

Effective Strategies in School Promotional Management: A Case Study at MTs Al Kautsar Yogyakarta

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Abstract

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This research aims to analyze the promotional management activities related to (1) Planning, (2) Organizing, (3) Implementing, and (4) Supervising carried out at MTs Al Kautsar Yogyakarta. The research employs a qualitative approach with a case study methodology. The subjects of the research include the foundation, school principals, teachers, and students. Data collection was conducted through interviews and documentation, while data validity was ensured using triangulation. The data analysis involved three stages: data reduction, data presentation, and verification. The results of this research are as follows: 1) Planning: School promotion planning begins with an analysis conducted by the KS to determine the goals and budget, which are then submitted to the foundation. The final meeting, attended by the foundation, school principals, and senior teachers, involves determining promotional strategies, media, and techniques. The school targets are then implemented by senior teachers. A reduction in funds occurred because the school did not have a sponsor. The outcomes of the promotional meeting were documented in minutes. 2) Organizing: The foundation initiates the organizing process by selecting teams based on seniority. Information about activities is conveyed verbally, and there is no official decree regarding the structure or duties of each member. 3) Implementing: Door-to-door promotional activities are conducted directly at schools and other locations by distributing brochures. 4) Supervising: The foundation supervises the entire process, starting with planning by making decisions on goals and budgets, organizing by selecting a core team, and implementing by monitoring promotional activities.

Kata kunci:

Manajemen, Promosi,
Sekolah

Abstrak

Penelitian ini bertujuan untuk menganalisis kegiatan manajemen promosi yang berkaitan dengan (1) Perencanaan, (2) Pengorganisasian, (3) Pelaksana, dan (4) Pengawasan yang dilakukan di MTs Al Kautsar Yogyakarta. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Subjek penelitian yayasan, kepala sekolah, guru, dan siswa. Pengumpulan data menggunakan wawancara dan dokumentasi; keabsahan data menggunakan triangulasi dan analisis data melalui tiga tahap yaitu reduksi data, penyajian data, dan verifikasi. Hasil penelitian dibawah ini (1) Perencanaan promosi sekolah diawali dengan analisis yang dilakukan oleh KS untuk menentukan tujuan dan anggaran yang diserahkan kepada yayasan. Hasil akhir rapat dihadiri oleh pihak yayasan, kepala sekolah, dan guru senior dan dilanjutkan dengan penentuan strategi promosi, media promosi, dan teknik promosi. Guru senior melaksanakan target sekolah. Pengurangan dana terjadi karena pihak sekolah belum memiliki sponsor. Hasil rapat promosi dituangkan dalam notulen. (2) Pengorganisasian diprakarsai oleh yayasan yang memilih tim berdasarkan senioritas. Informasi mengenai kegiatan disampaikan secara lisan, dan tidak ada keputusan mengenai struktur atau tugas masing-masing anggota. (3) Kegiatan promosi door to door dilakukan langsung di sekolah dan sekolah lain dengan cara meninggalkan brsur. (4) Pengawasan dilakukan oleh yayasan, mulai dari perencanaan dengan mengambil keputusan mengenai tujuan dan anggaran, pengorganisasian dengan memilih tim inti, pelaksanaan dengan menanyakan kegiatan promosi yang telah dilakukan,

INTRODUCTION

According to the online news New Detik Com, schools still lack students. In the 2018/2019 school year, 2 public junior high schools in the Sleman district of the Special Region of Yogyakarta always lacked students every year. Namely, SMPN 3 Prambanan still lacks 42 students, and SMPN 4 Prambanan still has less than 18 students from capacity (Bappeda, 2021). Even though other schools have met the quota that has been set. Finally, the Head of Junior High School of the Sleman Education Office gave leeway to schools to continue implementing the New Student Registration (PPDB) with a manual system. If many register, the school will eventually use the ranking system, and if it is not fully loaded, it will still be allowed to carry out teaching and learning activities (Hanafi, 2018). Based on the Head of the Sleman District Education Office, the 2020/2021 school year in several public and private elementary and junior high schools has not met the student quota. Based on provisional data reported by (Bappeda, 2021), public and private elementary schools have a capacity of 18,055 students, which have received 13,221 new students and are still short of 4,834 students. This also happens at the junior high level. Public junior high schools with a buoyancy capacity of 7,904 students still lack 22 student quotas, and private junior high schools with 6,400 students still lack 1,498 quotas (Christiyaningsih, 2020).

Student shortages in some schools can be caused by factors affecting public interest. First, the location is less strategic. Suppose the school is in a less strategic location, meaning it is not easy to reach. In that case, the entrance to the school is rocky, and there are lots of puddles during the rainy season, which will reduce the community's attractiveness to attend the school (Prihatin & Ahmad, 2020). Second, the cost of Education. No matter how expensive the cost of education is, if it is not balanced with quality results, the community will choose schools with low costs but the same quality (Prihatin & Ahmad, 2020). In addition, due to the family's economic condition, people will prefer public schools over private schools. Third, the school's attention to students and the community (Wahyuni, 2020). Schools are organizations that carry out teaching and learning activities to improve student's abilities (Minsih et al., 2019). The presence of schools aims to carry out education to produce quality Human Resources (HR). Through education, human resources will be prepared to address spiritual abilities, intelligence, and skills (Windiarto et al., 2019). This educational concept aligns with the national education goals in Indonesia. In Law number 20 of 2003, article 3 concerning the national education system states that the purpose of national education is to create or develop the potential of students to become human beings who believe, are devoted to God Almighty, have noble akhlak, healthy, knowledgeable, creative, capable, independent and democratic and responsible (Mantiri, 2019). Thus, the presence of schools can realize the goals of national education.

Schools are also expected to be able to provide quality education, such as producing graduates who are following what the community needs (Zamakhsyah & Supriyanto, 2020). This condition has one of the positive impacts on schools, namely competition to maintain schools. Schools increasingly show their best quality and strength to increase public interest in choosing schools more strictly (Jelantik, 2015). This happens in both private schools under the auspices of the foundation and public schools under the auspices of the government; both religious and public schools and schools in urban and rural areas all want to number the best.

The increase in the number of schools aims to accommodate students who want to study. One of the cities in Indonesia that is organizing and developing its education is Yogyakarta. This is evidenced by the selection of Yogyakarta and Sleman as Smart City Pilot Projects (Faidat & Khozin, 2018). Yogyakarta City was chosen because Yogyakarta is famous as the city of students. In addition, this program is also under the vision of the city of Yogyakarta, namely "The Realization of a City of Quality Education, Character and Inclusiveness, Culture-Based Tourism, and Service Service Centers, which are environmentally and people's economic insight" (Faidat & Khozin, 2018). In the 2020/2021 school year, the number of schools in the Special Region of Yogyakarta, Sleman Regency amounted to 5,252.00 with classifications based on their education levels, namely SD 2,011.00, SMP 524.00, and SMA 84.00 (Bappeda, 2021) where the number of school-age children, namely 197,148 people with divisions based on their education levels, SD 103,874 people, SMP 48,891 people, SMA 44,383 people (Hakim et al., 2021).

Competition also occurs in Islamic Education Institutions at the Tsanawiyah Madrasah/MTs level. Based on data from the Center for Informatics Data and Islamic Studies (CIDIES), the Ministry of Religion and the Education Management System (EMIS) database, the Director General of Islamic Education, and the Ministry of Religious Affairs, it is written that Tsanawiyah Madrasahs/MTs in Indonesia in the 2020/2021 academic year The large number of private MTs will make competition in attracting public interest in choosing A school is getting tighter. The school continues to make various efforts to maintain the school, including promoting school activities. One of the schools that has implemented promotion management is Madrasah Tsanawiyah (MTs) Muhammadiyah Jayapura. To hold promotional activities, the school conducts promotion management by designing and implementing various programs to increase student interest (Sugiyanto & Santosa, 2021). One of the schools in Yogyakarta, Sleman Regency, currently implementing school promotion is MTs Al Kautsar Yogyakarta. MTs Al Kautsar Yogyakarta is a private school under the auspices of religious prudence and one of 75 private MTs competing to be able to increase student interest. Based on this, the condition of promotional activities that are not well organized with the planning of promotional activities is uncertain. The organizational structure that has not been arranged is related to the person in charge and the tasks owned. Based on the abovementioned problems, this study is entitled "School Promotion Management at MTs Al Kautsar Yogyakarta".

RESEARCH METHOD

The type of research used is qualitative with a case study method. The research will be carried out at the MTs-MA AL KAUTSAR Yogyakarta Islamic Boarding School which is located in the Al Kautsar Education Complex, Gabahan V No. 16, RT. 06RW. 12, Sumberadi, Gabahan, Regency, Mlati District, Sleman Regency, Special Region of Yogyakarta, 55288. The reason this school was chosen was because it was a school that was in urgent need of research. Schools that require immediate analysis to carry out research activities. The focus of the research is at the junior high school (SMP) level. The reason for choosing the junior high school level was because the junior high school had been established for five years and received B accreditation, and for five years the target the school wanted to achieve had not been successful. Foundation research subjects, school principals, teachers, and students. How to select respondents using purposive sampling where the consideration is that the sources are actors who have carried out a series of promotional preparation activities up to the promotion and the end of the promotion. Data

collection used interviews and documentation, data validity used triangulation, and data analysis was carried out through three stages, namely data reduction, data presentation, and verification.

RESULT AND DISCUSSION

School Promotion Badge

Planning is a basic activity in management. Planning activities are used to determine goals and strategies and elaborate on them (Batlajery, 2016). Planning can be interpreted as an activity to choose and determine what will be done to achieve organizational goals in the future (Mulyono et al., 2021). MTs Al Kautsar Yogyakarta, before carrying out promotional activities, the school held a planning first. This is evidenced by the meeting on October 10, 2021 at 08.50WIB Figure 3. Minutes of the First Meeting of School Promotion 224. Senior teachers at MTs Al Kautsar Yogyakarta and the foundation carried out planning activities. At the first meeting, the teachers and foundations discussed the targeting of promotional activities, promotional activity strategies, promotional media, and financing.

The goal-setting process is carried out outside the first meeting. Based on the data, it was found that the principal made the purpose of promotional activities, and the foundation was consulted to obtain input or revision. The final result of the objectives will be presented at the meeting. Thus, parties other than the principal and the foundation are not involved in goal-setting (Mukmin, 2020).

In schools, planning is used as a basic activity to develop strategic plans by conducting internal and external analyses (Rangkuti et al., 2015). Internal analysis activities can be carried out by determining school strengths, weaknesses, opportunities, and threats that the school will face. Meanwhile, external analysis can be done by collecting data about competitor schools in school promotion activities (Wijaya, 2012). Analysis activities are carried out by only one person, and the others are not carried out. Based on the data results, the analysis was carried out internally by obtaining information on the school's strengths, vision, and programs in school activities and the cottage (Nuryanto, 2017).

In addition, in the meeting activities, verbal evaluation will be delivered regarding the causes of failure and success that occurred in the previous year's promotional activities. The information conveyed is not based on records but on what is remembered. This means that the first meeting activity is used to conduct verbal evaluation activities related to promotional activities in the previous year. In the data results, it has also been submitted that the school does not have administrative evidence of evaluation reports on promotional activities. Even so, the purpose of promotional activities is still decided, and the final result is conveyed (Mukmin, 2020).

Planning activities can be carried out through several stages. First, conduct internal and external analysis. Second, determine the purpose of the activity. Third, a strategy must be set (Muadin, 2017). Fourth, determine the target of the activity. Fifth, draw up a plan. Sixth, promotion programs. Finally, a budget must be prepared (Thamrin & Farncis, 2012). This stage will help the school formulate a plan to effectively and efficiently achieve the goal.

MTs Al Kautsar Yogyakarta carried out the seven planning stages during the meeting. The reason for determining the purpose of the planning stage is based on the school situation and the experience of implementing activities in the previous year. In setting the activity plan, the foundation leaves it to the team to organize unless setting goals and budgets must be approved in advance. In the first stage, one of the schools conducts a special analysis of the school's strengths related to the vision, mission, and programs of school activities. The analysis of weaknesses is

carried out jointly based on experience. Meanwhile, threats, opportunities, and external analysis have not been carried out (Nuryanto, 2017).

In the second stage, goal setting is carried out by considering the results of the analysis of advantages and the school situation that will produce activity goals. The purpose of school promotion activities is to have a study group with 28 students. This is in line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 17 of 2017 concerning the Admission of New Students. The school has not dared to expect more because, from year to year, the number of students at MTs Al Kautsar Yogyakarta is 7 students.

In the third stage, the school chooses to carry out school introduction activities through promotion. Strategies to improve promotion quality are carried out through segmentation (mapping), targeting (target), and positioning (Chotimah, 2017). The mapping was done by looking for information about elementary schools in Yogyakarta. Furthermore, the target is carried out by selecting schools with Islamic religious backgrounds. Positioning is carried out during promotional activities in schools that are the target of promotional activities. In addition, strategy setting is also supported by facilities and infrastructure in the form of internet, computers, and transportation equipment provided by schools and foundations. Transportation is used to carry out promotional activities where the school's location is far away. The foundation will bear car sales and gasoline costs.

In the fourth stage, the school's determination is carried out by Ibu AI. The schools that have been selected at the strategy determination stage are 58 schools plus all Muhammadiyah Elementary Schools or IT or MI Elementary Schools in Kutoarjo, Magelang, Lampung, and Jambi, which are the targets of promotional activities by MTs Al Kautsar Yogyakarta. The list of schools targeted by promotional activities and places can be seen in Table 2. List of Target Schools, Promotional Activities, and School Locations on page 146. The choice of school was not only because of the distance but also because the school responded well the previous year by allowing MTs Al Kautsar Yogyakarta to carry out promotional activities. Thus, the school will be re-elected.

In the fifth stage, the school promotion plan is carried out through advertising, face-to-face promotion, direct promotion, and public relations. Promotional activities through advertising are carried out by making brochures and pamphlets and conducting introduction activities on social media by uploading information related to school promotion activities. Face-to-face promotion is carried out in schools in a door-to-door manner. Door-to-door activities are chosen because they are effectively carried out. Through door-to-door activities, the school will meet directly with guardians and prospective students to interact directly (Setiawan, 2017).

Promotional activities that can be done to attract public attention are through public relations. Promotion techniques through public relations are carried out directly by the foundation. Mr. TR, the foundation and public relations party, visited the community. This is done to influence school residents' perceptions, opinions, beliefs, and attitudes towards schools (Gojali, 2019). Mr. TR assured us that school funding is flexible and that even students with orphaned backgrounds are free of charge.

In the sixth stage, the preparation of promotional programs through the media is used. The media used is based on who the target of promotional activities is. The school chooses print media, social media, and oral techniques. Meanwhile, the media planned a parent meeting. The print media used are brochures because the promotion target is schools and pamphlets. After all, the target of activities is the general public (Ariyani, 2020). Social media is used in the school web, WhatsApp, and the web because of its wider reach. Schools use information on social media to

provide information on student activities. Thus, the community will know the activities or programs of cottages and schools. The oral technique is used in home and school visits (Gusliana & Abdillah, 2022).

The final stage is the preparation of the budget. The principal carries out budgeting by looking at the previous year's budget and current conditions. The results of the budget preparation will be submitted to the foundation for approval. If the foundation feels something should be reduced or abolished, it will be done. Funds will be released by the foundation when the activity is carried out. Sponsorship of promotional activities is only from the foundation.

Organizing School Promotion

In organizational activities, coordination is needed to avoid possible bad possibilities, and all members should be reminded of each other (Maujud, 2018). Coordination can be done by determining the schedule of activities that all members will carry out or only one person. The team has prepared the existing schedule, where weekly activities are arranged to be carried out. However, activities often regress due to school activities. In addition, schedules are submitted or made orally and have not been written.

Organizing activities can be carried out through several stages. The stages of organizational activities include the delivery of goals to be carried out, explaining in detail the tasks and responsibilities that must be carried out, and grouping activities (Rais, 2019). MTs Al Kautsar conveys the objectives set in the meeting based on the results of revisions or approval from the foundation. A detailed explanation of the task has not been carried out because there is no concrete evidence. Mrs. YI does all the flows and the composition of more work.

The grouping of activities is carried out independently by Mrs. YI. Several stages of organizational activities have been carried out, but they have not succeeded in bringing the promotion team to achieve the goal. Based on the data found, it is known that the members of the school promotion team have not understood the task at hand. This can be proven because the goal has not been achieved, and the work has not been done optimally. This problem arises due to a lack of communication and school promotion activities that have not been carried out or delayed. In addition, due to the small number of promotion teams and many activities, the promotion team has not been maximized in carrying out its activities (Nuryanto, 2017).

In practice, the functioning of the organizational structure cannot be maximized. The function of the organizational structure is to streamline responsibilities, explain positions, explain relationship paths, and clarify job descriptions (Alazeez et al., 2024; Chande, 2023). The school promotion team has not been able to explain the positions and responsibilities carried out clearly and in detail in writing as a guide for supervisory activities. Meanwhile, clarity of responsibility has been conveyed to several parties trusted as coordinators, and clarity on the relationship path will all be handed over to one party, namely the principal (Sugiyanto & Santosa, 2021).

Implementation of School Promotion

Promotional activities that the school has carried out are door-to-door, brochures, banners, giving discounts, and promoting through social media. This is in line with the theory that says techniques that can be used, such as door-to-door to the targeted school, distributing brochures to schools, putting banners on the street or near the school location, organizing events (workshops, competitions), giving discount discounts for registration in a certain month or how many first registrants, collaborating with community leaders, and promoting through social media

(school website, Instagram, Youtube, Facebook, and so on) (Rahmat, 2021). The school has implemented the techniques presented, and there are still those that have not been implemented.

The promotion team has not been recorded in an orderly manner as proof that it has carried out its duties as a promotion team. The promotion team will invite students to participate directly in promotional activities if the school allows it. However, the promotion team does not assist outstanding students and only teaches. Preparation is carried out independently by outstanding students. Meanwhile, if the school does not allow promotional activities, the promotion team still makes efforts by leaving brochures or pasting pamphlets at school. After that, the promotion team will prepare rewards in the form of mugs with school logos, calendars, and wall clocks that will be given to prospective students and destination schools (Gusliana & Abdillah, 2022).

On the other hand, the foundation checks the promotional team's equipment, such as permits, brochures, and registration forms. Preparatory activities focus more on busy promotion administration, rewards, and promotional activity ideas. However, the promotion team has not compiled what kind of promotional activities will be carried out and the role of outstanding students in their implementation, and it has adopted the form of follow-up brochures left at school (Komarodin & Rofiq, 2023; Mukmin, 2020; Ratna & Syafi'i, 2023).

Implementation of promotional activities by the promotion team at the school, which has obtained permission from the school. The promotion team gets one hour to implement the activity. When the promotion team arrives at the school, the promotion team will be directed to the room where the 6th-grade students have been gathered. The first thing the promotion team does is to condition the atmosphere with greetings. After that, we continued with introductions from the promotion team, stories about MTs Al Kautsar Yogyakarta about cottage and school programs, school conditions, and learning; then, outstanding students in this activity read the Quran, outstanding students talked about daily activities and ended with a closing. When delivering about schools, students will be distributed brochures by the promotion team (Maulana et al., 2022).

Promotional activities get a good response from students. This can be seen from the students' atresias when they ask the promotion team questions. Active students will also receive rewards from the promotion team. Promotional activities in schools are carried out by all teachers, both where teachers only leave brochures or are directly involved in face-to-face promotions in front of students. Implementing promotional activities through door to door has several obstacles (Nuryanto, 2017).

First, promotional activities in front of grade 6 elementary school students are less effective. This is because parents still determine whether students should continue their education. If so, the promotion team should conduct promotional activities through special meetings or engage in guardian meetings at the school. However, the promotion team declined several times due to scheduling conflicts. Second, permission to carry out promotional activities directly is complicated by schools (Nuryanto, 2017).

Some schools provide conditions that the promotion team must do to get permission. Third, the method of promotional activities that are still carried out verbally is irrelevant to the conditions of the times. The promotion team verbally conveys information related to school promotion to students without the help of other media. This will cause fatigue for the promotion team because they have to keep talking, which is not yet optimal in attracting students' attention because of the monotonous profile bearing. Fourth, the promotion team has not acted on information to the school (Mukmin, 2020).

At some schools, the promotion team left brochures and posted pamphlets asking for school numbers. After that, the promotion team did not follow up by asking about the brochure prospects that had been submitted. Fifth, lack of members in promotional activities. Limited manpower in implementing school promotions hinders maximizing face-to-face promotional activities. Sixth, there has been no cooperation between the promotion team and certain parties. The intended form of cooperation is the provision of rewards to schools or someone who has succeeded in bringing new students to join MTs Al Kautsar Yogyakarta (Maulana et al., 2022).

In making school brochures, the components presented are school profiles, rules, and conditions for accepting new students, admission calendars, financial information, and school excellence programs (Zulmayana, 2018). In Figure 6. MTs Al Kautsar School Yogyakarta Promotion Brochure Part 1, page 221 and Figure 7. MTs Al Kautsar School Promotion Brochure Yogyakarta Part 2 page 222 financial component is not displayed. This is because the finances have not been set by the foundation; even when someone comes to the school and asks about finances, they will be given a financial list from the previous year.

Making print media materials has no time limit target given. When the material is available, it will be immediately disseminated or printed by teachers and polytheists through social media owned by schools and individuals. However, if there is none, it will wait until the material exists. This contradicts the purpose of promotion where one of the goals is to remind. If the material creation time is long and the promotion team does not do it, people can forget the information they have heard. Promotional activities through social media get responses from the community, and people come directly to see the situation (Sugiyanto & Santosa, 2021). Apart from this, there has been no response from the community. Promotional activities through social media have encountered obstacles, namely the fact that the school does not have experts in the IT field other than Mr. BY. This caused the promotion team to wait only for promotional materials from Mr. BY.

Promotional activities are a means to convey information and ensure that the community will benefit from schools (Prihatin & Ahmad, 2020). Through promotional activities, schools can convey the advantages obtained when or after studying at MTs Al Kautsar Yogyakarta. The advantages of MTs Al Kautsar Yogyakarta are undetermined 24-hour learning obtained in other schools, cottage programs in schools, extracurricular activities, and religious activities. This is because the concept built is a cottage for students attending MTs Al Kautsar Yogyakarta, a religious nuanced school. After studying at school, students still study again in the cottage with the assistance of music. At MTs Al Kautsar, which has a private Islamic school background, students are required to study the Quran (Apriliani et al., 2024; Kango et al., 2023).

The implementation of promotional activities is one part of implementing management. Understanding management is an activity used to direct schools in achieving the goals set by cooperation methods that utilize existing resources. In promotional activities, the promotion team performs tasks and cooperates well according to the directions. However, this is not optimal because some activities have regressed in implementation, and the team needs to be reminded again to carry out their duties. Advice and infrastructure are needed to support face-to-face promotional activities directly and, in the media (Nuryanto, 2017).

School Promotion Supervision

Schools use supervision as a means to control the activities that have been planned, organized, and driven, whether they have been carried out as agreed and close to the goal or vice versa (Batlajery, 2016). Therefore, supervisors need to carry out several activities to ensure that activities are carried out to achieve goals. Activities carried out by supervisors during planning involved promotional meetings and determining goals and budgets. If unable to get involved, the supervisor will ask one of the members who participated in the meeting. In organizing, supervision hands it over to the promotion team (Arianto et al., 2024; Kholik et al., 2024; Nuryanto, 2017).

Based on the promotion activities at MTs Al Kautsar Yogyakarta school, improvements need to be made to the activeness of the promotion team members in carrying out their duties. Most of the tasks are performed by Mrs. YI. The funds needed for promotional activities are still lacking, so funds are often reduced or canceled. In addition, the lack of communication between teams and foundations needs to be improved. This is due to frequent misunderstandings (Efendi & Sholeh, 2023; Firmandani et al., 2023; Mukmin, 2020).

Schools use supervision as a means to control the activities that have been planned, organized, and driven, whether they have been carried out as agreed and close to the goal or vice versa (Batlajery, 2016). In implementing promotional activities, supervisors can experience where the plans prepared are not per the circumstances and avoid goals. Therefore, the role of supervisors in this event is very important. Supervisors can adjust if needed according to the circumstances (Nasution, 2021). If this happens, the promotion team will first solve the problem.

This is because the promoted team better understands the situation. Meanwhile, the supervisor will provide ideas if requested. Supervision is important in the success of an activity (Rais, 2019). Thus, the supervisor will help provide direction when the promotion team does not have a step.

CONCLUSION

From the research results it can be concluded that school promotion planning begins with an analysis conducted by the principal to set goals and a budget, which is then submitted to the foundation. The results of the promotion meeting, attended by the foundation, principal, and senior teachers, set the strategy, media, and promotion techniques, with the school target set by the senior teacher. The reduction in funds occurred due to a lack of sponsorship, as noted in the minutes of the promotional meeting. The organization of activities is started by the foundation with the formation of teams based on seniority, although there is no official structure or clear tasks for each team member. The promotion is implemented through the door-to-door method in the school itself, as well as the distribution of brochures in other schools. The foundation carries out supervision from the planning stage to implementation, including supervision of administration, facilities, and infrastructure and providing direction and ideas to the promotion team as needed.

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