

Integrating Management, Education, and Marketing Strategies in Secondary Schools: A Comparative Qualitative Study in South Jakarta and South Tangerang

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Abstract: *This study aims to analyze the integration of management, education, and marketing strategies in secondary schools through a qualitative approach. The research was conducted in two schools located in South Jakarta and South Tangerang, involving principals, teachers, management staff, and parents as key informants. The findings reveal how school management strategies are implemented to enhance educational quality while simultaneously building the school's image through educational marketing practices. The results indicate contextual differences between the two locations, yet both schools face similar challenges regarding competition and the need for innovative marketing approaches. This research contributes to interdisciplinary understanding by highlighting how educational management and marketing strategies can collaborate to strengthen school competitiveness.*

INTRODUCTION

Over the past decade, the role of school management in shaping institutional effectiveness has gained considerable attention. Effective quality management in schools involves deliberate planning, administrative organization, and personnel placement aligned with vision and standards (Hamdi, 2024). Additionally, educational institutions that integrate management processes systematically tend to deliver more consistent academic outcomes and stakeholder satisfaction (Hamdi, 2024). Such evidence underscores the necessity for robust management practices in secondary education settings to support both instructional quality and institutional resilience. Therefore, exploring managerial integration within school contexts offers critical insights into operational effectiveness.

Simultaneously, the interplay between marketing and educational management has emerged as a strategic lever for enhancing school competitiveness. Private and public schools increasingly adopt marketing approaches to build institutional image, attract prospective students, and differentiate themselves (Khamidi, 2024; Natavia et al., 2025). Studies show that by leveraging social media, community outreach, and service quality improvements, schools can

significantly elevate their public perception and enrollment interest (Khamidi, 2024; Natavia et al., 2025). These findings suggest marketing is not ancillary—but integral—to school management.

Particularly in Indonesia, qualitative investigations have revealed both internal and external challenges in school branding efforts. Irdiyanti et al. (2023) identified issues such as unclear brand identity and limited staff capacity, along with policy constraints and community perceptions that hinder effective branding (Irdiyanti et al., 2023). The study suggested that development of a cohesive brand identity, positioning strategies, and communication improvements are critical for private schools to remain relevant and competitive (Irdiyanti et al., 2023).

Moreover, qualitative case studies further illustrate how specific marketing tactics contribute to school attractiveness. Najiah (2024) emphasizes that a systematic cycle of planning, implementation, and evaluation—particularly via promotional tools like brochures and social media—can enhance new student interest. These proactive marketing management strategies, when synchronized with administrative planning, foster improved outreach and responsiveness (Najiah, 2024). This synergy underscores the importance of holistic integration between management and marketing within schools.

The role of teachers and other educational personnel as frontline marketing agents has also been highlighted. Natavia et al. (2025) demonstrate that staff involvement in testimonials, exhibitions, and community communication effectively shapes public trust and institutional reputation. Their qualitative findings reinforce that human resources, beyond administrative functions, play a pivotal role in marketing execution (Natavia et al., 2025). Thus, integrating marketing responsibilities within management roles may amplify institutional reach and authenticity.

Geographic and contextual variation may influence how schools implement management and marketing strategies. For instance, creative marketing efforts tailored to local conditions—such as environment-based learning programs or thematic differentiation—have proven effective in rural schools (Bayani, 2024). In urban settings, differentiated branding and managerial practices may require adaptation to high competition and diverse stakeholder expectations. Understanding these contextual dynamics is essential for comparative studies across different geographic schools.

In light of these insights, the present study examines how secondary schools in two contrasting yet proximate urban areas—South Jakarta and South Tangerang—integrate management, education, and marketing strategies through a qualitative lens. The central research problem is: How do schools in these areas implement and align managerial processes with educational quality and marketing initiatives? Accordingly, the research seeks to answer: “How is the integration of management, education, and marketing strategies operationalized in selected secondary schools in South Jakarta and South Tangerang?”

LITERATURE REVIEW

Educational marketization has expanded schools’ use of branding, targeting, and promotion, often without corresponding pedagogical change, raising questions about whether marketing displaces core instructional improvement (Greaves et al., 2023). Evidence on competition’s academic benefits is mixed: meta-analyses report small positive average effects of competitive pressure on student achievement, tempered by policy design and context (Abdulkadiroğlu et al., 2023; Jabbar et al., 2019). At the same time, studies of deregulated school

markets link competitive positioning to social stratification and resource segmentation, complicating equity goals (Forsberg, 2018; Yoon et al., 2024). Syntheses on who can exercise choice add that market mechanisms may widen class inequality when advantaged families capture informational and geographic advantages (Jheng et al., 2022). These strands together portray an unsettled balance between efficiency ambitions and equity risks in school competition (Greaves et al., 2023; Forsberg, 2018; Abdulkadiroğlu et al., 2023; Jabbar et al., 2019; Yoon et al., 2024; Jheng et al., 2022).

Leadership and management remain central levers for aligning internal quality processes with outward-facing positioning: quantitative syntheses associate principal leadership with modest, significant gains in student outcomes, while broader meta-analytic work corroborates positive links between leadership practices and achievement (Karadağ et al., 2025; Wu et al., 2022). On the marketing side, reviews and field studies show social media strategies can strengthen brand equity and competitive advantage when integrated with service quality and student experience (Salem, 2020; Mulawarman et al., 2025). Visual identity management shapes stakeholder perceptions and reputational power, indicating that brand coherence is an organizational—not merely promotional—capability (Dwitasari et al., 2025). Yet embedding social platforms into educational practice and outreach heightens governance demands around content quality, resourcing, and ethical use, suggesting the need for deliberate managerial controls alongside campaign tactics (Fazel et al., 2025; Salem, 2020; Mulawarman et al., 2025). Together, these findings argue for a strategic integration where instructional quality, operational systems, and brand communication reinforce each other (Karadağ et al., 2025; Wu et al., 2022; Salem, 2020; Mulawarman et al., 2025; Dwitasari et al., 2025; Fazel et al., 2025).

Family decision-making adds another layer: systematic reviews find parents weigh academic reputation, safety, values fit, and proximity, but their expressed reasons and revealed behaviors can diverge (Rohde, 2019). Experimental evidence shows that reducing information frictions—e.g., disclosing school-level performance—can shift enrollment choices, implying that market signals are sensitive to transparency design (Borger et al., 2024). Cognitive studies further report that many parents misjudge which factors actually drive successful choices, heightening susceptibility to salient marketing over substantive quality cues (Cash et al., 2024). These dynamics make it theoretically and practically consequential to study how schools align management processes, instructional quality, and marketing communications to support informed choice and equitable access (Rohde, 2019; Cash et al., 2024; Borger et al., 2024).

METHOD

This research employs a qualitative approach because it seeks to understand the integration of management, education, and marketing strategies in schools from the perspectives of various stakeholders. Qualitative research is suitable for exploring meanings, experiences, and processes that cannot be fully captured by quantitative measures (Creswell & Poth, 2018). By focusing on the context of schools in South Jakarta and South Tangerang, this study emphasizes depth over breadth to reveal the complexity of institutional practices. Such an approach allows the researcher to capture the nuanced interplay between managerial decisions, educational practices, and marketing strategies (Merriam & Tisdell, 2016).

The research design adopted is a comparative case study, which facilitates an in-depth exploration of similarities and differences across two schools situated in different urban contexts. Case study designs are particularly effective in analyzing bounded systems, such as schools, where multiple variables interact simultaneously (Yin, 2018). By comparing two schools in

neighboring regions, the study not only examines institutional uniqueness but also identifies shared challenges and strategic approaches. This design also ensures triangulation of perspectives to enhance the validity of findings (Stake, 2020).

Data collection relied on semi-structured interviews and observations. Semi-structured interviews were conducted with principals, teachers, administrative staff, and parents to gather insights into their experiences and perspectives (Kvale & Brinkmann, 2015). Observations were carried out within the school environment to capture interactions, promotional activities, and managerial practices in real time. Combining these techniques enabled a comprehensive understanding of the phenomena under study.

Purposive sampling was applied to select participants who have significant roles in school management and educational marketing. Purposive sampling ensures that the participants are information-rich cases relevant to the research focus (Palinkas et al., 2015). In this study, participants included school principals as decision-makers, teachers who implement educational strategies, administrative staff who manage operational tasks, and parents who evaluate schools from the consumer perspective. This sampling strategy helps capture diverse but interconnected viewpoints crucial for analyzing integrative practices.

The data were analyzed using thematic analysis to identify recurring patterns and themes. Thematic analysis is a flexible yet rigorous method that facilitates interpretation of qualitative data by systematically coding and categorizing information (Braun & Clarke, 2019). The analysis process involved familiarization with the data, generating initial codes, searching for themes, reviewing them, and defining overarching categories. Through this iterative process, the researcher was able to link findings to broader theoretical and practical implications (Nowell et al., 2017).

To ensure trustworthiness, the study incorporated strategies such as member checking, data triangulation, and audit trails. Member checking was used by returning transcripts and interpretations to participants for validation, while triangulation across interviews, observations, and documents strengthened the credibility of findings (Lincoln & Guba, 1985). Audit trails were maintained to document the decision-making process throughout data collection and analysis, ensuring dependability. These measures align with qualitative research standards and enhance the transparency of the research process (Shenton, 2004).

Finally, ethical considerations were prioritized throughout the research process. Participants were informed of the research objectives, their voluntary participation, and their right to withdraw at any stage. Informed consent was obtained prior to data collection, and pseudonyms were used to maintain confidentiality (Orb et al., 2001). The study also adhered to institutional ethical guidelines to safeguard participants' privacy and minimize any potential risks. By ensuring ethical rigor, the research maintains integrity and respect toward its participants and institutions.

RESULT AND DISCUSSION

Integration of Management and Educational Strategies

The integration of management and educational strategies in the two schools located in South Jakarta and South Tangerang reflects the distinct yet complementary approaches both institutions have adopted in pursuit of educational excellence. In both schools, management strategies are seen as crucial for creating an environment that fosters academic achievement while simultaneously strengthening institutional stability. At School A in South Jakarta, the principal emphasized the importance of clear leadership and decision-making frameworks to ensure that

educational strategies were well-aligned with the school's operational goals. One teacher noted, *"The management's focus on creating a systematic teaching schedule and aligning it with student needs allows us to teach with more purpose"* (Interview, Teacher, School A, 2025). This emphasis on systematic planning and staff development contributed to a sense of coherence in the educational environment, allowing teachers to focus on improving teaching methods without the constant need to adjust to new managerial decisions.

In contrast, School B in South Tangerang adopted a more flexible approach to integrating educational strategies with management. Here, the management team prioritized adaptability, fostering a more responsive educational environment that could quickly address challenges as they arose. The school's principal mentioned, *"We believe in a decentralized approach to management. Teachers and staff have autonomy to modify their strategies according to the immediate needs of the students"* (Interview, Principal, School B, 2025). This decentralized model allows teachers to tailor their instructional methods to better suit the diverse learning styles of students, which has been particularly beneficial in dealing with the varying educational backgrounds of students in the area. While School A's more structured approach to management ensures consistency, School B's flexibility helps accommodate the dynamic nature of teaching and student engagement.

Despite the differing approaches, both schools recognize the importance of ensuring that educational practices are directly linked to the school's broader management framework. Both institutions have also developed robust systems for monitoring academic progress, which are key in aligning their educational and managerial objectives. For instance, School A uses regular performance assessments and teacher evaluations to ensure that the curriculum is being effectively delivered, while School B focuses on ongoing feedback loops from students and parents to assess educational quality. A teacher at School A remarked, *"The feedback we receive through formal assessments helps us align our teaching strategies with the school's overall objectives. It creates a clear pathway to achieving both educational and institutional goals"* (Interview, Teacher, School A, 2025). Such mechanisms help both schools ensure that their management strategies are not only operational but also supportive of educational quality.

However, both schools face similar challenges in fully integrating their management and educational strategies. While School A struggles with ensuring that all staff members are consistently on the same page regarding new management initiatives, School B faces difficulties in maintaining the balance between teacher autonomy and centralized oversight. As one teacher at School B mentioned, *"While autonomy is great, sometimes it feels like we're not all moving in the same direction because each class may have different goals and methods"* (Interview, Teacher, School B, 2025). These challenges reflect broader issues within educational institutions where the ideal balance between structure and flexibility is difficult to achieve. Nevertheless, both schools are making strides toward a more integrated approach, recognizing that the alignment of management and education is critical for improving student outcomes and building a competitive educational environment in the urban contexts of South Jakarta and South Tangerang.

Role of Marketing Strategies in Shaping School Image and Attracting Students

The role of marketing strategies in shaping the image of schools and attracting students has become increasingly evident in both South Jakarta and South Tangerang schools. At School A in South Jakarta, marketing initiatives are integral to creating a strong, identifiable brand that resonates with prospective students and their families. The principal noted that, *"Our marketing*

strategy involves targeted community outreach through events and social media campaigns to raise awareness of the school's strengths, such as our academic programs and extracurricular activities" (Interview, Principal, School A, 2025). The school's use of social media platforms, particularly Instagram and Facebook, has allowed it to engage with a broader audience, highlighting not only academic achievements but also the school's unique cultural and community-oriented environment. This multifaceted marketing approach aims to present the school as both academically rigorous and socially responsible, appealing to families looking for an institution that offers holistic development for their children.

In contrast, School B in South Tangerang has placed a stronger emphasis on using testimonials and word-of-mouth marketing as key tools in shaping its school image. Through partnerships with local community organizations, the school has been able to build trust and credibility among potential students and their families. As one teacher at School B mentioned, *"Parents trust the school's reputation because our current students' families actively promote the school. It's more organic compared to big advertisements, and it feels authentic"* (Interview, Teacher, School B, 2025). By focusing on building relationships with local communities, School B has effectively used its internal stakeholders, including teachers, parents, and alumni, to create a positive school image. This grassroots approach not only fosters a sense of community but also reinforces the authenticity of the school's mission and values, which has resonated well with prospective families in the region.

Both schools also recognize the value of showcasing their achievements to enhance their reputation. For instance, School A has invested in producing high-quality promotional materials such as brochures, posters, and videos that highlight its achievements in academic performance and student life. During an observation at a parent-teacher meeting, the researcher noted that, *"The school's principal gave a detailed presentation, showcasing student accomplishments, awards, and extracurricular programs through a video that highlighted the school's vibrant atmosphere"* (Observation, School A, 2025). This proactive marketing strategy aims to visually communicate the school's strengths, ensuring that potential families can easily connect with the school's values and offerings. Similarly, School B has used community events, such as sports competitions and cultural festivals, to directly engage with the local population and foster a sense of pride and connection. These events serve as both marketing tools and platforms for the school to demonstrate its commitment to student welfare and community engagement.

Despite the differences in marketing approaches, both schools face common challenges in their efforts to attract students. One significant issue identified in both schools is the competitive nature of the educational market in urban areas, which places immense pressure on schools to differentiate themselves. A parent at School B observed, *"There are many options in this area, and it can be difficult to decide which school offers the best value for our children"* (Interview, Parent, School B, 2025). This sentiment reflects the broader context of competition faced by educational institutions, where differentiation through marketing strategies becomes a key factor in attracting prospective students. Both schools continue to refine their marketing approaches to ensure that they not only stand out in a competitive environment but also maintain an authentic and appealing image that aligns with their educational values and mission.

Challenges and Opportunities in Integrating Management, Education, and Marketing

The integration of management, education, and marketing strategies in schools presents both significant challenges and promising opportunities, particularly in the context of South

Jakarta and South Tangerang. One of the primary challenges identified in both schools is the difficulty in aligning all aspects of school operations with the overarching educational and marketing goals. At School A, the management team faces challenges in ensuring consistent implementation of the marketing strategies alongside educational objectives. The principal explained, *“While we have clear management and educational goals, the marketing strategies sometimes feel disconnected from the day-to-day activities of teachers and staff”* (Interview, Principal, School A, 2025). This misalignment is often due to the varying priorities between academic quality and marketing efforts, with staff focusing more on their educational roles rather than promotional activities, creating a disconnect between the school's internal operations and its public image.

Similarly, School B faces the issue of balancing autonomy in teaching with the need for cohesive institutional branding. A teacher at School B noted, *“We’re encouraged to innovate and tailor our methods to meet the students’ needs, but sometimes, it feels like these efforts are not aligned with the school’s branding and marketing messages”* (Interview, Teacher, School B, 2025). The flexibility given to teachers in shaping their classroom practices, while beneficial for students, sometimes leads to inconsistencies in how the school’s image and educational philosophy are communicated externally. This challenge is compounded by the decentralized nature of School B’s marketing strategies, which, although empowering, can result in fragmented marketing messages that do not always reflect the unified vision of the school.

Despite these challenges, both schools also recognize the considerable opportunities for improvement and growth in integrating these three key strategies. For instance, School A has the opportunity to strengthen the connection between its educational outcomes and its marketing strategies by making the teaching practices more visible in its promotional efforts. The principal at School A shared, *“We are beginning to realize that showcasing how our educational strategies translate into student success could be a powerful marketing tool”* (Interview, Principal, School A, 2025). This realization opens up an opportunity to align the school’s academic achievements with its marketing campaigns, creating a more seamless and integrated brand identity. Moreover, both schools have the chance to enhance their community engagement through their marketing efforts, leveraging their educational practices to build a more authentic and relatable image.

The integration of management, education, and marketing also presents opportunities for greater stakeholder involvement. Both schools have recognized the potential for parents and teachers to act as ambassadors for the school’s brand, which can bridge the gap between internal practices and external marketing efforts. A parent at School B mentioned, *“The school’s involvement in local events has made me feel more connected to the institution. I feel proud to tell others about the positive experiences my child is having”* (Interview, Parent, School B, 2025). This type of community-driven marketing presents an opportunity for both schools to leverage their internal stakeholders in ways that not only promote the school’s values but also strengthen the sense of ownership and pride within the community. Thus, while the challenges of integrating these strategies are clear, the opportunities to improve alignment, enhance engagement, and strengthen the school’s overall image are significant and should be explored further.

CONCLUSION

This study has examined the integration of management, education, and marketing strategies in secondary schools located in South Jakarta and South Tangerang. The findings highlight the importance of aligning school management practices with educational strategies and marketing efforts to enhance both academic performance and institutional reputation. While the

schools in these areas employ different approaches—one focusing on structured management and the other on flexibility—their efforts demonstrate a shared understanding of the significance of these integrative strategies. These practices not only improve educational outcomes but also contribute to a stronger and more competitive school image in a highly competitive urban educational landscape.

Despite the differences in implementation, both schools face similar challenges in fully integrating these three areas. The misalignment between management, education, and marketing strategies remains a key issue, with schools struggling to ensure cohesion between the internal operations and their outward-facing promotional efforts. However, these challenges also present opportunities for further growth. Schools can leverage their educational successes and community involvement to create a more unified brand that reflects both their academic and social missions. Moreover, engaging all stakeholders—teachers, parents, and students—can significantly enhance the effectiveness of marketing campaigns and the authenticity of the school’s image.

In conclusion, the integration of management, education, and marketing strategies is essential for schools seeking to remain competitive in today’s educational environment. The study provides valuable insights into how secondary schools can better align their internal practices with external marketing efforts, fostering a more comprehensive and effective school strategy. By embracing both structured and flexible approaches, schools can address the challenges they face while seizing the opportunities for improved alignment and enhanced community engagement, ultimately leading to greater educational success and institutional resilience.

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