

Educational Services Marketing Strategy to Increase Competitiveness (Study On Man 2 Grobogan)

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Abstract. *This study discusses the marketing strategy of educational services and analysis of increasing competitiveness at MAN 2 Grobogan. This is based on the increasingly tight competition of educational institutions, and the importance of marketing strategy planning in educational institutions. The main problem in this study is how to analyze SWOT, marketing strategy of educational services and analysis of increasing competitiveness at MAN 2 Grobogan. The research approach is a qualitative method. Data sources are the head/deputy head of the madrasah, teachers/staff/employees, and students, data collection tools are interview guidelines; data collection techniques are observation, interviews, and documentation. To determine the marketing strategy and competitiveness at MAN 2 Grobogan, the author uses the SWOT analysis method. The results of the study show that: 1) The marketing strategy of educational services applied at MAN 2 Grobogan is a promotion strategy and a product strategy. 2) The score results based on the internal-external SWOT analysis (IE matrix) obtained the final IFAS score of 0.98, while the final EFAS score was 0.33. These results indicate that the position of MAN 2 Grobogan is in quadrant 1 (one), namely Strengths-Opportunities (SO) which supports an aggressive strategy. 3) The competitiveness of MAN 2 Grobogan is seen from the implementation of a marketing strategy that meets the four indicators of increasing the competitiveness of educational institutions. The results of the analysis show that there has been an increase in competitiveness in MAN 2 Grobogan.*

Keywords: Competitiveness; Educational; Marketing; Strategy.

1. Introduction

Education plays a central role in shaping identity, individual competence, and the advancement of national civilization. In the context of ever-changing times, particularly with the advent of globalization and the acceleration of digital technology, educational institutions can no longer focus solely on learning activities. They are also required to be competitive in terms of the quality of the services they offer. Competition among educational institutions, particularly at the secondary level such as Islamic high schools (madrasah aliyah), is increasingly fierce and complex. This demands targeted strategies to attract prospective

students while maintaining the sustainability and competitiveness of institutions amidst increasingly dynamic and competitive competition.

Education, according to the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System Article 3, "develops the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." (Shofiyullah, 2023). If educational institutions have strategies that are not only internal (curriculum development, teacher resources, etc.), but also external, including marketing strategies in promoting the image and excellence of the institution to the community. (Wahdaniyah, 2022).

The growing public awareness of the importance of quality education has made competition between schools and madrasas inevitable. Educational institutions can no longer rely solely on past reputations or conventional approaches. Marketing strategies, while initially known primarily in the business world, are beginning to be adopted by educational institutions as a way to build brands, attract prospective students, and expand social influence. These strategies encompass communication, promotion, service excellence, and value creation that aligns with community needs and expectations.

In the context of madrasas, especially state Islamic high schools such as MAN 2 Grobogan, competitiveness is a central issue. Madrasahs compete not only with public schools but also with private schools and international educational institutions. Therefore, a strategic approach through marketing educational services is crucial to ensure that madrasahs are up to date. This strategy must be systematically designed and based on a strong understanding of student needs and community expectations.

The implementation of marketing strategies in the context of educational institutions is not interpreted as the commercialization of education, but rather as a form of innovation in institutional management to make it more adaptive, responsive, and competitive. This is where the urgency lies: how madrasas, as Islamic educational institutions, can employ a professional managerial approach without abandoning the religious values that serve as their primary foundation. The intended marketing strategy can include promotion through social media, improving the quality of academic and non-academic services, partnering with stakeholders, and creating unique advantages for madrasas that differentiate them from other schools.

In practice, many educational institutions still lack the ability to design appropriate marketing strategies. This can be due to limited resources, a lack of understanding of the concept of educational service marketing, or even the perception that promotion is not part of the educational world. As a result, despite their significant potential, many madrasas remain poorly known to the wider public and lose out to other institutions that are more active in building their image. This situation is also a factor in low enrollment rates or even a decline in public trust in these institutions.

The study of MAN 2 Grobogan is important given its strategic position and the various efforts it has made to enhance its competitiveness. However, the effectiveness of the strategies employed, as well as their impact on student enrollment and public perception of the school, still requires further analysis. By examining the marketing strategies employed by MAN 2 Grobogan, it is hoped that a more comprehensive picture can be obtained of how an Islamic educational institution can compete healthily and professionally in the modern era.

Similar research was conducted by Imam Faizin in his article, "Marketing Strategies for Educational Services to Increase the Selling Value of Madrasas." He emphasized the importance of a madrasa's selling value, which lies not only in its religious aspects but also in its ability to adapt to current developments, including in promotional and service strategies. According to Faizin, marketing strategies aim not only to increase student numbers but also to build public trust and demonstrate that the madrasa is capable of competing healthily and professionally with other schools.

Meanwhile, a more specific study analyzing the SWOT approach in marketing strategy was conducted by Lusi Anggraini, Dewi Kartikaningsih, and Robby Simandjuntak through their study at the HAS Trans Academy Flight Attendant School in Tasikmalaya. In their study, entitled "Analysis of Marketing Strategies in Increasing Student Engagement at Aviation Educational Institutions with SWOT Analysis," they emphasized the importance of institutions understanding their strengths, weaknesses, opportunities, and threats in formulating marketing strategies. The results of the SWOT analysis serve as a strategic foundation in developing effective and targeted marketing programs. Although the context is aviation education, this SWOT approach is also highly relevant when applied to Islamic educational institutions such as madrasas.

Another relevant previous study is Aditia Fradito's thesis entitled "Educational Marketing Strategy in Improving the Image of Islamic Educational Institutions (Multi-Case Study at SDI Surya Buana and MIN Malang 2)." Fradito emphasized the importance of institutional image in increasing public trust. Educational marketing, he argued, must be designed as an integral part of educational institution management. His multi-case study showed that effective communication strategies, flagship programs, and good public relations contribute significantly to building a positive and competitive institutional image within the community.

In this context, this research is crucial because it attempts to delve deeper into the educational services marketing strategies implemented at MAN 2 Grobogan. The focus is not solely on increasing student numbers but also on how these strategies can strengthen the institution's long-term competitiveness. This research will also examine how marketing aspects such as communication, service, madrasah branding, and social media utilization contribute to the institution's image and sustainability.

2. Research Methods

This research uses a qualitative descriptive approach, a method that aims to describe,

analyze, and interpret phenomena in depth based on empirical facts in the field. This approach was chosen because it is appropriate to the topic and context of this research. Data were collected directly from relevant subjects through observation, in-depth interviews, and documentation. Qualitative research focuses not on numbers or statistics, but on the meanings, values, and social processes occurring in the field.

3. Results and Discussion

3.1. Marketing Strategy for Educational Services at MAN 2 Grobogan

State Islamic Senior High School (MAN) 2 Grobogan is a senior high school located in Grobogan Regency, Central Java Province. It was established as a development of formal Islamic education in the region, which has long had a strong Islamic tradition. MAN 2 Grobogan's founding was inseparable from the involvement of community and religious leaders who desired a secondary education institution based on Islam while remaining academically competitive.

Initially, this institution was a private Islamic high school (Madrasah Aliyah) but then underwent a status conversion process to a state one. This process involved administrative stages and a quality evaluation conducted by the Ministry of Religious Affairs. After meeting the requirements and educational quality standards, the madrasah officially changed its status to a state Madrasah Aliyah, becoming MAN 2 Grobogan.

Over time, MAN 2 Grobogan has continued to experience significant growth, both in terms of student numbers, the quality of its teaching staff, and its facilities and infrastructure. The school has become known not only locally but also regionally for its achievements in various fields. Continuously improved facilities have become a major draw for the community in choosing this school as their children's education.

MAN 2 Grobogan's strategic geographic location, close to the regional government center and easily accessible from various directions, is also a significant factor in increasing public interest. Coupled with the institution's commitment to upholding Islamic values and educational quality, MAN 2 Grobogan's position is increasingly strong in the competition among educational institutions in the region.

Today, MAN 2 Grobogan serves not only as a center for formal education but also as a hub for social and religious activities in the surrounding area. Public trust in this madrasah is based on its positive track record, the performance of its competent teaching staff, and a management system that is increasingly professional and adaptable to changing times.

MAN 2 Grobogan Identity Table

NPSN	60728101
Madrasah Statistics Number	131133150012

Madrasah Name	State Islamic Senior High School (MAN) 2 Grobogan
Madrasah Status	Country
PBM	Morning
Address	Pilang Kidul Highway
Ward	hut
Subdistrict	hut
Regency/City	Grobogan
Postal code	58164
Province	Central Java
Telephone	(0292) 5150494
E-mail	man2grob@gmail.com
Land Ownership Status	Government Owned
Surface area	6,855 m2

MAN 2 Grobogan is built on a strong ideological foundation, namely a combination of Islamic values and a commitment to the quality of national education. As part of an educational institution under the Ministry of Religious Affairs, this madrasah uses the Qur'an and Hadith as the basis of values, while still referring to the national curriculum to form a generation that is intelligent, noble, and competitive. Values such as honesty, responsibility, religious moderation, and national spirit are the main pillars in all learning and student activities. In practice, MAN 2 Grobogan strives to create synergy between religious education and general sciences to produce students who are spiritually and intellectually balanced, and ready to compete in the real world.

"Creating superior, independent and human resourcesprophetic, High quality in faith and piety, Mastering, applying science and technology with an Islamic perspective, High concern for sustainable life, Actualizing Islamic knowledge, skills and values in community life."



- 1) Organizing education that is oriented towards developing students' potential based on Islamic values;
- 2) Quality education in achieving academic and non-academic achievements;
- 3) Realizing the formation of agents of change with Islamic character who are able to actualize themselves in society;

- 4) Creating a capable generation with the ability to live independently;
- 5) To create a society of lifelong learners with high-level functional literacy skills.



To face competition among educational institutions, MAN 2 Grobogan utilizes a digital-based marketing strategy as one of its primary approaches. This madrasah actively uses social media such as Instagram, Facebook, and YouTube, and has an official website that is regularly maintained to provide information regarding new student registration, student achievements, madrasah programs, and documentation of daily activities. This strategy has proven to be able to reach a wider audience, especially the younger generation and parents who are active in the digital world. Compelling visual content design and informative narratives are key to building a positive image of the institution.

In addition to its media-based strategy, MAN 2 Grobogan's primary strength lies in its comprehensive educational services. This school offers intracurricular programs focused on academic and religious development, supported by a diverse extracurricular program. Some of its top extracurricular activities include: OSIS (Student Council), PRAMUKA (Scouting Team), PASKIBRAKA (Family Flag Raising Team), PMR (Red Crossing School), UKS (Student Health Unit), sports, and taekwondo. These programs.

The institution's attractiveness program because it shows the diversity of self-development activities offered to students.

Furthermore, MAN 2 Grobogan also prioritizes Islamic-based programs such as Quran memorization, yellow book study, and Arabic language development, recitation (tilawah), barzanji (recitation of the Quran), and calligraphy. These activities not only support religious learning but also differentiate the madrasah from other educational institutions. This synergy between a digital approach and superior educational services is the foundation for building sustainable madrasah competitiveness in today's competitive era.

3.2. SWOT Analysis of Educational Services Marketing Strategy at MAN 2 Grobogan

The marketing strategy for educational services at MAN 2 Grobogan can be analyzed using a comprehensive SWOT approach:

1) *Strengths*(Strength)

MAN 2 Grobogan possesses several strengths that serve as the primary foundation for building an educational marketing strategy. These strengths reflect the madrasa's internal potential, distinguishing it from other institutions and providing a compelling reason for the community to choose it:

- a. *Positioning*.The institution's clear positioning, namely as a leading Islamic-based

madrasah with balanced academics.

- b. Affordable education costs, reaching all levels of society without sacrificing service quality.
- c. There are additional or extra subjects, such as the tahfidz program and learning of yellow books which strengthen Islamic identity.
- d. Implementation of digital madrasa programs, such as the use of e-learning, active websites, and social media as promotional tools.
- e. Facilities ranging from representative classrooms, libraries, to sports and arts facilities that support student activities.

These strengths make MAN 2 Grobogan superior in terms of accessibility, affordability, and adaptation to modern technology which is very relevant in today's era.

2) *Weaknesses* (Weakness)

- a. There is still limited active collaboration with higher education institutions as academic partners.
- b. Lack of structured digital marketing training for madrasah educators and staff.
- c. The publication of student achievements consistently on social media or official websites has not been maximized.
- d. Promotional activities depend more on the moment of acceptance of new students (PPDB).
- e. There is no integrated visual branding such as an annual campaign logo or institutional tagline.

3) *Opportunities*(Opportunity)

- a. Increasing trust public to institution education religion-based.
- b. The development of social media as a marketing tool without large costs.
- c. Trend person old choose a school that has religious and character programs.
- d. Government support for the digitalization of madrasas.
- e. Growth of school-age population in the Grobogan area and its surroundings.

4) *Threats* (Threat)

In implementing its marketing strategy, MAN 2 Grobogan continues to face several external threats that can disrupt the rate of development of the institution's competitiveness.

- 1) The increasing number of private schools and boarding schools with aggressive promotions.
- 2) Changes in educational regulations that could affect the autonomy of madrasa curriculum.
- 3) Rapid technological developments are not accompanied by adaptive human resources.
- 4) Some people's perception of madrasas is that they are still less competitive than public schools.

MAN 2 Grobogan has a religious program, information technology integration, and affordable fees, this madrasah is able to be a rational and spiritual choice for parents and students amidst the many alternative educational institutions available.

3.3. Discussion of Research Results

1) Marketing Strategy for Educational Services at MAN 2 Grobogan

The Madrasah utilizes digital platforms and a community-based approach to effectively promote its flagship programs. Furthermore, teacher and student involvement in promotions is maximized as a form of emotional and personal engagement with the community.

On the other hand, a strategic approach is also implemented by maintaining the quality of educational services, strengthening flagship programs such as tahfidz (memorization of the Quran) and extracurricular activities, and maintaining the institution's reputation in the public eye through open and active communication. All of these strategies work together to ensure MAN 2 Grobogan maintains its competitive position:

a. Promotion Strategy

MAN 2 Grobogan's promotional strategy is integrative, blending traditional and modern approaches. Published content is both informative and inspirational, with engaging visuals and easily digestible narratives. The official website is also actively maintained, featuring the institution's profile, registration procedures, and a portfolio of activities that support the madrasa's image as a quality institution.

In addition to digital media, promotions are also conducted through direct outreach to the community. For example, through outreach in mosques, collaboration with community leaders and alumni, and distribution of brochures and banners during the PPDB (Enrollment) period. Madrasas also frequently participate in local educational events to increase the institution's visibility. This promotional strategy is further strengthened by the involvement of the student council (OSIS) and teachers to serve as madrasa ambassadors.

irectly introducing the advantages of programs that touch the heart and are relevant to the needs of the community is the main strength in attracting the interest of new applicants every

year.

a) Advertising (Publicity)

According to Indriyo Gito Sudarmo, (2001) One form of promotion that is still a mainstay of MAN 2 Grobogan in its marketing strategy is the use of print media, especially in the form of brochures, pamphlets, and billboards. Even though the digital era is developing rapidly, print media is still considered effective in reaching groups of people who are less active on the internet. This madrasah does not only rely on disseminating information through online media, but also maintains its existence in the offline realm by disseminating information through physical leaflets.

1) Print media

a. Brochure

A madrasah staff member explained that they were actively producing and distributing brochures long before the new student intake period began. They discussed MAN 2 Grobogan's superior service, which reaches all levels of society.

"We continue to utilize brochures, pamphlets, and billboards to convey information to the public. Brochure distribution usually takes place some time before the start of the PPDB (School Admissions) program so that people who aren't familiar with social media can still access information about the madrasah."

Furthermore, senior teacher and member of the madrasah promotion team, Mrs. Dewi Nur Istikomah, S.Pd., said that brochures are also used as the main tool.

During outreach activities at surrounding schools, he said:

"During our promotional activities, we sent teachers and students to visit several schools in person, particularly in the districts of Gubug, Tegowanu, Tanggunharjo, and Karangawen, Demak Regency. There, we distributed brochures containing comprehensive information about the madrasa's flagship programs. These brochures are crucial as visual communication tools that prospective students and parents can take home."

Based on interviews and observations, the use of brochures is an important part of the marketing strategy because it has a wide reach and remains relevant in a society that is not yet fully digitally literate. With an attractive design and comprehensive information regarding intracurricular and extracurricular programs, facilities, and the madrasah's vision and mission, the brochure is the first face the public sees before learning more about MAN 2 Grobogan. Furthermore, this brochure is also accompanied by contact information and links to social media and the official website, as a bridge between traditional and digital approaches in the madrasah's marketing strategy.

b. Billboard

In addition to brochures, billboards are a strategic, large-scale visual promotional tool that attracts the attention of the wider public. MAN 2 Grobogan regularly installs billboards at strategic locations around the school and in other sub-districts. The billboards display important information about new student admissions, flagship programs, and student achievements.

One of the madrasah staff, Mas Diaz Ziddan, revealed that putting up billboards has become part of the madrasah's annual routine. He explained:

"We do put up billboards regularly, especially around the new school year. We update them annually with the latest information to keep them relevant. So far, they've been quite effective in attracting public attention, especially those passing by on main roads." (Mas Diaz Ziddan: May 2025).

The presence of these billboards has proven to strengthen the visual image of the madrasah in the eyes of the public. With their striking design, concise information, and strategic placement, the billboards serve as a promotional tool that increases the madrasah's offline exposure. Their effectiveness is evident in the increase in the number of people contacting the PPDB committee after the billboards were installed.

2) Online Media

a. Madrasah Website

In the context of digitalization, MAN 2 Grobogan also maximizes its official website as a means of educational promotion. The website is professionally managed and regularly updated to showcase various educational services, information on flagship programs, and news about madrasah activities. The website serves as the main entry point for the public who want to learn more about MAN 2 Grobogan without having to visit the school in person.

The transition from conventional to digital promotion doesn't mean eliminating print media, but rather creating complementary, mutually supportive strategies. In an interview with the website management team, it was stated that the madrasah website continues to be developed year after year.

Mrs. Ratih Arsanti, S.Pd., as the website manager, explains:

"We constantly monitor the website's development in terms of the number of visits and the content of the services provided. Every year, there is a significant increase in visitor traffic. We strive to present comprehensive information, from madrasah programs, student activities, and important announcements. This greatly helps promote the madrasa widely and in real time."

Based on the data and observations obtained, the madrasah website serves not only as a one-way information resource but also as a two-way interaction tool with the community. The website features an online registration form, a catalog of memorization (tahfidz) and

extracurricular programs, and a regularly updated student achievement gallery. Furthermore, the website's integration with social media makes promotions more dynamic and reaches the younger generation.

Digital promotion through websites is an indicator of a madrasa's readiness to face the era of Education 4.0. Besides being more efficient in terms of reach and time, websites also convey the impression of professionalism and transparency to prospective students and parents. Therefore, active website management is crucial in shaping an institution's image in the digital age (M. Suyanto: 2007).

b. Social media

Social media is considered a fast, broad, and relevant communication tool, especially for reaching the younger generation. In this regard, madrasas utilize various popular platforms such as Instagram, Facebook, and WhatsApp as their primary promotional channels, actively managed and planned. Social media also allows madrasas to convey information in a more engaging visual and interactive format.

According to Mrs. Ratih Arsanti, S.Pd., one of the teachers who is also involved in managing the madrasa's digital media:

"We believe that socializing madrasas through social media is very" Influencing interest and increasing the number of applicants each year. We use Facebook, WhatsApp, and Instagram because these three social media platforms are trending as communication tools that are very popular among today's students."

From a student perspective, social media use also serves as a platform for active participation. One active student, Cut Dewi Febriyani, who also manages an organization at the madrasa, said,

"I'm also involved in promoting the madrasah through the organization's Instagram account. We share information about activities, the madrasa's strengths, and other interesting things. Besides Instagram, my friends and I also regularly use WhatsApp and Facebook status updates to share promotional information."

This strategy not only builds communication between the madrasah and prospective students but also expands its marketing reach across regions. The content presented is diverse, including profile videos, alumni testimonials, competition announcements, and documentation of student council (OSIS) and extracurricular activities. Regular social media activation has been shown to positively impact the madrasah's image and strengthen the institution's brand in the digital age.

b) Madrasah Socialization

Socialization is a crucial step taken by MAN 2 Grobogan to introduce the madrasah to the wider community, particularly in the lead-up to the New Student Admissions (PPDB) opening.

These socialization activities are carried out systematically under the direct coordination of a specially formed PPDB committee each year. The socialization approach involves a combination of teacher and student involvement, prepared through internal training.

According to Mrs. Ratih Arsanti, S.Pd:

"We conducted outreach activities before the PPDB (Enrollment) period began. The entire process was under the supervision of a specially appointed committee, and implemented by a combination of trained teachers and students."

This strategy strengthens the synergy between madrasah management and the internal community to build good communication with prospective students and the school of origin.

Dewi Nur Istikomah, S.Pd., as the head of the PPDB committee for the 2025–2026 academic year, explained in more detail:

"We selected several students to be madrasa promotional ambassadors. Before they were deployed into the field, they first underwent training and cadre development to understand communication procedures and promotional ethics."

This shows that MAN 2 Grobogan pays great attention to the quality of promotional implementation in a systematic and structured manner.

Meanwhile, Mr. Ahmad Muslim, S.Pd.I. said that one effective method of socialization is to send students back to their original schools, of course with teacher guidance:

"This method simplifies communication because students already have an emotional connection to their home school. It's very effective in attracting new students because it's more personal."

Dewi Nur Istikomah, S.Pd., emphasized that the madrasa's promotional activities are not limited to direct outreach but are also integrated with promotions through social media and various other communication channels. This combination makes MAN 2 Grobogan's marketing strategy more adaptive and reaches a wider audience.

Socialization designed collaboratively between teachers and students creating a more humanistic and authentic promotional atmosphere. This approach also strengthens the madrasah's identity as an open, communicative institution ready to compete healthily in the education ecosystem.

b. Product Strategy

As part of its marketing strategy, MAN 2 Grobogan's educational services are a key focus. These products include intracurricular activities based on the national curriculum and the unique characteristics of madrasah education. The implementation of Islamic values, which is the madrasah's primary identity, includes:

1) Intracurricular Program

Ms. Zulfiyanti Elfani, S.Pd., a senior teacher at MAN 2 Grobogan, stated that student achievement is an indicator of the success of the madrasah's intracurricular program. She said:

"Alhamdulillah, our students have achieved impressive results in the district-level Madrasah Science Competition (KSM). They won various categories, including Biology, Physics, Chemistry, Sociology, Geography, and Economics. Some even advanced to the provincial level."

These achievements are tangible evidence of the quality of learning at MAN 2 Grobogan and serve as highly effective promotional material. The public tends to place greater trust in institutions proven capable of guiding their students to academic success. This is one of the strengths of the educational service product, which is continuously strengthened in the madrasah's marketing strategy.

2) Extracurricular Programs

3) Featured Programs

The Quran memorization program at MAN 2 Grobogan is a flagship program that the school prides itself on. It is led by two dedicated teachers, each responsible for guiding male and female students. According to Mr. H. Nur Kholis, S.Pd., M.Pd.:

"This tahfidz program has become a favorite among parents. Although still in the development stage, the results have been quite significant, with four students currently memorizing 30 chapters of the Quran by heart. However, due to limited teaching staff, the madrasah is still limiting the number of tahfidz class participants while continuing to evaluate the program going forward. The high enthusiasm from students and support from parents make this program a potential hallmark of the madrasah, distinguishing it from other educational institutions."

In accordance with what is stated in the madrasa development strategy as follows:

- 1) Two special instructors for memorizing the Quran for boys and girls.
- 2) The program is specifically for students who are interested and pass the initial selection.
- 3) The number of participants is limited due to teacher capacity.
- 4) our students have memorized 30 juz bil khoib.
- 5) Coaching is also carried out in madrasa dormitories.
- 6) Becoming a parent's favorite program.

7) In the routine evaluation process for sustainable development, polite, full of family feeling and national spirit with the following indicators:

- a. The curriculum is based on Islam and memorization of the Quran.
- b. Weekly memorization monitoring system.
- c. Integration of tahfidz activities into dormitory life.
- d. Support from subject teachers for flexible schedules.
- e. Character building activities based on the Qur'an.

8) Implementing active, creative, and technology-based learning and Islamic character with indicators such as learning according to student character, teacher training through MGMP, and the use of the madrasa environment as a learning medium.

9) Cultivating religious behavior through activities integrating religious values into all lessons, student da'wah training, tilawah coaching, and carrying out congregational prayers and daily tadarus.

10) Targeting graduates who are able to compete in universities, both public and private.

11) Organizing Islamic-based extracurricular activities that are fun and hone students' skills and character.

12) Actively participate in science and sports competitions, and win awards such as the national level ambassador for religious moderation in 2024.

This increase not only indicates the success of the madrasa's marketing strategy but also demonstrates the level of public trust in the quality of education offered. Excellent programs such as memorizing the Quran (tahfidz), diverse extracurricular activities, and the use of targeted promotional media are strong reasons why new students continue to increase each year.

4. Conclusion

Based on the presentation of research results and data analysis in the scientific paper entitled "Marketing Strategy for Educational Services to Increase Competitiveness" (Case Study at MAN 2 Grobogan), several conclusions can be drawn as follows: The marketing approach for educational services implemented by MAN 2 Grobogan generally relies on a promotional strategy, which includes the use of online and print media in the form of publicity. In addition to promotion, other strategies used are direct socialization activities to the community and product strategies. The product strategy consists of three main types of programs, namely intracurricular programs, extracurricular programs, and flagship programs focused on memorizing the Al-Qur'an. Based on the SWOT analysis of the marketing strategy used, the final value of the IFAS (Internal Factor Analysis Summary) matrix was obtained at 0.98 and

the value of the EFAS (External Factor Analysis Summary) matrix at 0.33. This position places MAN 2 Grobogan in the SO (Strengths-Opportunities) quadrant, which means that the madrasah is in a condition that allows for implementing an aggressive strategy, namely maximizing internal strengths to seize and optimize every available external opportunity.

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