of teaching, so that he is able to carry out his duties and functions as a teacher with maximum ability. A professional teacher is a person who is well educated and trained, and has extensive abilities in his field.<sup>35</sup>

The component that has been considered to greatly influence the educational process is the teacher component. This is natural, because the teacher is the spearhead who has direct contact with students as subjects and objects of learning. No matter how good and ideal the educational curriculum is, no matter how complete the educational facilities and infrastructure are, without being balanced with the teacher's ability to implement them, everything will be less meaningful. Therefore, to achieve educational process standards, it is best to start by analyzing the teacher component.

Third, Curriculum Management. Etymologically, curriculum comes from the Greek, namely *curir* which means runner and *curere* which means place to race. So, the term curriculum originates from the world of sports in ancient Roman times in Greece, which implies a distance that must be covered in running activities from the starting line to the finish line. Based on this understanding, in the context of the world of education, it is defined as a

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<sup>33</sup> 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>.

<sup>34</sup> A F Nasution, S Syukri, and N Damanik, "Peran Pesantren Tahfidzul Quran Syuhada Membentuk Generasi Berakhlak Qur' Ani Di Kecamatanair Putih Kabupaten Batu Bara," *Ittihad*, 2022, 76–82.

<sup>35</sup> 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>.

"circle of instruction", namely a teaching circle in which teachers and students are involved.<sup>36</sup> According to Hilda Taba in Nasution's book, essentially every curriculum is a way to prepare children to participate as productive members in their society. Each curriculum, regardless of its pattern, always has certain components, namely statements about goals and objectives, selection and organization of learning materials and content, forms and teaching and learning activities, and finally evaluation of learning outcomes.<sup>37</sup>

In a narrow sense, the curriculum is a set of plans and knowledge about learning content and materials as well as the methods used as guidelines for organizing teaching and learning activities in schools. This understanding underlines the existence of 4 main components in the curriculum, namely objectives, content/materials, organization, and strategy. In a broad sense, the curriculum is all activities designed by educational institutions to be presented to students in order to achieve educational goals (institutional, curricular and instructional). This understanding describes all forms of school activities that may have an effect on student development, including the curriculum, and not limited to teaching and learning activities only.<sup>38</sup>

The first (narrow) understanding is more relevant for teachers to understand and implement. Meanwhile, the second (broad) is very relevant to be understood and carried out by school/madrasah principals as top leaders/managers and their deputy principal staff in the educational institution, because it describes the scope of thinking, planning and responsibilities in implementation in order to achieve the set goals and make qualified school.

### **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 is a feeling of preference and interest in a thing or activity, without anyone telling them to. Interest is the acceptance of something, the relationship between oneself and outside oneself. The stronger or closer the relationship, the greater the interest. So, if we relate this terminology to a

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

<sup>37</sup> 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>.

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

study of public interest in the school, it means talking about how much interest the public has in an object or institutional entity.

The public's interest in sending their children to the school is relatively high, this can be seen from the following things: First, there is high public interest in sending their children to SD NU Insan Cendekia Kediri. This is shown by the large number of people who register their children at the school. The enthusiasm of the people who registered exceeded the quota provided by the school, so not all applicants could be accepted. Even though the school is located close to other elementary schools, SD NU Insan Cendekia Kediri is more popular with the public with the number of students in the 2021/2022 school year reaching 567 students, the highest of any other elementary school. This number is the highest for elementary schools at the Ngadiluwih sub-district level and even Kediri district. In fact, 1/5 of the students come from outside the school district. This indicates that the SD NU Insan Cendekia Kediri has received positive public trust from the community. As WS Winkel defines interest as the subject's tendency to feel interested and happy, which is further strengthened by a positive attitude, in general the following psychological sequence applies: happy feelings positive attitude-interest.<sup>39</sup>

Second, the community's participation and enthusiasm for SD NU Insan Cendekia Kediri is very good. The participation and enthusiasm of parents for school activities/programs is very good, such as: harlah activities, bazaars, tahlil akbar, mujahadah, community recitations, PHBN and PHBI competitions. Good participation and enthusiasm is also shown in the student learning process through student contact books. Very good participation and enthusiasm from parents in school charity activities such as coinage, donations from disaster victims, zakat, infaq, compensation for orphans, purchasing sacrificial animals, and they even collect Jariyah to be used to renovate school infrastructure to be better. In line with what Crow said, interest can be a cause of activities and a cause of participation in these activities. If the school's relationship with the community runs well, the sense of responsibility and community participation in improving the school will also be good and high.<sup>40</sup>

Based on this, there are several important elements included in the definition of participation as a form of parents' interest in SD NU Insan Cendekia Kediri, including: (1) In participation, what is examined is not only physical participation but also thoughts and feelings (mental and emotional)

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

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

and even material; (2) participation can be used to motivate people who contribute their abilities to group situations so that their thinking abilities and initiatives can emerge and be directed towards group goals; (3). Participation means that parents are required to participate and be responsible for school activities. This shows that the higher an individual's sense of psychological involvement with the task given to him, the higher a person's sense of responsibility in carrying out that task. The very good participation and enthusiasm of parents shows that they have a high interest in SD NU Insan Cendekia Kediri because they really enjoy and care about the school.

Third, Public interest is shown by classifying SD NU Insan Cendekia Kediri as the favorite destination school for their children. The school is increasingly popular with various academic and non-academic achievements that continue to increase. The Islamic concept and full day school offered have a good image in society. Branding enjoyable learning in presenting superior programs supported by good facilities is increasingly felt by the community. The extracurricular activities provided are very good at supporting students' talents and interests. The services and comfort provided by the school are shared by the parents of the students with parties outside the school. In this way, the SD NU Insan Cendekia Kediri is increasingly sought after by the community as their children's favorite school destination. It was put forward by Chaplin who formulated interest, namely as a persistent attitude that binds an individual's attention to certain objects selectively; feelings that are meaningful for the individual towards the activities or objects encountered; an individual's readiness to regulate or control behavior in a certain direction or towards a certain goal.<sup>41</sup>

### **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, namely: First, carrying out promotions so that SD NU Insan Cendekia Kediri can be more widely known by intensifying and extensifying school publications through various means: through banners, media, brochures, billboards, pamphlets, calendars, social networks (Facebook, Twitter, Instagram, YouTube) and so on. Apart from that, intensification and extensification of school publications by holding activities that directly involve the community in various forms of activities, namely bazaars, free medical treatment, health walks, kindergarten level competitions, grand tahlil, alumni reunions, mujahadah, ta'aruf parades,

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

sacrificial animal slaughter, and etc. The school also carries out intensive outreach efforts to TK/RA, a friendly approach to community and religious figures, especially NU administrators. Participated in various competitions for academic and non-academic fields and was blown up by the media. As Kotler and Armstrong explain, promotion is an activity that communicates the advantages of a product and persuades target customers to buy it.<sup>42</sup> 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.<sup>43</sup>

The experiences of the teaching and learning process, social activities, and character formation experienced by users or students at school will produce real memories that will be carried throughout the user's life. This consumer experience can be used as a promotional media weapon for educational institutions which is called the word of mouth for alumni. Schools are also required to carry out promotions so that the school can be more widely known. Several media that can be used as promotional tools for educational services include: brochures, posters, presentations to several kindergartens, use of information technology such as the internet, and so on.<sup>44</sup>

Second, creating a competitive advantage in terms of service quality by providing comfortable learning services to students by using adequate and representative infrastructure, a fun learning process with enjoyable learning branding, so great attention is paid to the procurement of chairs and classroom facilities. The school's superior program services that are oriented towards community needs actually place children as the subject and goal of success for all parties in the school. Students who are placed as the main stakeholders must feel the value of studying at school, so that they become pious/pious children and have good morals. The school emphasizes good processes and output in every implementation of its programs, with excellent service, satisfied customers will tell other potential customers, and word of mouth information is what the school believes is one of the effective communication and promotion tools to attract public interest.

According to Mangunwijaya, customer satisfaction is a condition where the customer's desires, expectations and needs are met. A service is considered satisfactory if the service can meet customer needs and

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<sup>42</sup> Philip Kotler dan Gery Amstrong, *Dasar-Dasar Pemasaran Jilid 1*. Terjemahan Alexander Sindoro Sona, "Analisis Faktor Yang Dipertimbangkan Konsumen Dalam Keputusan Memilih Jasa Pendidikan Sekolah Menengah Atas (SMA)."

<sup>43</sup> Kristiani, "Faktor-Faktor Yang Mempengaruhi Keputusan Orang Tua Siswa Memilih SD Kasatriyan Surakarta."

<sup>44</sup> Ibid.

expectations. Customer satisfaction is a customer's expectations and needs being met with reference to: results achieved, evaluation of results achieved, and development of results achieved. Meanwhile, the marketing mix strategy in its influence on the marketing of primary school education services cannot be separated from products (educational programs, teaching methods and facilities), prices (education costs), promotions, location, people, processes and services.<sup>45</sup>

Educational services can create a competitive advantage in terms of service quality. The quality of service for educational services will influence the product distribution process, or in this research, one of them is the teaching and learning process in the classroom. There are five dimensions of service quality which are used as guidelines by customers in assessing service quality, namely: 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, giving personal attention to customers, 3) Reliability which can be interpreted as the ability to carry out promised services accurately and reliably, 4) Responsiveness which can be interpreted as the willingness to help customers and provide services quickly or responsively, and 5) Confidence (Assurance) which can be interpreted as the knowledge and politeness of employees as well as their ability to inspire trust and confidence.<sup>46</sup>

Third, the management of adequate and representative learning facilities and infrastructure continues to be carried out by SD NU Insan Cendekia Kediri as an effort to attract public interest. Building additional space, creativity in looking for additional building projects through the education and government departments, completing infrastructure and facilities by installing internet (WiFi), buying computers, buying LCDs, buying laptops, buying loudspeaker equipment, and so on.

According to Soetopo, school facilities include all equipment and supplies that are directly used in the educational process at school, while school infrastructure includes all components that indirectly support the educational process at school. For example, school facilities are buildings, rooms, tables and chairs, teaching aids and so on, while school infrastructure is: roads to school, school premises or grounds, gardens, courtyards and school rules and regulations.<sup>47</sup> As according to Daryanto, otymologically (the

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<sup>45</sup> Imam Faizin, "Strategi Pemasaran Jasa Pendidikan Dalam Meningkatkan Nilai Jual Madrasah," *Jurnal Madaniyah* 7, no. 2 (2017): 261–83.

<sup>46</sup> Fandy Tjiptono, *Service Management Mewujudkan Layanan Prima* dalam Kristiani, "Faktor-Faktor Yang Mempengaruhi Keputusan Orang Tua Siswa Memilih SD Kasatriyan Surakarta."

<sup>47</sup> 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>.

meaning of the word) infrastructure means indirect means to achieve goals. In education, for example: location/place, school building, sports field, and so on. Meanwhile, facilities are like direct tools to achieve educational goals. For example: room, book, library, 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. Management of facilities and infrastructure that meet standards, even better than the standards determined by the government, is an effort made by schools as an effort to attract public interest in sending their children to these institutions.<sup>48</sup>

Fourth, the efforts made by SD NU Insan Cendekia Kediri to attract public interest is by managing teachers to become more professional and qualified. The form of teacher management is by improving the quality of teachers and assigning tasks to teachers based on the quality of their performance. Teachers are sent to take part in KKG, upgrading, training, workshops, comparative studies in order to improve their quality. Fulfill the requirements for qualifications and competencies in accordance with the provisions determined by the education law. The teacher's minimum qualification is Bachelor's Degree, and they are even encouraged to study further to Master's Degree. Teachers whose qualifications do not yet meet are motivated by being given scholarships to continue their studies according to their qualifications, such as PGSD. Spiritual development of teachers to shape teachers' good character and morals, forming scientific clusters according to subjects, giving rewards to exemplary teachers in schools, being motivated to apply technology skills during the learning process, by holding training on technology.

According to Uno, teachers are the key to the success of an educational institution. Teachers are sales agents for educational institutions. Whether a teacher's behavior or way of teaching is good or bad will greatly influence the image of an educational institution. Therefore, teacher resources must be developed through education, training and other activities so that their professional abilities can be further improved.<sup>49</sup>

Meanwhile, according to Rusman, teacher professionalism is a condition, direction, value, goal and quality of expertise and authority in the field of education and learning related to a person's work which provides a livelihood. Meanwhile, a professional teacher is a teacher who has the required competencies to carry out educational and learning tasks. In other

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<sup>48</sup> Isnawardatul Bararah, "Pengelolaan Sarana Dan Prasarana Pendidikan Dalam Meningkatkan Kualitas Pembelajaran," *Jurnal MUDARRISUNA* 10, no. 2 (2020): 351-70.

<sup>49</sup> Nasution, Syukri, and Damanik, "Peran Pesantren Tahfidzul Quran Syuhada Membentuk Generasi Berakhlak Qur'Ani Di Kecamatanair Putih Kabupaten Batu Bara."

words, the definition of a professional teacher is a person who has special abilities and expertise in the field of teaching, so that he is able to carry out his duties and functions as a teacher with maximum ability. A professional teacher is a person who is well educated and trained, and has extensive abilities in his field.<sup>50</sup>

As Sanjaya said, the component that has been considered to really influence the educational process is the teacher component. This is natural, because the teacher is the spearhead who has direct contact with students as subjects and objects of learning. No matter how good and ideal the educational curriculum is, no matter how complete the educational facilities and infrastructure are, without being balanced with the teacher's ability to implement them, everything will be less meaningful. Therefore, to achieve educational process standards, it is best to start by analyzing the teacher component.<sup>51</sup>

Fifth, the efforts made by SD NU Insan Cendekia Kediri to attract wider public interest is by managing the curriculum. Holding training/curriculum review workshops every holiday season to update the school's curriculum. management of a curriculum that is oriented towards educating human resources who are ready to enter the era of globalization, the era of industrialization and the information era, by combining curriculum from the Ministry of Education and Culture, the Ministry of Religion, religious habituation and Islamic-based extracurricular activities. The portion of religious curriculum provided is greater than that of other elementary schools. The curriculum implemented is supported by a religious atmosphere, in the form of a religious/religious school life atmosphere, the existence of adequate prayer facilities, the use of religious approach methods in presenting learning materials for each subject.

According to Rusman, curriculum management is a component that has a strategic role in the education system both nationally and within the school environment.<sup>52</sup> Good curriculum management certainly brings many significant changes in the world of education. Curriculum and learning are the core activities of schools and their management is a very important part of school management. Meanwhile, according to Marty, curriculum

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<sup>50</sup> 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.

<sup>51</sup> 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>.

<sup>52</sup> Arif Nur Rahman, "Manajemen Sekolah Dalam Upaya Mempersiapkan Peserta Didik Yang Berkarakter (Studi Di Sekolah Dasar Anak Saleh Malang)," *Primary Education Journals (Jurnal Ke-SD-An)* 1, no. 2 (2021): 63–71, <https://doi.org/10.33379/primed.v1i2.724>.

management and learning activities include curriculum planning, implementation and assessment activities.<sup>53</sup> In fulfilling the mandate of Law no. 20 of 2003 concerning the National Education System, article 36 paragraph 2 and the mandate of Government Regulation no. 19 of 2005 concerning National Education Standards (SNP), the curriculum is developed in a diversified manner by educational units referring to the content standards contained in Permendiknas No. 22 of 2006, and competency standards for educational unit graduates as stated in Permendiknas No. 23 of 2006, and guided by the guidelines prepared by the National Education Standards Agency (BSNP), developing a diversified curriculum is a big challenge for schools. The ability to manage the curriculum is very important for schools as an effort to attract interest and give confidence to the community, that the school is of quality and quality because it is able to manage the curriculum well in accordance with government standards and community needs.<sup>54</sup>

### Conclusion

SD NU Insan Cendekia Kediri made five efforts to attract public interest. First, they were doing promotion so that schools can be more widely known by intensifying and extending school publications. Second, they were creating competitive advantages in terms of service quality. Third, they were managing facilities and infrastructure. Fourth, they were managing teachers. And fifth, they manage the curriculum. These efforts have proven to increase public interest in sending their children to this elementary school. Professional management of institutions can increase public interest in schools. It has been proven that the public's image regarding Islamic-based schools as the second choice will change in line with improving school performance. For example, having representative and adequate facilities and infrastructure to support learning and can improve development according to the ideals and desires of students' parents and the community. So, parents will feel safe and comfortable sending their children to that school.

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<sup>53</sup> 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>.

<sup>54</sup> 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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