

THE INFLUENCES OF ISLAMIC EDUCATIONAL PRODUCT, PRICES, AND PROMOTION ON CUSTOMER SATISFACTION AT AISYIYAH KINDERGARTEN, LAMPUNG PROVINCE

SRI SUYARTI

Doctoral Student, Islamic Education Management, Doctoral and Postgraduate Program of Universitas Islam Negeri Raden Intan Lampung. Email: srisuyarti65@gmail.com

SULTHON SYAHRIL

Doctoral and Postgraduate Program of Universitas Islam Negeri Raden Intan Lampung.

YAHYA AD

Doctoral and Postgraduate Program of Universitas Islam Negeri Raden Intan Lampung.

JUNAIDAH

Doctoral and Postgraduate Program of Universitas Islam Negeri Raden Intan Lampung.

AGUS PAHRUDIN

Doctoral and Postgraduate Program of Universitas Islam Negeri Raden Intan Lampung.

MUHAMMAD AKMANSYAH

Doctoral and Postgraduate Program of Universitas Islam Negeri Raden Intan Lampung.

Abstract

Marketing educational services is a crucial strategy for attracting parents and ensuring school sustainability, particularly for private institutions that rely on parental trust as their primary source of revenue. However, a significant challenge faced is the increasingly fierce competition in the private education sector, where institutions must compete not only on service quality but also on attracting parents' attention and loyalty. The urgency of choosing a private school, including Aisyiyah Kindergarten in Lampung Province, lies in the services offered, such as a focus on Islamic values, holistic child development, and quality educational services that meet parents' expectations. In this situation, implementing effective marketing management is crucial to maintaining competitiveness and meeting customer needs optimally. Therefore, this study aims to describe the educational marketing management at Aisyiyah Kindergarten in Lampung Province. The research method used is a qualitative case study approach. Data sources consist of primary and secondary data. Data collection techniques include observation, interviews, and documentation. Data analysis techniques include data reduction, data displays, and conclusion drawing/verification. Data validity is checked using credibility, transferability, dependability, and confirmability. The results of the study indicate that: 1) The educational product at Aisyiyah Kindergarten in Lampung Province focuses on Islamic character formation and the holistic development of early childhood, with varying facilities and resources across schools. 2) Educational prices vary according to the quality of the facilities and programs offered, with higher fees reflecting superior service. At the same time, affordable options provide flexibility for those with limited financial resources without compromising quality. 3) Educational promotion is carried out through print and digital media, alum testimonials, and participation in educational exhibitions. 4) Human resources influence parental satisfaction, with good interactions between teachers, staff, and parents; although there is hope for improved teacher training. A comparison between Aisyiyah Kindergarten in Lampung Province and other kindergartens, such as Fransiskus Kindergarten, which has 200 students, and Insan Cemerlang Kindergarten, which has 190 students, demonstrates intense competition in the early childhood education sector. Although Aisyiyah Kindergarten excels in its Islamic values-based approach

and holistic early childhood development, the number of enrolled students still presents challenges in maintaining and enhancing its competitiveness. Therefore, improving service quality, such as physical facilities, more effective promotion, and transparency in administration, are strategic steps that need to be continuously pursued.

Keywords: Educational Marketing Management, Customer Satisfaction.

1. INTRODUCTION

Schools, as educational institutions, play a strategic role in achieving national education goals. Ideally, academic institutions would not need to worry about a shortage of students if they could provide superior educational quality. However, the reality is that many schools in Indonesia are less attractive to prospective students and parents. One contributing factor is the lack of attention to improving educational quality as a whole.¹ The quality of education is a benchmark for the success of an education system. According to Mulyasa, quality education is a learning process that produces graduates with academic competencies, skills, and character that meet the demands of the times.

Quality education is characterized by a relevant curriculum, professional teachers, adequate facilities, and a conducive learning climate. Without high-quality education, it will not be able to meet the challenges of national development or global competition.² Although various policies and quality improvement programs have been implemented, the condition of education in Indonesia still faces significant challenges.³ The results of the 2022 *Programme for International Student Assessment (PISA)* survey show that Indonesian students' literacy, numeracy, and science skills remain below the average for OECD countries.⁴ This indicates a gap between educational quality targets and the actual reality.

Therefore, efforts to improve the quality of education do not solely depend on adding facilities or curriculum policies, but also require targeted, systematic, and sustainable management. Quality education is born from a well-designed process, implemented consistently, and evaluated continuously. As emphasized by Sallis, educational quality must be managed through a comprehensive managerial approach that involves all stakeholders and is oriented towards student and community satisfaction. Without effective management, various quality improvement efforts will struggle to achieve optimal and sustainable results.⁵ Therefore, efforts to improve the quality of education cannot be separated from efforts to enhance the quality of services, because good service quality creates a conducive learning environment, builds trust among parents and students, and encourages the achievement of optimal learning outcomes.

Service quality in education is a crucial factor in determining the success of the learning process and achieving educational goals. Quality service encompasses not only the provision of facilities and infrastructure, but also the practical and satisfactory operation of the interaction between educators, students, and all school elements. According to Parasuraman, Zeithaml, and Berry, service quality is measured through five dimensions: reliability, responsiveness, assurance, empathy, and tangibles⁶.

Furthermore, the quality of educational services is closely related to the public's perception of the credibility and reputation of academic institutions. According to Tjiptono and Chandra, good service quality can increase student and parent satisfaction, which in turn contributes to increased public loyalty and trust in educational institutions. In other words, the success of improving educational quality will be determined primarily by the extent to which schools can provide services that meet or exceed the expectations of educational service users.⁷

Marketing in the context of educational services is a social and managerial process for obtaining what is needed and desired through creating offers and exchanging valuable products with other parties in the academic field. Marketing ethics in education are about offering quality intellectual services and holistic character development. This is because education is a more complex process, implemented responsibly, and its outcomes are far-reaching, ultimately fostering the lives of citizens and future generations of scientists.⁸

According to Kacung Wahyudi, educational marketing management is a process that involves the analysis, planning, implementation, and control of educational services exchanged to generate satisfaction for all parties involved. Marketing management is typically associated with the tasks and people involved in customer markets. These tasks must be clearly defined and executed to achieve educational goals.

⁹Meanwhile, according to Philip Kloter, educational marketing management is the process of planning and implementing the thinking, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational goals.¹⁰

The objectives of educational marketing management are to increase the visibility and awareness of educational institutions in their communities and the general educational market, build a positive reputation to attract prospective students and parents, increase student enrollment and retention through effective marketing strategies, meet market needs by providing appropriate educational services, expand geographic reach to reach students from wider areas or abroad, generate additional revenue by increasing the number of students and diversifying educational services, ensure student and parent satisfaction with quality educational services, and strengthen relationships with the local community and the educational industry to support the growth and development of educational institutions.¹¹

Customer satisfaction, in this case, refers to the level of happiness or disappointment that arises when students and parents compare their performance or results to their expectations. According to Kotler and Keller, customer satisfaction is the feeling of happiness or disappointment that arises after comparing the performance of a product/service received with their expectations.

¹²Meanwhile, Tjiptono also explains that customer satisfaction is a post-consumption response or evaluation of a product or service, indicating the level of conformity between pre-purchase expectations and the actual perceived performance. The higher the conformity or exceedance of expectations, the higher the level of satisfaction.¹³

In the context of educational services marketing, customer satisfaction (in this case, students, parents, and the community) is a critical indicator of an educational institution's success. This satisfaction encompasses not only academic aspects but also the quality of services, facilities, communication, and learning experiences provided. Achieving customer satisfaction will positively impact loyalty, foster a positive image, and lead to word-of-mouth recommendations, ultimately benefiting the institution.

Customer satisfaction with a school is influenced by several factors, including the school's reputation, the quality of its facilities, the excellence of its educational programs, its fee policies, and other factors that impact educational decision-making. Therefore, educational institutions must develop effective marketing management strategies to enhance customer satisfaction.

One crucial aspect of this effort is increasing *brand awareness*, namely, the level of public understanding and awareness of the values and advantages offered by the school. To achieve this, educational institutions need to carry out strategic and consistent promotions, such as through advertising campaigns in mass media, the use of social media, and other creative marketing campaign initiatives.¹⁴

Every Kindergarten (TK) with effective educational marketing management has several strengths that can support the growth and development of the school:

1. Brand Awareness: Schools with good marketing are widely known as quality institutions that meet the needs of the community.
2. Student Increase: Marketing strategies attract prospective students and parents, increasing enrollment and school revenue.
3. Parent Loyalty: Good communication and service build strong relationships with parents, encouraging the continuity of children's education.
4. Differentiation: A unique strategy highlights a school's advantages over competitors, such as programs, facilities, or learning methods.
5. Community Reputation: Effective marketing strengthens the school's positive image, increasing trust and support from the community and stakeholders.
6. Adaptive to the Market: Monitoring trends allows schools to quickly adapt to changes, maintaining relevance and competitiveness.¹⁵

By leveraging these strengths, kindergartens (TK) can achieve sustainable growth and provide high-quality education to children in their communities.

Thus, the program's strength lies in its ability to integrate educational marketing management with the needs and expectations of prospective students and the surrounding community, creating an engaging, high-quality, and sustainable educational environment.

The primary distinction between Aisyiyah Lampung Kindergarten and other preschools lies in its holistic approach to early childhood education.

Here are some points that highlight Aisyiyah Lampung Kindergarten's distinctiveness:

1. **Holistic Approach:** Aisyiyah Kindergarten Lampung does not only focus on academic aspects, but also on developing children's character, moral values, and social skills.
2. **Commitment to Islamic Values:** As an Islamic-based school, Aisyiyah Lampung Kindergarten has a strong commitment to character building in accordance with Islamic teachings.
3. **Active Partnership with Parents:** Aisyiyah Kindergarten Lampung actively involves parents in the children's educational process.
4. **Innovation in Learning:** This school continuously strives to adopt innovations in learning methods and educational technology.
5. **Inclusive Learning Environment:** Aisyiyah Kindergarten Lampung creates an inclusive, friendly, and supportive learning environment for all students.

In this study, the author focuses on three Aisyiyah Kindergartens (ABA) representing varying levels of accreditation and educational service characteristics: ABA 1 Kindergarten in Pringsewu (Accredited A), ABA 3 Kindergarten in Pringsewu (Accredited B), and Aisyiyah 3 Kindergarten in Kampung Baru, Bandar Lampung (Accredited C).

This selection was based on academic considerations to obtain a comprehensive picture of customer satisfaction levels in schools with varying service quality. ABA 1 Kindergarten was chosen because it has the highest accreditation and a large student population, representing a school with superior service quality.

ABA 3 Kindergarten represents a B-accredited school, which provides an opportunity to observe challenges and strategies for quality improvement at the secondary level. Aisyiyah 3 Kindergarten, with C-accreditation, was selected to examine the condition of schools with limited resources that still strive to meet parents' expectations.

The reason researchers focused on ABA Kindergarten over other kindergartens is that the Aisyiyah Kindergarten network has a strong reputation for providing holistic, Islamic-values-based education, combining academic, character, and social skills development. Parental involvement, adequate facilities, a conducive learning environment, and relatively affordable fees are supporting factors that make Aisyiyah Kindergarten a top choice for many families.

With the varying accreditations held by the three schools, this study is expected to identify the gap between ideal conditions and reality regarding customer satisfaction. Based on initial observations at the research location, the following table will provide a brief overview of the educational marketing management implemented in each of the kindergartens to be studied:

Table 1: Educational Marketing Management in the Three Research Locations¹⁶

Aspects of Educational Marketing Management	ABA I Kindergarten, Pringsewu	ABA 3 Kindergarten, Pringsewu	ABA 3 Kindergarten, Kampung Baru
Use of Testimonials and Case Studies	Actively use testimonials and case studies from successful alumni	Using positive testimonials from parents and students as a marketing strategy.	No use of testimonials or case studies was observed.
Participation in Exhibitions and Community Events	Actively participate in educational exhibitions and community events by setting up attractive exhibition booths and hosting informative sessions.	Participate in community fairs and events that focus on strengthening relationships within the school community.	Participate in local festivals and community events to increase the school's visibility.
Sustainable Development Program	Provide ongoing development programs for teaching staff.	Offers limited development programs for teaching staff.	There was no observed special development program for teaching staff.
Marketing Through Word of Mouth	Leverage word of mouth from successful alums and the school community.	Relying on positive testimonials from parents and students as a primary marketing strategy.	Focus on promotion through social events and community activities.

Source: Researcher's initial observations

Based on the table above, it is clear that the differences in educational marketing management across the three schools are evident. ABA 1 Kindergarten Pringsewu stands out for its use of testimonials and case studies from alums, and actively participates in education fairs and community events with an attractive exhibition booth.

They also offer ongoing professional development programs for their teaching staff, demonstrating a commitment to their staff's professional growth and development. Meanwhile, ABA 3 Kindergarten Pringsewu relies more on positive testimonials from parents and students, focusing on strengthening relationships within the school community.

While offering limited development programs, they still strive to improve the skills of their teaching staff. ABA 3 Kindergarten Kampung Baru, with a C accreditation, demonstrates a more straightforward approach by not using testimonials or case studies.

They focus more on promoting the school through social events and community activities, establishing a different strategy for building awareness of the school within the community.

Thus, the importance of educational marketing strategy management, as quoted by Nida Salma Fahrani & Intan Rike Febriyanti, is that customer satisfaction can be measured using the following indicators:

1. Expectations Match Reality
2. Get More Benefits.
3. Price (Value *for Money*)
4. Responsiveness
5. Reliability
6. Informative and Effective Promotion
7. Physical Aspects (Tangible)
8. Loyalty and Willingness to Recommend.¹⁷

By implementing these indicators, educational institutions can evaluate and improve the quality of their services to achieve optimal levels of customer satisfaction. External customers, in this case, include parents who assess services based on the benefits their children receive. Internal customers, on the other hand, include teachers and students who directly experience and are involved in the educational process within the institution.

Based on the above, the researcher will explore and analyze the educational marketing management at Aisyah Kindergarten, Lampung, by referring to the management theory as proposed by George R. Terry, known as the POAC concept (Planning, *Organizing, Actuating, Controlling*), which is an essential foundation in managing marketing strategies effectively.

In its implementation, marketing strategies in educational institutions are often realized through a service marketing mix approach. One relevant approach in the context of education in Indonesia is that proposed by Kacung Wahyudi, who formulated seven elements of educational service marketing (7P), including *product, price, place, promotion, people, process, and physical evidence*.¹⁸ However, conceptually, the 7P does not stand alone, but is a derivative and practical implementation of management functions in POAC.

Furthermore, Kacung Wahyudi based this 7P framework on the service marketing theory developed by experts such as Philip Kotler, Zeithaml, and Lovelock, which was then adapted to the needs of educational institutions. By considering these seven marketing indicators, this study aims to provide an in-depth understanding of how TK Aisyiyah Lampung manages aspects of its educational marketing, as well as how this contributes to the success and attractiveness of each school.

The focus of this research is "The Effects of Islamic Educational Products, Prices, and Promotion on Customer Satisfaction at Aisyiyah Kindergarten, Lampung Province." Educational marketing management in this study is understood as a series of activities that include management functions, forming the main framework for managing and

optimizing each element of the 7Ps to achieve customer satisfaction. However, the sub-focuses of this research are:

- a. Educational service product management
- b. Educational service pricing management,
- c. Educational service promotion

Problem Formulation is as follows:

- a. How is educational product management at Aisyiyah Kindergarten, Lampung Province, used to generate customer satisfaction?
- b. How is educational pricing management at Aisyiyah Kindergarten, Lampung Province, used to generate customer satisfaction?
- c. How is educational promotion management at Aisyiyah Kindergarten, Lampung Province, used to generate customer satisfaction?

2. LITERATURE REVIEW

2.1 Functions and Principles of Management

GR Terry defines management as the preparation of plans, directing activities, and achieving desired results through the involvement and utilization of the organization's human resources. Thus, it can be said that management is the ability or power to direct a business and be responsible for its success or failure.¹⁹

The management dimension is further emphasized in accordance with the management functions, which Terry terms POAC, standing for Planning, Organizing, Actuating, and Controlling²⁰. In the context of this verse, it is actually reasonably sufficient as a very effective control concept to be applied. Understanding and grounding the context of this verse is very urgent. Institutional implementers will carry out their duties consistently in accordance with what they are entrusted with, and even more so, increase their enthusiasm because they consider that every task is of the utmost importance, as it is accountable to the Creator, who knows everything that is done by His creatures.

According to Henry Fayol (in Rohman), there are at least 14 principles of management, namely: Division of Work, Authority and Responsibility, Discipline, *Unity of Command*, *Unity of Direction*, *Subordination of Individual Interest to General Interest*, Remuneration, Centralization, Hierarchy/Chain of Command, *orders* must run from top to bottom with the shortest distance. This means that orders are not allowed to bypass existing organizational structures: Order, Justice, and Honesty (Equity), Stability of Tenure of Personnel, Initiative, and Spirit of Unity (*Esprit de Corps*).²¹

2.2 Educational Services Marketing Management

Management is the science and art of effectively and efficiently utilizing human resources and other resources to achieve a specific goal. Management is a science as well as an art to make other people willing and able to work to achieve goals that have been

formulated together; therefore, management requires basic concepts of knowledge, the ability to analyze situations, conditions, existing human resources, and think of the right way to carry out interrelated activities to achieve goals. In essence, human activities in general require an art to manage, as people need to work together to reach common goals.

The definition of management encompasses a series of processes that include planning, organizing, implementing, supervising, evaluating, and controlling activities to optimize the utilization of all organizational resources, including human resources, capital, materials, and technology, thereby achieving the company's organizational goals. Management is widely used and is crucial for organizing all activities in households, schools, cooperatives, foundations, governments, and other organizations.

Management is both a science and an art. Why is it called that? Because the two are inseparable. Management is a science because it has been extensively studied and organized into a well-defined body of knowledge. This is because it explains the phenomena of management; these phenomena are then investigated using scientific methods formulated in the form of principles that are realized in the form of a theory. Meanwhile, management, as an art, recognizes that cooperation with others is necessary to achieve a goal. So, how can we encourage others to be willing to work together?

Management thought in Islam is rooted in the Quranic texts and the teachings of the Sunnah. Furthermore, it is based on the humanitarian values that developed in society at that time. Unlike conventional management, it is a system whose application is value-free and oriented solely toward achieving worldly benefits. Initially, this management attempted to instill values, but over time, it failed. This was because it was not based on or derived from the perfect, comprehensive, and truthful guidance of Sharia.

As mentioned in Qs. Ali Imran: 104) and the interpretation of Ibn Kathir, this verse commands that there be a group of people from the Muslim community who specifically carry out the task of amar ma'ruf nahi munkar, namely, inviting to good and preventing evil. Ibn Kathir emphasized that this task must be carried out in an organized, planned, and continuous manner, because not all individuals can carry it out optimally without a good division of roles and coordination. This group plays a crucial role in maintaining the purity of teachings and preserving Islamic values in society, and they are a fortunate group in the sight of Allah. In the context of management, this principle is relevant because it emphasizes the importance of a clear organizational structure, proper task division, and effective implementation of management functions. Just as amar ma'ruf nahi munkar requires good organization, management in education or organizations also requires careful planning, division of responsibilities, and effective coordination so that goals can be achieved optimally and in accordance with applicable moral and ethical values.

Etymologically, the term management comes from the Latin manus, which means "hand"; in Italian, maneggiare means "to control"; in English, the term management comes from the word to manage, which means to regulate. While terminology experts define

management in various ways, Schein defines management as a profession. Terry defines management as a process or framework that involves guiding or directing a group of people towards organizational goals or real intentions. Luther Gulick defines management as a field of science that systematically seeks to understand why and how humans work together to achieve goals and make this system more beneficial to humanity.

2.3 Marketing Service Education

Marketing is a key activity that a company must undertake to promote its goods or services, thereby maintaining the continuity of its business. Marketing originated from basic market terms, which consist of all potential customers who have needs or desires, as well as the Capability to participate in an exchange to fulfill those needs or desires. The size of the market depends on the number of people who have needs, have resources that others are interested in, and are willing to offer those resources in exchange for fulfilling needs.

Understanding that marketing is a strategic business discipline that directs the process of creation, offering, and change from one initiator to stakeholders.

The philosophical basis underlying this definition can be described in terms of a vision, mission, and marketing values.²²

From the definition above, it can be concluded that Marketing is an integrated approach to combining plans and strategies that are directed at satisfying consumer needs and desires to gain profits, which is achieved through the exchange or transaction process. The consumer's satisfaction leads to a positive response, resulting in repeat purchases and encouraging them to recommend other products or services of the same kind. Producers will also gain multiple benefits through the dissemination of positive information from consumers to other consumers.²³

Service is something desired by nature, which involves helping and doing things that are useful for other people—services in the picture as an activity that is often measured based on time. Kotler posits that a service is every activity or benefit that can be provided by one party to another, which is essentially intangible and has no tangible result in ownership. Its production may or may not be linked with a physical product.²⁴

Based on the definition, it can be concluded that education, as a product or service, is something that is not tangible but can meet consumer needs through use or non-use interactions between service providers and service users, resulting in characteristics that transfer rights or ownership.

Service education is an intellectual and formative character that comprehensively fulfills the needs of consumers (participants), whether using physical assistance or not. Service Education is a complex service due to its dense nature. Labor and capital-intensive. This means that a lot of labor is needed, specialized skills in the field of education, and considerable capital, because there is a need for complete and expensive infrastructure (equipment).

Following this, several opinion experts about understanding marketing service Education, according to Hurriyati in the Journal Economy, Business Entrepreneurship and Marketing Service, Dudung and Ali maintain that education means "a process of perceiving, understanding, stimulating, and fulfilling the needs of market targets Which chosen in a way special with distribute source- source an educational institution to meet these needs".²⁵ More Far Again explained by David, who said that marketing service education can determine problem marketing service education with the use of four approaches, namely market analysis, recording customer complaints, measuring the level of demand for products and services that can be provided

2.4 Function And Objective of Marketing Education

Buchari Alma explains that the function of *marketing* in world education is "to form a good image of the institution, to attract several potential customers to the institution".²⁶ According to opinion, it is said that marketing bias functions in the form of image school. A school's image can be used to attract prospective students and participants, and to educate them, thereby increasing the school's competitiveness.

Besides that, marketing functioning "For maintaining customer satisfaction is proven by clear activities and can be felt by educational customers in its marketing".²⁷ So, same as Charles's thoughts, "Function marketing, which is given to customers, becomes the most essential thing in the marketing management concept, because customers can only feel satisfaction from the performance of the manufacturer in providing product, service, and price. It can be concluded that the function of marketing educational services is to determine a strategy that schools in the market must implement to provide quality education, which is in line with the development era and the need to increase the presence of schools, thereby attracting interest and fostering customer loyalty in educational services."²⁸

Opinions of Kotler and Fox in the book written by David Wijaya define the main objective of marketing educational services, that is:

- 1) Fulfill the mission of the school with a level of success that is significant.
- 2) Increase customer satisfaction through service education;
- 3) Increase interest in sourcing Power education;
- 4) Increase efficiency in service marketing activities and education.²⁹

In general, Kasmir explains that the goal of marketing is as follows: (1) maximize consumption or in other words make it easier and stimulate consumption, so that can interesting customer service for buy product Which offered organization in a way over and over again, (2) maximize satisfaction consumer through various service Which desired, (3) maximize choice product service, (4) maximize quality life Andcreate climate Which efficient.³⁰ Essentially, Barnawi and Arifin argue that the objective of marketing school is not only to satisfy customers, but also to serve the interests of the school itself. Marketing aims to give comfort to participants and educate them³¹.

Based on the opinions of the experts above, it is concluded that the objective of marketing service education is to provide comprehensive information about the program and educational institution activities offered to customers, for the common good in achieving the goals of education.

According to Kacung Wahyudi, the seven elements in educational services marketing are interconnected and interdependent, and they have an optimal mix that aligns with the characteristics of each segment.³² These elements include:

- 1) Educational service products.
- 2) Price of *educational* services.
- 3) Location (place) of educational services.
- 4) Promotion of educational services.
- 5) Human resources (people) for educational services.
- 6) Physical evidence of educational services.
- 7) Process of *educational* services.

2.5 Definition of Satisfaction Customer Education

Satisfaction is a response from consumers, which is already a result of fulfilling desires. There is an estimate of *the features* of goods and services that have provided a certain level of pleasure, and the consumer is delighted.³³

Zeithmal and Bitner give a slightly different definition: "Satisfaction is a consumer's fulfillment response. It is an assessment that the features of a product or service, or the product or service itself, provide a pleasant level of consumption fulfillment."³⁴

Satisfaction is a person's level of feeling after comparing a product's perceived performance (or outcome) with their expectations. The level of satisfaction is a function of the difference between perceived performance *and* expectations. Customers can experience one of three general levels of satisfaction.

If performance falls below expectations, customers will be dissatisfied. If performance meets expectations, customers will be satisfied. If performance exceeds expectations, customers will be delighted.³⁵ According to Richard Oliver, satisfaction is a customer's response to the fulfillment of their needs. This means assessing that a particular feature of a product or service provides a level of comfort related to the satisfaction of those needs. Something is needed, including the fulfillment of basic needs or the fulfillment of needs that exceed customer expectations.³⁶

From the definition above, it can be concluded that satisfaction is the level of pleasure consumers experience after seeing the performance of a service provider, tailored to the needs and even desires of customers. Customer satisfaction is a company's primary goal, as without customers, the company would not exist. A company's assets are worth very little without customers. Therefore, a company's primary task is to attract and retain

customers. Customers are attracted by more competitive offers and retained by providing satisfaction.³⁷ Every person is a customer. A customer is each person, unit, or party with whom we transact, either directly or indirectly, in the provision of products.³⁸ Customer satisfaction is the result of customers who believe that the organization has met or exceeded their expectations regarding overall behavior and key performance criteria (which have been identified as necessary).³⁹

To achieve and maintain customer satisfaction, service organizations must do four things. *First*, identify who your customers are. *Second*, understand their level of quality expectations.

Third, understand customer service quality strategies. And *fourth*, understand the customer satisfaction measurement and feedback cycle.⁴⁰

2.6 Basic Principles of Customer Satisfaction

The basic principle underlying the importance of measuring customer satisfaction is "doing best what matters most to customers." Broadly speaking, there are four methods frequently used to measure customer satisfaction:

- a. Complaint and suggestion systems, such as suggestion boxes in strategic locations, stamped postcards, toll-free telephone lines, *websites, email, fax, blogs*, etc.
- b. *Ghost shopping (mystery shopping)* is a form of participatory observation research that uses the services of people who pose as company customers and competitors while observing in detail aspects of service and product quality.
- c. *Lost customer analysis*, namely contacting or interviewing customers who have switched suppliers to understand the causes and make service improvements.
- d. Customer satisfaction surveys, either via post, telephone, *email, website, blog*, or face-to-face.⁴¹

MENPAN Decree No. 63 of 2003 explains that education is a service category.⁴² Education is a service. Within an educational institution, there are several customer groups, including:

- a. Customer external First, that is, students
- b. The second external customer is the parents or principal. Sponsor area
- c. Customer external third parties, such as the government, society, or the job market. Customer internal, that is the Teacher or staff.⁴³

2.7 Factors Which Influence Customer Satisfaction

To determine the level of customer satisfaction, there are five factors that educational institutions must pay attention to, namely: quality of product, quality of service, library services, building services, school page, health services, and security. From the explanation above, it can be concluded that educational customer satisfaction refers to a person's level of satisfaction with the services provided by the school.

2.8 Customer Satisfaction Indicators

According to Nida Salma Fahriani & Intan Rike Febriyanti, in the context of education, there are seven indicators of customer satisfaction, namely:

1) Expectations Match Reality

Customer satisfaction is achieved when the services provided by a school meet or even exceed their expectations.

In the context of education, this includes the school's ability to meet the needs and desires of parents and students, such as providing high-quality teaching, fostering character development, and offering adequate facilities.

2) Get More Benefits

This indicator measures the extent to which customers perceive added value from the educational services provided. These added benefits can include additional learning programs, extracurricular activities that support a child's talents, or educational experiences that are not only academic but also holistic. When customers, in this case parents, feel that their child is getting more than they expected, they tend to have a higher appreciation for the educational institution.

3) Price (Value for Money)

Price commensurate with quality is a crucial indicator of customer satisfaction. In the context of education, this means that school fees must be commensurate with the facilities, teaching, and educational outcomes provided.

4) Responsiveness

A school's ability to respond quickly, accurately, and *effectively* to customer needs or complaints is a crucial indicator. Responsiveness reflects the school's attention to and commitment to the satisfaction of parents and students.

5) Reliability

Reliability demonstrates a school's consistency in delivering quality services that meet its promises. Parents want to feel confident that their child is in a place they can rely on for the best possible education.

6) Informative and Effective Promotion

Promotion is the process by which schools communicate information about their programs and services to target customers. The information provided must be clear, engaging, and relevant to attract the interest of prospective students and parents.

7) Physical Aspects (Tangible)

Physical aspects include facilities, infrastructure, and a school environment that supports the learning experience. Facilities such as comfortable classrooms, a well-stocked library, and a safe play area can enhance customer satisfaction. Furthermore, a clean, secure, and conducive environment also reflects the quality of school services.

8) Loyalty and Willingness to Recommend

This indicator measures the extent to which parents or customers intend to return to educational services and recommend them to others. Schools that successfully create positive experiences will build parental loyalty.⁴⁴

2.9 Product Concept, Characteristics, and Quality of Educational Products

Educational products encompass the various services and outcomes provided by educational institutions to students and the broader community. Educational products include curricula, academic programs, teaching methods, supporting facilities, and learning experiences designed to meet students' needs and expectations. This encompasses not only the knowledge and skills taught, but also the values, attitudes, and competencies developed through the educational process. According to Kacung Wahyudi, an educational product is the total combination of benefits students receive from their learning experiences. This product encompasses not only course materials but also extracurricular experiences, academic support, and various services that support students' holistic development.⁴⁵ An educational product can also be viewed as a combination of elements that shape an educational institution's identity and appeal, such as reputation, teaching quality, and available facilities.⁴⁶ Overall, educational products are the result of the interaction between educational institutions and students, encompassing not only academic aspects but also students' personal and social development.

As complex and multifaceted products, educational products require effective management to ensure that all their elements work harmoniously to produce optimal educational outcomes. Educational products have several characteristics that distinguish them from other products and services. The following are some of the main characteristics of educational products, namely: *Intangibility*, *Inseparability*, *Variability*, *Perishability*, *User involvement*, *Customization*, *relationship-based*, *Long-Term impact*, *Credibility and Trust*, and *Regulatory compliance*. These characteristics highlight the complexity of educational products and underscore the importance of effective management in ensuring that educational services meet the needs and expectations of students and society as a whole. The quality of educational products refers to the level of excellence achieved by academic institutions in providing educational services to students. This quality encompasses various aspects, including curriculum and teaching methods, facilities, and student learning outcomes. High-quality education is crucial because it directly contributes to students' intellectual, social, and emotional development and influences their future success.⁴⁷ According to Harvey and Green, the quality of education can be seen from several perspectives, namely:

- 1) *Excellence*
- 2) *Consistency*
- 3) *Fitness for Purpose*
- 4) *Value for Money*
- 5) *Transformative Learning*.⁴⁸

2.9 The Concept of Educational *Price*, Characteristics, and Factors that Influence It

The cost of education refers to the total expenses incurred by students or parents to receive educational services from an academic institution. This cost extends beyond tuition and fees, including various other components such as books, uniforms, extracurricular activities, transportation, and additional services. Each element contributes to the total cost paid by students or parents throughout their education. More specifically, the cost of education encompasses the following aspects:

- 1) **Tuition:** Tuition is a significant component of the cost of education, typically paid monthly, semiannually, or annually. Tuition covers the cost of teaching, use of school facilities, and daily operations.
- 2) **Book and Learning Material Costs:** Students need to purchase textbooks, modules, and other learning materials necessary to follow the curriculum set by the school.
- 3) **Uniform Costs:** Many educational institutions require students to wear a specific uniform. Uniform costs include everyday clothing, sports uniforms, and special activity uniforms.
- 4) **Extracurricular Activity Fees:** Schools often offer a variety of extracurricular activities such as sports, arts, and academic clubs.
- 5) **Transportation Costs:** Transportation costs cover the cost of traveling from home to school and back. Some schools provide transportation services for an additional fee.
- 6) **Additional Service Fees:** Additional services such as counseling, health services, and lunch in the school cafeteria also contribute to the total cost of education.

According to Kotler and Fox, the price of education also includes non-financial aspects such as the time and effort invested by students and parents in the educational process. Thus, the price of education is a holistic concept that encompasses all costs associated with obtaining a quality education.⁴⁹ In the context of educational marketing, appropriate pricing is crucial for attracting and retaining students. Schools must balance operational costs, parents' ability to pay, and the perceived value of the educational services they offer. Pricing that is too high can deter potential students, while pricing that is too low can diminish the perceived quality of the institution.⁵⁰ The price of education has several characteristics that distinguish it from the prices of other products or services:

- 1) **Complexity of Components:** The cost of education consists of various complex components such as initial fees, monthly fees, activity fees, and additional facility fees.
- 2) **Perceived Value:** The price of education is often perceived as an indicator of quality. Higher-cost schools are often perceived as having better facilities, more competent teachers, and higher-quality educational programs.
- 3) **Dependence on Funding:** Many educational institutions rely on a combination of funding from student fees, government subsidies, and community donations.

- 4) Variability: Tuition prices can vary significantly from one institution to another, even within the same level of education.

Several main factors influence the pricing of education:

- 1) Quality and Reputation: Educational institutions that are known for their high quality of teaching and have a good reputation tend to charge higher prices.
- 2) Additional Facilities and Services: Institutions that offer superior facilities such as modern laboratories, sports centers, and comprehensive extracurricular programs usually charge higher fees.
- 3) Location: The geographic location of an educational institution also affects prices. Schools in urban or prestigious areas typically have higher fees than those in rural or less developed regions.
- 4) Operating Costs: Operating costs, including teacher and staff salaries, facility maintenance, and administrative costs, affect the price of education. Institutions with high operating costs will charge higher tuition fees to cover their expenses.
- 5) Government Policy: Government subsidies and regulations can affect the price of education. For example, public schools often offer lower tuition due to government subsidies.
- 6) Supply and Demand: High demand for admission to a particular educational institution can drive up prices. Conversely, if there are many schools of comparable quality to choose from, prices tend to be more competitive.
- 7) Marketing Strategies: Educational institutions use a variety of marketing strategies to attract students, such as offering scholarships, discounts, or flexible payment plans. These strategies also play a role in pricing.⁵¹

In this research, the variables whose influence will be measured are product, price, and promotion, with a primary focus on developing marketing strategies and influencing customer purchasing decisions.

2.10 Promotion Concept, Functions, and Influencing Factors

Educational promotion refers to a series of efforts and strategies used by academic institutions to increase public awareness, interest, and understanding of the programs, facilities, and advantages they offer. This promotion encompasses various communication activities designed to attract the attention of prospective students and parents, including print and electronic media advertisements, social media campaigns, open houses, seminars, and mass media publications. Advertisements can take various forms, including banners on websites, brochures, television commercials, and billboards strategically placed in high-traffic locations. Social media campaigns utilize platforms like Facebook, Instagram, and Twitter to reach a wider audience at a relatively low cost and with higher engagement. Educational promotion also includes open house events, where prospective students and parents are invited to visit the campus, meet with faculty, and explore the facilities. Seminars and workshops offered by educational institutions can

provide in-depth information about the curriculum, teaching methods, and career opportunities available to graduates. Furthermore, publications in the mass media, such as newspaper or magazine articles, and radio or television programs highlighting the institution's achievements and strengths, also play a vital role in building the institution's image. The primary goal of educational promotion is to attract new students; however, it extends beyond that. Effective promotion also aims to build a positive image and a strong reputation for the institution in the public eye. A positive image can enhance the institution's appeal, differentiate it from competitors, and foster trust among prospective students and parents. Therefore, well-planned and targeted educational promotion can help educational institutions achieve enrollment targets, expand their network, and maintain their presence amidst increasingly fierce competition in the education sector. Educational promotion has several vital functions in the management of educational institutions:

- 5) Raising Awareness: Through promotions, educational institutions can raise public awareness about their existence and the programs they offer.
- 6) Building Image and Reputation: Promotion helps build a positive image and reputation for an educational institution. A positive image will attract more students and can be a deciding factor in parents' decisions about choosing a school or university for their children.
- 7) Attracting Prospective Students: An effective promotional strategy can attract new students by highlighting the strengths and uniqueness of the educational programs offered. This includes facilities, curriculum, academic achievements, and extracurricular activities.
- 8) Increase Loyalty and Satisfaction: Promotions are not only aimed at prospective students but also at current students and alums.

Some factors that influence the effectiveness of educational promotion include:

- 1) Budget: The budget available for promotional activities greatly influences the scope and intensity of the promotional campaign.
- 2) Media and Technology: Choosing the right media and technology is critical in promoting education.
- 3) Promotional Message: A clear, compelling message that is relevant to the needs and expectations of prospective students and parents is essential.
- 4) Institutional Image and Reputation: The existing image and reputation of the educational institution also influence the success of the promotion.
- 5) Community Involvement: Active involvement with the local community through social events, partnerships, and community programs can increase the visibility and positive image of educational institutions in the eyes of the public.

By understanding and managing these factors, educational institutions can design more effective and efficient promotional strategies to achieve their marketing goals.

2.11 Research Gaps and Opportunities

This study reports that a transparent and participatory educational process can serve as a new model for increasing customer loyalty in the early childhood education sector. This model emphasizes the importance of two-way interaction between schools and parents, not only in monitoring academic progress but also in strengthening parents' roles in supporting their children's overall educational process. By integrating transparency and participation into the educational process, Aisyiyah Kindergarten has successfully created a closer and more harmonious relationship with parents, which is key to increasing customer satisfaction. This model not only improves the quality of services provided but also offers added value that differentiates Aisyiyah Kindergarten from other educational institutions. Overall, this research makes a significant contribution to the development of educational marketing strategies in early childhood education institutions. By integrating the three main Ps of the 7 Ps in an academic context, this research offers a holistic approach to improving service quality, customer satisfaction, and the competitiveness of educational institutions. Recommendations for future research include testing this model on a broader scale or in different cultural contexts.

3. METHODOLOGY

This research will focus on three kindergartens in Lampung Province: ABA 1 Kindergarten (Aisyiyah Bustanul Athfal 1 Pringsewu), with accreditation A; ABA 3 Kindergarten (Aisyiyah Bustanul Athfal 3 Pringsewu), with accreditation B; and Aisyah 3 Kindergarten Kampung Baru, Labuhan Ratu District, Bandar Lampung, with accreditation C.

The selection of these three research locations was based on several important reasons. First, ABA 1 Kindergarten was chosen because it has an A accreditation. Second, ABA 3 Kindergarten was selected to understand the challenges and potential for improvement in an educational context with B accreditation, which may indicate variations in infrastructure or academic programs. Finally, Aisyah 3 Kindergarten Kampung Baru was chosen to gain insight into education in a C-accredited environment, broadening the scope of the research to examine differences in curriculum implementation, classroom management, and the role of leadership in supporting student academic achievement.

This research will use a case study approach *and* a descriptive qualitative research approach. Case study research is intensive, detailed, and in-depth research conducted on a specific organization, institution, or phenomenon.⁵² Qualitative methodology was chosen as the research procedure to generate descriptive data in the form of written or spoken words from people and observable behavior—this is qualitative descriptive research.⁵³ The primary and secondary data sources comprise the main data sources in this study. Primary data is data obtained from primary sources through data collection procedures and techniques, including interviews and observations, such as direct observation and in-depth interviews, as well as school documents. Meanwhile, secondary data refers to information obtained from indirect sources, typically in the form of documentation, archives, statistical data, school profiles, related literature and research, and educational policy documents.

Data collection techniques for this research include several methods, namely observation, in-depth interviews, ⁵⁴and Document Study. Meanwhile, a ... data study qualitative research conducted through three channel activities, which happens simultaneously, namely: 1) data reduction, 2) data presentation (data displays and 3) withdrawal conclusion/verification (conclusion *drawing/verification*).⁵⁵ To verify the validity of data related to the marketing strategy, we consulted with the head of the madrasah to attract new students. Based on the collected data, we employed several techniques to validate the data, including credibility, transferability, dependability, and confirmability.⁵⁶ Validity and validity data are absolutely required in a qualitative study.

4. RESULTS AND DISCUSSIONS

4.1 Customer Satisfaction Based on Educational Product Aspects

Research indicates that educational products in schools with higher accreditation tend to be more comprehensive, innovative, and diverse, incorporating modern technology, a holistic approach, and a range of extracurricular programs. Meanwhile, schools with lower accreditation offer simpler programs that introduce fundamental Islamic values. Nevertheless, all schools demonstrate efforts to build character and independence in students from an early age. The comprehensiveness of the programs has a significant impact on customer satisfaction with educational products. Parents are satisfied with innovative and comprehensive programs, especially those that support the holistic development of children's Islamic character. However, some parents in schools with modest facilities and programs hope for improvements, particularly in the provision of extracurricular activities and learning media. Customer satisfaction with product aspects can be seen in Table 1 below:

Table 1.1: Customer Satisfaction with Educational Product Aspects in Three Schools

School name	Product Aspects	Customer satisfaction
ABA 1 Kindergarten, Pringsewu	A holistic approach with academic, character, and spiritual integration; modern facilities; diverse extracurricular activities.	Parents are delighted with the innovative programs and complete facilities that support the holistic development of their children.
ABA 3 Kindergarten, Pringsewu	Islamic thematic education, focusing on positive habits, using simple learning media.	Parents were quite satisfied, but expected more detailed and structured child development reports.
ABA 3 Kindergarten, Kampung Baru	A simple approach based on introducing Islamic values, minimalist facilities, and limited extracurricular programs.	Some parents were satisfied, but others hoped for improvements in facilities and a wider variety of learning programs.

4.2 Customer Satisfaction Based on Education Price Aspects

Customer satisfaction with education pricing depends on the balance between the fees charged and the quality of education received. The following table shows parents' satisfaction with education pricing at each kindergarten:

Table 2: Customer Satisfaction Based on Education Price Aspects in Each Kindergarten

School	Price of Education	Customer satisfaction
ABA 1 Kindergarten, Pringsewu	Premium Price	Customer satisfaction is high, particularly regarding the quality of facilities and programs. Some complaints relate to additional costs.
ABA 3 Kindergarten, Pringsewu	Mid-Range Price	Customer satisfaction is high, but some parents would like to see additional programs offered without increasing costs.
ABA 3 Kindergarten, Kampung Baru	Affordable prices	Customer satisfaction is high, but there is room for improvement in facilities and programs without incurring significant cost increases.

4.3 Customer Satisfaction Based on Education Price Aspects

Overall, customer satisfaction with education pricing depends on the balance between the fees charged and the quality of education received. The following table shows parents' satisfaction levels with education pricing at each kindergarten.

Table 3: Customer Satisfaction Based on Educational Promotion Aspects

School	Promotion Methods	Customer satisfaction
ABA 1 Kindergarten, Pringsewu	Social Media (Instagram, Facebook), Alumni Testimonials, Education Exhibitions	Parents are satisfied with the promotions made through social media, which makes it easier for them to obtain the information they need. However, they would like more documentation of student activities.
ABA 3 Kindergarten, Pringsewu	Community, Word of Mouth Recommendations, Print Media (Brochures)	Parents are satisfied with the community-based approach and recommendations from fellow parents, which strengthen their relationship with the school. However, they wish the school were more active on social media.
ABA 3 Kindergarten, Kampung Baru	Banners, Flyers, Social Engagement (Local Events)	Parents are satisfied with local event-based promotions that involve the community. However, they want the school to utilize social media and digital technology in its promotional efforts.

A comparison between Aisyiyah Kindergarten in Lampung Province and other kindergartens, such as Fransiskus Kindergarten, which has 200 students, and Insan Cemerlang Kindergarten, which has 190 students, demonstrates intense competition in the early childhood education sector. Although Aisyiyah Kindergarten excels in its Islamic values-based approach and holistic early childhood development, the number of enrolled students still presents challenges in maintaining and enhancing its competitiveness

4.4 Novelty and Managerial Implications

Novelty and Managerial implications of the above findings are as follows:

a. Integration of Marketing Strategy in Early Childhood Education

This research integrates elements of educational service marketing strategies, which focus more on managing customer experiences and needs in the context of early childhood education.

Unlike marketing in the business sector, where the primary goal is profit, educational marketing focuses on the quality of educational services that meet the needs and expectations of parents as customers, without compromising the focus on children's character and academic development.

This approach provides new insights into how early childhood education institutions can optimize service quality more holistically, namely by considering parental satisfaction, children's character development, and balanced academic development.

A novel contribution of this research is the development of an educational marketing model based on the needs of parents as customers. This approach prioritizes not only academic aspects but also considers the dimensions of child character development and the interpersonal relationships between parents, teachers, and students.

The marketing model developed in this study aims to create educational services that cater to parents' emotional needs and support children's social development, ultimately leading to increased parental satisfaction and improved academic success for children.

b. A New Model for Educational Product Optimization

This study proposes a new model for optimizing educational products at Aisiyiyah Kindergarten, focusing not only on character formation based on religious values but also on addressing children's more modern academic needs, particularly in response to the demands of the 21st century. Considering global developments that increasingly favor critical, creative, and technological skills, early childhood education institutions must strike a balance between two key aspects: character formation and academic competence. This model aims to align these two elements within a holistic learning process.

This model makes a significant contribution to developing a more balanced educational framework, encompassing not only religious-based character building but also integrating academic learning that is more relevant to the demands of the times. By balancing character and academics, early childhood education institutions can produce a generation that excels not only spiritually but also is prepared to face the challenges of a competitive world.

The implications of the new model above are as follows:

- 1) **Holistic Approach:** This model suggests a holistic approach in the early childhood education process, where educational institutions not only emphasize religious and moral values, but also integrate the academic skills needed to prepare children to face an increasingly complex world.
- 2) **Academic and Character Readiness:** In this model, character development based on religious values remains the primary foundation, but the importance of academic readiness is not neglected. This model promotes integrated learning that fosters critical thinking, social, and problem-solving skills, all of which are highly relevant to the needs of 21st-century education.

- 3) Competitiveness of Early Childhood Education Institutions: The implementation of this model creates new competitiveness for early childhood education institutions, especially in an increasingly competitive environment. By combining the strengths of faith-based character and academic competency, Aisiyiyah Kindergarten can offer a more attractive educational product to parents. In this context, educational institutions must be able to demonstrate that they not only produce children with good character but also with sufficient academic abilities to compete at a higher level.

c. Value Proposition-Based Education Pricing

This study reveals that Aisiyiyah Kindergarten's pricing strategy in Lampung Province is flexible and community-based, distinguishing it from conventional approaches that view price solely as a cost to parents. At Aisiyiyah Kindergarten, the price of education is seen as a reflection of the value provided to customers, namely parents and children. This approach emphasizes that the cost of education is not just a figure listed on the bill, but also encompasses long-term benefits, such as building a community that supports child development, fosters religious values, and promotes social learning.

This value proposition-based pricing strategy provides insight into the understanding that parents are not only purchasing their children's education, but also investing in an environment that supports their children's holistic development.

The New Contributions of This Approach are as follows:

9) Value-Added Pricing Strategy

This approach enables schools to establish prices not only based on operational costs or market prices, but also on the added value generated through the educational process. For example, in addition to academic learning, Aisiyiyah Kindergarten provides added value in the form of faith-based character development, fostering strong social bonds among parents, teachers, and children.

10) Education as a Sustainable Community Investment

This model focuses not only on the child's education but also on creating a sustainable community between the school and parents. Parents view fees not only as payment for services but also as their contribution to creating an environment that supports their child's social and spiritual development.

11) Flexibility in Pricing

This pricing flexibility allows parents to adjust educational costs to their budget while still enjoying the value the school offers. In this regard, Aisiyiyah Kindergarten adopts a pricing model that is responsive to customer needs without compromising the quality of service provided, thereby fostering parental involvement and satisfaction with the school.

These findings imply that a value proposition-based pricing model has the potential to create a more harmonious and mutually beneficial relationship between schools and parents. By offering education with clear added value, schools can increase parent satisfaction and foster stronger loyalty. Furthermore, this approach can help educational

institutions survive in increasingly competitive environments by providing more than just an education, but also a rewarding experience for all parties involved.

d. Relationship Marketing

Aisiyah Kindergarten implements a relationship-based promotional approach to strengthen parental loyalty and trust in the school. Rather than focusing solely on short-term transactions, this approach emphasizes the importance of building long-term relationships with parents through their active participation in school activities. Parents are directly involved in various school activities, such as religious study sessions, regular meetings, and joint activities that foster a strong relationship between the school and its parents. By involving parents in their children's education, the school promotes a stronger sense of ownership and a deeper bond between parents and the educational institution.

This relationship-based promotional approach aims to foster long-term satisfaction for parents, ensuring they feel valued and included in their children's development. With this active involvement, Aisiyah Kindergarten has not only increased parent loyalty but also enhanced the school's positive reputation within the community.

The new contributions of this discovery are as follows:

1) Increasing Customer Loyalty through Engagement

The relationship-based promotion implemented at Aisiyah Kindergarten offers parents opportunities to feel more involved in their children's education. Through various parent-teacher activities, such as parent-teacher meetings and social events, parents can gain a deeper understanding of the school's vision and mission, and connect directly with teachers and staff.

2) Building Trust Through Open Communication

One of the key elements of relationship marketing is open and transparent communication. By providing parents with the opportunity to communicate directly with the school regarding their child's progress, Aisiyah Kindergarten can build stronger trust.

3) Optimizing Customer Experience (Parents)

Relationship-based promotion is not just about involving parents in existing activities, but also about creating memorable experiences for parents.

This relationship-based promotion has important implications for other educational institutions. This approach demonstrates that long-term customer satisfaction and loyalty in education are built not only through academic quality alone, but also through strong relationships between schools and parents.

Therefore, this relationship-based promotion strategy should be part of a broader marketing approach within educational institutions, where long-term relationships with customers (parents) can lead to sustained success for the institution.

5. CONCLUSIONS

Based on the results of research that has been conducted related to educational marketing management at Aisyiyah Kindergarten, Lampung Province, it can be concluded that:

- The educational product at Aisyiyah Kindergarten in Lampung has successfully developed early childhood education services that emphasize not only academic aspects but also Islamic character development. Despite variations in facility availability, all educational units demonstrate a commitment to providing holistic education relevant to the needs of the local community.
- Tuition fees at Aisyiyah Kindergarten in Lampung Province are adjusted according to the community's economic situation and available facilities. Schools with more comprehensive facilities charge higher fees, while schools in areas with limited financial resources offer more affordable rates. Parents generally express satisfaction, although they hope for improved facilities without a significant increase in costs.
- Aisyiyah Kindergarten in Lampung Province promotes education through digital and print media, alum testimonials, and participation in educational exhibitions. While the promotion has been quite effective, there is still a need to expand the use of digital media to reach a broader and more engaging audience.

The recommendations that can be given based on these findings are as follows:

For Educational Institutions (Aisyiyah Kindergarten, Lampung Province) :

- Diversify Educational Products: Develop additional programs such as skills, technology, or arts classes to increase appeal to parents, while expanding the customer base.
- Branding Strengthening: Build the institution's image through value-based marketing that emphasizes the combination of character and academic education.
- Optimize Digital Infrastructure: Implement educational technology, such as school-parent communication apps, to facilitate monitoring of student progress.
- Periodic Monitoring and Evaluation: Conduct periodic evaluations of marketing strategies and customer satisfaction levels to ensure that services remain relevant and competitive.

For School Principals:

- Leadership Competency Enhancement: Take educational management and marketing training to optimize your role in managing and marketing schools.
- Building Strategic Partnerships: Collaborate with local communities, religious institutions, or sponsors to strengthen support for school programs.

- Focus on Human Resources Welfare: Prioritize the welfare of teachers and staff through increased salaries, benefits, or professional training.
- Strengthening Relationships with Parents: Hold regular activities such as discussions, parenting seminars, or community meetings to strengthen the relationship between the school and parents.

For Teachers:

- Professional Competency Development: Attend training or workshops to improve teaching skills, especially in innovative and character-based methods.
- Personal Approach to Parents: Actively involve parents in their child's learning process by providing regular progress reports and open discussions.
- Use of Creative Learning Media: Utilize interactive learning media to enhance students' learning experience and capture their interest.
- Collaboration with Fellow Teachers: Create a learning community between teachers to share experiences, methods, and learning innovations that can improve the quality of education in schools.

References

- 1) Alwasilah, AC Quality of education and national competitiveness. *Journal of Education and Culture*, 25(3), 2020, pp. 233–245.
- 2) Mulyasa, E. *School-based management: Concepts, strategies, and implementation*. (Bandung: PT Remaja Rosamaria, 2019), p. 211.
- 3) Fattah, N. *Economics and financing of education*. (Bandung: PT Remaja Rosdakarya, 2019), p. 116.
- 4) OECD. *PISA 2022 results: What students know and can do*. (Paris: OECD Publishing, 2023), g. 227.
- 5) Sallis, E. *Total quality management in education (3rd ed.)*. (London: Routledge, 2019), p. 77.
- 6) Parasuraman, A., Zeithaml, VA, & Berry, LL SERVQUAL: A multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing*, 64(1), 2020, p. 12–40.
- 7) Tjiptono, F., & Chandra, G. *Service, quality, & satisfaction (4th ed.)*. (Yogyakarta: Andi Offset, 2019), p. 77.
- 8) Kacung Wahyudi, "Educational Marketing Management," *Kariman Journal*, Volume 05, Number 01, (2017), p. 68.
- 9) *Ibid*, p. 69.
- 10) Philip Kotler, *Marketing Management. Translated by Benjamin Molan* (Jakarta: Indeks, 2018), p. 80.
- 11) Sumarni, Y., & Kurniasih, N. social media-Based School Marketing in Increasing Student Enrollment. *Journal of Educational Administration*, 39(2), 2021, pp. 204-211.
- 12) Kotler, P., & Keller, KL *Marketing Management (15th ed.)*. (Pearson Education, 2019), p. 153.
- 13) Tjiptono, F. *Service Marketing: Principles, Applications, and Research*. (Yogyakarta: Andi. 2019), p. 102.
- 14) Kusuma, A. Higher Education Marketing Strategy: A Study at the Widya Wiwaha Yogyakarta College of Economics. *Airlangga Journal of Economics and Business*, 28(3), 2018, pp. 35–46.

- 15) Karwur, MS, & Sari, R. Analysis of School Marketing Strategies in the Digital Era. *Journal of Applied Management and Accounting Science*, 11(1), 2020, pp. 1–9.
- 16) *Initial observation* data, processed by researchers at the research location.
- 17) Nida Salma Fahriani & Intan Rike Febriyanti, Analysis of Customer Satisfaction at Bunda CikembarN Pharmacy. *OPTIMAL: Journal of Economics and Management*, Vol.2, No.3, 2022, 2- 12.
- 18) Kacung Wahyudi, "Educational Marketing Management," *Kariman Journal*, Volume 05, Number 01, (2017), p. 68.
- 19) Abbas, Syahrizal. *Higher Education Management: Some Notes*. (Jakarta: Kencana. 2018), p. 14.
- 20) R. Terry, George, and Leslie W. Rue. *The Basics Management*. (Jakarta: Bumi. Aksara, 2018), p. 16.
- 21) Rahman. *Fundamentals of Management*. (Intelligensia Media. Malang, 2017), p. 32.
- 22) Buchari Alma, *Management Marketing and Marketing Service*, (Bandung: Alfabeta, 2020), h. 257.
- 23) *Ibid.*, h. 5.
- 24) Philip Kotler and Gary Armstrong, *Fundamentals of Marketing*, translated by Wilhelmus W. Bakowatun, (Jakarta: Intermedia, 2020), p. 382.
- 25) Sitting Juhana and Ali Mulyawan, "Influence Quality Service Service "Effect of Education on Student Satisfaction at STMIK Mardira Indonesia Bandung", *Journal of Economics, Business & Entrepreneurship*, Vol.9, No.1, 2015, p. 5.
- 26) Buchari Alma, *Marketing Management and Service Marketing*, (Bandung: Alfabeta, 2018),h. 372.
- 27) Rohmitriasih Hendyat Soetopo, Marketing Strategy for Educational Services in Increasing Loyalty Customers, *Journal Education*, Vol. 24, 2015, 403.
- 28) Charles G. Walters, Whats Is This "Marketing Management"? *The Southwestern Social Science Quarterly*, Vol. 46, No. 1, 1965, pp. 36.
- 29) Wijaya, David, *Marketing Service Education*, (Jakarta: Salemba Four, 2019), h. 16-17.
- 30) Cashmere, *Banking Management*, (Jakarta: Eagle President, 2018), h. 197.
- 31) Barnawi And Arifin, *op. cit.* h. 15.
- 32) Kacung Wahyudi, *Educational Marketing Management, Op.Cit* ,,p. 70 .
- 33) Buchari Alma, *Marketing Strategic Service Education*, (Bandung: Alfabeta, 2019), p. 32.
- 34) Vellore K. Sunder, *Outsourcing and Customer Satisfaction*, (United States of America: Xlibris Corporation, 2019), p. 43.
- 35) Thamrin Abdullah And Francis Tantri, *Management Marketing*, (Jakarta: PT RajaGrafindo Persada, 2019), p. 38.
- 36) James G. Barnes, *Secrets of Customer Relationship Management*, (Yogyakarta: Andi, 2020), p. 64.
- 37) Nina Rahmayanty, *Excellent Service Management: Seeking Defection and Building Customer Loyalty*, (Yogyakarta: Graha Ilmu, 2019), p. 5. .
- 38) *Ibid.* p. 23.
- 39) Terry G. Vavra, *Customer Satisfaction Measurement Simplified: A Step-by-step-guide for ISO 9001:2000 Certification*, (Milwaukee: ASQ Quality Press, 2019), p. 19.
- 40) Fandy Tjiptono, *Principles of Total Quality Service* (Yogyakarta: Andi Offset, 2019), p. 129.

- 41) Fandy Tjiptono, *Service Management: Realize Excellent Service*, (Yogyakarta: Andi Offset, 2018), p. 24.
- 42) Decision Minister Utilization Apparatus State (Ministry of Administrative and Bureaucratic Reform Decree) Number 63 of 2003 Article 7.
- 43) Edward Sallis, *Total Quality Management in Education, Integrated Quality Management in Education*, (Yogyakarta: IRCiSoD, 2018), p. 56.
- 44) Nida Salma Fahriani & Intan Rike Febriyanti, Analysis of Customer Satisfaction at Bunda CikembarN Pharmacy. *OPTIMAL: Journal of Economics and Management*, Vol.2, No.3, 2022, 2- 12.
- 45) Kacung Wahyudi, *Educational Marketing Management, Loc.Cit* .
- 46) Maringe, F., & Gibbs, P. *Marketing Higher Education: Theory and Practice*. (New York, NY: McGraw-Hill Education.2019), p. 221.
- 47) Maringe, F., & Gibbs, P. *Marketing Higher Education. Loc.Cit* .
- 48) Harvey, L., & Green, D. Defining Quality. *Assessment & Evaluation in Higher Education*, 18(1), 2020, 9-34.
- 49) Kotler, P., & Fox, KFA *Strategic Marketing for Educational Institutions*. (Englewood Cliffs, NJ: Prentice-Hall. 2019), p. 311.
- 50) Maringe, F., & Gibbs, P. *Marketing Higher Education: Theory and Practice*. (New York, NY: McGraw-Hill Education.2019), p. 89.
- 51) Johnstone, DB *Cost Sharing in Higher Education: Tuition, Financial Assistance, and Accessibility in Comparative Perspective*. (Boston College Center for International Higher Education. 2018), p. 76.
- 52) Suharsimi Rikunto, *Procedure Study an Approach Practice: Edition Revision V* (JakartaRineka Cipta, 2019), p. 120.
- 53) Mandalis, *Method Study Proposal* (Jakarta: Earth Script, 2019), h. 26.
- 54) Suharsimi Arikunto, *Research Procedures, Approaches and Practices*, (Bina Aksara, Jakarta, 2019). p. 97.
- 55) Miles, MB, Huberman, AM, and Saldana, J, *Qualitative Data Analysis, A Methods Sourcebook, Edition 3. Translated by Tjetjep Rohindi Rohidi, UI-Press*. (Sage Publications, 2017), pp. 16-20.
- 56) Ahmadi, Rulam, *Qualitative Research Methods*, (Yogyakarta: Ar-Ruzz Media, 2018), p. 170.