



**SEGMENTATION AND POSITIONING STRATEGY
AT SDIT ROBBANI BANJARBARU**

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ABSTRACT

This study discusses the segmentation and positioning of educational services at SDIT Robbani Banjarbaru with the aim of knowing the implementation of the segmentation and positioning of Islamic education institutions. This research is a qualitative research with the main target of all school members who are involved in the marketing process. data collection using interview method. The results of this study indicate that: (1) SDIT Robbani Banjarbaru determines market segmentation by applying several segmentation approaches, namely: (a) demographic segmentation; (b) geographic segmentation; (c) psychographic segmentation; and (d) psychological segmentation. (2) SDIT Robbani Banjarbaru determines the positioning of its educational services in the academic and non-academic fields as well as by developing a "child-friendly and brain-friendly" brand. Market segmentation is the first thing that must be done by schools to achieve optimal marketing results, followed by positioning. The position or image formed by the school has a dominant role in influencing public attitudes towards schools.

Keywords: Segmentation, Positioning, Islamic Education

A. INTRODUCTION

Competition between educational institutions is getting higher. This is due to the entry of the globalization era which has become a driver force, giving rise to a new paradigm, namely that the world does not recognize the territorial boundaries of the sovereignty of a state/nation. The borderless world has an impact on all aspects of people's lives including the world of education, namely the creation of increasingly high competition between educational institutions.

This competitive climate causes the majority of educational institutions to have difficulties in managing their institutions, especially formal education with Islamic status, such as madrasas. This institution, which is a development of the pesantren education model, should be able to develop and transform itself quickly so that it can compete with other formal educational institutions. Improving the quality of institutions and excellent service must be encouraged in order to meet the demands of stakeholders. Madrasas need to apply the right marketing strategy through segmentation and positioning in order to be successful in winning the competition in the world of education.

Currently, people understand education as a corporation, that is, an educational institution is referred to as a production organization that produces educational services that are purchased by consumers.(Alma, 2008, p. h. 13) In this case, educational institutions are understood as institutions that provide educational services to students, university students, or the general public. Therefore, schools/madrasahs must develop their marketing strategy so that the quality of their educational institutions increases and can attract more students. Because, marketing ethics in the world of education is to offer quality intellectual services and character formation as a whole.(Hidayat & Machali, 2012, p. h. 229)

Segmentation is the first thing that must be done by schools/madrasas to achieve optimal results. Market segmentation can be classified based on regional division

(geographical segmentation), students' educational background and parents' income (demographic segmentation), and students' interest in learning (psychographic segmentation), students' motivation and attitudes towards education (psychological segmentation), as well as guarantees and facilities given to students (benefit segmentation). The next stage is the positioning of school/madrasah services.

Positioning will make it easier for the community to determine which educational institution to choose as a place to broaden the horizons of knowledge and learning. The position or image formed by a school/madrasa plays a role in influencing people's attitudes towards educational institutions. Madrasas can have an image as Islamic educational institutions that produce Islamic generations, quality and good quality education, and complete infrastructure. This image will influence prospective students in choosing educational institutions to be selected for further education. The process of market segmentation and good positioning of educational services will make Islamic educational institutions able to compete with other educational institutions. Islamic educational institutions still have weaknesses, including the low quality of institutions at every level of education. This causes people to be reluctant to look at madrasas as further studies for their children. For this reason, Islamic educational institutions need to improve the quality of their institutions and manage madrasas properly.

This study aims to describe the segmentation and positioning marketing strategies at SDT Robbani Banjarbaru.

B. RESEARCH METHOD

This study used descriptive qualitative method. Qualitative descriptive method is a research method that moves on a simple qualitative approach with an inductive flow. The data collection technique used interviews with the SDIT Robbani Banjarbaru principal.

C. RESEARCH RESULTS AND DISCUSSION

Segmentasi (Segmentation)

The term marketing or marketing relates to identifying and meeting human and societal needs. The term marketing in English is known as marketing. According to Maynard & Beckman, marketing includes all the activities needed to facilitate the transfer of ownership of goods and provide for the physical distribution of these goods. (Tjiptono & Chandra, 2017, p. h. 2) The purpose of marketing is not commercial or for profit, but to provide satisfaction to consumers. The word service has many meanings, ranging from personal service to the notion of service as a product. Lovelock defines services as something that can be bought and sold. (Lovelock & Wright, 2018, p. h. 5) According to Zeithaml and Bitner, services include all economic activities with outputs other than physical products or construction, which are produced and consumed at the same time and provide added value (convenience, entertainment, punctuality, pleasure, or health) for its first purchaser. (Wijaya, 2016, p. h. 2)

All organizations must have customer questions such as what customers should be sought to become the target of the services offered. One of the keys to organizational success lies in the market segmentation process. The market consists of buyers, who vary in their wants, purchasing power, geographic location, buying behavior, and buying practices. (Kotler, 2002, p. h. 351) In order not to lose out in the competition, educational institutions need to carry out appropriate service market segmentation by implementing good steps for marketing their services.

Segmentation is the initial stage of the marketing process. In this segmentation it can be understood where educational institutions are. In other words, segmentation can explain the position of schools/madrasahs among various customers who have differences as well as similarities. is the process of defining and dividing a market into several groups that share the same characteristics, needs, wants or demands.(Juhaidi, 2019, p. h. 114)

As for there are several according to experts who interpret Segmentation, namely as follows:

1. According to Kotler and Armstrong, segmentation is the process of dividing the market into groups with different characteristics and needs.
2. According to Kasali, segmentation is the process of grouping heterogeneous markets into one group that has the same characteristics and needs.
3. According to Kotler and Keller, segmentation is a grouping of customers who have similar needs and wants. These groups will be selected as targets.(Juhaidi, 2019, p. h. 115)
4. Meanwhile, according to David W. Cravens and Nigel F. Piercy, market segmentation is the process of placing consumers in the product market into groups whose members from each segment display the same response to a particular positioning strategy.(Cravens & Piercy, 2006, p. h. 99)

So, the authors conclude that market segmentation is a process for classifying different consumers in a group with the same response.

Not only in economic terms, in the management of Islamic educational institutions, segmentation is needed to classify potential customers so that they are in accordance with the vision and mission of the educational institution itself. Because basically market segmentation is a strategy based on a consumer-oriented marketing management philosophy.(Alma, 2003, p. h. 114) Basically, the market can be distinguished or classified into four types of markets where the distinction is based on the role and motivation of the buyers in it. The four types of markets are the first, the consumer market, which consists of individuals or households who buy or obtain products (goods or services) for their own consumption or use and not for trading. Second, the producer market, which consists of individuals or organizations that buy or obtain products (goods or services) to be used in the production process or further operations, then the results are sold or leased to other parties. Third, the reseller market consists of individuals or organizations commonly called intermediary traders, namely dealers and distributors who buy products (goods or services) for resale to producers, other traders, or end consumers. The four government markets consist of government agencies that buy or rent products to assist or carry out operational functions within the government.(Assauri, 2015, p. h. 147-149)

And when correlated with an educational institution, the authors conclude that education is included in the consumer market segmentation. So, the next discussion the author focuses on Segmentation based on the consumer market. The segmentation can be grouped based on demographic, geographic, psychographic, and behavioral variables.

1. Demographic Segmentation

Based on demographics, the market is divided into segments of age, family size, family life cycle, gender, income, occupation, education, religion, race, generation, nationality and social class. Demographic variables are the most popular basis for differentiating customer groups. One reason is that consumers' wants, preferences, and usage levels are often highly correlated with demographic variables.

2. Geographic Segmentation

Geographic segmentation divides the market based on regional units, namely countries, provinces, districts, cities, sub-districts, villages or neighborhoods. In contrast to companies that can market their products in all regions and can pay attention to local variations, schools may not be able to select all regions based on this geographical segmentation. Companies that produce mineral water, for example, can choose all regions as their market segmentation and pay attention to local variations. Schools, especially state schools, can only carry out market segmentation in a limited radius closest to schools, for example one sub-district. This is based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud RI) Number 17 of 2017 which emphasizes that students are prioritized to be admitted to schools that are in the closest radius to where they live. As such, public schools are unable to target broad student segments. (Suyanto, 2018, p. h. 201-203)

3. Psychographic Segmentation

In psychographic segmentation, buyers are divided into different groups based on lifestyle or personality values. People in the same demographic group can exhibit very different psychographic features. (Juhaidi, 2019, p. h. 115)

4. Behavioral Segmentation

Behavioral segmentation can be in the form of main benefits or market segment reactions to a product. (Astina & Mawardi, 2016, p. h. 58)

Positioning

Positioning is a way of placing the product in a place that is clear, distinct, and desired by the target market. There are 3 stages in determining positioning, namely collecting different customer values to build a position; choose the right competitive advantage; and selecting an overall positioning strategy. Kotler and Armstrong (2008) themselves have devised a value proposition as a positioning strategy that can be used by businesses.

Positioning is an activity to establish a unique and special corporate image so that it gets a special place so that it is considered to have an advantage. An example of product positioning is Head and Shoulder shampoo which is positioned as anti-dandruff shampoo, Telkomsel which is positioned as a provider that has the widest reach. So, positioning (market placement) is placing the product in a clear, special and desirable position in the market and in the minds of consumers.

The author concludes, if it is correlated with the field of education, positioning (market placement) is the process of placing an Islamic educational institution with an image that is in accordance with the vision and mission of the educational institution and adjusted to a predetermined target market, so that it gets its own place in the minds and memories of consumers.

Positioning is expected to be described by using a concise sentence, even just with a pointer that can clarify how an institution's offering will be seen by target consumers. Positioning must include a value proposition, compelling reasons why the target market should "buy" the agency's offering. The aim is to define and articulate a distinct position, highlight benefits and differentiate them uniquely to target consumers and place the institution in a relatively better place than competitors. Also formulate things that differentiate and also things that are relatively the same compared to direct and indirect competitors.

Forms of Positioning Strategy

There are several ways of product positioning that can be done by marketers in marketing products to intended consumers, including:(Alma, 2003, p. h. 148)

1. Positioning by attribute

The company positions itself based on specific attributes or features, for example size, safety, material composition, experience in the field they are involved in and so on. Amazon.com, for example emphasizes its unique ordering system with the “i-click” slogan

2. Positioning according to benefits

In this sense the product is positioned as a leader in certain benefits, such as toothpaste, preventing tooth decay, freshening the mouth, maintaining healthy gums, and so on. Another example is the Volvo car which emphasizes safety and durability

3. Positioning according to application and use

Products are positioned as the best alternative for certain usage situations or applications, for example Bodrek is positioned as a drug that can be taken before meals.

4. Determination of the position according to the user

Products are positioned as the best choice for certain user groups, for example health drinks for athletes, instant cameras for amateurs.(Machali, 2016)

5. Positioning by competitor

Product claims are related to the position of competition against major competitors, for example 7UP, positioning itself as "The Un-Coca Cola", and Pepsi positioning itself as Generation: Next. Besides that, it can also be in the form of claims in the form of direct comparisons with competing products.

6. Positioning by product category

Products are positioned as leaders in certain product categories, for example Kopiko candy is positioned as coffee in the form of candy, not coffee flavored candy.

7. Positioning by price

The company tries to create an impression/image of high quality through premium prices or conversely emphasizes low prices as an indicator of value.

Segmentation and Positioning Strategies at SDIT Robbani Banjarbaru

Generally, SDIT Robbani Banjarbaru categorizes it the same as the segmentation of other educational institutions. Basically SDIT Robbani Banjarbaru comes from any school, poor or rich, regardless of parental background. Applicants will be accepted if they match the classification and meet the criteria.

SDIT Robbani Banjarbaru segmentation has several approaches, including demographic segmentation, geographic segmentation, psychographic segmentation, and psychological segmentation. SDIT Robbani Banjarbaru applies segmentation based on the geographical location of the school. This is the main consideration for parents when introducing their children to SDIT Robbani Banjarbaru, considering that the house and school are quite close.

1. Demographic Segmentation

SDIT Robbani Banjarbaru accepts in general any students who attend school here, meaning that students with high economic abilities and students with low economic abilities will be the same and will receive the same services and will still be accepted to enter and attend school at SDIT Robbani Banjarbaru. Judging from the

income of parents, it can be seen that in the last 3 years the majority of parents at SDIT Robbani Banjarbaru have a middle to upper class economy, this can be seen from the readiness to pay tuition fees, the use of vehicles when picking up students, and school records regarding parents' work.

2. Geographic Segmentation

The geographic segmentation of SDIT Robbani Banjarbaru is one of the main segments because considering the distance from the homes of prospective students to SDIT Robbani Banjarbaru is a consideration for parents to make it easier to pick up students from school, so that later school promotion efforts will continue to focus on the central area of Banjarbaru city. Even so, SDIT Robbani Banjarbaru's promotion efforts are also for the wider community and anyone is welcome to register. There are even students whose homes are around 5 to 7 KM from school.

3. Psychographic Segmentation

SDIT Robbani Banjarbaru offers various kinds of extracurriculars to increase students' interest in attending SDIT Robbani Banjarbaru, as evidenced by the existence of extracurriculars such as drawing, coloring, dance, athletics, taekwondo, self-defense/karate, English club, the art of reading the Koran, writing short stories, archery, calligraphy, graphic design, tambourine/habsyi mauid, cubits, badminton. The main activities are tahsin and tahfizh Al-Qur'an, mabit, sunnah fasting, memorization simaan, memorization acceleration, tahajjud call, camps, journalism, social charity, outbound, study visits, wall magazines, competitions and festivals, consultations and individual therapy and wide games; Outstanding activities include Qur'anic camps, house renovations, caring for stalls, and repairing prayer rooms. So that students have a special interest in entering SDIT Robbani Banjarbaru, one of which is because they are interested in the good offers and extracurricular activities by SDIT Robbani Banjarbaru.

SDIT Robbani Banjarbaru Positioning Strategy

SDIT Robbani Banjarbaru positions its educational services in the academic and non-academic fields, this has proven that the students of SDIT Robbani Banjarbaru are superior in terms of academic grades and also often win competitions at the City and Provincial levels, thus increasing their excellence and achievements from other schools. There are various kinds of achievements by SDIT Robbani Banjarbaru students who are the most superior in the fields of tahfizul quran, arts and sports so that they often win in these competitions.

SDIT Robbani Banjarbaru itself has a School Brand namely "Child Friendly & Brain Friendly" so that the community will remember SDIT Robbani Banjarbaru and it is proven that many people continue to send their children to SDIT Robbani Banjarbaru, for example the first child goes to SDIT Robbani Banjarbaru then the second child, third child, and so on, even nephews and other families are recommended to attend SDIT Robbani Banjarbaru, this proves that there is satisfaction and community trust in the SDIT Robbani Banjarbaru educational institution in providing knowledge and teaching to their children.

D. CONCLUSION

Islamic educational institutions require segmentation to determine clearly the educational markets to be served. SDIT Robbani Banjarbaru indirectly carries out market segmentation with several segmentation approaches, namely demographic segmentation, geographic segmentation, psychographic segmentation, and psychological segmentation to target outstanding students from various regions, especially in Banjarbaru. Schools also need positioning to differentiate their educational services from other formal educational

institutions. SDIT Robbani Banjarbaru's service position is directed at the academic and non-academic fields as well as the development of a "child-friendly and brain-friendly" brand. the segmentation and positioning process has made SDIT Robbani Banjarbaru able to compete with other basic education institutions.

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