

APPLICATION OF MARKETING IN FORMAL EDUCATION AS A STRATEGY OF DEFENDING THE EXISTENCE OF THE ISLAMIC BOARDING SCHOOL

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ABSTRACT

In the present day, Islamic educational institutions face intense competition, particularly from traditional establishments, due to the emergence of modern educational institutes that provide curricula and novel systems, such as the integration of formal education. This motivates conventional educators to devise strategies for sustaining their operations amidst this intense competition. In light of the fact that contemporary society tends to favor educational institutions that combine formal education and religion. The Pondok Pesantren Miftahul Ulum Mount bubut, Tasikmalaya is also concerned with how to ensure its continued existence through the establishment of formal education. Subsequently, this study was conducted in an effort to assess the viability of formal education as a means of preserving the Miftahul Ulum Pondok Pesantren. Utilizing a descriptive analysis approach and qualitative research methodology, data is gathered via documentation studies, interviews, and observations. Subsequently, the data is analyzed through an interactive model comprising the following stages: data condensation, data presentation, and conclusion. The results of the study indicated that the Mifatahul Ulum Pondok Pesantren implemented a formal education initiative in order to ensure its continued existence. This was accomplished through the establishment of the Yapim SMK, which offered two disciplines. The school utilized the mix marketing approach to introduce and promote its offerings. These included an Islamic environment, extracurricular activities, entrepreneurial pursuits, affordable prices, sufficient facilities, a strategic location, a connection between the school curriculum and training, and the promotion of special rates for students who participated in the training.

Keyword: Formal Education, Islamic Boarding Schools, Marketing Mix.

INTRODUCTION

Educational institutions at all levels and in all types ought to have attempted to survive and produce generations that are prepared to struggle with other countries as time advanced. However, this is not a simple task for certain institutions due to the ever-increasing complexity of contemporary demands. Attaining that objective will not be too difficult for an institution that possesses an abundance of resources (relationships, financial capital, assets, and human capital, as well as a willingness to embrace change); however, if the institution is inverted, it will prove challenging to do so.

In the contemporary era of globalization, it is not unusual for educational institutions, including the lodge in question, to abandon values and traditions that have been upheld for decades (Krisdiyanto et al., 2019). Nonetheless, in the absence of transformations and failure to adapt to the times, the consequences will inevitably manifest in the institutions themselves, as consumers will progressively abandon them. It is the product of a classical lodging house, in particular.

Furthermore, the advent of contemporary boarding houses, which present a novel approach to education and everything else, riles up a variety of public desires, including the desire for their children to be educated not only in boarding schools but also in formal educational institutions. If this is not what you wish, boarding houses should prepare the appropriate formulation or strategy to ensure that their existence is acknowledged by the public (Sopwandin, 2019). Formal education

at the established level may be elementary, secondary, or even higher in quality.

Formal education in the Indonesian education system consists of the Ibtidaiyah Primary School, the Tsanawiyah Primary Secondary School/Madrasah, the Higher Secondary Education/Middle School of Education/Madrasah Aliyah, and the College. General education is managed by the Ministry of Education, while religious education is managed by the ministry of religion. Although under distinct shadows, the status of education has been equivalent since SKB 3 Ministers in 1975.

In the contemporary global era, the implementation of formal education emerges as a viable alternative or strategic approach to training while preserving its existence. By means of formal education, gyms are published naturally or indirectly. As stated by Philip and Duncan in (Yanti, 2016), marketing may serve as a mechanism to ensure the continued operation of an academic establishment. In addition, the integration of formal and non-formal education within a single setting encourages exceptional collaboration in the development of an exceptional educational experience for students (Julianto, 2019). Although formal education can serve as a marketing strategy for a boarding house, in order for it to be effective and truly influential, the appropriate approach must be taken. Regarding (Sopwandin et al., 2022) how developments in formal education may impact the lodging house can be quantified through the lens of mixed marketing. The present investigation examined the effects of SMK Yapim's formal education establishment on the continued existence of the Miftahul Ulum Mountain Bubut Tasikmalaya residence.

METODE

The descriptive analysis approach decided the qualitative research methodology (Moleong, 2014). The data collection process encompasses a variety of methodologies, including: 1) non-participant observation; 2) structured interviews with informants serving as Foundation Chairmen, Nurses of Training Houses, Heads of SMEs, Enterprise Division; and 3) documentation (Sugiyono, 2014). This study employs the interactive model as an instrument for data analysis; it comprises the following components: 1) the data condensation stage, in which the researcher collects data based on the findings of the interviews and documentation reviews conducted, ensuring that the acquired data is precisely targeted towards the research's level of necessity; 2) the data presentation stage, which facilitates researchers' comprehension of the issue at hand, thereby enabling them to progress to the subsequent stage. As stated by Huerman and Saldana (2014), Prior to commencing the data analysis phase, the collected data undergoes validity testing to ascertain its feasibility and validity. In regard to the assessment of validity, the triangulation of sources and methodologies, in addition to the expansion of observation, is employed. Regarding the accountability testing, all stages of the research process were audited with the participation of external entities.

RESULT AND DISCUSSION

McCarthy (1960) was the first to establish the notion of a marketing mix, defining it as consisting of four primary components known as "4P": product, price, place, and promotion.



However, to extend the scope of this marketing formula beyond products, James and Philips (1995) introduced an additional 3P in service marketing: personnel, tangible evidence, and procedure. Additionally, it has been asserted by Kotler and Fox (1995) that the promotion of educational services necessitates a combination of marketing strategies comprising the seven Ps (Laksamana, 2021).

1. Product

In fact, products are the substance of both for-profit and not-for-profit organizations, as they are what are made available to consumers. Therefore, it is critical to discuss and commit to the form or category of product that will be demonstrated at the exhibition. Five tiers can be utilized to determine the worth of a product: fundamental benefit, base product, anticipated product, enhanced product, and potential product.

a) *Core benefit*

As a vocational education institution that provides two specialized programs—Computer and Networking Engineering (TKJ) and Automation and Office Management (OTKP)—SMK Yapim experiences advantages that are uncommon at other institutions. This is because SMK is frequently perceived or labeled as a school whose students frequently recommend to engage in extracurricular activities; thus, this perception is associated with the institution as a whole, despite the possibility which is not the case. SMK Yapim possesses the capacity to overcome the negative perception due to its strategic location near Islamic Boarding and the support it receives from the Islamic Education Foundation. Therefore, this transforms into a distinctive brand whose advantages will be experienced by consumers, specifically students and guardians. The SMK Yapim vision, which emphasizes "a noble morality and environmental vision that exceeds in competence and technology," provides support for this claim. Islamic and technological in nature, the content of this vision is highly pertinent to contemporary requirements (A. Abdurahman, personal communication, 2013).

Furthermore, the students who were enrolled at SMK Yapim possess affective abilities rooted in Islam, in addition to cognitive and psychomotor capabilities. Or the existence of both this world and the next.

b) *Basic product (product specialization/specificity)*

SMK Yapim has implemented several distinctive features, including a business development program and a variety of supporting activities, in order to effectively compete with other comparable educational institutions (Saehudin, personal communication, 2023c). Additionally, an individual student (S. Fauziah, personal communication, 2023) states that SMK Yakim also develops a strong emphasis on extracurricular activities. On the contrary, the proximity of SMK Yapim to the reception house confers a distinct benefit, as the limited number of parents whose children attend Yapim is attributable to the presence of the reception area.

c) *Expected product*

At present, SMK Yapim is utilizing a project-based curriculum from 2013. The implementation of the Merdeka Curriculum has been delayed due to several challenges, one of which is the limited comprehension among school leaders and teachers regarding the Merdeka curriculum (Saehudin, personal communication, 2023c). Outside of instructional hours, SMK Yapim hosts a variety of

events, such as an annual inter-SLTP tournament, an exhibition of student-developed entrepreneurial products, and Ramadan training. In conjunction with the required academic programs and curriculum, students may participate in supplementary activities through extracurricular engagements, which are detailed in the subsequent table.

Table 1. Extracullicular List of SMK Yapim

No	Name	Type
1	Scout	Strength
2	Flag Raiser	Strength
3	Red Cross	Strength
4	Sispala Alaska	Strength
5	Volley Ball	Sport
6	Futsal	Sport

Source: (Sopwandin, 2023c)

The Sispala Alaska is an extracurricular program that is seldom offered at other institutions, making it an appealing destination for students who possess an adventurous spirit and a deep appreciation for nature. Their endeavors to conserve nature encompass traversing rivers and ascending mountains, among other outdoor pursuits. This activity is appropriate for all students, regardless of gender.

Picture 1. Sispala Alaska Activity



Source: (Sopwandin, 2023c)

d) Augmented product

In order to help students contend with contemporary challenges, SMK Yapim endeavors to enhance their skill sets and knowledge. This enables them to effectively compete with their peers both prior to and following their graduation. Developing and bolstering these competencies via entrepreneurial initiatives. In addition to imparting knowledge in the classroom, this program provides all students with actual capital. Students initially create groups, after which they determine the outcome of their heroic endeavors. (Saehudin, personal communication, 2023c). SMK Yapim student enterprise groups presently represented by their respective organizations are detailed in the

table that follows.

Table 2. List of entrepreneurial groups of students and their products

No	Business Name	Leader	Product
1	Banana Roll	Siti Jamilah	Food
2	Keripik Kaca	Rizal Ali Rosadi	Food
3	Fish cultivation	Rizki Zahwa	Cultivation
4	Mini Shop	Asti Dwi Yunida	Food
5	Outdoor shirt	Fikri Muhaemin	Clothes
6	Casual Shirt	Siti Mutia Hafidz	Clothes
7	Sahabat Kue	Eris	Food
8	Pisang Aroma	Sahrul Padilah	Food
9	Roll Snake	Ibnu Zaki	Food
10	Seblak Kering	Sultan	Food
11	Sanrightime	Salwa Suci Wahidah	Food
12	Moci	Salwa Agustin	Food
13	Gyoza	Siska farwati	Food
14	Cilok Ayam Suir	Icha E Mustopa	Food
15	Vialate	Salsabila	Food

Source: (Sopwandin, 2023c)

In order to strengthen and improve this program, the educational institution also supports them through a range of activities, both organized and unorganized. These activities may consist of special events like "exhibition of creative product development of student entrepreneurship" or participation in tournaments where they can set up exhibits.

Picture 2. Students' Creative Product Exhibition



Source: (Sopwandin, 2023c)

As stated by Sulaiman (2022), the integration of entrepreneurship education within the context of education supports the dual purpose of cultivating realistic and inspiring individuals in addition to intellectual ability.

e) *Potential Product*

In addition to possessing expertise in their respective fields of study, SMK Yapim graduates also exhibit spiritual competence as a result of their integral training. In addition to being able to compete with graduates of other institutions, the graduates of these two years possess an entrepreneurial program that equips them with the necessary skills, autonomy, and entrepreneurial spirit. Graduates have to deal with the decision of pursuing entrepreneurship, furthering their education, or entering the workforce. Typically, the school does not own this entrepreneurial program, particularly until it is explicitly funded and implemented; therefore, this product represents one of the prospects that may gain in the future. Mental self-reliance is advantageous in the professional realm; therefore, a graduate of SMK Yapim will have this as capital or a factor in the company's or job opening's evaluation of them (Saehudin, personal communication, 2023c).

2. *Price (harga)*

The expenses included in SMK Yapim are as follows: initially, Rs. 1,000,000 is allocated for admission fees, which are utilized to purchase practical garments, sports shirts, batik, student ATM cards, the creation of practical tools and attributes, a report cover, MPLS, and jewelry. However, in the case of an internship, the student will only be required to pay Rs. 750,000.00, as the cost of developing the practical apparatus is waived in that case. Price reduction is one method of increasing purchasing interest and influencing purchasing decisions, in this case the purchase of educational services, according to (Hariyanto, 2021), Direct satisfaction results when a consumer forms an optimistic view of the product. Since a satisfied consumer is highly probable to repurchase the product or recommend it to others, customer satisfaction can be utilized as a metric. This evidence

suggests that a significant number of SMK Yapim students were admitted on the advice of former students.

Second, a monthly education development contribution (SPP) of forty thousand rupees. Some students, however, are eligible for a scholarship or are exempt from this funding requirement; these individuals include those who are active members of the organization, unable to succeed, and successful. Scholarships awarded to students will increase their academic motivation and performance (Ramadhon, 2017).

Third, the cost of field practice is Rs 850,000.00 (PKL). Fourth, expenses of Rs 250,000 for examinations; and fifth, costs of Rs 300,000 for ends-of-year. The allocation of these five funds follows by the accountability principle, which requires that all school funds be utilized in accordance with well-defined and responsible financial plans as stated by Nazaruddin et al. (2020). The assessment of costs is a critical aspect in the administration of academic establishments, as incorrect pricing could reduce parents' growing enthusiasm for enrolling their children in these institutions (Sopwandin et al., 2019).

3. Place

The SMK Yapim building is situated in a short distance to the men's hostel, specifically behind it. The Foundation naturally applies caution and reflection in determining this location (A. Abdurahman, personal communication, 2013). From a neighborhood perspective, this location is extremely strategic. Due to the location to the gymnasium, the road must be approached from the front. Additionally, the quiet and sanitary environment that is devoid of commotion contributes to a conducive learning environment. Overall, this site is highly advantageous for educational purposes; however, its distance from the highway makes it somewhat obscured from the public, particularly for those who are new to Mount Bubut or simply passing through; they are unlikely to notice that there are tiny schools in the vicinity, personal communication with Saehudin (2023b).

Picture 3. The Geography of SMK Yapim



Source: (Sopwandin, 2023d)

Due to the fact that the SMK is surrounded on all sides by floors and trees (west, north, and

east), its location is environmentally advantageous. Additionally, there is a camphouse on the southern shore. Additionally, ensure that the learning environment is secure, tranquil, and conducive to comfort. Nonetheless, the fact that it occurs in the gymnasium environment, which can be utilized to mold the students' personalities, also renders this a crucial aspect (Masnida & Qomar, 2021).

4. Promotion

The promotional media used by SMK Yapim uses online and offline systems. The media consists of the installation of banners/banners, brochures/pamphlets, alumni, studies, direct promotion to schools, and the maintenance of tournaments.

a) Banner Promotion

Similarly to MTs, SMK Yapim also installs banners as promotional media. These banners are kept in various strategic locations that are often passed by the community. But unlike MTs, the installation of these banners is still done to this day, even when covid or postcovid.

Picture 4. Banner Instalation



Source: (Sopwandin, 2023b)

b) Brochure

Like MTs, banners are installed by SMK Yapim as marketing collateral. These banners are hung in a number of key spots that the community frequently passes. In contrast to MTs, however, these banners are still installed today, whether or not they are covid or postcovid.

Picture 5. Brochure and pamphlet of SMK Yapim



Sumber: (Sopwandin, 2023c)

c) Alumnus

SMK Yapim is the same as MTs, this institution uses a network of school alumni and trainees alumni as its promotion media.

d) Recitation/ “haol pesantren”

Because under one shadow with MTs and trainers, then information related to SMK is delivered also through the study activities carried out in trainers or when invited by the community and haol trainers.

e) Come to school directly

The next way to do this is to come directly to the schools of the SLTP level, the parties involved are usually part of the pupils or the PPDB committee that is supported by pupils in particular who are included in the management of the OSIS (Saehudin, personal communication, 2023a).

Picture 7. Promotional Activities to School by Students



Source: (Sopwandin, 2023c)

f) Running a competition

The last way to do this promotion is to organize tournaments or races in various fields. The tournament is named “Yapim Competition” which is followed by various SLTP-level schools and is routinely held every year since 2016 (Saehudin, personal communication, 2023a). This media is very effective in introducing the school to the contestants. According to (Zulkipli et al., 2022) promotion using race events is very effective in delivering messages/information and its reach is very broad and direct to the target, the SLTP students.

Gambar 8. Flyer Yapim competition



Source: (Sopwandin, 2023c)

5. People

Currently SMK Yapim has a SDM of 21 people, consisting of 18 teachers, 2 businessmen and 1 operator. All teachers or educators are undergraduate and linear graduates with subjects of their own. The list of educators and educators can be seen in the table below.

Tabel 3. Data tenaga pendidik dan kependidikan

No	NAME	NUPTK	L/P	Posititon	Place and Date of Birth	Education	Subject	Status Employee	Entrance Year
1	FAHMI MUHAMAD SIDIK, ST	6361764666120003	L	Kepala Sekolah	Tasikmalaya, 29 Oktober 1986	S.1 Teknik Informatika	-	GTY	2015
2	SAEHUDIN, S.Pd		L	WK KURIKULUM, Guru	Sodonghilir, 20 Juli 1990	S.1 Pendidikan Agama Islam	PAI	GTY	2015
3	NURONI ISKANDAR, S.Pd		L	Wk. Kesiswaan, Guru	Tasikmalaya, 28 Februari 1991	S.1 Pend. Akuntansi	PKN, Kewirausahaan	GTY	2015
4	MUNAWAROH, S.Pd	9550767669220003	P	Ketua Jurusan OTKP, GURU	Ciamis, 18 Desember	S.1 Pendidikan	Produktif OTKP	GTY	2015

				1989	Ekonomi			
5	SURAHMAN, S.Pd	L	WK. PEMBINA SISWA, Guru	Tasikmalaya, 24 November 1991	S.1 Pend. Bahasa Bahasa Inggris Inggris		GTY	2016
7	NURUL AMAL, SE	P	Tata Usaha (TU)	Tasikmalaya, 19 Agustus 1983	S.1 Ekonomi		GTY	2015
8	RIPAL RINALDI, S.Pd	L	Guru	Tasikmalaya, 27 Juli 1991	S.1 Pend. PJOK	Penjaskes	GTY	2015
10	ABDUL HALIM, S.Pd.I	L	Guru	Tasikmalaya, 07 Maret 1985	S.1 Pend. Agama Islam	Seni Budaya	GTY	2016
11	MUHAMAD IKSAN A	L	Operator	Tasikmalaya, 19 September 1999	SMK	-	GTY	2018
12	RESI SRI RAHAYU, SE	P	Guru	Tasikmalaya, 20 April 1993	S.1 Ekonomi	Produktif OTKP	GTY	02 Januari 2019
14	SINTA, S.Pd	P	Guru	Tasikmalaya, 13 Agustus 1994	S.1 Pend. Agama Islam	B. Indonesia	GTY	Maret 2019
15	CECEP PALAHUDIN	L	Tata Usaha (TU)	Tasikmalaya, 14 Mei 1999	SMK	Tata Usaha	GTY	Maret 2019
16	DEVI WULANDARI, S.Pd	P	GURU	Tasikmalaya, 28 Desember 1993	S.1 Pendidikan	Guru OTKP	GTY	2020
17	ZAKA DRAJAT	L	GURU	Tasikmalaya, 23 Juni 1995	S.1 Ekonomi		GTY	2020
18	ANIDA NIRWANA, S.Kom	P	GURU PRODUKTIF, X TKJ	Tasikmalaya,	S.1 -	Produktif TKJ	GTY	2022
19	RULI ALAMSYAH, S.Kom	L	GURU PRODUKTIF, XII TKJ	Tasikmalaya,		Produktif TKJ	GTT	2022
20	RISVA VIA FAUZIAH, S.Pd	P	GURU	Tasikmalaya, 12 Mei 2000	s.1 - Pendidikan Matematika	Matematika	GTY	2023
21	ELVIRA MAULIDA, S.Pd	P	GURU	Tasikmalaya, 9 Juli 1999	S.1 Pendidikan IPS	Sejarah Indonesia - Bahasa Sunda	GTT	2023

Source: (Sopwandin, 2023c)

In the process of recruitment, or SDM, SMK Yapim accepts every applicant who comes if there is indeed an empty vacancy, but if it is full, then the application will be postponed and subsequently called if there are vacancies (Saehudin, personal communication, 2023d).

Furthermore, in order to enhance the competence of all educators and educational staff, schools facilitate their participation in training, seminars, or workshops organized either by schools,



governments, or independent training institutions. An example of one of the trainings that is followed by the educators and educational staff of SMK Yapim is in-house training.

Picture 9. In House Training



Source: (Sopwandin, 2023c)

6. Facilities and Infrastructure

Materials and supplies constitute an integral component of education administration and are among the most vital and essential educational resources that must be effectively overseen, including structures, land, administrative machinery, and even the materials utilized during classroom instruction. Therefore, even if you do not wish to, adequate means must exist to ensure a successful teaching process. As stated by Megasari (2014).

Since its inception, SMK Yapim has been bestowed with a fortune-bearing status as it has been granted \$2.5 billion in government funding through the USB (New School Units) program for the acquisition and development of resources (A. Abdurahman, personal communication, 2013).

The building's positioning adjacent to the athletic field is multifunctional, rendering it a strategic site. Should any activities take place on the field, students can observe them from different vantage points, while instructors can oversee student conduct while on the field.

Picture 10. The condition of building of SMK Yapim



Source: (Sopwandin, 2023c)

One of SMK Yapim's sporting facilities is referred to as a versatile field since it can be used for a variety of sports, such as futsal, basketball, volleyball, and tangkis, and it is also frequently utilized as a ceremonial space. Apart from having a flexible curriculum, SMK Yapim also features air-conditioned laboratories suitable for the two current majors, computer and telephone laboratories.

Picture 11. Computer Laboratorium



Source: (Sopwandin, 2023c)

When parents visit the area, one of the things that draws their attention is the presence of sufficient facilities. Often, even though Yapim SMK is located within a facility complex, this observation often results in parents deciding to send their children there for their education. The facilities, or school facilities, are one of the variables influencing parents' rational decision-making when choosing schools for their children, in addition to cost (Prastika et al., 2022). These are the general specifics of the facilities and infrastructure offered by the Yapim Vocational school.

Table 4. Sarana Prasarana SMK YAPIM

No	Facilities	Quantity	Quantity	
			Good	Broken
1.	Classroom	6	5	1
2.	Pricipla's Room	1	1	
3.	Teacher's Room	1	1	
4.	Administration's Room	1	1	
5.	Computer Laboratorium	1	1	
6.	Telephone Laboratorium	1	1	
7.	Mosque	1	1	
8.	Medical Room	1	1	
9.	Restroom of Teachers'	1	1	
10.	Restroom of Students'	4	1	3
11.	Sports field	1	1	
12.	OSIS' Room	1	1	
13.	Park Area	1	1	
14.	Sink	1	1	
15.	AC	2	2	
16.	Fan	2	2	
17.	Wifi	2	2	
18.	Canteen	2	2	

Source: (Sopwandin, 2023c)

7. Process

a) Education Activity

SMK Yapim carries out its educational activities through several stages, starting with the promotion process. Secondly, the school accepts students without following a selection process. Third, placement or mapping pupThe placement process separates the student according to the major they selected during enrollment. In 2023/2024, the number of educated participants in each major will be: computer engineering and networking total 23 people, and automation and office management total 25 people. For the total number of rombels available in the SMK, there are 6 rombels; each level consists of 2 rombels (Sopwandin, 2023c). Fourth, construction. In addition to the learning process, students are given training at some moments; for example, at the beginning of entry, students follow the activities of the MPLS Jewelry. This activity aims to introduce the SMK Yakim environment to the pupils.

Gambar 12. Kegiatan MPLS peserta didik



Source: (Sopwandin, 2023a)

In addition to the MPLS, other training that the pupils obtained also included jewelry for navigators, construction, and mentoring by teachers, including career mentoring. Fifth, the final stage of education at Yapim SMK is graduation.

b) Maintenance of Education

Maintenance of education in SMK Yapim is the same as in Miftahul Ulum MTs with a semi-fullday system, that is, starting from 07.00–14.00 BGN, and specifically for Mondays, Tuesdays, and Saturdays, maintenance of education is only until 12.00 BGN, or Dzuhur, because after Dzuhur is continued, it is trained, but the schedule of lessons remains written as the development of religious education and the practitioner's will (Sopwandin, 2023a).

c) Learnig Process

SMK Yapim is currently using a curriculum developed in 2013, which is a more project-based learning process. The 2013 curriculum selection is based on the fact that the school is not ready to implement the curriculum because if it is forced, it will have an impact on the teaching and learning process, so it is impeded. According to Sopwandin et al. (2023), the 2013 curriculum selection is based on the school's readiness to implement the curricula. Schools also have hidden curricula such as customization in religious activities integrated with training, pre-learning studies, reading *asmaul husna* before learning, and prayer. The results of research conducted by Akbar (2019) show that there is a significant influence between variables of routine reading the Quran before learning and learning achievement.

In-class learning is carried out with an active learning approach; students are given the opportunity to ask questions, express opinions, and discuss, so that the role of the teacher in the learning process is not only as a teacher but also as a companion, facilitator, and motivator.

The impact of SMK on the existence of the Miftahul Ulum Mountain Bubut Residence in Tasikmalaya

The presence of SMK in the neighborhood of Miftahul Ulum Gunungbubut Pondok Pesantren has had a positive impact on the development of the Pondotren, since its presence in both institutions has contributed enormously to the number of Pondotters in the camp so the establishment of the two educational institutions of the format is considered successful because it serves the purpose of keeping a fool in the training (A. A. Choliq, personal communication, 2023). At present, the Santri that exists in the Pondok Pesantren Miftahul Ulum Gunungbubut consists of 4 categories, namely: Santri, who is a student of MTs school; Santri, who is a student of Vocational school; Santri, who is a "nation" or no longer a school; and Santri, who has a college. Since 2021, many students have continued higher education in the Cibalong region of Tasikmalaya, called the Tarbiyah Az Zahra University of Science. There are now 386 men, 182 males, and 204 females (Munawar, 2023). The table below displays the data on the number of centers in the last 11 years.

Table 5. The number of students that have entered in the last 11 years

No	Year	Male	Female	Total
1	2023	53	41	94
2	2022	55	55	110
3	2021	64	54	118
4	2020	57	30	87
5	2019	47	57	104
6	2018	55	43	98
7	2017	42	39	81
8	2016	35	28	63
9	2015	25	27	52
10	2014	27	19	46
11	2013	23	18	41

Source: (Munawar, 2023)

As shown in the table above, the minimum number of santri that has entered since 2013 has been forty students, with the majority of those Santri consisting of students who attended an incorrect formal education compared to the majority of SMK students. This indicates that the learners' existence is significantly influenced by their formal education. Due to the fact that not a small number of trainees have been standing for extended periods of time, the number of centers has decreased and a few cases have been rolled. For instance, within the Bojonggambir district, one of two schools has stopped operations due to the absence of formal education in the vicinity (K.

Abdurahman, personal communication, 2023).

A small number of SMK students decided to take classes in one of the institutions due to a reduced tuition fee at the time of registration. Price reductions have a substantial effect on customer satisfaction, as stated by Devi and Kusumawati in (Hariyanto, 2021), specifically, higher levels of price reduction can directly enhance customer satisfaction.

While formal education is located in close proximity to the hostel, it does not disrupt the primary activities or timetables of the training. This is because the hostel's purpose is to provide financial support for the attendant. (2023, personal communication with K. Abdurahman). For instance, in the event that the school holidays conflict with regular classes, students are required to attend class. Conversely, if the college is operational but the school is closed, they are required to remain in the training.

To foster the growth and improvement of the centurions' interests and abilities, the Miftahul Ulum Gunung Cottage grants them access to a variety of extracurricular activities, with a particular emphasis on races designed exclusively for centurion groups. The outcomes are comparable to those reported by the other trainers, as evidenced by the data in the table below.

Table 6. The Santri's Achievement

No	Prestasi	Tingkat
1.	Juara 1 MQK Alfiyah	Distric
2.	Juara 1 MQK Imrithi	Distric
3.	Juara 1 MQK Sapinatunnaja	Distric
4.	Juara 1 Fathul Muin	Distric
5.	Juara 1 MQK Alfiyah	Regency
6.	Juara 1 MQK Imrithi	Regency
7.	Juara 2 MQK Fathul Muin	Regency
8.	Juara 3 MQK Imrithi	Province

Source: (Munawar, 2023)

CONCLUSION

In conclusion, the implementation of the marketing formula at SMK Yapim is as follows: 1) Yapim SMK provides the following: an Islamic environment, a variety of extracurricular activities (including Sispala Alaska) and an entrepreneurial program. 2) The tuition fees for students enrolled in the SMK are as follows: an entrance fee of Rs. 1,000,000.00; however, students undergoing training are charged only Rs. 750,000.00; the monthly SPP cost of SMK Yakim is Rs. 40,000.00. However, scholarships excluding performing, unable, and actively involved students in the organization from the SPP are available. 3) The location of the Yapimi SMK is beneficial for learning. However, accessibility is not entirely perfect due to the SMK's location behind the fitness center, which is only

one direction from the gym's entrance. 4) Promotion; SMK utilizes the following media for promotion purposes: banner installation, brochure creation, alumni networking, gym study or congratulations, direct visits to the school, and tournament organization; 5) SDM; the SDM for the gym is 20 individuals on average. 6) Physical evidence and facilities: Since its inception, SMK has provided ample press facilities, including versatile fields, computer laboratories, and telephone labs, among others, some of which are exceptional. This is the result of receiving \$2.5 billion from the government through the USB assistance program. 7) Procedure: In accordance with the 2013 curriculum, SMK Yapim operates from 07:00 to 14:00 daily, with the exception of Monday, Tuesday, and Wednesday, when instruction concludes at 12:00 PM. Ever since SMK's inception, this has been an unwavering commitment that cannot be disregarded.

The impact of SMK Yapim's location in the vicinity of Pondok Pesantren Miftahul Ulum on the students' existence and growth is substantial. This is demonstrated by the fact that no less than ninety students have enrolled annually over the past three years, the majority of whom attend SMK. Furthermore, certain students are motivated to attend the training due to a reduced entry fee if they are enrolled in school and also attend classes.

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