

ISLAMIC PRIVATE HIGH SCHOOL DEVELOPMENT STRATEGY FOR INCREASING GLOBAL COMPETENCE

STRATEGI PENGEMBANGAN SMA SWASTA ISLAM UNTUK PENINGKATAN KOMPETENSI GLOBAL

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Abstract

The existence of Islamic private high schools (SMA) founded on foundations is constantly threatened by both public schools and the advancement of globalization currents. With such a big problem, private educational institutions must try to discover ways to survive and adapt accordingly in order to continue to exist. The method for reacting to these issues for private schools is unique, and it should be explored thoroughly so that it can serve as a model for other educational institutions. The study used qualitative methods and focused on five foundation-based Islamic private high schools in Demak, Central Java. Data is collected by observation, interviews, and documentation studies. Data analysis using interactive models, including data reduction, data submission, and conclusions. According to the study's findings, (1) foundation-based Islamic private schools (SMA) employ a variety of strategies, including traditional strategies, modern strategies, and comprehensive student networks, such as free transportation and recruitment of outstanding students (academic, non-academic, and cultural arts achievements). (2) Demak private schools use marketing mix methods such as superior pricing, diverse products, market focus, long-term promotional activities, and online school programs.

Keywords: Private Schools, Marketing Strategy, Marketing Mix, Global Competition

Abstrak

Eksistensi Sekolah Menengah Atas (SMA) swasta Islam yang berbasis yayasan senantiasa mendapat tantangan baik dari sekolah-sekolah negeri maupun perkembangan arus globalisasi. Tantangan yang begitu sangat massif menuntut lembaga-lembaga pendidikan swasta berusaha mencari strategi untuk tetap bertahan dan beradaptasi secara proporsional agar eksistensinya terus berjalan. Strategi dalam menjawab tantangan tersebut bagi sekolah-sekolah swasta memiliki keunikan tersendiri, untuk itu perlu dikaji secara mendalam sehingga dapat menjadi cermin bagi lembaga pendidikan lain. Penelitian yang difokuskan pada beberapa Sekolah Menengah Atas (SMA) swasta Islam berbasis yayasan di Demak Jawa Tengah ini menggunakan metoda kualitatif. Pengumpulan data dilakukan dengan observasi, wawancara, dan studi dokumentasi. Analisis data dengan model interaktif melalui tahap reduksi data, penyampaian data dan penarikan kesimpulan. Hasil penelitian menyebutkan bahwa: (1) sekolah-sekolah (SMA) swasta Islam berbasis yayasan menjalankan beberapa strategi, antara lain: strategi konvensional, strategi modern dan jaringan kemahasiswaan yang komprehensif, seperti: transportasi gratis, rekrutmen siswa berprestasi (akademik, non akademik, prestasi dalam seni budaya). (2) Sekolah swasta di Demak menerapkan strategi marketing mix, seperti: strategi harga unggul, produk yang berbeda, fokus pada pasar, aktifitas promosi berkelanjutan, dan program sekolah online.

Keywords: Sekolah Swasta, Strategi Pengembangan, Pemasaran, Kompetisi Global

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INTRODUCTION

In facing global challenges, educational institutions, including private schools have different marketing strategies from one another. This is because the situation and conditions of the surrounding environment and the school's suitability in the way that has been applied so far with the results of satisfying new students are increasing. On the other hand, schools that use monotonous methods accustomed to being implemented lack responses from consumers, resulting in a decrease in students. The strategy of attracting students is a part of the school's existence. The number of students influences this; if the number of students is in large numbers or in accordance with the target, then the school can survive. If the students are further reduced below the target, then there is a concern of being closed by the foundation. The school's financial capability affects the institution's operation, both in meeting the needs of infrastructure and the welfare of educators. If the school is closed, one of the reasons it cannot meet the institution's operational needs (Munifah, 2013: 14).

Private schools are facing severe tests, one of which is the shortage of students, and many private schools are closed, even though the educational institutions once held the title of favorite schools.

The phenomenon of private schools lacking students occurs in various regions and various levels, both elementary, advanced, and high schools. Many private schools have weaknesses in management because they still often use traditional management models by promoting feudalistic-paternalistic patterns and natural paths. This is considered to make private schools unable to develop optimally, keep up with the times, not in accordance with community expectations, and unable to meet educational standards (Munifah, 2013: 14).

The problem faced by private educational institutions in Indonesia, including in Demak Regency, is the tendency of people who are less interested in sending their children to school because many things have expensive, poor quality educational services and low resources produced. According to Mujamil, this is due to shifting values of fading religious ties. In addition, the weak response of private educational institutions to the demands and requests of the users concerned (Qomar, 2007: 46). Private educational institutions are considered to have failed to meet the high expectations of people who want this educational institution to be their consideration in choosing a school, including ideals or images of future life, religious values, and social status. Private educational

institutions are required to be able to form a brand or image into an educational institution with a clear vision, mission, goals, and commitment from the manager to make it happen so that they are able to compete in quality with other schools with national standards (Qomar, 2007: 46).

Private educational institutions are seen as educational institutions that are weakly positioned, considered number two schools, have no future, are unprofessional near all components of their education, and oscillate in their identity so that there is no proper system for the development of their educational model. This is exacerbated by the number of new educational institutions in Demak Regency that are more promising, resilient, and high quality. In addition, the rapid development of science and technology is still many independent schools in Demak Regency that still firmly maintain their orthodoxy so that they lose their identity and are uprooted from their cultural roots. This lack of openness and external carrying capacity makes private schools tend to run as they are. There is no innovation minimal academic activity, and it is not easy to achieve progress (Akhwan, 2008). This reality further distances from the ideal of being a quality, professional, and managed private educational institution with systemic management.

On the other hand, private schools are expected to become alternative educational institutions in principle as long as they can meet the community's expectations. Since those are private schools, they have idealism in the form of ideals, enthusiasm for service, and extraordinary sacrifices so that they can still survive and exist. The work culture, discipline, and commitment of managers are spirit resources that significantly affect the institution's resilience. This idealism makes private schools progress without having to be deprived of their vision and culture. Characteristically, private schools are unique because they combine elements of general education in the community, supported by professional management, making this institution a model for future education (Wibisono, 2006).

As an educational institution, the excellence of a private school is not only determined by factors that appear, such as the grandeur of the building, academic degrees, human resources, and the completeness of other facilities. However, more determined factors that do not appear to be like school culture, which includes values and beliefs include sincerity, *istiqomah*, and charity *sholeh* (Wibisono, 2006). The advantage of private schools is a form of repositioning for the development of institutional identity that can give birth to a figure who has an identity because of coaching in schools with a certain

character (Tilaar, 2004: 173). Private schools, with their weaknesses and advantages, make them an alternative institution for the community to place more hope in it as a school that is able to instil and cultivate good character values in its students.

This final phenomenon is that private schools' excellence and quality are still far away compared to ideal educational standards. Private schools still need time and hard work to improve, especially in enhancing the institution's vision, educational human resources (HR) quality, and weak education management (Hasan, 2006: 233). With this, it is hoped that it can increase the existence of private schools to empower further the overall resources owned, both tangible and intangible, human and physical resources, internal and external resources so that they can synergize to shape student character. In addition, the revamping process must be accompanied by the creating of a conducive environment as the seeding of real learning experiences in private schools. This is done by madrasah pesantren (boarding schools) to build public trust, starting with improving human resources professional management systems, building networks with various stakeholders, compiling work programs, and placing competent personnel (Rofik, 2010).

Moreover, the government made

regulations to overcome school inequality with a zoning system that restricts students from being able to register for schools around the location (Thoha, 2014). This rule allows for equality in student admissions and educational services for the nation's children as mandated by article 4 (1) of the Education System Law No. 20 of 2003 that the implementation of education is fair, equitable, and not discriminatory. This regulation aims to make private and public schools in cities and villages get students. Schools that already have students according to the target can be transferred to other schools still lacking. However, some schools still cheat by secretly adding classes to exceed the set ceiling, as a result of which other schools have a shortage. Competition between schools is dynamic between private schools and government-owned schools as well as internationally.

The establishment of many new private schools in various *wailayahs* indicates the existence of private and public schools that have been stalled so far. Suppose the school does not have substantial human resources. In that case, it can have difficulty getting new students, which eventually closes because the students cannot meet the operational costs. For example, in Demak District, there are 20 private schools with different conditions 5 in the dynamic category with new students

experiencing an increase, 10 in the labile school category, 4 in critical condition, and 1 closed. What is meant by the critical condition is that the school accept students in one less than 10 students. The five private schools in Demak with good promotional media get students who increase yearly. As shown in the following table:

Table 1

New Students Admission Data in 3 Years in Demak

Name of School	2019/ 2020	2020/ 2021	2021/ 2021
SMA TAQ	120	130	176
SMA Futuhiyah	198	242	346
SMA Ki Ageng Giri	125	138	130
SMA Al Ma"arif	263	218	248
SMA MIFDA	114	122	135

Source: Field Research Data

The study was conducted on five private schools at the level of high schools in Demak Regency by exploring several components that influence, what strategies are used, how to deal with competition in the global era, how the results are obtained, the location is chosen because it has a stable number of students from the past three years, in a safe position according to government regulations in each class, so that the continuity of the school is guaranteed. Data on new students in the last three years of private schools, Takhassus al-Qur'an High School, Ki Ageng Giri High School, Mifda High School, Futuhiyah High School, AL-MA'arif High School, experienced an increase in the number

of students, The results of the study found that schools using the right marketing strategies such as; superior price, strategic place, promotion, product quality. Departing from the above background, this article wants to make a formulation of the sustainability of private schools in the midst of a symptomatic global current.

RESEARCH METHOD

Demak is a district in Central Java with a private school managed by the Islamic Foundation. This condition triggered the author to take a location to discuss research themes in this area.

The research used qualitative design to discover people's experiences and understand what is important to them (Silverman, 2021). Researchers enter the thinking of others, and subjectivity is very thick. Researchers use sentences to uncover the truth, describing school conditions related to marketing strategies and Marketing Mix theory, product, place, price, promotion, and application in schools in the admission of new learners, as well as the results obtained (P. Kotler, 1999). In this study, the researcher gathered data from various informants, such as foundations, school principals, teachers and other related parties. Data analysis through interactive analysis models includes data reduction, data delivery, and conclusion. The conclusions obtained are tested for their correctness

and validity through data triangulation and informant reviews. All of this needs to be done to ensure that the data obtained matches initial expectations and that the conclusions drawn in the study are correct later.

RESEARCH RESULTS AND DISCUSSION

Educational, Marketing, and SWOT Institutions

In general, marketing is a business to gain profits (Michael J. Baker, 2016). It aims to provide satisfaction and facilitation to achieve the goals. Further, the school is also part of a business that focuses on gaining profits. Therefore, schools' marketing needs to develop a strategy to invite the interested and motivated community to entrust their children to school. One of the strategies is creating a good education system so that consumers tend to trust the school. When a consumer takes benefits of a service product to meet their basic needs, they will make this service a routine need. As a result, consumers provide their needs and effective input and communication of the product they use (Ayua, 2017). The first step is strategically planning for pattern formulation and marketing implementation (Čater & Pučko, 2010). Planning is effective because it meets consumer needs (Sanjeet Kumar Tiwari, 2015: 2954). For example, the five schools, including Taq High School, Futuhiyyah High School, Ki Ageng Giri

High School, Al-Ma'arif High School, and Mifda High School in Demak Regency, design their curriculum in accordance with the community's needs, so they start dependence to send their children to those schools. The five private schools have a vision with systematic and realist to meet the needs of students.

Nowadays, people of Demak Regency accessed social media quite often to check their targeted schools. Therefore, schools need to create a formal web with detailed information about their schools; the mentioned schools have provided marketing through social media, so consumers can access it anywhere. In choosing the schools, many parents consider some elements, such as strategic location, transportation access, quality learning processes, low-cost infrastructure, access to information, academic services, school achievement, and the quality of input, process, and results (Subiyakto & Ahlan, 2014).

One of the principals in a private school said that the school is in the middle of a village, far from the main road, so it is difficult to access, especially for those who use vehicles.

In contrast, competition with other private schools is robust. Therefore, developing a strategy to improve service and quality in learning is essential, like producing significantly positive output

by mastering the Qur'an. As a result, this strategy has increased substantially the number of students (Ali Ahmadi, Chief of TAO High School, interview on August 1, 2022).

Some schools create marketing strategies, such as making brochures, banners, school exhibitions, radio, or digitalization assistance. In today's global era, marketing is supported by the help of the internet, so marketing experiences an evolution from traditional to modern and structures and approaches experience dynamics (Ofiazoglu, 2018). However, the five schools have different strategies, and the targets achieved are also different. Their ultimate goal is for the school to be known to all communities with various layers and regional, national and international regions. Schools that do not do marketing are being left behind slowly. They optimize the organizational function and develop a set of processes to create communication and deliver value to customers. They also manage relationships with customers and try to provide benefits to all stakeholders. It is in line with a study that shows that an insufficient image of a school might influence public opinion and can result in the school being closed because it lost many students (Philip et al., 2013).

Private school marketing strategies are considered successful because they can

prove that their socialization process planning results in an increase in the number of students each year. However, if the number of students is stable or even falls, the school is considered to have failed in implementing its marketing strategy. Therefore, they need to carry out an evaluation. (Peter, et al., 2019).

The marketing functions for these schools are as follows: first, the information function. Marketing provides information to the public about the complete school profile, i.e., school name, address, education level, school situation, environment, infrastructure, costs, programs, educators and education staff, and how to get complete information.

Second, the five schools offer public educational services regarding the sales function, including educating, guiding, directing, and forming students' personalities. Third, the product management function is carried out by schools where the institution prioritizes the design of all activities, from being accepted as a student to completing studies. This aims to produce students who have specific characteristics according to the expectations of parents and society. Fourth is the price function. Each school offers tuition fees from admission to completion with a breakdown of monthly fees, so that consumers can measure their financial

ability when entering the institution.

Fifth is the management function. Several schools in Demak have financial management, curriculum, infrastructure, teaching staff and teaching materials, which can ensure that learning is carried out well. Thus, parents are satisfied with the services and systems built by the school. Sixth is the distribution function. The school provides services in distributing knowledge and value to students through learning activities and producing quality products professionally.

The principal of Ki Ageng Giri Highschool said that the school is located in a hilly area, quite far from the city center. It was difficult to get transportation, except for traditional carts. Due to this situation, the school developed a strategy by focusing on the quality of service through specially designed school programs. One was the school creating online information so students from outside the city could accept (Interview on August 15, 2022).

According to Tripathi (2013), marketing is an educational institution that maintains their lifestyles. Marketing helps organizations identify needs, and develop products and services to meet those needs. Thus, customers may provide feedbacks that might keep the organization to develop. Private schools in Demak taking the marketing power as

the spearhead in determining the institution's future. The five schools in Demak provide the marketing strategy as a form of effort to continue to receive attention from consumers and the wider community, even though the results have not been in line with expectations.

The schools marketing strategies in this manuscript are based on SWOT analysis. SWOT is a tool for analyzing advantages and disadvantages in marketing strategies, mapping school potential, and analyzing challenges outside of school and opportunities that will occur.

The strengths products of the five private schools are human resources, financial resources, infrastructure, and the community environment. Internal potential can bring the progress of the five schools when they are well managed, moved according to the main task, and all elements of the school towards the goals that the institution will achieve. The five private schools developed extracurricular activities to enrich the school. However, some schools might face weaknesses in human resources, infrastructure, management, institutional management, finances and school location (Ifediora Christian Osita et al., 2014: 23-32). The weaknesses that exist in educational institutions hinder progress in achieving the vision, preferably weaknesses in existing

resources and management systems are used as opportunities to prevent threats.

The study found weaknesses in the five schools, including the less optimalization on learning process, the minimum service students' talents and interests, the lack of optimalization on quality of output, the unfocused marketing system, and low, competitive strategy. Hence, those challenges can be anticipated by increasing academic potential.

The five established schools have a great opportunity to develop and achieve the future in a certain time, of course, with the stages passed. The need for education is fundamental because people are still looking for quality, visionary, and well-organized schools. The development of private schools in Demak is very rapid, and it is also supported by the development of technology to support marketing (Gürel, Emet, 2017). The existence of marketing tries to 'adjust' external and internal analysis to balance organizational strengths and weaknesses in the light of environmental opportunities and threats. Threat. The existence of similar private schools of higher quality can be a threat to the five schools as long as they are more qualified, education regulations are well organized, and the vision and mission of established institutions (Ahmad Reza Ommani, 2011). A SWOT analysis can help private

educational institutions achieve their goals and the barriers that must be minimized to achieve the desired results.

Strengths and weaknesses are internal factors in several private schools. Therefore, institutions must be able and focused on developing their strengths so that society can fully utilize them. As a result, the weaknesses could be reduced. The opportunities and threats to the five private schools are the chance for them to develop their potential in order to compete with other schools.

The threat to all five schools is understood as part of increasing internal motivation in the face of challenges and opportunities. If the five private schools are able to erode the existing challenges, opportunities are wide open that can turn into growth opportunities.

The principal of Mujab said that the school has created branding by developing various sports fields, coaching students' talents, and uploading their project on social media. As a result, the school was known well, which satisfied the public (interview on August 10, 2022).

Private Schools, Marketing Mix Strategies, and Consumer Trust

The Private schools in this discussion of marketing principles are standardized on marketing programs related to several things, such as products, prices,

promotions, places, and consumer-oriented distribution programs. The marketing mix strategy prioritizes four things: first, improve the raise, such as what factors should be added as the superior product of *madrasah pesantren*. Second, reduce what things should be reduced from the *madrasa* or *pesantren* while maintaining the organization. Third, abolish—eliminate, what aspects should be removed from Islamic boarding schools because they are considered meaningless for development; and fourth, create—create, what factors have not been offered by the *pesantren madrasah* so that it must be created because it has not existed.

In the superior pricing strategy, the value of an item is influenced by the quality of the goods (Mamun et al., 2014). Value is quite sensitive for consumers, representing good quality and prestige. Hence, some people interpret prices in many different perceptions. In the context of consumer education or the community, Demak Regency is motivated at affordable prices. Private schools can implement low-cost management; all school expenses are reduced as efficiently as possible while maintaining the quality of services and products. Theoretically, the profit is small if multiplied by a large number, the private schools in this discussion need to find as many students as possible so that selection

can be made. According to Phillips (2005), schools have varying prices, which may change depending on the school's services, programs, and facilities.

There is no low price except by comparing the five private schools' facilities. The price is adjusted to make a profit according to the calculation et al. 2019; Collins, et al. 2019). Price is one of the elements of production that makes consumers require their rights such as excellent service quality, precise and fast, low-cost and easy (P. dan K. L. K. Kotler, 2009).

Secondly, product strategies are different. Product standardization was characterized by private schools taking advantage of opportunities through their products in the consumer community. Schools must have product standards that are patent, distinctive, and only owned by themselves as a strategy to differentiate from others (Richter, 2001). Every school must have standards for the quality of its graduates that differentiate it from other schools. The quality of graduates can be used as a distinctive characteristic of the school. Hence, different learning models from within an educational institution significantly improve the quality and sales of the institution (Joy I Dirisu, Oluwole iyiola, O, S, n.d.). In addition to having good products, such as appearance, service, place, process, and

facilities, schools also need to provide distinctive products that might be different from others. For example, all schools in this study have a quality that has been publicly tested, where the school is able to build public trust.

Third is accessible places. Private schools have a target of selling their products according to consumer needs. The five private schools believe each educational institution has a different market according to its economical level, price and taste. Because the market has different economic capabilities, there are high, middle, and lower. Manufacturers are successful because they are concentrated in that market (Sany at all; 2014).

Large and successful private schools usually have a specific market where products are peddled according to their segmentation, taste, bargaining value, and strength. Private schools in Demak increase their market share and focus on working to produce quality services. School is a comfortable place for students to gain knowledge, develop talents and interests, and build social values and infrastructure, so school is second only to home as a fun place.

Fourth, promotional by media. Promotion is part of an effort to maintain the existence of production, introduce its results to the public and get recognition to be accepted as part of people lives (Richter, 2012). So far, the

private schools in Demak used online-based social media to promote their schools to reach people across regions. According to them, this strategy is effective since social media is the platform everyone can access. Moreover, they also promoted their schools on mainstream media, such as television, radio, the internet, and printed media.

Furthermore, other promotional media like banners and brochures are still used for school admission (PPDB). Moreover, visiting homes and suburbs was chosen as a promotion to improve the number of MTs and junior high school students.

The people of Demak are no longer looking for school locations to conduct surveys but open the internet and look for educational and school content that suits the wishes of students and parents.

In other words, the five private schools are creative and innovative and present new promotion strategies to reach customers.

The findings indicate that the school has prepared various strategies for promotion. One of them is maximizing the deployment of educational components, especially religious figures or Islamic boarding school administrators, so that students are interested in studying at these institutions (Abdul Muit, Principal of Ma'arif High School, 8 August 2022).

Private Schools, The Application of Modern Marketing, and the Results

Modern marketing strategies are characterized by a shift from information to an integrated one between producers and consumers who prioritize product, price, place, and promotion. The principle of integrated marketing communications is the overall interaction of marketing communication efforts carried out by organizations to identify user communities, communication objectives, message content, choosing means for communication, media choice, priority budgets, and measuring marketing effectiveness. In the digital era, there is a shift in communication patterns between society and producers. Competitiveness is no longer determined by the size of the company, its origin, or advantages, but there is a wide opportunity to dominate the market globally (Kartajaya, 2017). Marketing is fundamental to introducing products to consumers (Schnaars, 2000). These Private schools have prepared the right marketing strategies that can meet the needs of educators and provide satisfactory results for the community in the form of quality outputs. So, when there are schools that lack students, one of the factors is that the school has not been able to provide what the community wants. In addition, they also get limited information, so there needs to be a

proper marketing strategy to be able to reach the market (J.-C. Spender, 2014). For private schools in Demak, the strategy of attracting new students has been going on for a long time, and the results are good. This means that student acquisition results determine the effective strategy that fits the target of the school (Čater & Pučko, 2010).

Private schools in Demak are obsessed with global marketing and take the opportunity to compete in a wider area. Competition from locally oriented private schools can impact small student gains (Stark, 2007). Private schools can easily implement modern marketing by using the Internet. Some reasons appeared as follow: first, Indonesia is one of the largest mobile phone user countries with an internet base of both children, teenagers, and the elderly so they are not limited (Mulkarni, 2018). Digital accessibility can be used by anyone, including people with disabilities so that they can be productive and inclusive through participation in education, economics, and politics (Dave Chaffey, 2016). Internet access continues to grow rapidly and cross-border, making it easier to access information sources, including for marketing for schools in Indonesia.

Educational institutions such as the schools in this research are interested in disseminating information about the

admission of new students to be very appropriate. Information can be presented to people from various circles and regions in Indonesia so that it is possible to get students from all regions. From the results of extracting field data mining, information was obtained that the five private schools in Demak get this opportunity to capture students from outside the district and even abroad. Other educational institutions provide the same information that competition between schools is more comprehensive regarding access and competitors. Secondly, the public has a lot of time to read the information. People in modern society are more aware active, and follow the development of information (Tkaczyk, n.d.). Modern man is more preoccupied with economic, social and religious activities, so his busy life almost meets the daily agenda. So that people no longer have much time to read, let alone to come to school. The information age leads to digitization in all fields (Tat-Huei, et al., 2022).

Thirdly, it can be accessed indefinitely. Digital technology development indicates several changes in all spheres of life (Adam Marszk, 2021). Therefore, the five schools in Demak are ready to use technology in many school activities, like creating applications for Student Admissions (PPDB). This is very meaningful for the development of private and public schools to maintain

their existence (František, 2021).

Fourth, free from the distance. Digital marketing in education may create a chance to promote schools globally. This means that it can increase the number of students every year. In the learning process, one school can access learning to other school classes around the world, this is what gives rise to independent learning (Whitelock, 2018). Online discussion forums can shape aspects of learning with the help of peers. Learning potential can be identified online (Gillpatrick, 2019). Fifth, it is more efficient. In promotion, the principle of efficiency is the effort of an educational institution to save costs, labor, time, and energy in order to produce something to the maximum. There is a balance between the costs incurred and something produced so that it is not in vain (Palm, 2011). Efficiency is one of the main factors when determining productivity (John D. et al., 2016).

Digitalization in marketing is more efficient, the costs needed are more efficient, only require designs that have expertise, so that the information obtained has aesthetics in form, the sentences presented are more practical and effective (Fox, 2010). Digital marketing has high efficiency compared to traditional marketing, both energy, time, and costs, incurred compared to higher results. For this reason, digital

marketing is essential for private schools in Demak Regency in facing a complex market environment. With the advancement of science, technology, and marketing strategies, local private schools in Demak can participate in global competitions. As in the business world, the academic world is global, signaling the intensification of interaction, linkage and dependence between countries and societies (Usan Anicic, 2020). In addition, technology is one of the main drivers of globalization since the world is moving towards competition. Private schools provide social value and shift towards business so that many new schools stand at the local and international levels (Ali, 2007).

The establishment of national and international private schools in various major cities is proof of the existence of education as a promising economic investment in the future. This makes school competitions open wider at both city levels. School administrators are no longer unfamiliar with the competition, with a phenomenon that appears through television and social media, for which private schools have prepared strategies to build resilience in the face of such competition. Private schools in Demak Regency have implemented a marketing strategy in three stages. First, the conventional strategy is installing banners, brochures, and billboards. Second, modern strategies through

online media: WhatsApp, Twitter, Facebook, and YouTube. Third, school programs with other activities of non-academic academic outstanding students, *hafizh* students, students have championships, sports and cultural arts. Fourth, the *full day* school program: boarding school, one-stop boarding school, and boarding.

CONCLUSION

Conveying information about private schools based on Islamic foundations is very important in this global era to confirm the institution's existence in public society.

This research concluded the marketing strategy of private schools in Demak Regency, namely TAQ High School, Futuhiyyah High School, Ki Ageng Giri High School, Al-Ma'arif High School, and Mifda High School, uses mixed marketing so that it can encourage them in global competition. First, the marketing strategy of private schools in Demak Regency applies various methods and approaches to maintaining their existence. Conventional strategies and modern strategies cover comprehensive student networking, such as picking up the ball from home to the home of prospective students, providing free transportation, and recruiting students with academic and non-academic achievements, talents, and arts. Second, private schools in Demak have implemented mixed

marketing strategies, such as using competitive pricing, distinctive learning products, focusing on the market, and activating promotions continuously with flyers, banners and various online school programs. Third, self-service schools in Demak Regency are, in principle, ready to face global

competitions, one of which has used online and online media so that all school information can be uploaded online at any time, by anyone and anywhere.

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