

Strategic Education Marketing: Analyzing the Implementation of the 7P Marketing Mix in Indonesian Islamic Universities

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ABSTRACT

The competition in Indonesia's higher education sector is intensifying, particularly between State Islamic Higher Education Institutions (PTKIN) and Public Universities (PTU). To remain competitive, institutions like IAIN Kerinci must implement effective marketing strategies. This study examines the application of the 7Ps marketing mix at IAIN Kerinci to enhance its institutional competitiveness. This research employed a qualitative library research method, using the 2021 IAIN Kerinci Self-Evaluation Report (LED) as the primary data source. The analysis was conducted using the 7Ps marketing framework—product, price, place, promotion, people, process, and physical evidence—and was complemented by a SWOT analysis to assess implementation effectiveness. Additionally, interviews with selected respondents were conducted to enrich the findings. IAIN Kerinci has implemented a well-rounded marketing strategy. Key initiatives include diversification of academic programs, soft skill development, and provision of career and counseling services. Tuition is aligned with perceived value, and the campus's strategic location enhances accessibility. Continuous professional development for faculty and staff ensures high competence. Service delivery is structured and supported by adequate physical infrastructure. Promotional efforts involve partnerships with local schools, public engagement, and digital outreach through social media. The application of the 7Ps strategy has significantly improved educational service quality and institutional appeal. Continued refinement and adaptation of this strategy are recommended to address evolving challenges in the higher education landscape.

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1. INTRODUCTION

Currently, the education industry in Indonesia is facing fierce competition, especially the education industry managed by the private sector (Burhanudin, Kartini, Sucherly, & Komaladewi, 2019). Competition will be tighter for education businesses that are not common, such as Religious Universities competing with General Universities. Similar to the goods and services business, one strategy to win the market is to apply marketing techniques. Marketing in this context is not a product as usual, but a service or service orientation (Rudd & Mills, 2008). When applying the marketing mix concept smoothly, the marketing process can be carried out smoothly.

There are many marketing mix role models that have been used over time. The marketing mix includes many areas of focus as part of a comprehensive marketing plan. To deliver its value proposition, a company or organization must first create a market offering (product) that satisfies a need. It must also determine how much the offering costs (price) and how the offering is available to target customers (place). Then the company must communicate with target customers about the offer and persuade them in offering the company's advantages (promotion). (Singh, 2012)

The classification of the aforementioned four Ps is intended to facilitate the development of an efficacious marketing strategy. This framework was initially introduced in the year 1960 by E. Jerome McCarthy, a distinguished marketing scholar and author (Guangshu, Ahmad, & Qingqing, 2021; Yudelson, 1999). Depending on the specific industry and the intended target of the marketing plan, marketing managers possess the latitude to adopt diverse approaches for each of the four Ps. While each constituent element retains the capacity to be applied autonomously, it is noteworthy that, in practical implementation, these elements frequently exhibit interdependence.

The term "Marketing Mix," often referred to as a common classification scheme, is founded upon the framework of the four Ps. McCarthy (McCarthy, 1968) asserts that a marketing mix strategy comprises the integrated, interrelated, and equitable elements of the marketing mix (product, price, place, and promotion) employed by corporations to cater to the needs and desires of target customers. Marketing literature posits that all components of the marketing mix (product, price, promotion, and place or the 4Ps) hold equivalent significance, for a deficiency in any one of them could culminate in failure. Meanwhile, James & Phillips (James & James, 1995) propose the incorporation of an additional 3Ps for marketing of services, thereby expanding the conventional 4P marketing mix to encompass seven distinct constituents. This extended framework, abbreviated as 7Ps, encompasses product, price, place, promotion, people, physical evidence, and process.

The marketing mix constitutes a foundational component of marketing strategy (Amiroh, Rahmi, Dwitanti, & Supeno, 2022; Tomczak, Reinecke, & Kuss, 2018), encompassing an array of tools that steer companies through the ebbs and flows of their respective industries. It serves as a guidepost for decision-making throughout the entire process involved in bringing products or services to the market. Effective marketing encompasses a broad spectrum of domains, in contrast to the monotony often observed in traditional marketing messages (Chi, 2024). Embracing this approach facilitates the engagement of a wider audience, and through the utilization of the seven Ps, marketing professionals are better equipped to maintain focus on elements of genuine significance. Directing attention to the marketing mix aids organizations in making strategic decisions when launching new products or revising existing ones.

In today's business landscape, differentiation is essential for organizations, with numerous sources available for creating it. According to Kotler, as cited by Rifai (Rifai, 2012), differentiation can stem from product features, performance, aesthetics, design, durability, trust, and ease of repair. A critical aspect of marketing success is understanding customers' needs and behaviors (Durmaz & Diyarbakirlioğlu, 2011), requiring companies to listen to the "voice of the customer" through market analysis. This analysis identifies buyers' needs and informs the design of offerings to meet those needs effectively (Candra, 2002).

Religious-based Higher Education Institutions (PTKI), including Islamic Higher Education Institutions, face unique challenges despite receiving increased government attention. Many Islamic

educational institutions apply a combination of marketing mix and brand image to attract people, especially the Muslim community (Abadi & Hidayatulloh, 2022) utilizing superior competencies (Labaso, 2019), socio-cultural marketing competencies (IstiAmalia dkk., 2023), People, Process and Physical (Ibadiyah, Hermawan, & Mukhlis, 2022). However, marketing in Islamic education, especially PTKI, is not optimal (Zebua & Anwar, 2022). This is reasonable, because that Islamic education programs within PTKIs often lack professional management in areas such as staff preparation, curriculum development, and teaching practices. Academic services still rely on manual processes, and budgets for academic programs are insufficient relative to student enrollment, limiting quality improvements. PTKIs also face intense competition from Public Higher Education Institutions (PTU), which generally excel in inputs, processes, and outputs, particularly in modern sciences and disciplines (Allen & Shen, 1999).

Director Tatang Muttaqin (Kontributor, 2022) acknowledged that PTKI graduates often lag behind their PTU counterparts in employability and earnings. Imam Suprayogo (2015) emphasized the need for PTKIs to rejuvenate and compete effectively with mainstream institutions to meet the aspirations of the Islamic community. This calls for reforms in academic services, management systems, and curriculum design to enhance PTKIs' competitiveness in an increasingly challenging educational landscape.

In response to challenges, religious-based higher education institutions (PTKI) can integrate business-oriented management and marketing principles that are customized to their needs to promote their unique offerings effectively. PTKIs must also improve the quality of education among educators and graduates to remain competitive (Budianto, 2020). Education is seen as an investment, requiring financial and time commitments, making institutional reputation and quality critical for attracting students. The higher education sector is becoming increasingly competitive. This study explores the application of the marketing mix at IAIN Kerinci, the sole PTKIN in Jambi's remote region, between Sungai Penuh and Kerinci Regency. The research investigates how IAIN Kerinci adapts to survive and progress amid growing competition in higher education institutions. Insights from this analysis highlight strategies for PTKIs to enhance their competitiveness and align with national policies for improved quality, availability, and relevance of higher education.

2. METHODS

The method employed in this research is library research. Literature study or review is understood as the process of collecting data from various reading sources, both printed and non-printed. The data utilized in this study are derived from sources such as books, journals, articles, and other relevant reading materials in alignment with the research objectives.

In order to guarantee the veracity and accuracy of the data collected, this study drew upon information obtained from a variety of sources. In general, data can be divided into two categories: primary and secondary. In this research, the primary data employs the Self-Evaluation Report (LED) of IAIN Kerinci for the year 2021 as a reference to integrate the 7Ps Marketing Mix and analyze the marketing of educational services at IAIN Kerinci. Secondary data was gathered through semi-structured interviews conducted with informants. The subjects of the interviews were the responsible officials at the IAIN Kerinci, where this research was conducted.

Additionally, the author employs a SWOT analysis as a tool to assess the extent to which the 7Ps Marketing Mix is optimally implemented, considering the strengths, weaknesses, opportunities, and challenges of using this marketing mix analysis in the future.

Table 1. Profiles of research participants and research sites

Participant pseudonym	Job Name	Years of experience	Gender	Educational level
R1	Curriculum	20	M	Doctor
R2	Finance	10	M	Doctor
R3	Student Affairs	15	M	Doctor

3. FINDINGS AND DISCUSSION

3.1. *The Integration of Marketing Mix within Higher Education Institutions*

Every institution or organization needs to provide satisfaction to stakeholders and the community in order to compete effectively with other entities. Similarly, the need for marketing strategies within educational organizations is crucial in achieving their objectives. Organizational parameters are situated in relation to the definition of the business environment and competitive landscape. Strategies delineate the broad pathways pursued by organizations to attain their objectives (Malarangan, Salim, & Haekal, 2020). Appropriate marketing strategies can yield optimal outcomes in line with the desired goals.

Marketing is a process that must be undertaken by each institution or organization to provide satisfaction to the community or stakeholders (Faiqoh, 2020). The primary objective of marketing is to fulfill the needs and desires of consumers. Satisfied customers tend to remain loyal to a product. Loyal customers will repeatedly purchase a product, encourage others to try it, and spread the word about the excellence of the product and the company that produces it. This constitutes a form of free advertising that spreads through word of mouth. It is often more effective than other forms of advertising because consumers are more inclined to trust the opinions of close friends than the opinions of advertisers.

The educational service products generated by schools or campuses, in a broader sense, require analysis, as the education profession is not solely focused on curriculum and assessment. Rather, it must take into account the effectiveness of communication, student behavior, foundational skills, and students' social development as integral components of the educational service product mix. As it has been stated that the product mix, or product variety, encompasses the entirety of products and product units offered by a seller to buyers, the educational service product mix thus constitutes the collection of all educational service products and product units. The educational services offered by a school to its customers fall within this framework. The four dimensions of the educational service product mix are as follows:

1. **Product Mix Breadth:** This refers to the number of educational service product lines offered by the school.
2. **Product Mix Length:** This signifies the quantity of educational service product units within the educational service product mix.
3. **Product Mix Depth:** This pertains to the level of variation presented by each educational service product within its product line.
4. **Product Mix Consistency:** This gauges the degree of interconnectedness between educational service product lines in terms of end use, operational conditions, distribution channels, or other affairs.

The four dimensions of these educational service product enable educational institutions to expand their business reach through the following four avenues: (Nurman & Harapan, 2021)

1. Educational institutions can augment their array of educational service product lines, thereby expanding the scope of educational service offerings.
2. Schools can extend each educational service product line.

3. Schools can introduce greater variations in educational service products within each service category, thereby enhancing the depth of the educational service product mix.
4. Educational institutions can strive for a more robust consistency across their educational service product lines.

Furthermore, Wijaya (year) echoes the viewpoint of Davies and Ellison (2003), as cited in Nurman (Nurman & Harapan, 2021), who delineate the marketing mix of educational services as follows: (1) Formal curriculum structure, (2) Utilized teaching and learning strategies (in terms of scope and effectiveness), (3) Assessment of students' literacy, numeracy, and cognitive skills awareness, (4) Student assessment and testing processes, (5) Levels of student abilities and achievements upon entry and exit from the school, (6) Provisions for special educational needs, (7) External examination outcomes across various stages of students' age groups, (8) Calculation of value-added metrics for each school, teacher, and student, both collaboratively and for certain school resources, (9) Extracurricular activities, (10) Student discipline and performance, (11) Interpersonal relationships among school constituents, (12) School resource levels and the utilization of time, materials, and software, (13) School staff proficiency and competence concerning pedagogical experience, (14) Students' perceptions of learning experiences from the standpoint of customer-focused educational services, (15) School environment, and (16) School work ethos.

3.2. Higher Education Offerings

Kotler (2004) defines a product as anything that can be offered to a market to satisfy desires or needs. According to Machali and Hidayat, as cited in Nurman and Harapan (2021), products in the context of educational services pertain to offerings provided to customers in the form of reputation, future prospects, and various choices. Educational institutions that endure and thrive in the competitive landscape of educational services are those capable of delivering reputation, promising future prospects, educational quality, a promising future trajectory, and opportunities for learners to make desired choices. For instance, such choices might include pursuing studies at preferred tertiary institutions both domestically and internationally, within the realm of employment, or within a community setting.

The reputation and future prospects of Islamic Higher Education Institutions (PTKI) are compelling and sought after by the public. Islamic Higher Education serves as the level of education following secondary education, aimed at nurturing students' potential to delve into religious knowledge with a holistic understanding, possessing spiritual strength, self-control, personal character, intelligence, virtuous morals, as well as the skills required for themselves, society, the nation, and the state. Indeed, PTKI's offerings can serve as an inherent allure for prospective educational consumers.

In the realm of higher education services, the products or services offered to students encompass reputation, future prospects, and a diverse array of choices. Higher education institutions that endure and excel in competition, whether on a domestic or international scale, are those capable of providing a reputable or high-quality education, promising future prospects for students upon their graduation from said institutions, and a variety of concentration options. These options allow prospective students to select concentrations aligned with their abilities and interests. Examples of products or services that higher education institutions can offer include (Maisah, Mahdayeni, Maryam, & Alhaddad, 2020):

1. Offering faculties and academic programs that align with the interests of prospective students and meet the needs of society as its beneficiaries.
2. Conducting language and orientation courses, with a particular emphasis on English language proficiency.
3. Delivering technology-enhanced and information-driven instructional methodologies.
4. Establishing a university framework based on the latest ISO standards.
5. Enabling the activation and growth of Student Activity Units (Unit Kegiatan Mahasiswa or UKM) as platforms for students to cultivate their hobbies, talents, and interests.

IAIN Kerinci offers a range of services to its students, encompassing counseling and development of interests and talents, services aimed at improving well-being (including guidance and counseling, scholarship provision, and healthcare services), career counseling and professional entrepreneurship guidance, while also staying attuned to technological and scientific advancements.

Furthermore, IAIN Kerinci provides an array of academic programs at both the undergraduate (S1) and postgraduate (S2) levels.

Table 1. List of Study Programs, Accreditation Status, and Accreditation Ranking

No	Program Level	Study Program	Accreditation Status and Ranking
(1)	(2)	(3)	(4)
1	S1	Hukum Ekonomi Syariah (Muamalah)	B
2	S1	Hukum Keluarga Islam (Ahwal Syakhshiyah)	B
3	S1	Pendidikan Agama Islam	B
4	S1	Tadris Biologi	B
5	S1	Pendidikan Bahasa Arab	B
6	S1	Tadris Matematika	B
7	S1	Tadris Bahasa Inggris	B
8	S1	Manajemen Pendidikan Islam	B
9	S1	Bimbingan Dan Konseling Pendidikan Islam	B
10	S1	Perbankan Syariah	B
11	S1	Ekonomi Syariah	C
12	S1	Manajemen Dakwah	C
13	S1	Ilmu Al-Qur'an Dan Tafsir	Baik
14	S2	Pendidikan Agama Islam	B
15	S2	Hukum Keluarga Islam	Baik

Source: LED IAIN Kerinci 2021

In the preceding year of 2021, IAIN Kerinci proposed new study programs. In the current year of 2022, these proposals have materialized with the issuance of Official Decrees for the Establishment of New Study Programs. Furthermore, within the same year of 2022, IAIN Kerinci also submitted proposals for Professional Teacher Education (PPG) study programs, which have been approved and granted the corresponding Official Decrees for their establishment.

Table 2. Submission of New Study Programs at IAIN Kerinci in 2021

No	Faculty	Newly Proposed Study Programs
1.	Syariah	Ilmu Hukum, Ilmu Tata Negara
2.	Tarbiyah dan Ilmu Keguruan	Tadris Fisika, Tadris Kimia, PIAUD
3.	Ekonomi dan Bisnis Islam	Manajemen Keuangan Syariah, Manajemen Bisnis
4.	Ushuluddin, Adab dan Dakwah	Komunikasi Penyiaran Islam, Sejarah Peradaban Islam
5.	Pascasarjana	Pendidikan Bahasa Inggris, Manajemen Pendidikan Islam
Total		11

Source: LED IAIN Kerinci 2021

Advantages in the Field of Education and Teaching, with Key Performance Indicators (KPIs): (1) Curriculum Design: The curriculum design portrays the integration of general knowledge and religious

studies, (2) Teaching and Learning Process: The teaching and learning process adheres to national and/or international educational quality standards, along with clear and measurable Standard Operating Procedures, (3) Technological Support: The teaching and learning process is facilitated by adequate information and communication technology, employing multimedia and e-learning systems for both educators (lecturers) and students, (4) Infrastructure: Adequate, productive, and modern educational facilities support the learning process for educators and students, (5) Educators' Qualifications: A minimum of 80% of teaching faculty members hold doctoral (Ph.D.) and/or professorial qualifications in line with their competencies, (6) Curriculum Content: Teaching materials are based on up-to-date academic knowledge and research outcomes by faculty members, (7) Language Proficiency: English is used as the medium of instruction for both educators and students, (8) Student Skills: Students are equipped with knowledge and skills, considering the needs of global stakeholders, (9) Proportional Financing: Adequate funding ensures the creation of competitive graduates, (10) Academic Activities: Each faculty/department/program organizes national and/or international academic events at least twice per fiscal year, (11) Governance System: Effective management and governance system for teaching and learning are established.

These Key Performance Indicators (KPIs) highlight the strengths and benchmarks that distinguish the institution's educational and teaching domain.

3.3. Price

Kotler and Armstrong (2008) assert that price refers to the amount of money charged for a product or service, or the sum and value exchanged by customers to obtain benefits and possess or use a product or service.

In the context of marketing, price represents the sum of money that consumers must pay to acquire a product. This aligns with Saladin Oesman's viewpoint as presented in Machali and Hidayat, where price is defined as the sum of money exchanged for the acquisition of a product or service. When applied to the realm of educational services, in particular, it encompasses all costs related to both acquiring and availing educational services. Price encompasses educational cost components such as tuition fees, building investments, and laboratory expenses (Nurman & Harapan, 2021).

In realizing its work programs, IAIN Kerinci is supported by sufficiently adequate funding. Until the year 2020, the sources of funding and financing for IAIN Kerinci come from student tuition fees (Non-Tax State Revenue/PNBP), Operational Aid for State Universities (BOPTN), and the State Budget (Rupiah Murni). Over the past three years, the total funds received amount to IDR 244,305,358,000. In the beginning of the year 2021, IAIN Kerinci also obtained additional funding, sourced from the State Sharia Securities (SBSN) provided by the Ministry of Finance, totaling IDR 45,000,000,000. Furthermore, IAIN Kerinci also derives funding from Non-Tax State Revenue (PNBP) in the form of Student Education Financing Contributions (SPP), totaling IDR 25,952,652,000 over the past three years.

State Islamic Religious Universities (PTKIN) have four sources of financing, including the Indonesian Rupiah (RM), Non-Tax State Revenue (PNBP), Operational Costs for State Universities (BOPTN), and State Sharia Securities (SBSN). BOPTN represents government aid to finance the operational deficits of state universities. On the other hand, SBSN serves as financial assistance for the development of facilities and infrastructure, such as laboratories, integrated lecture halls, and office buildings. PNBP constitutes a financial source derived from education financing contributions (SPP). These financial resources are utilized and managed to fulfill the three pillars of higher education.

Table 3. Financial Performance Achievement Analysis

No	Target	Achievement		
		2017	2018	2019
1	Percentage of funds sourced from student admissions over the last 3 years to the total institution's funds over the last 3 years	20 %	50 %	75%
2	The average operational funds for the learning process per student per year (DOM) should be less than 30.	65 %	85 %	98%
3	The availability of the Annual Institutional Budget Plan (RAPB) in accordance with periodic operational unit costs set by the Minister for Higher Education.	70 %	80 %	90%
4	The amount of funds sourced from various external parties over the last 3 years should be 10% of the total institutional funds received by the university in the last 3 years.	45 %	65 %	80%
5	Availability of other funds beyond educational costs for grants, professional service fees, sustainable funds, and philanthropic funds.	55 %	75 %	96%
6	The formulation of policy documents, mechanisms, and procedures for transparent and accountable mobilization of alternative funding sources.	70 %	75 %	80%

Source: LED IAIN Kerinci 2021

The registration fee for new students at IAIN Kerinci is Rp 150,000. Meanwhile, the Single Tuition Fee (UKT) for students per semester ranges from Rp 800,000 to Rp 1,200,000.

“At IAIN Kerinci, the price of education includes various components, such as the Single Tuition Fee (UKT), new student registration fees, as well as other funding sources that support campus operations. We ensure that tuition fees remain affordable for students, while being sufficient to support the development of facilities and academic quality” (R2)

Table 4. List of Single Tuition Fee (UKT) Before the Year 2022

FAKULTAS/JURUSAN/ PROGRAM STUDI	UANG KULIAH TUNGGAL				
	KEL. I	KEL. II	KEL. III	KEL. IV	KEL. V
Tarbiyah dan Ilmu Keguruan					
Pendidikan Agama Islam	0 - 400000	1.000.000	1.200.000	1.300.000	
Pendiidkan Bahasa Arab	0 - 400000	1.100.000	1.200.000	1.300.000	
Pendidikan Bahasa Inggris	0 - 400000	1.200.000	1.300.000	1.500.000	
Pendidikan Biologi	0 - 400000	1.500.000	1.900.000	2.300.000	
Pendidikan Matematika	0 - 400000	1.400.000	1.700.000	2.100.000	
Bimbingan Konseling Islam	0 - 400000	1.000.000	1.200.000	1.300.000	
Manajemen Pendidikan Islam	0 - 400000	1.000.000	1.200.000	1.300.000	
Syariah					
Al-Ahwal Al-Syakhsiyah	0 - 400000	1.000.000	1.200.000	1.300.000	
Muamalat	0 - 400000	1.000.000	1.200.000	1.300.000	
Ushuluddin, Adab dan Dakwah					
Ilmu Quran dan Tafsir	0 - 400000	1.000.000	1.000.000	1.100.000	
Manajemen Dakwah	0 - 400000	1.000.000	1.000,000	1,100.000	
Ekonomi dan Bisnis Islam					
Ekonomi Syariah	0 - 400000	1.100.000	1.200.000	1.300.000	
Perbankan Syariah	0 - 400000	1.100.000	1.200.000	1.300.000	

In the year 2022, the Single Tuition Fee (UKT) at IAIN Kerinci experienced an increase, as shown in the following table.

Table 5. List of Single Tuition Fee (UKT) for the Year 2022

TENTANG PENETAPAN UANG KULIAH TUNGGAL MAHASISWA BARU JALUR SELEKSI PRESTASI AKADEMIK NASIONAL PERGURUAN TINGGI KEAGAMAAN ISLAM NEGERI (SPAN-PTKIN) PADA INSTITUT AGAMA ISLAM NEGERI KERINCI TAHUN AKADEMIK 2022/2023			
I	II	III	IV
No	FAKULTAS	JURUSAN/PROGRAM STUDI	UANG KULIAH TUNGGAL
1	SYARIAH	Hukum Ekonomi Syariah Hukum Keluarga Islam	Rp. 1.500.000 Rp. 1.500.000
2	TARBIYAH DAN ILMU KEGURUAN	Pendidikan Agama Islam Pendidikan Bahasa Arab Tadris Bahasa Inggris Manajemen Pendidikan Islam Tadris Matematika Tadris Biologi Konseling dan Konseling Pendidikan Islam Tadris Kimia	Rp. 2.100.000 Rp. 1.500.000 Rp. 2.100.000 Rp. 1.500.000 Rp. 2.250.000 Rp. 2.250.000 Rp. 1.500.000 Rp. 2.250.000
3	EKONOMI DAN BISNIS ISLAM	Pertanian Syariah Ekonomi Syariah Manajemen Keuangan Syariah	Rp. 2.100.000 Rp. 2.100.000 Rp. 2.100.000
4	USHULUDDIN, ADAB, DAN DAKWAH	Manajemen Dakwah Ilmu Al-Qur'an dan Tafsir Syariah Peradilan Islam	Rp. 1.500.000 Rp. 1.500.000 Rp. 1.500.000

Furthermore, during the Covid-19 pandemic, IAIN Kerinci provided a reduction of 10% and 50% for student Single Tuition Fee (UKT) payments. This action was based on the Decree of the Rector of IAIN Kerinci No. 161 of 2021.

"We always try to support students who need financial assistance. For example, during the Covid-19 pandemic, we provide UKT relief of 10% to 50% according to the policy of the IAIN Kerinci Chancellor. In addition, there are also scholarship programs and flexible payment schemes so that students can continue their studies without severe financial constraints". (R2)

The pricing strategy at IAIN Kerinci is designed to maintain a balance between affordability for students and institutional sustainability. With various funding sources such as PNPB, BOPTN, APBN, and SBSN, the campus can develop facilities and improve the quality of education without overburdening students. In addition, the UKT and scholarship waiver policies demonstrate a commitment to inclusive access to education.

3.4. Promotion

According to Suryana (2013), promotion is a way to communicate about offered products and services to make consumers aware and purchase them. According to its functions, sales promotion aims to inform, convince, remind, and influence consumers, allowing them to easily recognize the goods and services promoted.

Promotion serves as a means of conveying information and convincing consumers of the merits of the offered product, ultimately leading consumers to recognize and remember the product. It involves activities that inform about product sales in the market and interact directly with the public. The purpose of promotion is to inform and persuade consumers about the benefits of the products produced by the consumer or service user.

Speaking of promotion, Payne, as cited in Nurman (2021), categorizes it into six types: (1) Advertising, (2) Personal Selling, (3) Sales Promotion, (4) Public Relations, (5) Word of Mouth, and (6) Direct Marketing. IAIN itself uses social media to advertise its campus.

"During a pandemic, there are certainly big challenges, especially in terms of time constraints and promotional methods. However, we tried to adapt by optimizing information technology, such as social media

and the official campus website to disseminate information. We also use direct promotion strategies by distributing brochures to schools and strategic locations in various regions, including Sungai Penuh, Kerinci, and surrounding areas.” (R3)

New student enrollment at IAIN Kerinci experiences fluctuations every year. Specifically, from 2016 to 2019, there was a significant increase in prospective student interest (>10%). However, in 2020, there was a slight decrease in the interest of new students. The decline in student interest in 2020 can be attributed to the prolonged pandemic, impacting various aspects of society, including economic hardships. The pandemic also affected the effectiveness of the promotional team, mainly due to time constraints. Based on this analysis, IAIN Kerinci took follow-up measures and implemented strategies to enhance student recruitment efforts for the following year.

“We at IAIN Kerinci have various promotional strategies to attract prospective students. One of them is participating in various academic and non-academic activities that involve the community so that the campus name is increasingly recognized. In addition, we collaborate with surrounding schools, both in the fields of education, research, and community service.” (R3)

The strategies implemented by the university to ensure the sustainability of increased student interest through promotions are as follows:

1. Actively participating in various academic and non-academic events to enhance the visibility of IAIN Kerinci within the community.
2. Establishing collaborations in the realms of education, research, and community engagement with local schools surrounding the university.
3. Developing an accessible and efficient online and offline admission system and procedures for new students, simplifying the registration process and enhancing its effectiveness.
4. Each program's Student Association (HIMA) within IAIN Kerinci conducts internal promotions by organizing on-campus and off-campus activities involving high school students. Promotional efforts are also aligned with specific events such as expos organized by HIMA FTIK IAIN Kerinci and other relevant activities.
5. Leveraging information technology, such as social media platforms, to disseminate information about IAIN Kerinci and distribute brochures directly to high school students. Additionally, placing leaflets in various locations within Sungai Penuh City and the Kerinci Regency, as well as neighboring districts and cities such as Tapan, Merangin, Solok Selatan, and others.
6. IAIN Kerinci publishes information regarding its institutional, faculty, and department/program activities through its official website at <http://www.iainkerinci.ac.id/>.

In the admission of new students, the established policies encompass a series of procedures for prospective students, commencing from awareness-raising activities, the acceptance of application forms and required documents, the implementation of selection processes, up to the announcement of admissions results and decisions regarding acceptance into the Institut Agama Islam Negeri (IAIN) Kerinci. During the execution of the recruitment system, all aspects related to the decision-making in registration, selection, and student services are carried out in accordance with the regulations stipulated in the Statutes and Standard Operating Procedures of IAIN Kerinci's activities. These guidelines are subsequently elaborated upon through the official decree of the Rector of Institut Agama Islam Negeri (IAIN) Kerinci concerning the New Student Admission System. The admission of new students also takes into consideration the respective capacity of each study program.

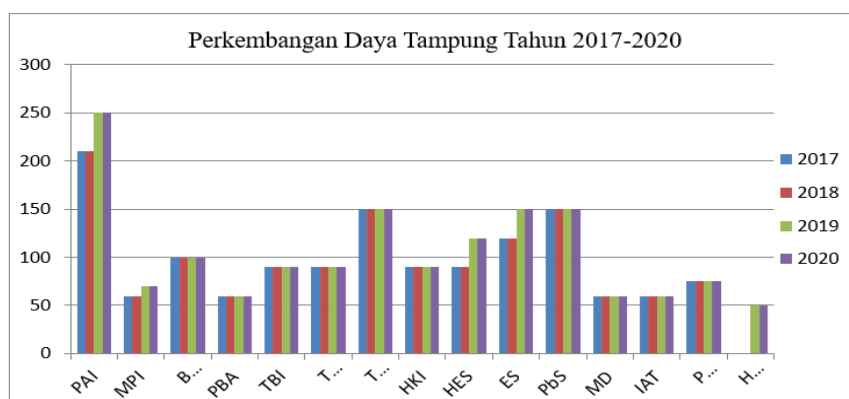


Figure 1. Graph of Capacity Development from 2017 to 2020

This refers to Regulation of the Minister of Research, Technology, and Higher Education (Permenristekdikti) No. 60/2018 concerning the Admission of New Students to State Universities, which stipulates that state universities (PTN) determine and announce the quota of new student intake while maintaining a balance between the maximum number of students in each study program with the capacity of facilities and infrastructure, faculty and staff, as well as educational services and other resources. Specifically, Article 8 of Permenristekdikti No. 60/2018 states that the quota for each study program is determined by the Rector's Decree No. 35/UN59/EP/2019 on the determination of the quota for new student admissions, with 80% of the quota allocated for students through the SPAN-PTKIN, UMPTKIN, and independent admission pathways, while a minimum of 20% of the quota from these pathways is designated for students from the outermost, underdeveloped, and remote regions with high academic potential but limited economic capability.

However, based on the 2021 LED (Institutional Performance Indicator) of IAIN Kerinci, it is indicated that the university's performance in the field of new student selection is not yet optimal.

"... The results of the internal quality audit show that in the last three years, the promotion has not been maximized. This is an evaluation material for us so that in the following years the promotion strategy is more focused and effective." (R1)

The data shows that in 2020, the available capacity was for 1,805 students, while the actual number of new regular students was only 885. This means that the available capacity was filled with less than 50 percent of students. The root of this issue, as found in the internal quality audit, is attributed to factors such as the promotion and student recruitment system which have not been fully optimized in terms of timing and utilization of technology over the past three years.

3.5. Place

Distribution or place is one of the elements of the marketing mix that serves as a means for delivering products or services produced by a company to consumers. Place refers to where a service company should establish its headquarters and conduct its activities (Nurman & Harapan, 2021). The campus location is roughly a reference point for prospective consumers when making their choices. In the context of services, place is a combination of location and decisions about distribution channels, relating to how services are delivered to consumers and where strategically positioned (Abdillah & Herawati, 2018).

"IAIN Kerinci is the only public university in Kerinci and Sungai Penuh, making it the first choice for people in the area who want to pursue higher education without having to travel far." (R1)

IAIN Kerinci is the only public university located in Kerinci Regency and Sungai Penuh City, where its existence has the potential to provide and expand educational services through the

development of various study programs according to societal demands and environmental developments. This aligns with the strategic goals of the local government, particularly Kerinci Regency, and the broader government of Jambi Province, which aim to enhance educational development with the objective of enriching the nation's intellect by fostering human resources development (HRD) to improve socio-cultural life.

The external environment is divided into two, namely the macro and micro environment (Yulianti, 2014). The macro environment includes broad factors that affect the entire organization in general. Political factors influence through government policies in areas such as health, labor, taxation, and environmental conservation. Economic factors affect companies through economic growth, inflation, interest rates, currency exchange rates, and financial market activity. Social factors include values, beliefs, culture, demographics, and social structure that determine the acceptance of products or services in society.

Technological developments also play an important role in increasing the competitiveness of the company. Technology affects various aspects such as production, communication, transportation, as well as innovations in industry and biotechnology. Companies must keep up with technological developments to remain competitive.

"We continue to develop digital infrastructure to improve accessibility and quality of learning. For example, we are developing an online learning platform, a more integrated academic information system, and expanding our network of cooperation with other institutions through technology. Thus, students can get a learning experience that is more flexible and in line with the needs of today's workforce." (R2)

Technological advancement is an important aspect in improving access and quality of education. The development of digital infrastructure, online learning platforms, and more integrated academic information systems are strategic steps to face challenges in the modern era. Therefore, educational institutions need to continuously adapt to technological changes in order to remain relevant and competitive amidst the rapidly evolving dynamics of the macro environment.

3.6. People

An individual (service provider) is defined as the extent to which a service-oriented organization focuses on customers in conducting its business, placing customers at the core of its business activities (Akroush, 2011). An individual encompasses both the entirety and individuals who directly aid or participate in operational activities (Abdillah & Herawati, 2018).

Based on the collected data until 2021, the number of academic staff (lecturers) at IAIN Kerinci is 177 individuals, distributed across its faculties. Specifically, the Faculty of Tarbiyah and Teacher Training (FTIK) has 93 lecturers, the Faculty of Sharia (Faksyar) has 18 lecturers, the Faculty of Islamic Economics and Business (FEBI) has 27 lecturers, the Faculty of Ushuludin, Adab, and Dakwah (FUAD) has 25 lecturers, and the Graduate School has 14 lecturers. The recruitment of academic staff at IAIN Kerinci has been adjusted to match student growth. From 2017 to 2019, IAIN Kerinci recruited 71 lecturers through the Ministry of Religious Affairs' Civil Service Selection (CPNS) process for IAIN Kerinci's unit, where 10 new lecturers were recruited in 2017, 28 in 2018, and 33 in 2019. In terms of academic positions, IAIN Kerinci has 1 Professor, 31 Chief Lecturers, 55 Lecturers, and 90 Assistant Lecturers. A significant proportion of lecturers at IAIN Kerinci have been certified, with 96 out of 177 lecturers being certified. The Faculty of Tarbiyah and Teacher Training (FTIK) has the highest number of certified lecturers, totaling 53, followed by 13 at the Graduate School, 12 at FEBI, and 11 each at FUAD, while Faksyar has 7 certified lecturers.

Regarding the enthusiasm of new undergraduate students, including S1 (Bachelor's degree), at IAIN Kerinci up to the year 2020 (excluding S2 or Master's level), the enthusiasm appears relatively positive and tends to improve each year. This demonstrates that IAIN Kerinci is becoming more recognized among the general public. The number of active students or re-registered students has slightly decreased, indicating that IAIN Kerinci is not yet the primary choice for higher education

progression each year. This conclusion highlights the need for general recognition within society that IAIN Kerinci is an institution of higher education that offers quality comparable to other universities.

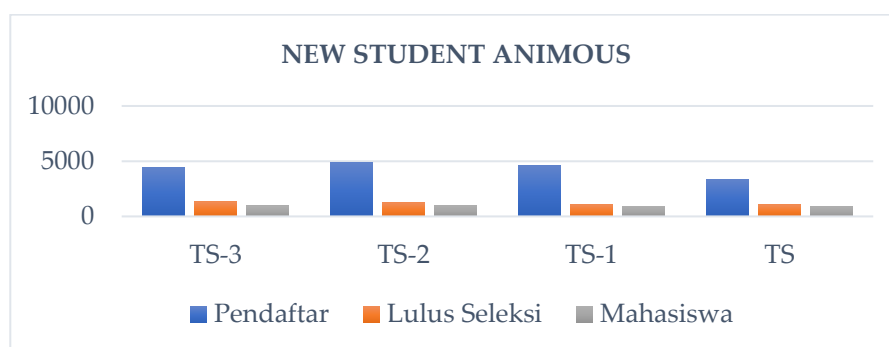


Figure 2. Enrollment Trend of New Students at IAIN Kerinci from 2017 to 2020

For the undergraduate program (S1) at IAIN Kerinci in the academic year 2016-2017, the number of prospective students who applied was 2,850 students, with 934 students passing the selection process. The number of students who completed the registration was 718, resulting in a registration completion rate of 77%. In the academic year 2017-2018, there were 4,390 prospective students who applied, with 1,326 students passing the selection process. The number of students who completed the registration was 969, resulting in a registration completion rate of 73%. In the 2018-2019 academic year, 4,874 prospective students applied, with 1,243 students passing the selection process. The number of students who completed the registration was 1,007, resulting in a registration completion rate of 81%.

In the academic year 2019-2020, there were 4,593 prospective students who applied, with 1,073 students passing the selection process. The number of students who completed the registration was 933, resulting in a registration completion rate of 86%. In the academic year 2020-2021, there were 3,373 prospective students who applied, with 1,057 students passing the selection process. The number of students who completed the registration was 896, resulting in a registration completion rate of 84%.

For the master's program (S2) at IAIN Kerinci, in the academic year 2016-2017, there were 42 prospective students who applied, with 38 students passing the selection process, resulting in a ratio of 1:1. All 38 students who passed the selection completed the registration, leading to a registration completion rate of 100%.

In the academic year 2017-2018, there were 62 prospective students who applied, with 57 students passing the selection process, resulting in a ratio of 1:1. All 57 students who passed the selection completed the registration, leading to a registration completion rate of 100%. In the academic year 2018-2019, there were 68 prospective students who applied, with 61 students passing the selection process, resulting in a ratio of 1:1. All 61 students who passed the selection completed the registration, leading to a registration completion rate of 100%. In the academic year 2019-2020, there were 120 prospective students who applied, with 104 students passing the selection process, resulting in a ratio of 1:1. All 104 students who passed the selection completed the registration, leading to a registration completion rate of 100%.

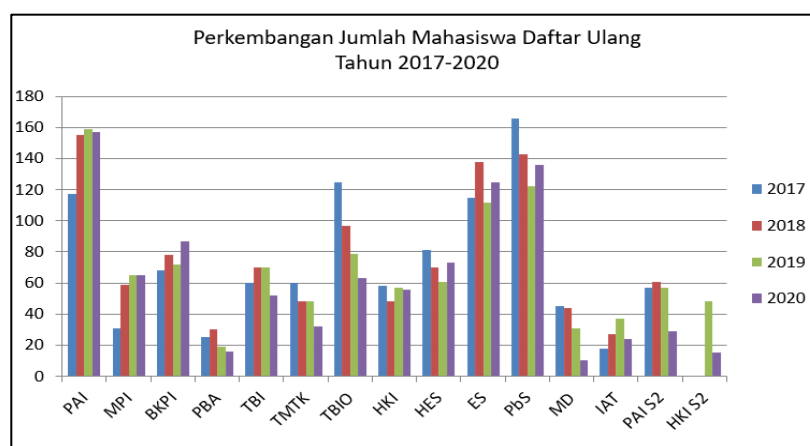


Figure 3. The Graph of the Development of New Student Enrollment from 2017 to 2020: Positioning (Process)

Zeithaml & Bitner (2000) state that a process encompasses all the procedures, mechanisms, and flow of activities employed to deliver services from producers to consumers. Service Process is defined as the extent to which a service organization has established customer orientation and systematic procedures for effective service processes (Akroush, 2011). In essence, a process constitutes a set of procedures, mechanisms, and sequential activities for delivering services from producers to consumers.

There are several best practices that educational institutions, including colleges and universities, should adopt. These practices encompass quality-based policies, customer-oriented approaches, efficiency, a friendly campus environment, involvement in business and commerce, and more (Maisah dkk., 2020). Processes depict the methods and sequences involved in services, ultimately creating the promised value for customers by meeting the demands of each customer.

Various analyses have been conducted on the processes implemented by this institution concerning its customer-service orientation.

1. Competitor Aspect

One of the determining factors for the development and existence of higher education institutions is the competitive aspect. Institutional understanding of the competitiveness of educational services is crucial to help the institution become sensitive to the position and conditions of competition, ultimately enabling the institution to optimize curriculum development in comparison to its competitors. Kerinci Regency and Sungai Penuh City are part of the Jambi Province, which has shown increased attention to the development of the education sector over the past two decades. As of 2021, there are eight prominent higher education institutions within the region, engaged in a competitive pursuit to attract potential students. Among these eight institutions, one is an institute, four are colleges, and three are academies. Among them, only IAIN Kerinci stands as a public institution located in Kerinci Regency and Sungai Penuh City.

2. Graduates' User Aspect

Another influential factor shaping the existence of higher education institutions is the aspect of graduates' users. Higher education institutions are consistently expected to produce competent alumni in order to fulfill the needs of stakeholders. A higher education institution gains recognition through its ability to generate graduates who meet the employment criteria set by their user stakeholders. IAIN Kerinci continually conducts satisfaction surveys among its graduates' users. On average, stakeholders express contentment with the performance of IAIN Kerinci's graduates; however, there are also constructive suggestions that contribute to the institution's future development.

3. Prospective Student Source Aspect

Although Kerinci Regency and Sungai Penuh City are not classified as educational hubs, their geographical suitability for hosting Islamic higher education is notable due to the majority of the

Kerinci ethnic group being Muslims. Additionally, Kerinci Regency serves as a destination for people from the western part of the Jambi Province and neighboring districts in West Sumatra, making it a relevant location. Data collected from the Central Bureau of Statistics of Jambi Province, West Sumatra, Bengkulu, and the Regional Offices of the Ministry of Religious Affairs and the Ministry of Education and Culture of Bengkulu, Sumatra Barat, and Jambi, as indicated in IAIN Kerinci's 2018-2021 Strategic Plan, reveals the number of secondary school students (high schools) around IAIN Kerinci. The figures include 4,074 students from Kerinci Regency, 3,458 from Sungai Penuh City, 3,682 from South Solok Regency, 5,581 from Merangin Regency, 7,569 from Bungo Regency, 2,217 from Muko-Muko Regency, and 8,298 from South Pesisir Regency.

4. Prospective Faculty Source Aspect

The source of prospective faculty members is a crucial aspect for building the existence and development of higher education. Faculty members play a pivotal role in shaping students' characteristics for success in the job market. Therefore, institutions need to analyze the need for faculty to maintain service quality and advance education. IAIN Kerinci's number of potential faculty members can be gauged through the annual recruitment and selection process for permanent faculty members via the civil servant path (CPNS) as well as the non-civil servant path (Non-PNS), attracting candidates from both domestic and foreign institutions.

5. Academic Staff Source Aspect

Another determining factor in higher education development and existence is the source of academic staff relevant to the institution's needs. Similarly to prospective faculty, the pool of academic staff at IAIN Kerinci also includes individuals from reputable institutions across Indonesia.

6. e-Learning Aspect

The existence and development of institutions are influenced by the presence of e-learning for the academic community. In the current Covid-19 era, educational service providers must adapt to less conducive conditions. The implementation of e-learning has become essential for educational institutions to support learning processes during the pandemic. As of now, IAIN Kerinci has a Learning Management System (LMS) and employs various online teaching platforms such as Zoom, Google Classroom, Edmodo, Google Meet, and others to facilitate learning.

7. Distance Education Aspect

Aligned with the previous discussion, e-learning serves as a medium for distance learning, especially during the current Covid-19 pandemic. IT-based learning systems facilitate education without geographic, temporal, or spatial barriers. This significantly impacts the development and existence of higher education institutions. A vital indicator of a higher education institution's alignment with information technology trends is its adaptability to changing learning processes, particularly in the current Industry 4.0 era.

8. Open Course Ware (OCW) Aspect

The advancement of information technology has influenced various fields, including education. One manifestation of technological integration in education is utilizing the internet to provide facilities for accessing educational information without the need for face-to-face instruction. To establish a credible institution, Open Course Ware (OCW) plays a significant role. OCW involves disseminating web-based learning resources that are freely accessible to various audiences such as professors and students worldwide. Particularly during the Covid-19 pandemic, OCW's presence within an institution can be a valuable asset to support education in limited circumstances.

9. Business/Industry and Society Needs Aspect

The alignment with the needs of businesses/industries and society is a factor influencing the existence of a higher education institution. Higher education institutions contribute to innovation that aids both society and industry through the implementation of the Three Pillars of Higher Education (Tridharma Perguruan Tinggi), including education. Through education, higher education institutions produce resources capable of advancing industries and aiding communities. Additionally, research conducted by higher education institutions helps identify problems hindering growth and determines

solutions for industries and society. Through community engagement, higher education institutions apply innovations that support industries and communities. Based on this overview, it can be concluded that the positive perception of a higher education institution by society and industry is fostered when the institution is attuned to their needs.

10. Partnership Aspect

Higher education institutions require synergy with partners to create and sustain their existence and growth. Collaboration with partners enables educational institutions to formulate solutions to societal problems and phenomena. One form of this synergy is community engagement programs that are conducted regularly. Partners can be derived from various institutions, both local and international, as well as from government and private sectors.

11. Alliance Aspect

An alliance is the collaboration of two institutions aimed at developing the participating institutions. Collaboration among higher education institutions, characterized by integration and synergy, contributes to their development and existence. IAIN Kerinci has established collaborations with various institutions, both governmental and private, at local, national, and international levels.

3.7. Packaging (Physical Evidence)

Packaging, also referred to as physical evidence, encompasses the physical environment where a service is created and directly interacts with consumers. Within the marketing mix, there are two types of physical evidence. The first involves the design and layout of buildings, such as classrooms, school buildings, libraries, sports fields, and others. The second type is supporting evidence, which refers to added value that doesn't carry independent significance, such as reports, student records, and the like (Maisah et al., 2020). Physical evidence constitutes the physical environment where a service is created and directly experienced by consumers (Abdillah & Herawati, 2018). Physical evidence or physical facilities involve presenting tangible features that are visible to consumers (such as decorations), employee uniforms, communication quality, comfortable waiting areas, impressive and professional building designs, amenities like air conditioning, advanced equipment in use, and so forth. These elements play a crucial role in convincing customers to purchase the offered products (Annafi, Prihatiningtyas, & Fahimah, 2021).

In practice, when delivering intangible educational services to students, higher education institutions must consistently incorporate tangible supporting products. This approach bridges the gap between the intangible nature of education services and the tangible elements that can enhance the overall service experience.

1. Intangible

AIN Kerinci, as a higher education institution, is committed to providing services to students in order to fulfill the predetermined Graduate Learning Outcomes (CPL). These student services encompass various forms of guidance, improvement, and development, including:

- a. **Development of Soft Skills:** This includes programs like public speaking skills, academic culture introduction (PBAK), Siakad system orientation for all IAIN Kerinci students, Student Introduction Week in each faculty, Academic Counseling Program, guidance for final projects/theses, Scientific Writing Training, Public Lectures, Seminars, workshops, and creative activities in the field of arts within IAIN Kerinci.
- b. **Interest and Talent Development in Student Activities and Student Organizations (UKM):** Extracurricular activities such as scouting, Student Cooperative, Arts UKM, Sports UKM, Campus Da'wah Institution UKM, Student Press UKM.
- c. **Welfare Services:** Welfare services are provided and organized by IAIN Kerinci for the welfare of all campus elements, including students, faculty members, and academic staff.
- d. **Counseling and Guidance:** Counseling provided by counselors is a form of service offered by the campus to assist students in addressing challenges they may face during their academic journey.

- e. Scholarships: IAIN Kerinci is committed to providing scholarships to financially disadvantaged and high-achieving students. These scholarships include Bidik Misi, Tahfidz Al-Qur'an, specific interest scholarships, BRI scholarships, BAZ scholarships, and ZIS scholarships.
- f. Health Services: Health services are a prioritized service at IAIN Kerinci to enhance the well-being of the entire campus community. Through this program, the health of the campus community is monitored and maintained.
- g. Career and Entrepreneurship Guidance: In preparation for students' entry into the job market upon graduation, IAIN Kerinci endeavors to provide career services tailored to individual fields of study. Additionally, the institution offers guidance and mentoring in entrepreneurship to enhance mental readiness and combat unemployment.
- h. Foreign Language Development: Language training activities, including Arabic and English language training for all IAIN Kerinci students, are carried out through a selection process at the department level. The training, organized by the Language Development Unit (UPB) of IAIN Kerinci, occurs annually and has become a part of the unit's yearly agenda.

2. Tangible

Tangible Facilities and Infrastructure for Higher Education Delivery

Table 6. IAIN Kerinci Infrastructure Development Indicators

No	Target	Description	Strategy
1	Faculties	Each faculty has 1 building consisting of administrative offices, lecture rooms, laboratories, faculty libraries, storage rooms, warehouses, and other rooms.	Green Building
2	Campus Environment	The campus environment is designed in accordance with Ministerial Regulation No. 5/PRT/M/2008 on Green Open Spaces (RTH).	Green Environment
3	Mosque	There is at least 1 mosque on campus, supplemented by several prayer rooms.	Green Building
4	Parking Facilities	Parking areas are designed based on the number of IAIN Kerinci students.	Green Transportation
5	Road Access	Campus road access is a minimum of 5 meters wide.	Green Building
6	Library Building	The library service will be housed in a separate building from the magazine building.	Green Building
7	Auditorium Building	There is at least 1 representative auditorium building equipped with a complete sound system.	Green Building
8	Student Activity Building	A single building will be constructed to optimize student activities.	Green Building
9	Institution & Center Building	To optimize the operation of institutions and centers, a single representative building will be established.	Green Building
10	Sports Facilities	IAIN Kerinci offers various sports disciplines, including volleyball, tennis, futsal, table tennis, soccer, rock climbing, and others.	Green Professionalism

3.8. SWOT Analysis of Educational Marketing at IAIN Kerinci

After analyzing the marketing mix at IAIN Kerinci, it is important to conduct a SWOT analysis to identify strengths, weaknesses, opportunities, and challenges in educational marketing at IAIN Kerinci. This analysis aims to provide insights into the future marketing strategies for education at IAIN Kerinci. The SWOT analysis conducted on IAIN Kerinci in 2021 (Tim Akreditasi, 2021) resulted in the following classified strategies: (1) Institutional Strengthening and Collaboration (Promotion), (2) Human Resource and Student Development Enhancement (People), (3) Alumni and Outcomes Enhancement (Positioning), (4) Education Enhancement (Product), (5) Financial Facility Enhancement (Price), (6) Learning Facility and Infrastructure Enhancement (Place), (7) Research and Community Engagement Enhancement (Packing).

Table 7. SWOT Analysis Matrix

IFAS Factor				
No	Strength (S)	Weight (B)	Rating	Total (SxB)
1	S1	0.12295082	3.4	0.4180328
2	S2	0.08606557	2.4	0.2065574
3	S3	0.10655738	2.2	0.2344262
4	S4	0.05327869	3.2	0.1704918
5	S5	0.06557377	2.6	0.1704918
6	S6	0.07377049	2	0.147541
7	S7	0.57142857	2.6	1.4857143
8	S7	0.84210526	3	2.5263158
9	S7	1.27777778	2.4	3.0666667
10	S7	0.94736842	2.6	2.4631579
11	S7	0.67857143	3.2	2.1714286
12	S7	0.1147541	3	0.3442623
Total S (a)		4.94020228	32.6	13.405086

No	Weakness (W)	Weight (B)	Rating	Total (wxB)
1	W1	1	2.6	2.6
2	W2	0.95	2.2	2.09
3	W3	0.55	3.2	1.76
4	W4	0.6	3.2	1.92
5	W1	1	2.6	2.6
1	W1	1.05263158	2.6	2.7368421
2	W2	1	2.2	2.2
3	W3	0.57894737	3.2	1.8526316
4	W4	0.63157895	3.2	2.0210526
5	W1	1.05263158	2.6	2.7368421
6	W2	1	2.2	2.2
7	W3	0.57894737	3.2	1.8526316
8	W4	0.63157895	3.2	2.0210526
9	W1	0.26666667	2.6	0.6933333
10	W2	0.25333333	2.2	0.5573333

11	W3	0.14666667	3.2	0.4693333
12	W4	0.16	3.2	0.512
13	W5	0.17333333	2.6	0.4506667
Total W (b)		1	13.8	2.6826667
Difference = Strength-Weakness			x= a-b	10.72242

EFAS Factor

No	Opportunity (O)	Weight (B)	Rating	Total (OxB)
1	O1	0.14545455	3.4	0.4945455
2	O2	0.12727273	3.2	0.4072727
3	O3	1	3.2	3.2
4	O3	1	3.2	3.2
5	O3	1	3.2	3.2
6	O3	1.5	3.2	4.8
7	O3	1.5	3.2	4.8
8	O3	0.10909091	3.2	0.3490909
9	O4	0.07272727	3	0.2181818
Total O (c)		6.45454545	28.8	20.669091

No	Threat (T)	Weight (B)	Rating	Total (TxB)
1	T1	0.13953488	3.4	0.4744186
2	T2	0.11627907	3	0.3488372
3	T3	0.15503876	3.4	0.5271318
4	T4	0.8125	3.2	2.6
5	T5	1	2.2	2.2
6	T4	0.10077519	3.2	0.3224806
7	T5	0.12403101	2.2	0.2728682
8	T6	0.13953488	2.4	0.3348837
Total T (d)		2.5876938	23	7.0806202
Difference= Oppurtunity-Threats			y= c-d	13.588471

State Islamic Institute of Kerinci is in an aggressive posture (Forward), specifically in quadrant I, as shown in the graph below (First)

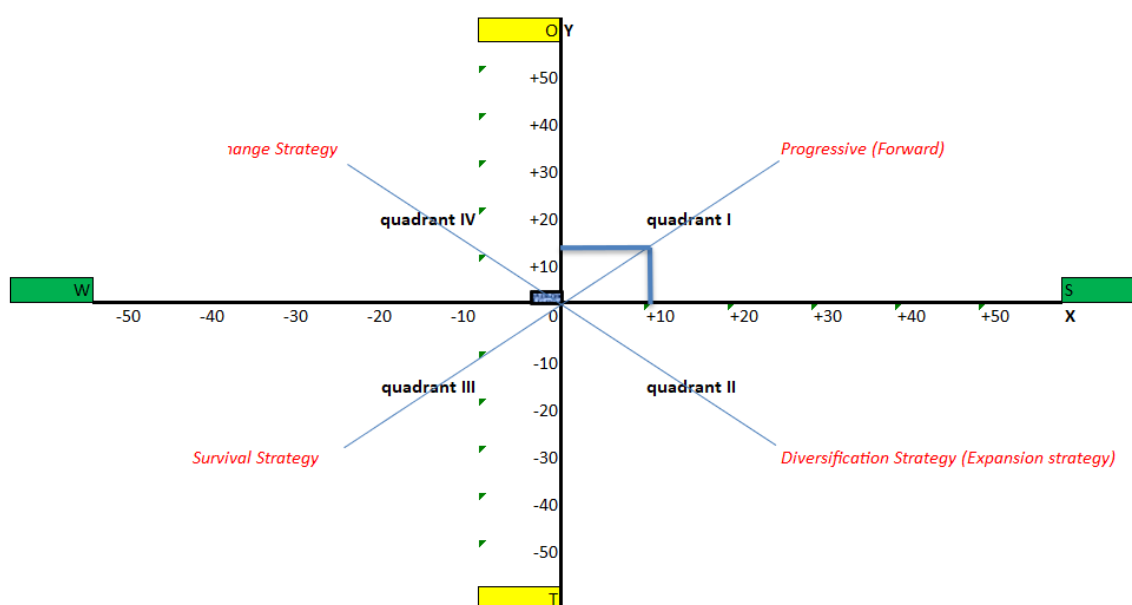


Figure 4. Position of IAIN Kerinci Marketing Quadrant in SWOT Analysis

Based on Figure 4 above, IAIN Kerinci is in Quadrant I, so it is progressing. So it needs a strong strategy. These strategies can be further elaborated as follows: Strengthening risk-based management governance with external stakeholder support and technological utilization, Enhancing the Quality Assurance System of IAIN Kerinci, Expanding national and international cooperation, Elevating the quality of faculty and staff, enabling them to access soft skill development, pursue higher degrees (Masters and PhD), and attain the position of Associate Professor or Professor, Increasing enrollment and attraction of local and international students, Enhancing educational quality to achieve higher accreditation by updating the curriculum, learning facilities, and resources, Improving supporting learning facilities, laboratories, and library resources, Allocating budgetary increases to align with improved performance in education, research, and community engagement, Enhancing the quantity and quality of research conducted by faculty and students through collaborations with other educational institutions

4. CONCLUSION

In conclusion, the application of the 7Ps marketing mix at IAIN Kerinci demonstrates a comprehensive and strategic effort to enhance the quality and competitiveness of its educational services. The institution effectively integrates key elements such as program diversification, soft skills development, career counseling, competitive tuition pricing, and a strategic campus location to meet student needs. Faculty and staff competence is prioritized through continuous professional development, while service delivery is supported by structured processes and adequate physical infrastructure. Promotional efforts, including school collaborations, event participation, and digital outreach, further strengthen the institution's market presence. However, this study is limited by its reliance on secondary data from the 2021 Self-Evaluation Report and a small set of interviews, which may not fully capture the dynamic perspectives of stakeholders or reflect recent developments. Future research should incorporate broader empirical data, including student and faculty surveys, longitudinal analysis, and benchmarking against other institutions, to provide deeper insights into the effectiveness and adaptability of the 7Ps strategy in an evolving higher education landscape.

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