

Implementation of SWOT and Blue Ocean Strategy in Facing New Student Admission Competition

Wilin Murtanti¹, Diding Nurdin², Taufani C. Kurniatun³ and Eka Prihatin⁴

Universitas Pendidikan Indonesia

Bandung, Indonesia

wilinmoekmin@gmail.com, didingnurdin@upi.edu, taufani@upi.edu, ekaprihatin@upi.edu

Abstract - The purpose of this research is to analyze the competitiveness of X Private High School (SMAS X) in District 11 South Jakarta to get superior students. The research method used is qualitative with a case study approach. The data used are literature studies, questionnaires and observation results. The results of the study, based on several tables, it is known that the competitive position of SMAS X schools must pursue opportunities to add strength, including: 1) Trying to add new classrooms to be able to accommodate new students who are not accepted at public schools. This proves that there is an increase in interest in New Student Admissions (PPDB) at SMAS X; 2) Establish cooperation with alumni in terms of the possibility of donations for procuring resource persons, trainings and others for the betterment of the school. Factors that influence the success of SMAS X are: 1) Principal leadership, school culture, teacher competency, able to improve quality; 2) There is an increase in interest in (PPDB); 3) The application of the Blue Ocean Strategy (BOS) and SWOT Analysis in the world of education will increase the strong competitiveness of institutions. The results of weighting and scoring on the IFAS matrix obtained a total score of strengths of 1.794 and a total score of weaknesses of 0.832. Meanwhile, in the EFAS matrix, the total opportunity score is 1.572 and the threat is 1.069.

Keywords – BOS, Competence, PPDB, SWOT Analysis

INTRODUCTION

Business in the service issuee, including services in the field of education in Indonesia, is growing in complexity, competition, change and business uncertainty. This situation has led to intense competition between companies, both due to the increase in competitors, increasing service users and very rapid technological developments. Based on these conditions, the company needs the right strategy in order to survive and win the competition. The strategy built by the company has a significant impact on success in the sense that the company can survive in the market or the failure of a company that ends in bankruptcy [1].

"Strategy is an integrated and coordinated set of commitments and actions designed to exploit core competencies and gain a competitive advantage" [2].

Meanwhile, according to Nadelea strategy is a framework for everything that is important, such as entrepreneurship, competition and functionality that will be implemented to realize company goals and get sustainable success [3].

To get a competitive advantage and long-term benefits, companies must be able to establish good relationships between consumers through good marketing, so as to create loyalty to their customers. The definition of marketing according to William J. Staton. Marketing is a total system of business activities designed to plan, determine prices, promote, and distribute goods and services that can satisfy the needs of both current and potential consumers [4]. So basically, marketing is not just a business function but concerns matter regarding dealing with customers, understanding and creating communication and providing value and satisfaction to customers. To achieve these long-term goals, companies are required to be able to formulate the right marketing strategy. The marketing strategy has a very important role for the success of the company by reviewing market developments and the existing environment. Companies that use the market approach are quality companies, able to provide maximum service that can satisfy consumers and win the competition.

The results of research [5], state that the survival and success of a company depends on the company's ability to monitor and adapt to its business environment (internal and external). The results of the study [6], also state that internal and external analysis of a company can provide guidance on implementing business strategy to achieve company goals effectively. Other research also states that the strategy used depends on the type and level of uncertainty in the external environment [7]. The high uncertainty of the external environment and the intensity of competition in a dynamic environment encourage companies to increase their business strategy adjustments in order to achieve the expected business performance [8]. For this reason, companies when formulating marketing strategies must pay attention to their external and internal environment so that marketing strategies can run according to previous plans.

In the world of education, the role of formal institutions in Indonesia is very important. These formal institutions are required to have good quality so that the output produced by these institutions is also of good quality. The quality of formal

education institutions can be measured using several indicators included in the National Education Standards. Regarding the quality of education, it is explained that national education standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia [9]. Based on the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning national education standards, there are eight standards that must be met by educational institutions, both public and private.

Various strategies are implemented by educational institutions to attract potential customers. It is not uncommon for educational institutions to get caught up in competition to get the same potential customers so that they enter into bloody competition (Red Ocean Strategy). In order for educational institutions to win the competition, a new strategy is needed, namely the Blue Ocean Strategy by creating their own market so that competition is no longer relevant [10].

The application of the Blue Ocean Strategy (BOS) in the world of education will have strong competitiveness in institutions that are already able to gain trust. To create BOS, it is done by developing alternative education which is considered to have different patterns, spaces and benefits as demands for real needs that develop in society [11].

Based on these problems, in order for private schools to be able to survive, play a role, and have high competitiveness, it is necessary to systematically identify various factors to formulate an appropriate corporate strategy (SWOT Analysis) and design a business strategy (Blue Ocean Strategy) and be supported by consistent information strategy design. applied in the face of competition from other educational institutions, especially X Private High School (SMAS X) in District 11 South Jakarta. The formulation of the problem in this paper is "How to identify various factors and design a business strategy and information strategy for SMAS X in District 11 South Jakarta in facing the competition for New Student Admissions (PPDB).

METHODOLOGY

The research method used is qualitative with a case study approach. The type of data used in this research is qualitative data. The primary data is in the form of interviews and observations regarding research at SMAS X in District 11, South Jakarta. Secondary data in this study are in the form of documents, literature - literature. Data collection techniques used to obtain data in this study through observation, interviews and questionnaires. Collecting data in this study using questionnaires to the parties concerned. The data analysis method used in this research is descriptive with a qualitative approach.

The method used is to analyze the company's internal (strengths and weaknesses) and external (opportunities and

threats) environment which is the basis for conducting a SWOT analysis. SWOT analysis is performed using the IFAS (Internal Factor Analysis Summary) matrix analysis technique which describes the strengths and weaknesses of the company and the EFAS (External Factor Analysis Summary) matrix analysis which outlines the company's opportunities and threats factors and the company's matrix as well as the IE (Internal) matrix. External) which shows the company's current position.

FINDING AND DISCUSSION

From the questionnaire data obtained, it was used to analyse IFAS and EFAS, each factor was assessed for its weight and rating. For IFAS the factors used are strengths and weaknesses while for EFAS the factors used are Opportunity and Threat. From the results of the analysis, it can be seen that the strengths, weaknesses, threats and challenges that affect the competitiveness of PPDB at SMAS X in District 11 South Jakarta are as follows:

1. SWOT Analysis

The strengths that exist in the school include:

- a) The location of the school is safe. The location of the school is inside the military complex so it is safe from possible clashes
- b) Competent teachers. Educators and Education Personnel in schools are dominated by young people who have high levels of expectations and ambitions [12], and are able to provide new changes for schools. The enthusiasm or commitment of teachers and school employees (HR) in providing services and educating high school students. Teachers and Education Personnel are dominated by young people who are still very energetic who have more mastery of knowledge related to the use of information and communication technology, because the use of technology and information can support the learning process in schools, teachers can present information / teaching materials in a more varied form (not only text) and interesting so that students become easier to understand the lesson.
- c) School fees are still affordable for the community. The cost position gives an institution resistance to rivalry from competitors, because its lower costs allow it to continue to generate profits after its competitors have sacrificed their profits for competition [13].
- d) Approach, teacher teaching methods vary. The teaching methods carried out by educators are varied and innovative so that students do not get bored easily in learning. In addition to learning and teaching activities, students are also added with extracurricular activities. Extracurricular are learning activities carried out outside of face-to-face class hours, carried out at school or outside of school to broaden the insights or abilities that have been learned from various subjects [14]
- e) School accreditation. Schools have Accreditation A. Accreditation is the process of assessing or evaluating the

quality of an institution by a team of experts (called assessors) based on predetermined quality standards. Accreditation is carried out on instructions from an independent body outside the institution which results in the form of recognition that an institution has met the set standards. Accreditation is carried out periodically and continuously to determine whether an institution is fit to operate or not.

- f) Foundations that care for schools. The synergy carried out by the school principal with the foundation is to establish good communication, involve relevant foundation parties in the development of institutions, school programs and convey the results of deliberations of educators and employees in order to improve school quality.

Weaknesses that exist in schools include:

- a) Limited complete equipment in the laboratory room,
 b) Classrooms are not adequate. Classrooms whose number has not been able to accommodate the increasing interest of enthusiasts
 c) The internet network is not maximized. There are limitations to the internet network so that it cannot reach all areas of the school.
 d) Contribution from parents is not optimal. Parents' contribution in the form of ideas and programs to schools has not been optimal.
 e) Limited non-academic partnerships
 f) The location of the school is far from the main road. The location of the school is inside the complex, so that the banners placed in front of the school cannot be read properly by residents.

Opportunities that exist in this school include:

- a) There is operational funding support from the Government and donors. Schools can use *BOS and BOP* (school operational assistance and educational operational assistance) grants from the Central Government, *KJP* (smart Jakarta card) from the *DKI Jakarta* Provincial Government and *KIP* (smart Indonesian card) from the Ministry of Education and Culture obtained from the government or from donors to improve the management system and existing infrastructure.
 b) There is a school zoning system. Private schools are another alternative that will be chosen when a student is not accepted at a public school. The period of acceptance of students is much longer than that of public schools.
 c) Cooperation with external parties. The communication between the school and the alumni is good
 d) Collaborative schools. Cooperating with public schools as collaborative schools will help maintain and improve school quality.
 e) Added a new classroom. The possibility of adding classrooms on the 2nd floor to meet the public interest which is increasing every year.

Threats that exist in this school include:

- a) Students who withdrew. At the turn of the semester, several students withdrew to participate in the selection to move to public schools.
 b) Qualified teachers passed the *ASN* (state civil apparatus) selection.
 c) The disappointment of the students. There are several students who are forced to enter this school because they do not pass the selection at public schools, not because of grades, but because of age or zoning policies.
 d) Other similar educational institutions. There is competition from other educational institutions or other private schools that have excellent programs that this school does not have.

Continuing the process after identifying both internal and external factors, then determining the weighting and ranking. The weight multiplied by the rating on each factor gets the score for those factors. Weights are calculated, 0.0 (not important) to 1.0 (very important). The total weight for opportunity and threat is 1.00, this also applies to the weight for strength and weakness. Opportunity ratings start from 1 (below average), 2 (average), 3 (above average) and 4 (very good), based on the influence of these factors on the condition and objectives of the company concerned. Opportunity and threat rating values are always opposite, for example if the

| Internal Factor | Weight | Rate | Weight x Rate |
|---------------------------------------------------|--------|-------|---------------|
| Strength | | | |
| 1 Safe school location | 0,117 | 3 | 0,350 |
| 2 Competant teacher | 0,107 | 3 | 0,322 |
| 3 Affordable school fees | 0,103 | 2 | 0,206 |
| 4 Teaching methode and extracurricular activities | 0,107 | 2 | 0,215 |
| 5 School Acreditation | 0,121 | 3 | 0,364 |
| 6 Foundational and parental support | 0,112 | 3 | 0,336 |
| | | | 1,794 |
| Weakness | | | |
| 1 Laboratory equipment | 0,056 | 3 | 0,168 |
| 2 Class room | 0,051 | 3 | 0,154 |
| 3 Internet network | 0,061 | 3 | 0,182 |
| 4 Contribution of ideas from parent | 0,061 | 2 | 0,121 |
| 5 Non academic partnerships | 0,056 | 2 | 0,112 |
| 6 The school is far from the main road | 0,047 | 2 | 0,093 |
| | | | 0,832 |
| Total Score | | 1,000 | |

threat factor is greater, it is given a value of 4. Likewise, the value for strength and weakness is given.

| IFAS | | EFAS | | |
|--------------------|------------------------------------------------------------------|--------------------|----------------------|--------------|
| Category | Sub Total | Category | Sub Total | |
| Strength | 1.794 | Opportunity | 1.572 | |
| Weakness | 0.832 | Threats | 1.069 | |
| Total (S-W) | 0.963 | Total (O-T) | 0.503 | |
| External | Weight | Rate | Weight x Rate | |
| Opportunity | | | | |
| 1 | Budgetary support from government and foundation | 0,057 | 3 | 0,170 |
| 2 | Zoning system PPDB | 0,170 | 3 | 0,509 |
| 3 | Comunication with alumni | 0,138 | 2 | 0,277 |
| 4 | Added a new classroom | 0,101 | 2 | 0,201 |
| 5 | Collaboration school | 0,138 | 3 | 0,415 |
| | | | | 1,572 |
| Threat | | | | |
| 1 | Withdrawn student | 0,138 | 3 | 0,415 |
| 2 | Teacher who passed the ASN selection | 0,138 | 3 | 0,415 |
| 3 | Disappointment of student whoa are not accepted in public school | 0,050 | 2 | 0,101 |
| 4 | Similar education institution | 0,069 | 2 | 0,138 |
| | | | | 1,069 |
| Total Score | 1,000 | | | |

From the weight calculation data, the rating of each indicator is determined. Determination of the rating based on the strength factor 4 = very good, 3 = good, 2 = not good and 1 = not good, while for the weakness factor the value is 4 = not good, 3 = not good, 2 = good and 1 = very good. From the results of determining the weights and ratings then entered into the IFAS table and the final score calculation was carried out and the final IFAS score (strengths/weaknesses) was obtained which can be seen in Table 1.

Table 1. Result of Analysis IFAS SMAS X Districk 11 Jaksel

After the weighting and rating is done, the scoring is done by multiplying the weight and rating. The EFAS matrix can summarize and evaluate the main opportunities and threats at school X.

The formulation of the EFAS matrix for this school is in Table 2.

Table 2. Result of Analysis EFAS SMAS X Districk 11 Jaksel

From the results in Table 1 of the IFAS matrix, the total score for strength is 1.794 and the total score for weakness is 0.832. Meanwhile, in Table 2 of the EFAS matrix, the total opportunity score is 1.572 and the threat is 1.069. These results

are then entered into the internal and external matrix tables as presented in Table 3.

Table 3. Score IFAS – EFAS SMAS X Districk 11 Jaksel

Furthermore, the results of this analysis will show which position is the condition of school X, whether it is the SO (Strength Opportunity) quadrant, ST (Strength Threat) quadrant, WO (Weakness Opportunity) quadrant or WT (Weakness Threat) quadrant. The IFAS and EFAS results are then presented in a SWOT quadrant graph or Cartesian diagram. The point on the X axis shows the internal factor (IFAS) while the point on the Y axis shows the value of the external factor. Then a meeting line is drawn between the two. This graph shows the position or position of school X, and the results are as shown in Fig. 1.

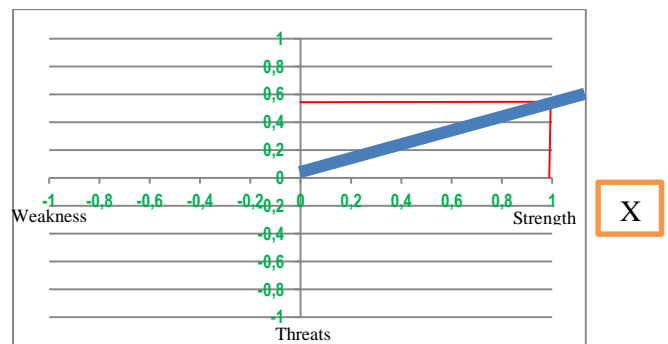


Fig.1. Position of SMAS X in the SWOT Matrix

Based on Figure 1, it is known that the quadrant calculated by EFAS and EFAS is the SO quadrant (strongth and opportunity quadrant). The value obtained from IFAS is (+0963) which is located on the SWOT quadrant axis. The value of EFAS is (+0.503) which is located on the ordinate axis of the SWOT quadrant. The position of the competitiveness of school X lies in quadrant I with coordinates (+0.963; +0.503) which shows the SO strategy, namely that SMAS X must pursue opportunities to add strength, including:

- Trying to add new classrooms to accommodate new students who are not accepted at public schools. In PPDB 2022 SMAS X refused students who registered because the classrooms could no longer accommodate new students. This proves that there is increasing interest in PPDB.
- Establish cooperation with alumni in terms of the possibility of donations for procuring resource persons, trainings and other things for the advancement of the school.
- With the zoning system, private schools are like a windfall because many students who are not accepted at public schools go to private schools.

2. Blue Ocean Strategy Analysis

Canvas Strategy

The strategy canvas is a framework for action as well as an estimate for building a good blue ocean strategy. The strategy canvas serves to summarize the current situation in the existing market. This strategy canvas will provide a map to understand what factors are the arena of competition.

Public schools are indeed the best, because they are supported by the government. However, private schools also have many advantages over public schools. These advantages are the reasons why private schools are always in demand by parents of students today. Parents can choose for their children to attend public or private schools. In terms of curriculum in general, both have similarities because they are under the auspices of the Government. If parents choose either of the two, no problem. The fact is that private schools are always in demand by parents of students for the following reasons:

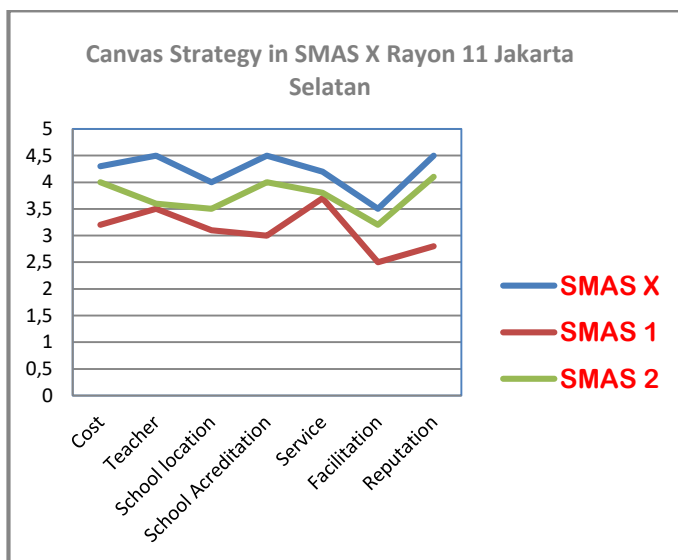


Fig. 2 Canvas Strategy SMAS X

a) Cost.

It is common knowledge that the entrance and monthly fees at some private schools are quite high. This is the guarantee that private schools have the best quality compared to public schools. For parents of students, price can be said to be secondary. However, scientific and character education is number one. Only in private schools can students get scientific education through the plus curriculum and character education through deepening religion.

SMAS X in Rayon 11 South Jakarta. Charges a fee that is still affordable by the community. The foundation where SMAS X is sheltered by chance does not solely pursue profit, so fees are still very competitive and affordable compared to other private schools in South Jakarta District 11

b) Teacher (HR/Teaching Staff).

Teachers or teachers in several private schools have more skills in their field. Because the recruitment goes through a rigorous selection stage, so that teachers in private schools have the best competence and are required to teach professionally. Teacher quality is very important for student education. Therefore, parents sometimes prefer to send their children to private schools, because they will always be guided by professional teaching staff who can understand the abilities of each of their students.

The number of teaching staff and staff at SMAS X in Rayon 11 South Jakarta is quite competent and has high effectiveness, so that teaching and learning activities at the school are carried out properly. Qualified teachers have a direct effect on overall educational performance. The level of teacher competency itself can be determined by the leadership of the school principal and school culture.

c) School Location

SMAS X is quite safe and comfortable, safe because it is in a military complex so parents are no longer worried that their children will get into fights, comfortable because it is located a bit far from the main road so the atmosphere is calm for studying. This is not owned by other private schools in South Jakarta District 11.

d) School Accreditation

School accreditation has an effect on improving the quality of education, if school accreditation goes well, then improving the quality of education has a good impact too. And vice versa, if school accreditation is not running well, it will also have a negative impact on improving the quality of education. SMAS X already has an A accreditation, while many private schools in Rayon 11 South Jakarta have not been accredited A, so for a private school located in Rayon 11 South Jakarta SMAS X has a good quality of education

e) Service.

In several private schools guarantee all the best quality services. Starting from educational services, facilities and infrastructure, environmental comfort, school activities, and security. The way schools establish partnerships with other parties makes teachers more creative, so that parents don't feel burdened with having to pay more, because it is balanced with the best quality service that their children will receive while at school.

At SMAS X, there are younger teachers and employees who are more knowledgeable about information technology, so that services in terms of school administration can run more quickly and neatly in providing services to school residents. Also for teaching and learning activities teachers who master IT can provide more varied and innovative teaching materials so that they don't bore students

f) Facilitation.

Maybe we have often heard that certain private schools have better facilities when compared to public schools. This can be justified, teaching and learning facilities in private schools may indeed be better in some schools. As a private educational institution.

SMAS X Rayon 11 South Jakarta is very fortunate because the Foundation really cares about the school so that to improve school facilities, infrastructure and facilities it can maximize assistance from foundations and donors. Even though the Foundation does not receive a BOP (Educational Operational Assistance) budget from the Regional Government, it does receive a BOS (School Operational Assistance) budget. Compared to competing private schools in Rayon 11 South Jakarta, educational facilities at *SMAS X* are more complete.

g) Reputation.

Every private school must have something that is characteristic of them. This is important so that prospective students can know their strengths and become interested in becoming students at the school. An example of a distinctive feature of a school's excellence is having good extracurriculars, excelling in sports and so on.

SMAS X Rayon 11 South Jakarta often makes achievements in several championships at both regional and national levels. There is also an increasing number of *SMAS X* graduates being accepted at state and private universities so that the school carries a more prestigious name.

3. Four Action Framework

a) Delete.

By analyzing the strategy canvas curve, which of the seven variables studied at *SMAS X* has a higher level of satisfaction than the competing private schools in District 11 South Jakarta, there are no variables that need to be deleted. The strategies that have been implemented are proven to be superior compared to competitors so what Private X High School needs to do is maintain and improve services to stakeholders.

b) Create

By looking at the results of the canvas strategy analysis, there are several things that need to be created in the strategy facing competition between private high schools in order to get out of the red ocean, namely:

- (1) Create a school that is safe and comfortable, safe because it is in a military complex so that parents are no longer worried that their children will get involved in fights, comfortable because it is located some distance from the main road so that the atmosphere is calm for learning. This is not owned by other private schools in South Jakarta District 11.
- (2) Create specific extracurricular activities as additional activities at school. One of the goals of society in continuing

education to a higher level is. By looking at the extracurricular held at the school. Not a few students choose schools whose extracurricular activities are different from other schools so that they feel different.

c) Upgrade

From the existing SWOT analysis, several indicators that need to be improved towards blue oceans include:

- (1) Collaboration with external parties such as CSR from companies needs to be mobilized more intensely, also regarding the existence of collaborative schools it is necessary to be more active in involving *SMAS X* students in activities at public schools designated as partner schools.
- (2) Because the location of the school is far from the main road, the ability to use online registration applications for promotions needs to be increased. The online registration website for prospective new students must be improved in terms of service quality. The website must be well designed so that prospective students both in the zone and outside the school zone.
- (3) Approach to the Foundation and the school committee to procure complete laboratory equipment and the possibility of expanding the classrooms on the 2nd floor so that they are able to accept more new students. Please note that in the 2022/2023 school year *SMAS X* has refused new students due to a shortage of classrooms.
- (4) Internet access speed and internet hotspots available in schools need to be increased. Internet access facilities owned by *SMAS X* are quite good but need to be improved so that the internet network can reach all areas of the school.

d. Reduce

- (1) *SMAS X* in District 11 South Jakarta there are several shortcomings, namely: 1). There are students who still have ambitions to enter public schools so that they still participate in the transfer selection to enter public schools and withdraw if they pass the selection. 2). There are several students who are forced to enter *SMAS X* because they do not qualify to enter public schools, not because of their academic grades but because of zoning policies or age.
- (2) To competent teaching staff who pass the selection as State Civil Apparatus (*ASN*). Teachers who pass the *ASN* selection after their Civil Servant Decree (*PNS*) is issued usually leave school and concentrate on their new duties as state civil servants.

CONCLUSION

The problem of school quality is not only faced by the government, but also by private parties who provide education through formal educational institutions. To create a quality institution, it is necessary to formulate strategies that are appropriate to the situation and conditions of the school. Formulation of a strategy in order to improve the quality of

schools must be preceded by an analysis and identification of the dominant factors in the school environment. For private schools, of course, these factors are more varied because government intervention is not as dominant as in public schools. The dominant factors in the school environment include opportunities and threats originating from the external environment of the school as well as strengths and weaknesses originating from the internal environment of the school.

Based on the identification carried out at SMAS X as a private school in Rayon 11 South Jakarta, opportunities and threats as well as strengths and weaknesses were found. The results of the identification of these situations and conditions are then used as the basis for formulating a strategy in order to improve the quality of SMAS X through SWOT analysis and the Blue Ocean Strategy. In the analysis described above, strengths have a greater weight (1.794) than weaknesses (0.832). And opportunities are also higher (1.572) than threats (1.069).

RECOMENDATION

The strategies that were successfully formulated and suggested to be carried out include the following:

- a. Improving the quality of teaching staff and extracurricular activities, there is a quote that I once read, "Great people can produce some quality works, but quality teachers can give birth to thousands of great people." This is quite reasonable. A teacher has a big enough contribution to his students to achieve success. Starting from the aspect of knowledge, moral and mental aspects, and various other aspects that help a student achieve success.

Professional teaching quality. All teachers or teachers in private schools must have more skills in their field. Through rigorous selection stages, teachers in private schools are certain to have the best competence and are required to teach professionally. Teacher quality is very important for student education. Therefore, parents do not need to worry about sending their children to private schools, because they will always be guided by professional teaching staff who can understand the abilities of each student.
- b. Improvement and procurement of learning support facilities and infrastructure. All facilities and infrastructure related to teaching and learning activities must be provided in a complete and quality manner. Starting from a comfortable study room, a library with complete reading books, the best quality standard sports fields, and so on. All of these facilities can be fully utilized by students for their learning needs to make it more optimal. The reasons mentioned above make private schools always in demand by parents of students to ensure that their children receive learning as expected. To find the best private school, parents must be

really selective and think carefully about which school to choose for their child.

- c. Increasing cooperation and expanding networks with other institutions. Private schools must guarantee that all of their services are of the highest quality. Starting from educational services, facilities and infrastructure, environmental comfort, school activities, and security. The way schools establish partnerships with other parties can make their teachers more creative. That way, if parents send their children to private schools they don't feel burdened by having to pay more, because this is definitely balanced with the best quality service their children will receive while they are at school.
- d. Various extra-curricular activities. Some private schools are famous for their exciting extra-curricular activities. In addition to learning activities in the classroom, aspects of learning outside the subject are also presented to hone students' abilities in their fields. That way, each student can choose the activity according to his wishes.
- e. Effective school promotion is needed by all schools. It is not uncommon for school managers to make changes to how to promote their school. This is very important, considering that school promotion is a way to get new students for a school. With the right and effective promotion, a school can get students according to the expectations and capacity of the school. One indicator of a good school can be seen from the number of students enrolled in the school. A school with a large number of students or according to school capacity shows that the school has the trust of the community. Conversely, a school with a small number of students or even a ratio of the number of students with a small school capacity, then this can be an indicator that the school is of less quality, so it does not gain the trust of the community.
- f. School Promotion Strategy, among others through:
 - 1) Mapping Target Students. This target mapping should be carried out continuously and evaluated periodically, so that the school gets up to date data so that it will make it easier to carry out promotion strategies in the following academic years. Selection of suitable targets will increase the number of applicants at the school.
 - 2) Meet the School. After school administrators have made a mapping of student targets, the next step is to introduce the school to the target, either directly to prospective students or parents of prospective students. The goal to be achieved is that prospective students or parents of prospective students who were previously unfamiliar with the school will become familiar with it, or if they have known it before, they will get to know the school more closely. So at this stage, it is not right to rush to

invite or ask prospective students or parents of prospective students to register at school. In fact, not all prospective students or parents of prospective students who have heard the name of a school will immediately register to become students at that school. Usually they will look for more in-depth information about a school first before finally deciding to register to become a student at the school. That's what this stage is for.

- 3) Promote the School. After undergoing stages 1 and 2, it's time for the last stage, namely promotion. At this stage, you should need to record what are the advantages that can be offered to prospective students or parents of prospective students. You can also look for concerns about what prospective students or parents of prospective students experience when choosing a school and your school can be the answer to their doubts.

Community promotion programs must still be carried out, even though in the 2022/2023 academic year students' interest in entering SMAS X through PPDB has increased until schools have refused students due to a shortage of classrooms.

REFERENCES

- [1] Joana, N.-G. (2009). Strategy of Distribution on Food Industry Companies. *Annales Universitatis Apulensis Series Oeconomica*, 875-880.
- [2] Hitt, Michael. A, R. Duane Ireland, Robert E, Hoskisson. (1995). *Strategic Management; Competitiveness and Globalization*, West Publishing Company, Texas
- [3] Nedelea, S., & L.A., P. (2009). The Importance of Strategic Management Process in the Knowledge-Based Economy. *Review of International Comparative Management*, 95-105.
- [4] Stanton, William J (1985 p. 7), "Marketing Principles Volume 1", Translated by Drs. Yohanes Lamarto, MBA., MSM., Erlangga Publisher, 1996
- [5] Tan, J., & Tan, D. (2005). Environment Strategy Co-Evolution and Co-Alingment: A Staged Model of Chinese SOE's Under Transition. *Strategic Management Journal*, 141-157.
- [6] O'Regan, N., Martin, A., & Gallear, D. (2008). Leaders, Loungers, Laggards The Strategic Planning Environment Performance Relationship Revisit in Manufacturing SME. *Journal of Manufacturing Technology Management*, 6-21
- [7] DeSarbo, W., Benedetto, C., & Song, M. (2007). Heterogeneous Resource Based View for Exploring Relationship Between Firm Performance and Capabilities. *Journal Of Modeling Management*, 103-130.
- [8] Hashim M, Abd. Rahman R, Muhammad M, RM, Abd. Wahid. (2001). Spectral characteristics of seagrass with landsat TM in Northern Sabah Coastline, Malaysia. *Asian Conference on Remote Sensing 22nd*; 5 9 November. Singapore
- [9] *Undang-undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional (Pasal 1 ayat 17)*
- [10] Kim, W. Chan Mauborgne, R. (2005), *Blue Ocean Strategy, How to Create Uncontested Market Space and Make the Competition Irrelevant*, Harvard Business School Press, Boston Massachusetts.
- [11] Mazhaly, N., D, D. U., & Moengin, P (2014). *Penerapan Blue Ocean Strategy di PT. X Dalam Menghadapi Persaingan Penjualan Automatic Tank Gauging di Indonesia*, *Jurnal Teknik Industri, Magister Teknik Industri*, Tri Sakti, ISSN:1411-6340, 241-254.
- [12] Gellerman, S.W. (1987). *Motivasi & Produktivitas (Terjemahan S. Wandoyo)*. Jakarta: PT. Pustaka Binaman Pressindo.
- [13] Michael Porter (2007). *Strategi Bersaing (Competitive Strategy) Edisi Revisi, terjemahaan Suryanto Sigit*, (Tangerang: Karisma Publishing Group
- [14] Suryosubroto. B (1997). *Proses Belajar Mengajar Di Sekolah*. Jakarta: PT. Rineksa Cipta