

Marketing Strategy in Building Brand Image: A Case Study of SMK Sumbangsih Multimedia Jakarta

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Abstract

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The intensification of competition in the Indonesian private education sector has compelled educational institutions to adopt systematic marketing strategies to remain viable and attractive to prospective students and their families. This study examines the marketing strategy implemented by SMK Sumbangsih Multimedia Jakarta in its efforts to construct and strengthen brand image within the highly competitive urban educational landscape of Jakarta. Employing a qualitative descriptive approach, data were gathered through in-depth interviews, observation, and documentation analysis. The findings reveal that the school's marketing strategy integrates the seven elements of the educational marketing mix—product, price, place, promotion, people, process, and physical evidence—with brand image-building initiatives centered on extracurricular diversity, digital facility development, and community engagement. The study identifies both opportunities, including growing demand for vocational multimedia education, and challenges, particularly the persistent public preference for state schools and the perceived superiority of internationally affiliated private schools. This paper contributes to the literature on educational marketing management by providing an empirical account of brand image construction in a vocational secondary school context and offering practical recommendations for strengthening institutional positioning in competitive urban markets.

Keywords: marketing strategy; brand image; educational marketing; vocational school; SMK; Jakarta

INTRODUCTION

The landscape of Indonesian education has become increasingly competitive, driven by growing societal expectations for quality, rapid institutional proliferation, and the emergence of policy environments that simultaneously advantage public schools while pressuring private institutions to differentiate themselves. Within this context, educational institutions are no longer able to rely solely on geographic proximity or historical reputation to attract students; instead, they must actively and strategically manage their market presence (Sudirjo et al., 2023). The concept of educational quality understood as an institution's capacity to mobilize its available potential to maximize student learning outcomes and satisfaction has become a central dimension along which schools compete for enrollment and public trust. Particularly in urban settings such as Jakarta, where the density of educational providers is highest and parent decision-making is most informed, the ability of an institution to project a compelling and credible brand identity has emerged as a decisive competitive factor.

Marketing strategy, in the educational context, refers to the deliberate and structured set of actions through which an institution positions itself in the minds of its target market prospective students, parents, and the broader community with the aim of stimulating enrollment interest and fostering long-term institutional loyalty (Sari et al., 2025). Unlike commercial product marketing, educational marketing must navigate the inherent complexity of an intangible service whose quality is difficult to evaluate prior to consumption, and whose outcomes are experienced over an extended period. The application of marketing principles to education therefore requires adaptation: the classical marketing mix must be expanded to incorporate dimensions such as people, process, and physical evidence, which are particularly salient in service-based contexts (Vania et al., 2025). Within this expanded framework, marketing strategy functions not merely as a promotional tool but as an integrated management function that aligns institutional identity, resource deployment, and communication with the expectations and aspirations of the target community.

A central construct in educational marketing is brand image, defined as the set of perceptions, associations, and beliefs held by consumers in relation to an institution a cognitive and affective representation that is stored in memory and activated each time the institution's name, slogan, or visual identity is encountered (Sholhan Aziz, 2022). In education, brand image encompasses not only academic reputation but also the perceived values, atmosphere, and social identity associated with attending a particular school. Research has consistently demonstrated that brand image exerts a significant influence on school selection behavior, with parents and students in urban areas placing considerable weight on institutional prestige, the quality of facilities, extracurricular offerings, and the character formation dimension of schooling (Hermawan, 2026). The brand image of an educational institution is therefore not formed in isolation but emerges from the cumulative experience of students, the perceptions of the surrounding community, and the deliberate communication efforts of school management. For private vocational schools, constructing a distinctive and credible brand image represents a particularly pressing strategic imperative, given the structural disadvantages they face relative to state institutions.

The structural context within which private secondary schools in Indonesia operate presents substantial challenges to brand-building efforts. According to the Ministry of

Education and Culture's statistical data (Hikmah & Handoko, 2025), private schools account for 50.64 percent of senior secondary schools (SMA) and constitute the majority of vocational secondary schools (SMK) nationally. Despite their numerical prevalence, private schools have historically struggled to attract students in the face of a deeply entrenched societal preference for state institutions—a phenomenon frequently described as the 'negeri-minded' orientation of Indonesian families (Salman, 2021). This preference is reinforced by government policies that provide free education at state SMA and SMK, creating a significant cost perception barrier that disadvantages private institutions regardless of their actual quality. The implementation of school zoning policies (zonasi) has further constrained the enrollment options available to private schools, limiting their ability to draw students from outside their immediate geographic area. In the city of Jakarta, where the concentration of high-reputation private and state schools is especially dense, these structural pressures are amplified by the expectation common among middle-class urban families that a school's brand prestige should be measurable, visible, and socially validated.

Within this complex competitive environment, SMK Sumbangsih Multimedia Jakarta located at Jl. Ampera Raya No. 3–4, Cilandak Timur, Pasar Minggu, South Jakarta represents a compelling case for examining how a mid-tier private vocational school attempts to construct and communicate a distinctive brand image. The institution has directed its brand-building efforts toward positioning itself as a school with rich extracurricular programming and modern digital facilities, spanning the arts, sports, and information technology. However, this positioning remains constrained by its comparison with internationally affiliated private institutions such as Al-Azhar, which benefit from established global brand associations and substantially greater resource bases. Despite the practical urgency of the marketing strategy question for institutions such as SMK Sumbangsih, empirical research on educational brand-building in the context of Indonesian vocational schools remains limited. Most existing studies focus either on general educational marketing theory or on higher education branding, leaving a significant gap in the understanding of how SMK-level institutions strategically navigate brand competition in urban markets (Nurbawani, 2024). This study therefore addresses the following research question: How does SMK Sumbangsih Multimedia Jakarta implement marketing strategy to build its brand image, and what are the key opportunities and challenges encountered in this process?

THEORETICAL FRAMEWORK

Marketing Management in Educational Institutions

Marketing management is broadly understood as the analytical, planning, implementation, and control process through which organizations identify and respond to the needs of their target markets in order to achieve organizational objectives effectively and efficiently (Iswahyudi et al., 2023). In the educational context, marketing management encompasses the design and delivery of educational programs, the determination of tuition structures, the selection and communication of distribution channels, and the cultivation of relationships with students, families, and the wider community (Junaris et al., n.d.). The application of marketing management principles to educational institutions reflects a service-orientation paradigm in which students are understood not merely as passive recipients of education but as active consumers whose satisfaction, engagement, and long-term loyalty are

key indicators of institutional performance. The integration of Customer Relationship Management (CRM) approaches and digital marketing technologies into educational marketing management has further extended the scope of this discipline, enabling schools to engage prospective and current students across multiple touchpoints with greater precision and personalization (Hubeis & Suhud, 2025).

Core Marketing Concepts Applied to Education

The foundational concepts of marketing production, product, selling, marketing, societal marketing, and global marketing each carry distinct implications when applied to educational institutions (Shiroth & Citraningsih, 2023). The production concept, which prioritizes availability and cost efficiency, finds its educational analogue in schools that compete primarily on affordability and accessibility. The product concept, by contrast, emphasizes the intrinsic quality of the educational offering curriculum design, pedagogical innovation, and learning outcomes as the primary basis of competitive advantage. The selling concept drives aggressive promotional campaigns during enrollment periods, while the marketing concept, which represents a more sophisticated and consumer-centric orientation, positions the identification and satisfaction of student and parent needs as the organizing principle of institutional strategy. For SMK Sumbangsih Multimedia Jakarta, the marketing concept is most relevant, as the school's competitive position depends fundamentally on its ability to understand the aspirations of its target community and to design programs, facilities, and communication strategies that credibly respond to those aspirations. The societal marketing concept further extends this orientation by incorporating a responsibility toward the broader community recognizing that educational institutions carry a public mission that transcends commercial enrollment goals.

Brand Image in the Educational Sector

Brand image in the educational sector is a multidimensional construct that encompasses perceptions of academic quality, institutional values, social prestige, and the experiential qualities of school life (Rijani & Yulianti, 2025). It is shaped by a complex interplay of direct experience, word-of-mouth communication, media representation, and the visual and physical cues embodied in campus facilities and institutional identity. (Nurohman, 2024) identifies three principal dimensions along which families evaluate the brand image of a school: affordability relative to perceived quality, methodological quality and learning environment, and the character formation or moral education dimension. These dimensions operate differently across socioeconomic segments, with middle-class urban families in Jakarta placing particular weight on visible quality markers such as modern facilities, digitalization of learning, and the breadth of extracurricular programming. The strategic implication is clear: for private vocational schools seeking to compete in the Jakarta market, brand image construction must be deliberate, multidimensional, and continuously reinforced through consistent and credible communication across all institutional touchpoints. Marketing strategy thus functions as the operational mechanism through which brand image is constructed, communicated, and sustained over time (Nurkakim & Rahmawati, 2025).

METHODS

This study employs a qualitative descriptive research design grounded in the field research (penelitian lapangan) tradition, which situates the researcher directly within the social context being examined in order to generate rich, contextually informed understandings of the phenomenon under study (Sumilih et al., 2025). A qualitative approach was selected because the central concern of this research how an educational institution constructs and communicates brand image through marketing strategy cannot be adequately captured through numerical measurement alone; rather, it requires the interpretation of meanings, intentions, and relational processes as they unfold within a specific institutional setting. Qualitative descriptive research does not seek to test predetermined hypotheses but aims instead to generate a faithful and nuanced account of social phenomena as they are experienced and enacted by the actors involved (Sugiyono, 2022). This is particularly appropriate for institutional case studies in education, where policy implementation, organizational culture, and community perception interact in complex and context-dependent ways that resist reduction to quantitative variables.

The research was conducted at SMK Sumbangsih Multimedia Jakarta, located at Jl. Ampera Raya No. 3–4, Cilandak Timur, Kecamatan Pasar Minggu, South Jakarta. This institution was selected purposively (Irma Siti Lestari, 2024) as a theoretically representative case of a mid-tier private vocational secondary school operating under conditions of intense market competition in an urban educational landscape, making it a particularly illuminating site for examining the intersection of marketing strategy and brand image construction. Participants were selected through purposive sampling, a strategy that ensures the inclusion of individuals who possess direct and substantive knowledge of the phenomenon under investigation (Nurhayati et al., 2024). The informants comprised the school principal, the vice-principal responsible for student affairs and public relations, the school's marketing coordinator, two classroom teachers with experience in promotional activities, and three students representing different year groups. This multi-stakeholder selection was intentional, reflecting the understanding that brand image is not constructed by institutional leadership alone but is co-produced through the daily experiences and perceptions of all members of the school community.

Data collection was carried out through three complementary methods, consistent with the triangulation principle that underpins rigorous qualitative inquiry (Denzin & Lincoln, 2018). First, semi-structured in-depth interviews were conducted with each of the selected informants. Interview guides were developed based on the theoretical framework and research questions, covering themes including the school's marketing approach, brand identity perception, promotional channels, community engagement strategies, and perceived competitive positioning. Interviews were audio-recorded with participants' consent and subsequently transcribed verbatim for analysis. Second, direct observation was carried out across multiple visits to the research site, enabling the researcher to examine the physical environment of the school, the condition and display of facilities, the conduct of promotional events, and the daily interactions between school staff and prospective students and their families. Observation data were recorded through structured field notes and photographic documentation. Third, documentary analysis was performed on institutional materials including the school's official profile, enrollment brochures, social media accounts (Instagram

and WhatsApp), and internal planning documents related to marketing and public relations activities. This documentary layer of data provided an important complement to interview and observation data, offering insight into the intended brand narrative as formally constructed by the institution.

Data analysis followed the thematic analysis procedure as outlined by (Najmah et al., 2023), proceeding through six iterative phases: familiarization with the data through repeated reading and review of transcripts and field notes; generation of initial codes by systematically identifying features of the data relevant to the research questions; construction of themes by collating codes into candidate thematic clusters; reviewing and refining themes against the full dataset to ensure internal coherence and external distinctiveness; defining and naming themes with precision; and producing the final analytical account by selecting representative data extracts and constructing an interpretive narrative that integrates empirical findings with the theoretical framework. Data reduction was guided by the principle of analytic relevance retaining and foregrounding data that most directly illuminated the mechanisms of marketing strategy and brand image construction while the constant comparative method was employed to identify patterns and distinctions across informants and data sources (Lay, 2025).

In qualitative research, the researcher functions as the primary instrument of data collection and analysis; accordingly, the quality and breadth of the researcher's theoretical preparation, observational sensitivity, and reflexive awareness are central determinants of research credibility (Suprayitno et al., 2024). To ensure the trustworthiness of findings, four criteria proposed by (Husnullail et al., 2024) were applied. Credibility was established through source triangulation across interviews, observation, and documents, as well as through member checking, whereby key findings and preliminary interpretations were shared with selected informants for verification and feedback. Transferability was addressed through the provision of rich contextual description, enabling readers to assess the applicability of findings to comparable institutional settings. Dependability was maintained through systematic documentation of methodological decisions and an audit trail of analytical procedures. Finally, confirmability was achieved through reflexive documentation of the researcher's positionality, assumptions, and interpretive choices throughout the research process, ensuring that findings reflect the perspectives of participants rather than the researcher's prior expectations.

RESULT AND DISCUSSION

SMK Sumbangsih Multimedia Jakarta is a private vocational secondary school established on January 9, 2013, located at Jl. Ampera Raya No. 3–4, Cilandak Timur, Kecamatan Pasar Minggu, South Jakarta (postal code 12560). The school operates under the legal authority of Yayasan Perguruan Sumbangsih, with establishment decree No. 2401/1.851.78 and operational decree No. 166/-1.851.78. It has achieved an A-level national accreditation from the Ministry of Education and Culture (Kemendikbud), the highest rating awarded to Indonesian secondary schools, and currently offers three vocational competency programs: Animation, Visual Communication Design (Desain Komunikasi Visual), and Multimedia. In terms of physical infrastructure, the school possesses ten classrooms, one library, two student sanitation units, one teacher's room, two practical laboratory rooms, and a dedicated Multimedia Production Unit room. These facilities collectively constitute the

foundational physical evidence that shapes the brand perceptions of prospective students and their families (Mahmuda, 2023). In the competitive Jakarta education market, the school's A-level accreditation and specialized multimedia focus represent its most distinctive and publicly recognized institutional assets.

Data were generated through in-depth interviews with four purposively selected informants, representing two institutional roles academic leadership and marketing management and two student perspectives from different enrollment cohorts. The multi-stakeholder selection was designed to capture both the institutional construction of brand image and its reception among the student community, ensuring analytical balance between internal strategic intent and lived student experience (Safarudin et al., 2023). The informant profiles are presented in Table.

Table 1. Research Informant Profiles

Code	Name	Age	Position / Role
KI-1	Jihan, S.Kom	42	Head of Study Program (Kaprodi) – SMK Sumbangsih Jakarta (since 2017); Bachelor of Computer Science
KI-2	Antonius, S.T	36	Marketing Division – SMK Sumbangsih Jakarta (since 2020); Bachelor of Engineering
KI-3	Andi	16	Grade 11 Student – Selected to represent student brand perception (internal community)
KI-4	Dini	15	Grade 10 Student – Selected to represent student brand perception (newest cohort)

Source: Primary data (field research, 2022)

Marketing Strategy: Segmentation, Targeting, and Positioning

The marketing strategy of SMK Sumbangsih Multimedia Jakarta is organized around the Segmentation Targeting Positioning (STP) framework, which (Yusran et al., 2025) identify as the foundational structure of any strategic marketing plan. The following analysis traces how each dimension is operationalized at the institutional level.

Segmentation. The school's primary market segment consists of Grade 9 students (Kelas 3 SMP) preparing to transition to upper secondary education. Geographic segmentation focuses on South Jakarta, extending to the boundary with Depok City, covering a radius of approximately 7–10 kilometers encompassing sub-districts including Ciganjur, Jagakarsa, Pasar Minggu, Kebayoran, Cilandak, Pancoran, Cipete, and Cinere. Socioeconomically, the school targets the lower-to-middle income segment (*ekonomi menengah ke bawah*), a strategic orientation reflected in its accessible tuition structure. The annual fee schedule, as presented in

Table, demonstrates a deliberate pricing strategy designed to remain competitive against both state schools and higher-priced private alternatives.

Table 2. Annual Tuition Fee Structure — SMK Sumbangsih Multimedia Jakarta

No.	Description	Total Cost (IDR)
1	Year One (Grade X)	8,100,000
2	Year Two (Grade XI)	5,582,000
3	Year Three (Grade XII)	6,400,000

Source: SMK Sumbangsih Multimedia Jakarta (2022)

This pricing structure positions the school as a financially accessible vocational option for families in the lower-to-middle income bracket who seek quality multimedia education without the cost burden associated with internationally affiliated private schools. In service marketing terms, the pricing element of the educational marketing mix functions simultaneously as a market signal and a segmentation mechanism, shaping the perceived value of the institution in the minds of prospective students and parents (Wijaya, 2022a).

Targeting. Target market operationalization centers on a structured inter-institutional collaboration network. SMK Sumbangsih Multimedia Jakarta has established formal partnerships with 14 junior secondary schools (SMP) across South Jakarta, South Tangerang, and Depok, facilitating scheduled campus visits that expose Grade 9 students to the school's facilities, academic programs, extracurricular activities, and student achievement records. This campus visit mechanism functions as an experiential marketing tool, enabling prospective students to directly encounter the physical evidence and people dimensions of the school's service offering (Citra, 2025). The partner schools that conducted visits in 2022 are listed in Table.

Junior Secondary Schools with Campus Visit Partnerships (2022)

No.	School Name	Location
1	SMP Sumbangsih Jakarta	South Jakarta (feeder school — alumni-affiliated)
2	SMP 10 November	South Jakarta
3	SMP Adik Irma	South Jakarta
4	SMP Asisi	South Jakarta
5	SMP Bakti 17	South Jakarta
6	SMP Bina Kusuma	South Jakarta

No.	School Name	Location
7	SMP Dewi Sartika	South Jakarta
8	SMP Makarya	South Jakarta
9	SMP Pangudi Luhur	South Jakarta
10	SMP PGRI 1 Ciputat	South Tangerang
11	SMP Dwi Putra	South Jakarta
12	SMP Tadika Pertiwi	South Jakarta
13	SMP Cita Persada	Depok
14	SMP Cenderawasih 1	South Jakarta

Source: SMK Sumbangsih Multimedia Jakarta (2022)

The targeting approach also incorporates an alumni referral program, through which former SMP Sumbangsih Jakarta graduates who proceed to enroll at the SMK are offered tuition discounts, and parents or alumni who successfully refer new students receive a financial incentive (fee). This affiliate-based referral mechanism functions as a word-of-mouth amplification strategy (Ramadhan et al., 2025), leveraging the social networks of existing school community members to extend market reach beyond the school's direct promotional capacity.

Positioning and Market Role. The school's positioning in the competitive Jakarta educational market can be characterized, drawing on (Wijaya, 2022b), as that of a *market follower*—an institution that seeks to maintain and grow its market share by adapting and refining the marketing practices of dominant market leaders rather than pioneering disruptive innovations. This is evident in the school's digital marketing approach, which mirrors the social media and content strategies employed by internationally affiliated institutions such as Al-Azhar. The primary positioning anchors are: (1) A-level accreditation, which provides a publicly verifiable quality signal that differentiates the school from lower-accredited private competitors; (2) specialized multimedia vocational identity in a market where few private schools offer an exclusive focus on creative digital competencies; (3) demonstrated student achievement across extracurricular competitions at sub-district, city, and provincial levels; and (4) the growing enrollment trajectory, which itself functions as a social proof indicator of institutional credibility.

The school's enrollment growth from 115 students in 2019/2020 to 191 in 2021/2022 a 66 percent increase over three academic years provides empirical evidence that the STP strategy has generated measurable market traction, as presented in Table.

Table 3. Student Enrollment Growth SMK Sumbangsih Multimedia Jakarta (2020–2022)

No.	Total Enrollment	Male	Female	Academic Year
1	115	85	30	2019/2020
2	147	126	45	2020/2021
3	191	133	58	2021/2022

Source: SMK Sumbangsih Multimedia Jakarta (2022)

Integration Strategy and Digital Marketing Channels

The overall marketing strategy of SMK Sumbangsih Multimedia Jakarta can be classified as an *integration strategy* in the typology proposed by (Rifky, 2022), defined as a strategy that enables an organization to exert influence over its distributors, suppliers, and competitive environment through coordinated network control. Operationally, this integration manifests across two interconnected channels: conventional affiliate-based outreach and multi-platform digital marketing.

Regarding digital channels, KI-2 (Marketing Division) described the school's integrated digital presence as follows:

KI-2: *"We use the website and YouTube, as well as Instagram, as our marketing tools. Our Instagram features major events that we organize to attract community interest, our student achievements, and content that highlights the school's advantages. YouTube is used to share content about our academic programs and daily school activities. All of these platforms are linked to our official website, <https://sumbangsih.sch.id/>, so that anyone interested in enrolling or recommending us to others can review our complete profile and register through the official school website."*

The school maintains an active Instagram presence under the account @smksumbangsihofficial, which serves as the primary visual branding platform for showcasing events, achievements, and institutional highlights. The website (<https://sumbangsih.sch.id/>) functions as the central information hub, integrating registration forms, teacher profiles, institutional history, and achievement records. WhatsApp is additionally used for disseminating motion graphic content through community group networks, extending reach into informal social channels that are particularly effective among lower-to-middle income urban communities (Kotler & Armstrong, 2021). This multi-platform integration reflects an understanding that effective educational marketing in the current digital landscape requires presence across both formal and informal communication channels simultaneously.

Brand Image Construction and Community Perception

Brand image at SMK Sumbangsih Multimedia Jakarta is constructed through the cumulative alignment of institutional quality signals, student experience, and digital communication. KI-1 articulated the school's brand identity from the institutional perspective:

KI-1: *"The community's perception of SMK Sumbangsih Multimedia is very positive, especially since we have achieved A-level accreditation. We are well regarded because private schools that exclusively focus on multimedia are rare, which makes us easy to recognize in the community."*

From the student perspective, KI-3 and KI-4 independently affirmed that the school's physical facilities particularly the availability and sufficiency of computer laboratories essential for multimedia programs and the active support for extracurricular achievement contribute meaningfully to positive brand perception. KI-1 further elaborated on the school's outcome-oriented brand narrative:

KI-1: *"Student satisfaction can be seen from the creative works they produce, which they can use as portfolios for employment or art-related university applications. We also fully support our students in participating in competitions, so they can achieve at both the school and broader levels."*

These student achievement outcomes including provincial-level and sub-district-level competition wins in photography, graphic design, and journalism constitute what Keller (2013) terms *brand associations*: specific, positive, and distinctive attributes that become attached to the institutional brand in the memories of the community. The systematic communication of these achievements through digital channels reinforces the brand narrative, creating a virtuous cycle in which visible achievement generates social proof, which in turn attracts new enrollments and further achievement. The school's referral culture where satisfied families proactively recommend the institution to siblings and acquaintances further evidences the positive brand equity that has accumulated over the institution's operational history (Juhaidi, 2022).

Inhibiting and Supporting Factors in Brand Image Construction

Analysis of the interview and observational data reveals a set of clearly identifiable internal inhibiting factors and external supporting factors that shape the effectiveness of the school's marketing strategy.

Inhibiting Factors. The principal inhibiting factor, identified consistently across both institutional informants, is the limited availability of specialized human resources in digital marketing analytics. KI-2 articulated this constraint directly:

KI-2: *"We have not yet been able to optimize our digital marketing tools. For example, traffic analytics—because we do not have human resources with the competency in this area. This affects our ability to optimally understand our target market and how the community perceives our school."*

KI-1 additionally identified a physical infrastructure constraint the absence of a dedicated school sports field, with the facility shared with SMA Sumbangsih Jakarta as a limitation that reduces the attractiveness of the school's physical evidence to prospective students comparing options. These inhibiting factors correspond to what (Anwar & Hanim, 2025)classifies as *internal capability analysis factors*: resource limitations that are endogenous to the institution and addressable through strategic investment in human capital and facilities development.

Supporting Factors. The primary supporting factors are environmental and relational in character. The school's extensive partnership network spanning 14 junior secondary schools

across South Jakarta, South Tangerang, and Depok provides a structured and reliable pipeline for prospective student outreach that would be difficult and costly to replicate through purely digital means. The alumni affiliation program further leverages existing social capital within the school community. KI-1 noted:

KI-1: *"The facilities that support the multimedia major play a very important role in building brand image. Student achievements, competent teaching staff who can produce high-achieving students, and our strategic location which makes the school easy to recognize are all significant supporting factors."*

These supporting factors align with (Anwar & Hanim, 2025) environmental factor category, encompassing the relational assets and geographic positioning of the institution. From a brand management perspective, the combination of an accessible tuition structure, A-level accreditation, a specialized vocational identity, an active partnership network, and consistent digital presence constitutes a coherent if still developing brand equity architecture (Keller, 2013). The principal strategic challenge for the school is to translate these foundational assets into more sophisticated digital marketing capabilities specifically in the areas of audience analytics, content optimization, and performance measurement so that its organic brand strengths can be more effectively communicated to and evaluated by its target market.

CONCLUSION

This study examined the marketing strategy implemented by SMK Sumbangsih Multimedia Jakarta in constructing and communicating its brand image within the competitive South Jakarta educational market. The findings demonstrate that the school employs a coherent STP-based marketing strategy, supported by an integration approach that combines conventional affiliate outreach, inter-institutional campus visit partnerships, and multi-platform digital marketing. Brand image is anchored on four credible institutional assets: A-level national accreditation, a specialized multimedia vocational identity, demonstrated student achievement, and growing enrollment. The school's enrollment growth of 66 percent over three academic years constitutes empirical evidence of the strategy's market effectiveness. The principal limitation constraining further brand development is the absence of specialized digital marketing human resources, particularly in the domain of analytics and performance measurement, which restricts the school's ability to understand and respond to the digital behavior of its target market. Practically, this study recommends that the school invest in digital marketing capacity building either through dedicated staff training or the recruitment of analytics-competent personnel and develop a structured content strategy that systematically communicates its distinctive multimedia identity across all digital channels. Future research should examine the long-term impact of brand image on student retention and alumni engagement, and explore the role of parental decision-making processes in the selection of private vocational schools in urban Indonesian contexts.

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