



# Plagiarism Checker X Originality Report

**Similarity Found: 6%**

Date: Friday, September 13, 2019

Statistics: 340 words Plagiarized / 5303 Total words

Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

---

Correlation of Marketing Strategies and School Quality with Community Interest in Choosing Schools as Child Education Institutions Nurul Hidayah Islamic Education, Sunan Kalijaga Islamic University of Yogyakarta, Indonesia

hidayahnurul.0202@gmail.com <mailto:hidayahnurul.0202@gmail.com> ABSTRAK

Article History: Received: 31-07-2019 Accepted: 12-09-2019 Abstract: This research is a field research study with a quantitative approach to statistical analysis and explanatory descriptive analysis. Data analysis uses multiple correlations which are processed using the SPSS application.

The results showed that (1) the level of madrasah marketing strategy in marketing madrasah programs in Mataram City was 72.31% (good), while the correlation was 0.257 (weak), because it was only influenced by 6.61% and 93.31% influenced by other factors; (2) the quality level of the madrasah as a child education institution in Mataram City is 74.24% (good), while the correlation is 0.323 (weak) because it is only affected by 10.43% and 89.57% is influenced by other factors; (3) the level of public interest in the city of Mataram in choosing madrasah as children's educational institutions by 75.68% (good); (4) there is a correlation between madrasah marketing strategy and madrasah quality with public interest in choosing madrasah as a children's educational institution that is equal to 0.387 (weak) because it is only influenced by 15%, while 85% is influenced by other factors.

Factors that influence the weak correlation of madrasah marketing strategies and the quality of madrasah with the public interest in choosing madrasah as children's educational institutions are consumer behavior which includes psychological aspects, cultural aspects, economic aspects and aspects of personal decisions. Abstrak: Penelitian ini adalah penelitian studi lapangan dengan pendekatan kuantitatif untuk analisis

statistik dan deskriptif.

Analisis data menggunakan beberapa korelasi yang diproses menggunakan aplikasi SPSS. Hasil penelitian menunjukkan bahwa (1) tingkat strategi pemasaran Madrasah dalam pemasaran program Madrasah di Kota Mataram adalah 72,31% (baik), sedangkan nilai korelasinya sebesar 0,257 (lemah), karena hanya dipengaruhi oleh 6,61% dan 93,31% dipengaruhi oleh faktor lain; (2) tingkat kualitas Madrasah sebagai lembaga pendidikan anak di Kota Mataram adalah 74,24% (baik), sedangkan korelasinya sebesar 0,323 (lemah) karena hanya dipengaruhi oleh 10,43% dan 89,57% dipengaruhi oleh faktor lain; (3) tingkat kepentingan publik di Kota Mataram dalam memilih Madrasah sebagai lembaga pendidikan anak-anak sebesar 75,68% (baik); (4) terdapat korelasi antara strategi pemasaran Madrasah dengan mutu Madrasah dengan kepentingan masyarakat dalam memilih Madrasah sebagai lembaga pendidikan anak yang setara dengan 0,387 (lemah) karena hanya dipengaruhi oleh 15%, sedangkan 85% dipengaruhi oleh Faktor.

Faktor yang mempengaruhi korelasi yang lemah dari strategi pemasaran Madrasah dan mutu Madrasah dengan kepentingan masyarakat dalam memilih Madrasah sebagai lembaga pendidikan anak adalah perilaku konsumen yang meliputi aspek psikologis, budaya aspek ekonomi dan aspek keputusan pribadi. Keywords: Marketing Strategy; School Quality; Community Interest; Consumer Behavior.

Kata Kunci: Strategi Pemasaran; Kualitas Sekolah; Kepentingan Masyarakat; Perilaku Konsumen. -----u----- A. INTRODUCTION Madrasah in order to maintain their existence must market the results of these institutions to relevant stakeholders because considering that in this increasingly sophisticated era educational institutions are no longer seen as mere educational institutions, but also as a business institution that offers educational services to the community, so that both the quality of a madrasah institution, the greater the public interest in choosing the madrasah as an educational institution for their children. Likewise, if more and more madrasahs are qualified, the competition will be more stringent in competing for consumers (Dardiri, 2017).

In facilitating marketing, madrasah education institutions need marketing management or termed marketing management. Marketing management in its role cannot be separated from management functions which consist of planning, organizing, actuating and controlling (POAC) (Kong et al., 2012), (Eliseo Valle Aparicio, 2015).

Where in all its movements, marketing management tries to apply all these functions, the management function above is an organizational journey offered and expected from this function, there are good developments in the organization itself. Deming Cycle is a

sequence of familiar management functions from management, namely: planning, doing, checking/studying, actuating, and analysis (Riyadi, 2016), (Nurdiana & Prayoga, 2018).

Attention to the interests of consumers, in this case, is the community users of madrasah education demand that madrasah institutions must develop marketing strategies for madrasah programs in order to attract public interest in choosing madrasah as educational institutions for their children. Talking about the madrasah marketing strategy certainly **cannot be separated from** the discussion about how the madrasah socialize the superior programs of the madrasah to the community (Labaso, 2019).

The marketing strategy that can be done by the community in attracting public interest is by utilizing various kinds of media such as brochures, verbal information by directly disseminating information to the public or to certain schools which are targeted by madrasah input and promotion of madrasah through electronic media such as websites, Facebook , line, what's up and so on.

Regional Kamasan environment is a religious environment, evidenced by a variety of young people who are educated in madrasah and Islamic boarding schools, only a few percents send their education to public institutions such as **elementary, junior high, high school and** vocational schools. **A large number of** young people who study in Islamic education institutions gives the impression that families are very concerned with Islamic education, but researchers are intrigued by the guardians or families who seek information that the best madrasah according to them are chosen as education for their children.

The students in the Kamasan Environment have many schools in Islamic education institutions namely in Abu Dzar (Central Lombok) Islamic Boarding School, Tohir Yasin Lendang Nangka Islamic Boarding School (East Lombok), Al-Aziziyah Islamic Boarding School (West Lombok), MAN 2 Mataram (West Lombok) , MTSN 2 Mataram (West Lombok), MI Tohir Yasin Mataram, (West Lombok), MIN Karang Baru (West Lombok), MIN 1 Mataram (West Lombok).

Some student guardians do not care about the location of the madrasah which is quite far from where they live in the hope that the children can achieve Qur'ani achievements. Promotion of madrasah or institution information is one of the considerations of the community to be able to reduce choices because the community tries to build trust in the institution to entrust their children to educate **them in accordance with the** expectations of the community itself.

However, the reality of the promotion of madrasah sometimes does not work effectively because some things like the media used only brochures, or even not using brochures at all because they are already well-known among the public (Zaggelidou, Tsamourtzis, Malkogeorgos, & Zaggelidis, 2012). More specifically, the researcher explained that this research was based on practical and theoretical problems, namely: 1.

**Practical Problems** Practical problems, in this case, can be seen from the gap between the media used by madrasah in conducting marketing. The media used as marketing madrasah are in the form of distributing brochures given to the community, students and other institutions usually do not explain in detail about the condition of the madrasah. 2.

**Theoretical Problems** In this theoretical problem, it can be seen from the output of madrasah that have not reached the target expected by the community due to a lack of mastery in their fields. This target failure has implications for the application of madrasah students and alumni in the community, such as: (a) following community activities that have religious nuances, (b) behavior of madrasah students in the community, and (c) quality of graduates (alumni) who have not able to compete with public school graduates.

This symptom shows the public dissatisfaction with learning in the madrasah so that it has implications for the reduced interest of the community in choosing madrasah as a place of education for their children. The madrasah marketing strategy referred to in this study is the promotion of madrasah through print media such as newspapers, pamphlets, banners, billboards and calendars of madrasah, and electronic media such as Websites, Facebook, Line, WhatsApp, and others. B.

**METHODS** The type of this research is field research, namely research conducted directly in the field to obtain the required data. While this study uses a quantitative approach which is done by measuring the accuracy of the use of marketing strategies and the quality of madrasah. This research is explanatory, namely, research that intends to explain the position of the variables studied and the relationship between one variable and another variable. That's why the data analysis in this study contained statistical analysis and descriptive analysis.

The population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to be studied and the conclusions drawn. While according to Arikunto (2013: 173) argues that the population is the whole subject of research. The population in this study were all Family Heads (FH) in the

Kamasan Dares neighborhood of Monjok, Mataram City, which numbered 760 families divided into 7 neighbourhoods.

While Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) are also included in the FH. Samples are partially or representative of the population studied. In this sampling, the researcher is guided by the theory of Arikunto (2013: 174) who says **that if the subject is less than 100, it is better to take** all so that the research is population research. %, 20-25% or more. In this study, researchers took a sample of 10% of the number of households available to become 76 households.

However, based on field **data sourced from the** Head of the Kamasan Environment, there were 82 families who chose madrasah as their children's educational institutions, so that the sample (respondents) **in this study were** 82 people. Because in this study wanted to know the correlation of marketing strategies and the quality of madrasah with the public interest, then MI, MTs, and MA students domiciled in the Kamasan Environment were also research samples. So that researchers use probability sampling with a propositional stratified random sampling technique.

From this sampling technique, there were 43 respondents from 20 students divided into 20 MA students and 23 MTs students. So that the overall sample in the study was 125 people. C. RESULT AND DISCUSSION Based on **the results of the** questionnaire, information was obtained that residents of the Kamasan neighborhood chose secondary education institutions Islamic junior high school and **Islamic senior high school** (MTs and MA) for their children at MTs Thohir Yasin (East Lombok), MTs Al Kamal (West Lombok), MTs N 2 Mataram (Mataram), MA Qomarul Huda (Central Lombok), MA Abu Zar (West Lombok), MAN 1 Mataram (Mataram), and **MAN 2 Model Mataram** (Mataram).

The marketing strategy carried out by the madrasah team in marketing madrasah products according to the public response is still not optimal. This has implications for people's interest in choosing madrassas as their children's educational institutions. This result was strengthened by the assessment **using a questionnaire with** 30 statements with 5 Likert scale options.

Community assessment shows that the marketing strategy is 72.31% with an average rating of 83.15, this is included in the "good" category. Whereas in terms of the quality of madrasah, the community provides an assessment of 74.24% with an average of 111.35, this is included in the "good" category. Then overall, the community considered that choosing a madrasah as a children's educational institution was 75.68% with an average of 109.74, which was categorized as "good".

From the results of these percentages, data analysis was then performed to see the correlation between madrasah marketing strategies and public interest in choosing madrasah as educational institutions for their children, resulting in a correlation of 0.257 or included in the category of "weak" correlation because it was only 6.61% and 93.31% is influenced by other factors.

While the results of data analysis for the correlation of madrasah quality with public interest obtained by the correlation of 0.323 or included in the category of "weak" correlation because it was only influenced by 10.43% and 89.57% influenced by other factors. Then simultaneously the correlation between marketing strategy and madrasah quality with the public interest, the correlation was obtained at 0.387 which showed a "weak" correlation because it was only influenced by 15%, while 85% was influenced by other factors.

Furthermore, to find out the low correlation, the researcher conducted a sample of madrasah in a purposive manner. That is to say, the madrasah were chosen based on the percentage of the most interest of the public in sending their children to the madrasah. So that 3 madrasah were obtained, namely Thohir Yasin Islamic Elementary School (MI Thohir Yasin), Islamic Junior High School 2 Mataram (MTsN 2 Mataram), and Islamic Senior High School 2 Mataram (MAN 2 Mataram) for further observation and interviewing as well as documentation of the promotional tools or media used by the madrasah.

The researcher observes the preparation each year on the new teachings about the acceptance of new students, one of which is the formation of a team that will socialize the MAN 2 Model Mataram, the schools which are the main objectives used as a source of input from MAN 2 Mataram. The first task in this preparation was to design brochures, design pamphlets, and banners, design in the form of profile videos and achievements of madrasah that would be exposed through social media such as Facebook, YouTube, What's Up and so on which contained information about the receipt of new students at school us.

The first desired market target is prospective students who are achievers so that institutional partners or compromises are started from targeted schools, for example, schools that have achievements or have qualified attitudes such as Islamic Boarding Schools and MTsN Models at the junior and MTsN levels. Socialization or promotional activities implemented after designing new programs so that these high achieving students are interested in going to the madrasah.

The next stage is the selection of new students, there are several selection stages

including special selection starting this year with computers and Tabs to enter the dormitory, selection of academic and non-academic achievements accompanied by letters of recommendation from schools, especially from principals and proven by attitude and the values ??of learning outcomes during entering junior high school, MTsN or Islamic boarding schools.

Making use of the Olympics can be an alternative to the introduction of madrasah indirectly to attract students who excel. The introduction of madrasah is a more dominant orientation to prospective students directly from the guardian of students because these prospective students will undergo their educational experience.

The development of learning programs in several countries influences developments in educational institutions in their own countries, it is undeniable that the emotional growth and character of adolescents and adults is one of them on the ground or motivated by a number of free relations between countries, opinions between countries, take studies abroad, the proliferation of foreign films to political debate between countries.

The reality now is that **the character of the** teenagers began to imitate the countries they saw from the film industry, music, fashion or interact directly with foreign society. These characters are what they bring to schools to try to interact with the style or accent they see from films that make them impressed, to bolster clubs or gangs with names that they create themselves.

Madrah awareness in the environment of its students is what tries to open the door by providing new programs that support or facilitate the clubs they create themselves. The aspirations of the students about the concepts and content of the programs they make are taken into consideration by the madrasah to make new opportunities the main attraction for prospective students.

It can be concluded from the process of New Student Admission (PPDB) that the promotion is more dominant or the introduction of the madrasah through go to school or certain schools, with the aim of attracting students first, if students have been interested it will be easy for guardians determine their children's education choices **in accordance with the** wishes of their children, in spikology students will be more enthusiastic and motivated to learn and reach their dreams.

Besides that, this madrasah does not limit the students who will study in the Islamic schools in terms of social status because what determines students' acceptance is **the result of the selection of** madrasah. Therefore, the market segmentation of the



madrassas is reflected in the vision and mission of the madrasah, and the promotion of madrasah by going to school.

In terms of targeting the madrasah, it appears that madrassas are more dominant in promoting directly to students who are well-known madrasah to attract the interest of students who are high achievers, but not persuade and offer directly to students' guardians. quality and achievement students/inputs, because this is the form of quality control that is shown.

Whereas in terms of positioning madrasah innovates by highlighting the madrasah or extracurricular programs that they have, because this is one form of selling power of the madrasah to attract the interest of prospective students by following the current trends, so the introduction of madrasah to guardians does not use the planning system as using the way to go to school, because that promotion in the community is not determined by a special team, meaning that all parties are involved to promote their madrasah in the community such as in terms of students, committees, teachers and school staff by providing accessible brochures and social media, such as Facebook, WA, website, youtube.

Talking about the quality of Madrasah can also be seen from its accreditation and appointed as a model school in NTB, from the KBM process the madrasah try to create a learning system and are facilitated with LCD, full screen, and paired with fans so that students feel comfortable when the learning process takes place. Mataram madrasah manage finances well from Madrasah Committees and from the State to hire teachers who are not civil servants or are referred to as non-permanent teachers.

The instructors at the Mataram State madrasah are mostly highly educated such as S2, S1, S3 but still provide opportunities for teachers who want to improve professionalism through the field of education. The well-being of workers and non-permanent teachers in this madrasah is in the form of given by the madrasah committee, this effort is one form of motivation for employees and teachers to feel able to fulfill their respective responsibilities and be more creative.

Evaluation or assessment of madrasah educators has an internal supervision team, the purpose of which is to control and supervise work, how to teach, respond to students, serve the problems of students and others. This effort shows the standard of educators to remain innovative and creative in their teaching and learning activities so that the results of the assessment can be given the best solution if the educators have low scores in several aspects.



The policy aspects made by the Mataram madrasah principals were more dominant for the progress of the institution, the policy was made from the government's rule basis by considering the conditions and conditions of the city of Mataram. Complaints against the madrasah from the community or guardians of this student did not have many obstacles, because indeed madrassas try to give the best to minimize these complaints, but as good as anyone, students, **guardians, and the community** must have small complaints and madrasah still try to resolve with committee meetings that need to be held.

The reality above can be concluded by the researcher that the public perception of quality is only limited to knowing the madrasah-madrasah of Mataram as the best superior school in the area of ??Mataram City. They know the facilities that support the learning process of their children. This reflects the behavior of consumers because there is no element of coercion in choosing madrasah, parents prefer to obey their children so that they feel not depressed because they do not like their school, according to the mental apology.

someone likes something will like the whole, for example, someone buying clothes that they like will like the material, the color, the size and the motif on the clothing. Not much different from the school, someone chooses a school that likes to tend to like his teacher, his learning, his school environment, and his friends. As long as the school is good and has criteria that are not far from what they expect or what they compare, there is no harm in allowing and entrusting **their sons and daughters** to the school they want. Some people get information from alumni, peers or families who have sons and daughters in the village.

Based on observations and interviews with the public, including selected madrasah namely MAN 2 of Mataram, Mataram MTs N 2, and Thohir Yasin MI, information was obtained that the low correlation between marketing strategy and madrasah quality with public interest was caused by several factors: 1. The use of promotional media that has not been maximized, such as calendars and websites.

In the community's opinion, promotional media such as brochures and banners are **likely to have a** less positive impact on society. Because when the brochure is distributed by the promotion team **it is not uncommon** to be thrown away by the reader. Unlike the case with the use of a structured website, information is more complete, we can see various madrasah activities freely, as well as calendars, although it is simple the period can be read very long, which is throughout the year.

So, the feeling of hope to get to know the madrasah more consideration by parents and

students (children). 2. Lack of reciprocity from the community towards the results of promotion, so that the interest in choosing madrasah as children's educational institutions is reduced. 3. The average Kamasan environment consists of middle to lower and upper-middle-class communities so that some people choose more orientation to public schools.

Because parents think more about a better future. In fact, this is in the city of Mataram, the madrasah curriculum cannot defeat the public school curriculum in terms of intelligence. This can be proven in various competitions such as OSN and so on. 4. Facilities in public schools are also not far from the madrasah.

Even more complete in public schools than madrasah. This is a consideration in the community that the quality and marketing strategies of the madrasah are not so influential in the view of the community to choose madrasah as their children's educational institutions.

In addition, the factors that influence the weak correlation of marketing strategies and the quality of madrasah with public interest include economic factors, cultural factors, intelligence factors and spicological factors. 1. Economic Factors There are also several factors that reinforce the results of the weak correlation including economic, cultural, and psychological factors.

This data the researchers collected through interviews with several Lingkungan Kamasan communities with questions that included the reasons for sending the children to school, why they were interested, what expectations were desired, and the extent to which families knew the school. Based on the data that the researchers collected, it can be concluded that economic factors do have an influence on education because they usually collide with daily food expenditures or needs, so it is not uncommon for education spending to be abandoned or postponed for several years to get an education.

usually the higher the welfare of the community, although there are other indicators such as income distribution. Data obtained from interviews by the head of the neighborhood, Kamasan, said that people's income is different, this is because the profession is run by the head of each family, for example, there are farmers, motorcycle taxi drivers, cidomo pullers, tailors, laborers, traders, teachers, employees country, lecturers, clerics, helpers, and others. It is this variety of professions that the cost of education and daily needs can be fulfilled.

Even though the profession produces low income, family heads continue to try to

prioritize education because they are aware that education is very important for the future of their children, which is why their children continue to attend school even though the cost of education is cheap and does not burden them. 2. Cultural Factors Other communities also stated that one of the reasons for choosing Islamic boarding schools rather than madrasah was cultural factors, people tried to preserve the culture of their family descendants and their own village culture.

The researchers found that it was seen from the number of sons and daughters entering Tohir Yasin East Lombok. the fact that distance does not deter the family's intention to keep **sending their children to** the boarding school. Researchers certainly believe the reason why they do not choose pesantren that are closer or around West Lombok, it turns out the family has gone to school in the pesantren. establish friendship and with the hope that **their sons and daughters** have morals and knowledge and achievements as expected.

This decision is certainly a lot of consideration from the family and children themselves, and one of the forms of attention and keeping their children from the freedom of current teenage relationships that are influenced by electronic media or social media. Certainly, parents want their children to have a fort for themselves which is built from a good mental and environmental environment before becoming a bad environment.

The system and rules of Islamic boarding schools are one of the best solutions to preserve the morale and future of their children. 3. Psychological Factors The last factor that affects the weak correlation data of marketing strategies and quality is **the fact that there** are many parents and students of the Kamasan Environment community who do not want to lose their playmates, the emotions of teenagers usually form a gang and feel lonely if there are no friends around those **who are able to feel** their feelings.

Adolescents are relatively labile, so they are easier to get pressure from internally and externally, that's why, sometimes parents are unable to adjust to their children and even children feel ashamed or more closed to expressing problems faced at school or at home, but not everyone parents of course who are not able to interact with their children, this situation depends on the closeness of parents with their children, if children feel closeness and feel comfortable with their parents, they usually prefer to spill their problems to parents.

Parents usually obey the wishes **of their sons and daughters** wherever they want to go to school, but of course, parents still consider all aspects. In addition, parents are usually affected by the number of children of their friends who attend school in the Islamic boarding school, seeing their courtesy and the habit of helping their parents and good

community participation are the main factors that families decide onboarding as their children's education. 4.

**Intelligence Factor** This assumption is strengthened by a brief interview with Kamasan community members and the madrasah as revealed by the Mataram Model 2 PPDB Man committee regarding the reasons why people did not choose the **Man 2 Model Mataram** madrasah as education, namely the death of prospective students in the madrasah entrance selection.

Academic potential tests are one form of measurement of general potential cognitive abilities that are specifically designed to be useful for predicting the chances of successful learning in educational institutions. Selection tests like this are often found and used in universities, madrasah and **high schools and vocational schools** but with different names.

generally, tests of academic potential include verbal, quantitative and reasoning tests. Different from the tests used at school or madrasah this test is based on the syllabus of certain subjects, so this test is more dominant looking for learning outcomes. The data that the researchers got at the madrasah was related to **the number of students who** went to school in the Madrasah as many as 11 students.

Students from the Kamasan Environment prove that they **have the ability to** compete and school in the same favorite place as other students. Quality will be known to the public through information disseminated with media that support current technology, people have followed and learned a lot following the trend of technological developments and simple applications even though not a few people are still stuttering technology, this phenomenon makes people aware of all relevant information madrasah or educational institutions are their best choices.

In terms of the madrasah itself wants maximum achievement with the efforts made because of that, it is not wrong that madrasah market institutions to other regions meaning not only in the Kamasan environment to get regular customers or the term classic maritime commonly called life-time customers (customer life) not one-time customers. D.

**CONCLUSION** Based on the results of data analysis and discussion, the following conclusions are obtained: 1) The level of madrasah marketing strategy in marketing madrasah programs in the Kamasan Dares neighborhood of Monjok Kota Mataram sub-district is 72.31% and belongs to the "good" category and the information indicates that it is not there is a presumption of a very good marketing strategy and there are 115

people who think well.

2) The level of madrasah quality as a children's educational institution in the Kamasan Dares neighborhood of Monjok Kota Mataram sub-district is 74.24% and belongs to the "good" category and the information shows that there is no presumption that the quality of madrasah is very good and there are 125 people who think well.

3) The level of public interest in the Kamasan Dares neighborhood of Monjok Municipality, Mataram City in choosing madrassas as children's educational institutions amounting to 75.68% and including the "good" category and the information shows that there is no presumption of a very good marketing strategy and 125 people think well.

4) Correlation of variable X1, namely marketing strategy with Y variable, namely public interest of 0.257 or including the category of "weak" correlation because it is only influenced by 6.61% and 93.31% influenced by other factors. Then the X2 correlation is the quality of the madrasah with the Y variable that is the public interest of 0.323 or including the category of "weak" correlation because it is only influenced by 10.43% and 89.57% influenced by other factors and the simultaneous correlation results are correlated with the madrasah marketing strategy and quality with public interest in choosing madrassas as educational institutions for children in the Kamasan Dares neighborhood of Monjok Kota Mataram, namely 0.387 which shows a "weak" correlation because it is only influenced by 15%, while 85% is influenced by other factors.

REFERENCES Asmani, Jamal Ma'mur. (2015).

Manajemen Efektif Marketing Sekolah (Strategi Menerapkan Jiwa Kompetensi dan Sportivitas untuk Melahirkan Sekolah Unggulan). Yogyakarta: Diva Press. Chotimah, Chusnul dan Fathurrahman, Muhammad. (2014). Komplemen Manajemen Pendidikan Islam Konsep Integratif Pelengkap Manajemen Pendidikan Islam. Yogyakarta: Teras. Dardiri, A. (2017). Membangun Citra Pendidikan Kejuruan: Manfaat dan Implikasinya Bagi Perbaikan Kualitas Output dan Outcome.

Innovation of Vocational Technology Education, 8(1).

<https://doi.org/10.17509/invotec.v8i1.6106> Eliseo Valle Aparicio, J. (2015). Educating To Prevent Gender Violence From The Classroom: The Case Of Galician Schools In Nursery And Primary Level. Innovacion Educativa, (25), 327-342. Hernawan, Asep Herry, dkk. (2011). Pengembangan Kurikulum dan Pembelajaran. (Jakarta: Universitas Terbuka. Hidayat, Ara dan Machali, Imam. (2012).

Pengelolaan Pendidikan Konsep, Prinsip dan Aplikasi dalam Mengelola Sekolah dan

Madrasah. Yogyakarta: Kaukaba. Iskandarwassid dan Sunendar, Dadang. (2016). Strategi Pembelajaran Bahasa. Bandung: Rosda. Kong, A. S., Farnsworth, S., Canaca, J. A., Harris, A., Palley, G., & Sussman, A. L. (2012). An Adaptive Community-Based Participatory Approach to Formative Assessment With High Schools for Obesity Intervention. *Journal of School Health*, 82(3), 147-154.

<https://doi.org/10.1111/j.1746-1561.2011.00678.x> Kunandar. (2011). Langkah Mudah Penelitian Tindakan Kelas sebagai Pengembangan Profesi Guru. Jakarta: Rajagrafindo Persada. Labaso, S. (2019). Penerapan Marketing Mix sebagai Strategi Pemasaran Jasa Pendidikan di MAN 1 Yogyakarta. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 3(2), 289-311. <https://doi.org/10.14421/manageria.2018.32-05> Nurdiana, M., & Prayoga, A. (2018).

Fungsi-Fungsi Manajemen dalam Kegiatan Ekstrakurikuler Pramuka di Madrasah. *Madrasa: Journal of Islamic Educational Management*, 1, 9-15. <https://doi.org/10.32940/mjiem.v1i0.2> Riyadi, F. (2016). Urgensi manajemen dalam bisnis islam. *Bisnis. Jurnal Bisnis Dan Manajemen Islam*, 3(1), 65. <https://doi.org/10.21043/bisnis.v3i1.1472> Sallis, Edward. (2012). Total Quality Management in Education (Manajemen Mutu Pendidikan). Yogyakarta: IRCiSoD. Siregar, Eveline dan Nara, Hartini. (2010). Teori Belajar dan Pembelajaran.

Bogor: Ghalia Indonesia. Zaggelidou, E., Tsamourtzis, E., Malkogeorgos, A., & Zaggelidis, G. (2012). Dimensions of Market Demand Associated with Dance Schools. *Sport Science Review*, 21(3-4), 101-118. <https://doi.org/10.2478/v10237-012-0012-8>

#### INTERNET SOURCES:

-----  
<1% - <http://gc-tale2017.undiksha.ac.id/kfz/pages/abstracts1.php>  
<1% - <http://www.ijese.net/arsiv/155>  
<1% - <https://ilmiahmanajemen.blogspot.com/2016/04/?m=0>  
<1% - <https://journal.unsika.ac.id/index.php/pendidikan/article/download/1348/1116>  
<1% - <https://www.essay.uk.com/free-essays/accounting/research-objectives-question-relevance-methodology-limitations.php>  
<1% - <http://icemal.conference.upi.edu/pages/abstracts1.php>  
<1% - <https://zombiedoc.com/buku-1.html>  
<1% - [https://www.childresearch.net/projects/eccec/2014\\_02.html](https://www.childresearch.net/projects/eccec/2014_02.html)  
<1% - <https://www.answers.com/Q/FAQ/452>  
<1% - [https://www.unicef.org/csr/files/Childrens\\_Rights\\_and\\_the\\_Internet\\_Guidelines\\_to\\_Practic](https://www.unicef.org/csr/files/Childrens_Rights_and_the_Internet_Guidelines_to_Practic)

e\_Guardian\_Sustainable\_Business\_English.pdf

<1% - <https://quizlet.com/61357854/business-terms-chapter-14-flash-cards/>

<1% - <http://e-journal.ikhac.ac.id/index.php/nidhomulhaq/article/view/76>

<1% - <https://www.insead.edu/centres/randomized-controlled-trials-lab/projects>

<1% -

[https://www.academia.edu/24399161/PESANTREN-BASED\\_MADRASAH\\_MANAGEMENT](https://www.academia.edu/24399161/PESANTREN-BASED_MADRASAH_MANAGEMENT)

<1% - [http://www.ijrrjournal.com/IJRR\\_Vol.6\\_Issue.2\\_Feb2019/IJRR0017.pdf](http://www.ijrrjournal.com/IJRR_Vol.6_Issue.2_Feb2019/IJRR0017.pdf)

<1% -

<http://www.iosrjournals.org/iosr-jef/papers/Vol10-Issue1/Series-1/F1001013944.pdf>

<1% -

[https://mooza-alkaz.blogspot.com/2014/03/contoh-proposal-skripsi-bahasa-inggris\\_8.html](https://mooza-alkaz.blogspot.com/2014/03/contoh-proposal-skripsi-bahasa-inggris_8.html)

<1% - <http://aisteel2017.unimed.ac.id/kfz/pages/abstracts1.php>

<1% - <http://digilib.uinsby.ac.id/view/year/2015.default.html>

<1% -

<https://statisticscafe.blogspot.com/2011/05/how-to-use-likert-scale-in-statistical.html>

<1% - [http://papers.iafor.org/wp-content/uploads/papers/ace2014/ACE2014\\_04547.pdf](http://papers.iafor.org/wp-content/uploads/papers/ace2014/ACE2014_04547.pdf)

<1% - <https://murtaufiq.blogspot.com/2008/12/>

<1% -

[https://www.researchgate.net/publication/328354093\\_The\\_effect\\_of\\_using\\_blended\\_learning\\_strategy\\_on\\_achievement\\_and\\_attitudes\\_in\\_teaching\\_science\\_among\\_grade\\_9th](https://www.researchgate.net/publication/328354093_The_effect_of_using_blended_learning_strategy_on_achievement_and_attitudes_in_teaching_science_among_grade_9th)

<1% -

<https://www.facebook.com/Madrasah-Aliyah-Mambaul-Ulum-Bata-Bata-717818801711040/>

<1% -

[https://cms.qut.edu.au/\\_\\_data/assets/pdf\\_file/0018/62622/parents-guide-to-university.pdf](https://cms.qut.edu.au/__data/assets/pdf_file/0018/62622/parents-guide-to-university.pdf)

<1% -

<https://deminegara.blogspot.com/2009/06/teeny-weeny-miny-mo-referendum-is-way.html>

<1% - [https://en.wikipedia.org/wiki/Philosophy\\_of\\_education](https://en.wikipedia.org/wiki/Philosophy_of_education)

<1% -

<https://docs.google.com/document/d/1oSuqbOGnwZMFtyjvPUGttAh-4s-2N8YcUtoPbhi7cyY/edit#!>

<1% -

<https://www.smh.com.au/politics/federal/need-to-be-held-to-account-government-backs-sweeping-crackdown-on-tech-giants-20190726-p52azl.html>

<1% -

<https://www.newportacademy.com/resources/mental-health/adolescent-depression-in-schools/>



<1% - <https://www.allegramarketingprint.com/blog>

<1% - <https://website-planning.blogspot.com/>

<1% - <https://targetstudy.com/info/school/>

<1% - <https://onlinelibrary.wiley.com/doi/full/10.1111/jan.12177>

<1% - <https://ierqta.blogspot.com/2017/07/the-effect-of-heredity-and-environment.html>

<1% - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2465546/>

<1% - [https://fra.europa.eu/sites/default/files/fra-2014-criminalisation-of-migrants\\_en.pdf](https://fra.europa.eu/sites/default/files/fra-2014-criminalisation-of-migrants_en.pdf)

<1% - <http://centrowhite.org.br/files/ebooks/egw-english/books/Fundamentals%20of%20Christian%20Education.pdf>

<1% - <https://hbr.org/2013/04/does-money-really-affect-motiv>

<1% - <https://www.pinterest.com/pin/695946948636976572/>

<1% - <https://quizlet.com/74559402/ch-10-emotional-development-flash-cards/>

<1% - <https://quizlet.com/14905742/human-resource-managment-ch-5-and-6-flash-cards/>

<1% - [https://www.academia.edu/18553502/Profile\\_Islamic\\_Non-Formal\\_Educatioan\\_a\\_Case\\_Study\\_Surau\\_and\\_Madrasah\\_Minangkabau](https://www.academia.edu/18553502/Profile_Islamic_Non-Formal_Educatioan_a_Case_Study_Surau_and_Madrasah_Minangkabau)

<1% - <https://www.andrewjensen.net/why-is-college-so-expensive/>

<1% - <http://digilib.unila.ac.id/23106/19/TESIS%20TANPA%20BAB%20PEMBAHASAN.pdf>

<1% - [http://lib.upmk.ac.id/index.php?p=show\\_detail&id=10916](http://lib.upmk.ac.id/index.php?p=show_detail&id=10916)

<1% - [http://repository.iainpurwokerto.ac.id/2658/1/COVER\\_BAB%20I\\_BAB%20V\\_DAFTAR%20PUSTAKA.pdf](http://repository.iainpurwokerto.ac.id/2658/1/COVER_BAB%20I_BAB%20V_DAFTAR%20PUSTAKA.pdf)

<1% - <https://www.neliti.com/id/publications/66562/membangun-citra-pendidikan-kejuruan-manfaat-dan-implikasinya-bagi-perbaikan-kual>

<1% - <https://dialnet.unirioja.es/servlet/articulo?codigo=5334214>

<1% - <https://www.cambridge.org/core/journals/proceedings-of-the-nutrition-society/article/physical-activity-interventions-in-the-prevention-and-treatment-of-paediatic-obesity-systematic-review-and-critical-appraisal/DA706F4BDFF07F86805DEBACC7A01096>

<1% - [http://a-research.upi.edu/operator/upload/s\\_ktp\\_0910088\\_bibliography.pdf](http://a-research.upi.edu/operator/upload/s_ktp_0910088_bibliography.pdf)

<1% - <http://digilib.uin-suka.ac.id/view/year/2019.html>