

The Influence of Educational Marketing on the Image of Islamic Senior High Schools in Bengkalis - Bantan District

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ABSTRACT

This research consists of two variables, namely educational marketing (X) and madrasah image (Y). This study aims to find out firstly the marketing of madrasah aliyah education in Bengkalis-Bantan District, second to find out the image of madrasah aliyah in Bengkalis-Bantan District, third to determine the influence of education marketing on the image of madrasah aliyah in BengkalisBantan District. The type of research carried out is Field Research where the research is carried out with How to go directly into the field to obtain data and analyze data. While the research approach used is quantitative descriptive where to get results obtained by analysis through SPSS as a measurement. The subjects in this study were parents/guardians of madrasah aliyah students in BengkalisBantan District. The object of this study is the influence of educational marketing on the image of madrasah aliyah in Bengkalis - Bantan District. The population I took In this study, there were 43 parents/guardians of students. While the data collection technique is by using questionnaires, interviews and documentation. The result of this study is that the marketing of education is very influential on the image of madrasah aliyah in Bengkalis-Bantan District, because after being tested from the questionnaire that has been distributed, it is then processed at SPSS using a correlation test obtained a value of 0.725 which is in the range of 0.70 - 0.90 which means between variable X and variable Y there is a high correlation. While the value of significance obtained is 0.000, which means there is an influence.

Keywords: Influence, Educational Marketing, Image

INTRODUCTION

Marketing in the world of education sounds so foreign to our ears, generally we only hear marketing in the business world or companies, but in education there is also the term marketing because it is a need for institutions to be known by the public. Marketing in the world of education is more precisely called socializing educational service products for the community. School products are not in the form of goods as they should be in companies, but educational services and graduates provided to customers, both students and parents of students.

The educational forum aims to provide good service and those served receive satisfaction. The educational forum is not only a place to study general knowledge

and religious knowledge but is required to provide customer satisfaction. Many educational institutions compete in promoting services ranging from extracurricular services, as well as special services to attract potential customers, namely students, parents of students, and other parties. no matter how good a school is, if it is not promoted effectively and efficiently, it will have an impact on the minimum number of students and the school is not known among the community. If educational institutions have good educational marketing supported by adequate facilities, the quality of educational institutions will increase. However, if educational institutions are weak in marketing education, then it is certain that there will be a decrease in interest, especially in terms of quality and achievement. Therefore, marketing is something that must be implemented by schools, in addition to being shown to introduce, marketing in educational institutions functions to form a good image of educational institutions so that they can attract the interest of prospective students.

In Islam, trading has rules. The Prophet Muhammad SAW has taught his people to trade by upholding Islamic ethics. In economic activities, Muslims are prohibited from committing false acts. However, they must carry out economic activities that are carried out with mutual consent, as the word of Allah SWT in QS. An-Nisa verse 29 which reads:

"O you who believe! Do not devour each other's wealth in a false way, except in trade that takes place on the basis of mutual consent between you. And do not kill yourselves. Indeed, Allah is Most Merciful to you. " (QS. An-Nisa' 4: Verse 29)

In educational marketing, it is absolutely necessary to have marketing elements. The elements of educational marketing include product, price, place, promotion, people (human resources), physical evidence (facilities and infrastructure), and process.(Khasanah, 2015).

Image is an impression that someone gets about something that arises as a result of their knowledge and experience. Building a positive image requires participation and cooperation from various parties so that educational institutions continue to develop and be known by the wider community through a positive image, educational institutions can be trusted to convey better knowledge and positive things to their customers. Image is something that must be fought for and maintained continuously throughout time.

Quoting from the results of research conducted by Khairul Azan entitled "Educational Marketing Strategy": analysis of educational marketing determinant factors that influence students studying at STAIN Bengkalis (2019), concluded that educational marketing is an effort to provide excellent service to educational customers by setting cost standards, providing learning that is in accordance with needs and socializing educational products to the surrounding community as customers and users of educational services (Azan, 2019). This research explains that educational marketing is an effort from an agency to the community through

the excellent service provided, and this marketing is carried out according to the conditions of the needs of the community itself. Several Islamic high schools in Bengkalis and Bantan Districts have strategic locations and can be reached from all directions by public or private vehicles, have adequate madrasah facilities and from the various services provided, many parents expect their children to be able to attend these Islamic high schools. This can be seen every year, prospective students who enter are increasing from year to year, especially for several Islamic high schools, both state and private. The Islamic high schools in Bengkalis - Bantan District can be seen in the following table:

Tabel 1
List of Islamic Senior High Schools in Bengkalis - Bantan District

No	Madrasah Name	Address	Note
1	MAN 1 Plus Keterampilan Bengkalis	Kec. Bengkalis	
2	MA Al - Huda	Kec. Bengkalis	
3	MAS Ar-Rosyidiyah	Kec. Bengkalis	
4	MAS Darul Falah	Kec. Bengkalis	
5	MAS Darussalam	Kec. Bengkalis	
6	MAS YPPI Bengkalis	Kec. Bengkalis	
7	MAS Al-Hidayah Teluk Pambang	Kec. Bantan	
8	MAS Al-Ulum Bantan Tengah	Kec. Bantan	
9	MAS Darul Aiman Muntai	Kec. Bantan	
10	MAS Darul Ulum Bantan Tua	Kec. Bantan	
11	MAS Miftahul Jannah Selatbaru	Kec. Bantan	
12	MAS Miftahul Jannah Bantan Air	Kec. Bantan	
13	MAS Nurul Hidayah Bantan Tua	Kec. Bantan	

No matter how big an institution engaged in the service sector is, if it is not introduced to the community, then the educational institution will not develop. Therefore, Islamic high schools must try to be introduced and socialized more among the community, one way is by marketing education, Islamic high schools are likened to a product, of course they will sell if marketed effectively, marketing is done so that the community knows the advantages and uniqueness of the programs owned by the Islamic high school, so that it can attract the interest of the number of students from year to year and form a positive image for educational institutions.

RESEARCH METHODS

Time and Location of Research

The time used in this study was 6 months starting from the preparation stage to the reporting stage of the research results, namely April to October 2023. Meanwhile, the location of this research was in Bengkalis - Bantan District.

Population and Sample

1. Population

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2016). The population in this study were all parents/guardians of Madrasah Aliyah students in Bengkalis and Bantan Districts.

2. Sampel

3. A sample is a part of something broad, which is specifically selected to represent the whole. The sampling method in this study is a probability sample or a random sample selection method with a simple random sampling technique which is a random sampling of the population where according to Sugiono this technique is said to be simple because in the sampling it is done randomly where each sample is given the same opportunity to be selected as a sample. (Movitaria et al., 2024).

While the sample in this study was only taken from a portion of the population using the Incidental Sampling technique, namely the technique of determining samples based on coincidence, namely anyone who accidentally meets the researcher. So that the sample in this study will be some of the parents/guardians of students whose children attend Madrasah Aliyah in Bengkalis and Bantan Districts.

Data collection technique

In this quantitative research, data collection in this study uses questionnaire, interview and documentation methods.

1. Questionnaire

2. A questionnaire is a list of questions or statements about a particular topic given to subjects, either individually or in groups, to obtain certain information, such as preferences, beliefs, interests and behavior. There are several events that can be used to state items and how to respond to them, namely open and closed forms, scale forms, checklist forms and ranking forms. (Hasnunidah, 2017). The questionnaire used is a closed questionnaire (close question) which questions and answers are related. The statements submitted by the researcher to the respondents are related to the problem to be studied.

3. Interview

This method is done by conducting a direct dialogue where the researcher asks questions to respondents or informants and answers them verbally. This interview was shown to the Deputy Head of Student Affairs of Madrasah Aliyah in Bengkalis - Bantan District to obtain information about education marketing and the image of Madrasah Aliyah in Bengkalis - Bantan District.

4. Documentation

Documentation techniques are used to collect data in the form of written data containing information and explanations and thoughts about phenomena that are still actual and in accordance with research problems. The documentation taken in this study is to take data from Madrasah Aliyah students in Bengkalis - Bantan District.

Data Analysis Techniques

After the data from respondents of parents of Madrasah Aliyah students in Bengkalis - Bantan District were collected through questionnaires and interviews that had previously been distributed and had been taken back, the author will see how educational marketing influences the image of the school, this is to answer it with analysis using two analysis techniques, namely qualitative analysis interpreted with words and quantitative analysis with the following percentages:

$$P = \frac{F}{N} \times 100 \%$$

Information:

P = percentage number F = frequency whose percentage is being searched N = number of frequencies / number of individuals

To find out whether there is an influence of educational marketing on the image of Islamic high schools in Bengkalis - Bantan District, it is necessary to conduct a regression test. Simple linear regression is used for one independent variable and one dependent variable. This means that this technique is only used for two variables. The purpose of applying this method is to predict the magnitude of the dependent variable value that is influenced by the independent variable. (Siregar, 2017). The simple linear regression formula is as follows:

$$Y = a + bX$$

Description: Y = Dependent variable

X = Independent variable and b = Constant value.

RESULTS AND DISCUSSION

Data Presentation

The research data on the influence of educational marketing on the image of Islamic high schools were obtained through interviews and questionnaires. To get

an overview of the influence of educational marketing on the image of Islamic high schools, it can be seen from the results of the distribution of data processing.

The researcher presents data obtained from the field related to the Influence of educational marketing on the image of Islamic high schools in Bengkalis - Bantan District. The measurement of each answer item or variable uses a scoring system with the following values:

Variable X

1. If the respondent chooses the column "Strongly agree" is given a score: 4
2. If the respondent chooses the column "Agree" is given a score: 3
3. If the respondent chooses the column "Undecided" is given a score: 2
4. If the respondent chooses the column "Strongly disagree" is given a score: 1

Variabel Y

1. If the respondent chooses the column "Very good" is given a score: 4
2. If the respondent chooses the column "Good" is given a score: 3
3. If the respondent chooses the column "Enough" is given a score: 2
4. If the respondent chooses the column "Not good" is given a score: 1

The variables studied are as follows:

1. Variable X, namely the Influence of Educational Marketing with a research questionnaire of 12 statement items
2. Variable Y, namely the Image of Madrasah Aliyah in Bengkalis - Bantan District with a research questionnaire of 12 question items.

Data on the Influence of Educational Marketing obtained from a questionnaire distributed to 43 parents/guardians of students and consisting of 12 question items are presented in the following form:

Tabel 4.1
Madrasah Offers Services That Consumers Need

Alternative	Frequency	Percentage
Strongly agree	4	9.30%
Agree	17	39.5%
Doubtful	22	51.1%
Strongly disagree	0	0%
Amount	43	100%

From these results, 9.30% of parents/guardians of students chose the "Strongly agree" alternative, 39.5% of parents/guardians of students chose the "Agree" alternative, 51.1% of parents/guardians of students chose the "Undecided"

alternative, and 0% of parents/guardians of students chose the “Strongly disagree” alternative.

Tabel 4.2
Product Quality with Prices Offered Affordable
Customers

Alternative	Frequency	Percentage
Strongly agree	8	18.6%
Agree	14	32.5%
Doubtful	21	48.8%
Strongly disagree	0	0%
Amount	43	100%

From these results, 18.6% of parents/guardians of students chose the “Strongly agree” alternative, 32.5% of parents/guardians of students chose the “Agree” alternative, 48.8% of parents/guardians of students chose the “Undecided” alternative, and 0% of parents/guardians of students chose the “Strongly disagree” alternative.

Tabel 4.3
The location is strategic and can be reached from all directions by
public and private vehicles.

Alternative	Frequency	Percentage
Strongly agree	7	16.2%
Agree	15	34.8%
Doubtful	21	48.8%
Strongly disagree	0	0%
Amount	43	100%

From these results, 16.2% of parents/guardians of students chose the “Strongly agree” alternative, 34.8% of parents/guardians of students chose the “Agree” alternative, 48.8% of parents/guardians of students chose the “Undecided” alternative, and 0% of parents/guardians of students chose the “Strongly disagree” alternative.

Tabel 4.4
Educational Institutions Can Be Clearly Seen Physically
Traffic and Parking Lots

Alternative	Frequency	Percentage
Strongly agree	15	34.8%
Agree	16	37.2%
Doubtful	12	27.9%
Strongly disagree	0	0%
Amount	43	100%

From these results, 34.8% of parents/guardians of students chose the “Strongly agree” alternative, 37.2% of parents/guardians of students chose the “Agree” alternative, 27.9% of parents/guardians of students chose the “Undecided” alternative, and 0% of parents/guardians of students chose the “Strongly disagree” alternative.

Tabel 4.5
Madrasahs Conduct Educational Marketing Through Print or Electronic
Media

Alternative	Frequency	Percentage
Strongly agree	10	23.2%
Agree	23	53.4%
Doubtful	10	23.2%
Strongly disagree	0	0%
Amount	43	100%

From these results, 23.2% of parents/guardians of students chose the “Strongly agree” alternative, 53.4% of parents/guardians of students chose the “Agree” alternative, 23.2% of parents/guardians of students chose the “Undecided” alternative, and 0% of parents/guardians of students chose the “Strongly disagree” alternative.

Tabel 4.6
Educators and Education Personnel Implement Their Respective Main Tasks and Functions Skillfully/Competently and Professionally

Alternative	Frequency	Percentage
Strongly agree	9	20.9%
Agree	16	37.2%
Doubtful	18	41.8%
Strongly disagree	0	0%
Amount	43	100%

From these results, 20.9% of parents/guardians of students chose the “Strongly agree” alternative, 37.2% of parents/guardians of students chose the “Agree” alternative, 41.8% of parents/guardians of students chose the “Undecided” alternative, and 0% of parents/guardians of students chose the “Strongly disagree” alternative.

Tabel 4.7
There is a Good Relationship and Communication between Teachers and Parents of Students

Alternative	Frequency	Percentage
Strongly agree	5	11.6%
Agree	20	46.5%
Doubtful	18	41.8%
Strongly disagree	0	0%
Amount	43	100%

From these results, 11.6% of parents/guardians of students chose the “Strongly agree” alternative, 46.5% of parents/guardians of students chose the “Agree” alternative, 41.8% of parents/guardians of students chose the “Undecided” alternative, and 0% of parents/guardians of students chose the “Strongly disagree” alternative.

Tabel 4.8
Feeling Satisfied with the Service or Administration at Madrasah

Alternative	Frequency	Percentage
Strongly agree	10	23.2%

Agree	20	46.5%
Doubtful	13	30.2%
Strongly disagree	0	0%
Amount	43	100%

From these results, 23.2% of parents/guardians of students chose the “Strongly agree” alternative, 46.5% of parents/guardians of students chose the “Agree” alternative, 30.2% of parents/guardians of students chose the “Undecided” alternative, and 0% of parents/guardians of students chose the “Strongly disagree” alternative.

Tabel 4.9
Having Adequate Madrasah Facilities That Support the Learning Process

Alternative	Frequency	Percentage
Strongly agree	17	39.5%
Agree	18	41.8%
Doubtful	8	18.6%
Strongly disagree	0	0%
Amount	43	100%

From these results, 39.5% of parents/guardians of students chose the “Strongly agree” alternative, 41.8% of parents/guardians of students chose the “Agree” alternative, 18.6% of parents/guardians of students chose the “Undecided” alternative, and 0% of parents/guardians of students chose the “Strongly disagree” alternative.

Tabel 4.10
Teachers teach according to their fields and expertise

Alternative	Frequency	Percentage
Strongly agree	4	9.3%
Agree	15	34.8%
Doubtful	24	55.8%
Strongly disagree	0	0%
Amount	43	100%

From these results, 9.3% of parents/guardians of students chose the “Strongly agree” alternative, 34.8% of parents/guardians of students chose the “Agree” alternative, 55.8% of parents/guardians of students chose the “Undecided” alternative, and 0% of parents/guardians of students chose the “Strongly disagree” alternative.

Tabel 4.11
Madrasahs Carry Out the Teaching and Learning Process Properly and Correctly

Alternative	Frequency	Percentage
Strongly agree	9	20.9%
Agree	14	32.5%
Doubtful	20	46.5%
Strongly disagree	0	0%
Amount	43	100%

From these results, 20.9% of parents/guardians of students chose the “Strongly agree” alternative, 32.5% of parents/guardians of students chose the “Agree” alternative, 46.5% of parents/guardians of students chose the “Undecided” alternative, and 0% of parents/guardians of students chose the “Strongly disagree” alternative.

Tabel 4.12
Madrasahs Run Programs Outside the Curriculum in the Form of Extracurricular Activities That Suit Students' Needs

Alternative	Frequency	Percentage
Strongly agree	7	16.2%
Agree	24	55.8%
Doubtful	12	27.9%
Strongly disagree	0	0%
Amount	43	100%

From these results, 16.2% of parents/guardians of students chose the “Strongly agree” alternative, 55.8% of parents/guardians of students chose the “Agree” alternative, 27.9% of parents/guardians of students chose the “Undecided” alternative, and 0% of parents/guardians of students chose the “Strongly disagree” alternative.

Tabel 4.13
List of Number of Respondents Who Answered Variable X

No	Number of parents/guardians who responded			
	SA	A	D	SD
1	4	17	22	0
2	8	14	21	0
3	7	15	21	0
4	15	16	12	0
5	10	23	10	0
6	9	16	18	0
7	5	20	18	0
8	10	20	13	0
9	17	18	8	0
10	4	15	24	0
11	9	14	20	0
12	7	24	12	0

The author's method of data analysis uses the following formula:

$$Mean = \frac{\sum fx}{N}$$

$$Mean = \frac{ssx5+sx4+rrx3+tsx2+stsx1}{N}$$

Tabel 4.14
Results of Data Analysis of Variable X to Find the Average

No	Number of parents/guardians who responded					
	SA	A	D	SD	Total	Average
1	16	51	44	0	111	2.58
2	32	42	42	0	116	2.69
3	28	45	42	0	115	2.67
4	60	48	24	0	132	3.06
5	40	69	20	0	129	3
6	36	48	36	0	120	2.79
7	20	60	36	0	116	2.69
8	40	60	26	0	126	2.93
9	68	54	16	0	138	3.20
10	16	45	48	0	109	2.53
11	36	42	40	0	118	2.74

12	28	72	24	0	124	2.88
Total					1.454	33.76

To find out the average of variable X, the average number is divided by 12, the result is $33.76 : 12 = 2.81$. This number is moderate because it is in the interval 2.51 - 3.50. Thus, educational marketing can be said to be good.

Tabel 4.15
Educational Services Products in Madrasah

Alternative	Frequency	Percentage
Strongly agree	7	16.2%
Agree	17	39.5%
Doubtful	19	44.1%
Strongly disagree	0	0%
Amount	43	100%

From these results, 16.2% of parents/guardians of students chose the "Very good" alternative, 39.5% of parents/guardians of students chose the "Good" alternative, 44.1% of parents/guardians of students chose the "Enough" alternative, and 0% of parents/guardians of students chose the "Not Good" alternative.

Tabel 4.16
Management of Education Costs in Madrasahs

Alternative	Frequency	Percentage
Strongly agree	9	20.9%
Agree	16	37.2%
Doubtful	18	41.8%
Strongly disagree	0	0%
Amount	43	100%

From these results, 20.9% of parents/guardians of students chose the "Very good" alternative, 37.2% of parents/guardians of students chose the "Good" alternative, 41.8% of parents/guardians of students chose the "Enough" alternative, and 0% of parents/guardians of students chose the "Not Good" alternative.

Tabel 4.17
Strategic Location in Madrasah

Alternative	Frequency	Percentage
Strongly agree	10	23.2%
Agree	12	27.9%
Doubtful	21	48.8%
Strongly disagree	0	0%
Amount	43	100%

From these results, 23.2% of parents/guardians of students chose the “Very good” alternative, 27.9% of parents/guardians of students chose the “Good” alternative, 48.8% of parents/guardians of students chose the “Enough” alternative, and 0% of parents/guardians of students chose the “Not Good” alternative.

Tabel 4.18
Traffic and Parking at Madrasah

Alternative	Frequency	Percentage
Strongly agree	12	27.9%
Agree	18	41.8%
Doubtful	13	30.2%
Strongly disagree	0	0%
Amount	43	100%

From these results, 27.9% of parents/guardians of students chose the “Very good” alternative, 41.8% of parents/guardians of students chose the “Good” alternative, 30.2% of parents/guardians of students chose the “Enough” alternative, and 0% of parents/guardians of students chose the “Not Good” alternative.

Tabel 4.19
Madrasah Promotion Broadcast Through Print and Electronic Media

Alternative	Frequency	Percentage
Strongly agree	13	30.2%
Agree	16	37.2%
Doubtful	14	32.5%

Strongly disagree	0	0%
Amount	43	100%

From these results, 30.2% of parents/guardians of students chose the “Very good” alternative, 37.2% of parents/guardians of students chose the “Good” alternative, 32.5% of parents/guardians of students chose the “Enough” alternative, and 0% of parents/guardians of students chose the “Not Good” alternative.

Tabel 4.20
Responsiveness of Educators and Education Personnel When Receiving Complaints from Parents of Students

Alternative	Frequency	Percentage
Strongly agree	10	23.2%
Agree	20	46.5%
Doubtful	13	30.2%
Strongly disagree	0	0%
Amount	43	100%

From these results, 23.2% of parents/guardians of students chose the “Very good” alternative, 46.5% of parents/guardians of students chose the “Good” alternative, 30.2% of parents/guardians of students chose the “Enough” alternative, and 0% of parents/guardians of students chose the “Not Good” alternative.

Tabel 4.21
Relationship and Communication between Teachers and Parents of Students

Alternative	Frequency	Percentage
Strongly agree	8	18.6%
Agree	19	44.1%
Doubtful	16	37.2%
Strongly disagree	0	0%
Amount	43	100%

From these results, 18.6% of parents/guardians of students chose the “Very good” alternative, 44.1% of parents/guardians of students chose the “Good”

alternative, 37.2% of parents/guardians of students chose the “Enough” alternative, and 0% of parents/guardians of students chose the “Not Good” alternative.

Tabel 4.22
Administrative services at Madrasah Aliyah

Alternative	Frequency	Percentage
Strongly agree	13	30.2%
Agree	16	37.2%
Doubtful	14	32.5%
Strongly disagree	0	0%
Amount	43	100%

From these results, 30.2% of parents/guardians of students chose the “Very good” alternative, 37.2% of parents/guardians of students chose the “Good” alternative, 32.5% of parents/guardians of students chose the “Enough” alternative, and 0% of parents/guardians of students chose the “Not Good” alternative.

Tabel 4.23
Available Building and Classroom Facilities

Alternative	Frequency	Percentage
Strongly agree	7	16.2%
Agree	17	39.5%
Doubtful	19	44.1%
Strongly disagree	0	0%
Amount	43	100%

From these results, 16.2% of parents/guardians of students chose the “Very good” alternative, 39.5% of parents/guardians of students chose the “Good” alternative, 44.1% of parents/guardians of students chose the “Enough” alternative, and 0% of parents/guardians of students chose the “Not Good” alternative.

Tabel 4.24
Teacher Competence in Providing Teaching to Students

Alternative	Frequency	Percentage
Strongly agree	16	37.2%
Agree	16	37.2%
Doubtful	11	25.5%
Strongly disagree	0	0%
Amount	43	100%

From these results, 37.2% of parents/guardians of students chose the “Very good” alternative, 37.2% of parents/guardians of students chose the “Good” alternative, 25.5% of parents/guardians of students chose the “Enough” alternative, and 0% of parents/guardians of students chose the “Not Good” alternative.

Tabel 4.25
Services Provided to Students During the Teaching and Learning Process

Alternative	Frequency	Percentage
Strongly agree	9	20.9%
Agree	12	27.9%
Doubtful	22	51.1%
Strongly disagree	0	0%
Amount	43	100%

From these results, 20.9% of parents/guardians of students chose the “Very good” alternative, 27.9% of parents/guardians of students chose the “Good” alternative, 51.1% of parents/guardians of students chose the “Enough” alternative, and 0% of parents/guardians of students chose the “Not Good” alternative.

Tabel 4.26
Implementation of Extracurricular Activities

Alternative	Frequency	Percentage
Strongly agree	8	18.6%
Agree	14	32.5%
Doubtful	21	48.8%
Strongly disagree	0	0%

Amount	43	100%
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From these results, 18.6% of parents/guardians of students chose the “Very good” alternative, 32.5% of parents/guardians of students chose the “Good” alternative, 48.8% of parents/guardians of students chose the “Enough” alternative, and 0% of parents/guardians of students chose the “Not Good” alternative.

Tabel 4.27
List of Number of Respondents Who Answered Variable Y

No	Number of parents/guardians who responded			
	VG	G	E	NG
1	7	17	19	0
2	9	16	18	0
3	10	12	21	0
4	12	18	13	0
5	13	16	14	0
6	10	20	13	0
7	8	19	16	0
8	13	16	14	0
9	7	17	19	0
10	16	16	11	0
11	9	12	22	0
12	8	14	21	0

Tabel 4.28
Results of Data Analysis of Variable Y to Find the Average

No	Number of parents/guardians who responded					
	VG	G	E	NG	Total	Average
1	28	51	38	0	117	2.72
2	36	48	36	0	120	2.79
3	40	36	42	0	118	2.74
4	48	54	26	0	128	2.97
5	52	48	28	0	128	2.97
6	40	60	26	0	126	2.93
7	32	57	32	0	121	2.81
8	52	48	28	0	128	2.97
9	28	51	38	0	117	2.72

10	64	48	22	0	134	3.11
11	36	36	44	0	116	2.69
12	32	42	42	0	116	2.69
Total				1.469	34.11	

To find out the average of variable Y, the average number is divided by 12, the result is $34.11: 12 = 2.84$. This number is moderate because it is in the interval 2.51 - 3.50. Thus, the school image can be said to be good.

Data analysis

Research data analysis is data processing using data processing techniques in the form of formulas or rules that are in accordance with the formulation of the problem and the research approach used. This data analysis activity is done by describing the data and conducting statistical tests.

To find out whether there is an influence of educational marketing on the image of Islamic high schools in Bengkalis - Bantan District, it is necessary to conduct a regression test. Simple linear regression is used for one independent variable and one dependent variable. This means that this technique is only used for two variables. The purpose of applying this method is to predict the magnitude of the dependent variable value that is influenced by the independent variable (Siregar, 2017).

The simple linear regression formula is as follows:

$$Y = a + bX$$

Description: Y = Dependent variable

X = Independent variable

a and b = Constant values

The next step is to conduct a simple linear regression test analysis using SPSS Windows 25 by presenting the data tabulation first.

Tabel 4.29
Research Data Tabulation

No	Marketing Education	Image of Madrasah
1	29	30
2	30	34
3	30	31
4	39	43
5	40	37

6	33	42
7	26	28
8	42	40
9	39	43
10	31	37
11	30	37
12	39	36
13	35	35
14	34	36
15	32	30
16	28	26
17	32	31
18	33	30
19	32	35
20	35	32
21	33	32
22	34	33
23	38	31
24	36	35
25	35	32
26	40	38
27	30	37
28	32	29
29	38	37
30	40	41
31	31	33
32	42	36
33	42	41
34	27	32
35	37	35
36	39	42
37	25	24
38	29	29
39	27	26

40	35	34
41	32	36
42	33	35
43	30	28
Total	1454	1469

Tabel 4.30
Summary of Educational Marketing Validity Test Results

Item No.	R Count	Note	Interpretation
1	0.455	≥ 0.301	Valid
2	0.770	≥ 0.301	Valid
3	0.354	≥ 0.301	Valid
4	0.435	≥ 0.301	Valid
5	0.373	≥ 0.301	Valid
6	0.635	≥ 0.301	Valid
7	0.402	≥ 0.301	Valid
8	0.541	≥ 0.301	Valid
9	0.650	≥ 0.301	Valid
10	0.365	≥ 0.301	Valid
11	0.658	≥ 0.301	Valid
12	0.685	≥ 0.301	Valid

Tabel 4.31
Summary of Madrasah Image Validity Test Results

Item No.	R Count	Note	Interpretation
1	0.600	≥ 0.301	Valid
2	0.444	≥ 0.301	Valid
3	0.354	≥ 0.301	Valid
4	0.527	≥ 0.301	Valid
5	0.570	≥ 0.301	Valid
6	0.534	≥ 0.301	Valid
7	0.536	≥ 0.301	Valid
8	0.408	≥ 0.301	Valid

9	0.341	≥ 0.301	Valid
10	0.658	≥ 0.301	Valid
11	0.594	≥ 0.301	Valid
12	0.585	≥ 0.301	Valid

Tabel 4.32
Reliability Test Reliability Test for
variabel X:

Reliability Statistics

Cronbach's Alpha	N of Items
.767	12

Based on the results of the reliability table test above, it is known that the Cronbach alpha number is 0.767. So the number (0.767) is greater than the Cronbach alpha value of 0.6. Therefore, it can be concluded that the research instrument used to measure the educational marketing variable can be said to be reliable.

Reliability Test for variable Y:

Reliability Statistics

Cronbach's Alpha	N of Items
.744	12

Based on the results of the reliability table test above, it is known that the cronbach alpha number is 0.744. So the number (0.744) is greater than the cronbach alpha value of 0.6. Therefore, it can be concluded that the research instrument used to measure the school image variable can be said to be reliable.

Tabel 4.33
Descriptive Statistics

		Marketing Education	Image_School
N	Valid	43	43
	Missing	0	0
Mean		33.81	34.16
Std. Deviation		4.625	4.751

Minimum	25	24
Maximum	42	43

The table above explains that educational marketing has an average of 33.81% with a standard deviation of 4.625 and the image of Islamic high schools has an average of 34.16% with a standard deviation of 4.751.

Tabel 4.34
Correlation test

		Marketing Education	Image_School
Marketing Education	Pearson Correlation	1	.725**
	Sig. (2-tailed)		.000
	N	43	43
Image_School	Pearson Correlation	.725**	1
	Sig. (2-tailed)	.000	
	N	43	43

** . Correlation is significant at the 0.01 level (2-tailed).

The table above explains that the correlation used is the Pearson correlation. Pearson correlation or product moment is used to find relationships and prove the hypothesis of the relationship between two variables if the data of both variables form an interval or ratio and the data sources of the two or more variables are the same. The correlation obtained is 0.725. which is in the range of 0.70 - 0.90 which means that the x and y variables have a high correlation (Sudjiono, 2012). While the significance value obtained is 0.000, which means there is an influence.

Tabel 4.35
Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.725 ^a	.526	.514	3.310

a. Predictors: (Constant), Pemasaran_Pendidikan

The table above explains the magnitude of the correlation coefficient/relationship (R) which is 0.725 as explained above. Through this table, the R square value or coefficient of determination (KD) is also obtained which shows how good the regression model is formed by the interaction of the independent variables and the dependent variables. The R square value obtained is 0.526 which can be interpreted that the independent variable X (education marketing) has a contribution effect of 52% on the variable Y (school image) and 48% is influenced by other factors outside the variable.

Tabel 4.36
Tabel Annova

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	498.564	1	498.564	45.496	.000 ^b
	Residual	449.296	41	10.958		
	Total	947.860	42			

a. Dependent Variable: School_Image b. Predictors: (Constant), Education_Marketing

From the output, it is known that the calculated F value = 45.496 with a significance level of $0.000 < 0.05$, so the regression model can be used to predict the participation variable or in other words there is an influence of the education marketing variable (X) on school image (Y).

Tabel 4.37
Simple Linear Regression Test

		Coefficients ^a				
		Standardized		Standardized		
		Coefficient	Std. Error	Beta	t	Sig.
Model						
1	(Constant)	8.975	3.768		2.382	.022
	Pemasaran_Pendidikan	.745	.110	.725	6.745	.000

a. Dependent Variable: Citra_Sekolah

Judging from the testing criteria

- a. If the significance value is <0.05 then it is stated that there is an influence.
- b. If the significance value is >0.05 then it is stated that there is no influence.

From the data analysis above in Table IV Simple linear regression test obtained a significance value of 0.000, based on the above test criteria that the value of $0.000 < 0.05$, then it is stated that there is an influence. So, educational marketing as variable X has an effect on the image of the school as variable Y.

Furthermore, the results of interviews with several teachers who handle student affairs at Islamic high schools in Bengkalis - Bantan District can be summarized as follows:

1. Does the madrasah offer the educational services that customers need, ma'am?
Oh ya tentu saja sekolah menawarkan jasa pendidikan yang dibutuhkan pelanggan, misal, disamping produk bidang akademik lembaga harus bisa membuat produk layanan pendidikan lebih bermacam-macam, seperti kegiatan olahraga, kesenian maupun keagamaan.
2. How do you promote educational services at this madrasah?
Jadi kami untuk mempromosikan sekolah ini hanya menggunakan baleho yang dipajang di depan sekolah dan juga melalui mulut ke mulut, sekarang kan sudah diterapkan sistem zonasi.
3. What do you prepare to recruit prospective students at the madrasah?
Ya yang kami persiapkan tentunya yang pertama yaitu menyediakan formulir pendaftaran dan syarat-syarat untuk masuk ke madrasah ini, kemudian juga mempersiapkan produk, menetapkan harga serta memberi info kepada masyarakat tentang penerimaan siswa baru.

4. How do you attract the attention of prospective students to register at this madrasah?

Kalau menarik calon siswa baru kami tentunya memperlihatkan ekstrakurikuler yang sudah kami jalankan setiap harinya, salah satu yang paling banyak diminati yaitu marching band yang ada di sekolah ini.

5. How can madrasahs improve their quality in line with current developments to attract new prospective students?

Untuk meningkatkan kualitas sekolah kami membuat program pelatihan guru dan program untuk siswa

6. How do you interact with the community to recruit new prospective students?

Interaksi yang kami lakukan dengan masyarakat dalam merekrut calon siswa memberikan peluang atau kesempatan kepada masyarakat untuk memberikan kritik atau masukan kepada sekolah ini baik secara langsung atau bisa juga melalui komite sekolah Bapak Muslim.

7. What kind of educational services do you provide to the community?

Pelayanan yang kami berikan tentunya sangat baik salah satunya dalam hal keamanan kami memiliki satpam untuk menjaga siswa dan sekolah agar masyarakat merasa nyaman dan aman di sekolah ini serta halaman sekolah, ruang yang bersih dan nyaman.

8. Is there any cooperation between the madrasah and the community to improve the image of this madrasah?

Ya tentu ada marzi, salah satu kerjasama yang kami laksanakan dengan mengikutsertakan masyarakat baik aparat desa ataupun orang tua siswa dalam salah satu kegiatan di sekolah ini, seperti pada saat acara tahunan maupun acara lainnya, begitulah marzi.

9. How do you convince the public that schools have good quality and quantity?

Salah satu cara kami untuk meyakinkan masyarakat adalah dengan memperlihatkan prestasi ataupun penghargaan yang pernah madrasah ini raih dalam setiap perlombaan yang telah diikuti

10. What are the supporting factors in improving the image of the madrasah?

Yang menjadi faktor pendukung yaitu tentunya siswa-siswi, guru, staf tata usaha, sarpras, serta masyarakat yang sudah bekerja sama dalam meningkatkan citra sekolah

11. What are the inhibiting factors in improving the image of madrasahs?

Kalau berbicara masalah faktor penghambat dalam peningkatan citra sekolah ini yaitu yang pertama sudah jelas dana, kemudian sumber daya manusianya serta waktu.

CLOSING

Based on the research and discussion in this study regarding educational marketing towards the image of Islamic high schools in Bengkalis - Bantan District, the researcher can draw conclusions and provide the following suggestions:

1. The management of marketing of Madrasah Aliyah education in the District of - Bengkalis - Banten is considered quite good by the community and is in the interval of 2.51 - 3.50 with an average value of 2.81. Based on these findings, the theory that states that for the success of an educational institution in the field of marketing, the institution must be able to create a marketing mix service in accordance with field practices..
2. The image of Madrasah Aliyah in Bengkalis - Banten District is also considered quite good by the community and is in the interval of 2.51 - 3.50 with an average value of 2.84. This result states that image is the reality of an institution. This means that if market communication is in accordance with or matches reality, then satisfaction will arise and finally customers have a good perception of the image of the madrasah. Likewise, if the information given to the community does not match reality, then dissatisfaction will arise and finally customers have a bad perception of the image of the madrasah itself.
3. The influence of educational marketing on the image of the madrasah can be seen from the following results: first, based on the results of the questionnaire that has been distributed and obtained results. First, the correlation coefficient (R) is quite strong at 0.725. which is in the range of 0.70 - 0.90 which means that the variable x and variable y have a high correlation. Second, the level of relationship between the two variables is 52% and other influencing factors are 48%. Third, the hypothesis Ha is accepted, namely the better the educational marketing, the better the school image.
This is obtained based on a significance value of 0.000, based on the testing criteria above, if the value of 0.000 is <0.05 , then it is stated that there is an influence.

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