



Received: 13-06-2022

Accepted: 23-07-2022

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Implementation of Madrasah marketing strategies based on diversification of education programs in increasing institutional competitiveness at MTsN 1 City of Malang Indonesia

¹ Sa'adatul Athiyah, ² Achmad Patoni, ³ Ahmad Tanzeh

^{1, 2, 3} UIN Sayyid Ali Rahmatullah Tulungagung, Indonesia

Corresponding Author: Sa'adatul Athiyah

Abstract

This research is motivated by the phenomenon of madrasa strategy in increasing competitiveness to win the hearts of customers through the development of educational programs. The advantages of education are believed to be a place as well as an attraction for as many customers as possible for quality education. With the focus of research on the implementation of madrasa marketing based on diversification of educational programs in increasing competitiveness in MTsN 1 Malang City.

This research uses a qualitative approach with a case study type at the Fathul Ulum Puton Islamic Boarding School Diwek Jombang. Sources of informant data from events, locations, and both primary and secondary documents. Data collection techniques with participant observation, in-depth interviews and documentation. Data analysis used

Huberman's interactive data analysis technique. While checking the validity of the data is done through peer discussion, triangulation of data sources and triangulation of methods.

The results of this study are the implementation of madrasa marketing strategies based on diversification of educational programs in increasing competitiveness in state madrasah tsanawiyah carried out through three stages, namely a) determining the program along with the principles and program models to be developed; b) determining the structure of the person in charge of the program based on competence; c) determination of program implementation and accountability procedures (SOP); d) determination of program budget.

Keywords: Marketing Strategy Implementation, Diversification, Institutional Competitiveness

1. Introduction

The readiness of educational institutions to be the best and superior is a must. This research aimed at gaining as much trust as possible from the education community. Increasing competition and emerging global competitors (educational institutions that accept students across regions). Making it difficult for some educational institutions to grow and develop due to a lack of students. The parameter of school selection for education customers is no longer the status of public or private schools but rather the quality and popularity of the intended institution. This is characterized by the willingness of education customers to ignore the distance and cost of education in selected educational institutions. This phenomenon can be seen in developing pesantren-based educational institutions or other favorite educational institutions. The increasing interest of learners from outside the region continues to increase, overriding equivalent educational institutions in their respective environments.

Related to competitiveness, Wijaya places marketing as a key strategy for winning the madrasahs competition. (David Wijaya, 2012) ^[6]. Similarly, Muhaimin mentions that marketing helps madrasahs face a better future and increase prospective enthusiasts in the madrasah. In a more general context, Kotler mentions marketing as the key to achieving organizational goals more effectively than competitors in creating, presenting and communicating organizational values to target. (Muhaimin, 2012) ^[17]. Although marketing is the key to winning the competition, marketing in the context of madrasahs is faced with fundamental problems related to the products offered. Considering that equivalent educational institutions have similar educational programmes, curricula, infrastructure and resources. This means that no matter how good the marketing strategy is, it will not be effective without supporting educational programmes with a strong distinction compared to other madrasahs.

As for the development model (diversification) of educational programmes, adopting the theory (Hunger & Wheelen, David Hunger) can be done by creating quality main education programmes, complimentary programmes that have more value, commonly needed programmes and programmes that are predictive of needs that will be needed in the future. This

development model is generally referred to as diversification.

Research on the implementation of marketing strategies based on diversification of educational programmes in increasing the competitiveness of madrasas was conducted at MTsN 1 Malang City. as one of the first-level secondary education institutions with high competitiveness among various equivalent educational institutions in the Malang City area. The diversification programme as a marketing base in this institution is carried out through a locality approach, namely the real conditions of madrasah resources that are synergised with the potential of the school community environment, such as culture, economic potential and local tourism destinations. This approach is aimed at getting closer to the community. The diversification programme includes: first, diversification of educational programmes, such as special talent classes, *tahfiz*/religious classes, English classes, science/Olympic classes, regular classes and accelerated classes.¹ These diversified education programmes prioritise 'what is visible' as a result that can be seen directly by managers and customers in addition to the results of learning reports. This 'what is visible' result differs from similar programmes offered by other madrasahs. Second, the diversification of services for prospective customers of MTsN 1 Malang City opens three lines, with a quota of 330 final students with a composition of 20% integrated lines, 30% fine lines and 50% regular lines.² With a locality approach, MTsN 1 Malang City is made closer to the community in the context of competitiveness. It has proven to increase customer interest in education with a ratio of 500: 330 prospective and accepted applicants. The development of students in terms of quantity at MTsN 1 Malang City. The 2020/2021 school year reached eight parallel classes or 24 study groups. However, the diversification approach model at MTsN 1 Malang City has a weakness in terms of competitiveness in festival achievements. However, there are 45 achievements from various events such as sports, written works, arts, mathematics, science, and social studies. Local events still dominate these achievements, so they do not show superior competitiveness nor imply the dominance of competitiveness from other equivalent educational institutions. MTsN 1 Malang City also still uses a 'friendly price' approach regarding education financing charged to education customers.

2. Literature review

2.1 Strategy Implementation

Strategy implementation is implementing strategies that have been compiled into various resource allocations optimally. (Akdon, 2007)^[2]. Schendel and Hofer (in Sagala) mention three main categories: the structure of who is responsible; The process of how tasks and responsibilities are carried out respectively; and behavior that describes motivation, morale, appreciation, discipline, ethics, and others. (Sagala, Syaiful. 2013)^[25].

Strategy implementation is a process by which strategies and policies are directed into action through developing programmes, budgets, and procedures. This process requires changes in culture, structure, and management systems

throughout the organization or company. (Sagala, Syaiful. 2013)^[25].

- Program. A program is a statement of activities or steps to complete a plan. Programs are created as an act of strategic orientation.
- Budget. The budget is a statement of the company's program in financial terms. In the budget, budget planning and control are used so that the budget can be known in detail how much money is needed from a program.
- Procedures. Procedures, sometimes called standard operating procedures (SOPs), are steps or techniques that describe in detail how a specific task or job is done correctly.

2.2 The concept of diversifying education programs as an education service product

Product diversification is finding and developing new products or markets to pursue growth and increase sales, profitability, and flexibility. (Tjiptono, 2019)^[30]. J. Nijman defines diversification as part of a product strategy as the expansion of the development of goods and services that the company has offered by adding new products or services, namely in the context of developing existing goods which can be divided into functional diversification, which means increasing the number of colours, models, sizes, and others. Strategic diversification contains completely different or new product consequences. (Nijman, 1997)^[18]

In contrast to Nijman, Kotler sees diversification as a company's growth strategy by starting new businesses or buying other companies outside the company's current products and markets. A company will not depend on just one product type with product diversification. However, the company can also rely on other products (product diversification) because if one product is experiencing a decline, it will be resolved with other types of products. Kotler, Philip; Armstrong, (Garry, 2008)^[15]. Similarly, Brost & Kleiner define it as the beginning of new business activity through an existing company or business unit. (Kleiner, B. H. 1995)^[4].

Anil & Yigit state that diversification strategy can be defined as "expanding or entering new markets that are different from existing product lines or markets. Another definition of diversification strategy is "a strategy implemented by top executives to achieve business growth by entering new businesses and earning above-average returns by capitalizing on existing opportunities." Diversification strategy is considered a growth strategy because diversification for companies is to explore new business areas that promise greater profits. (Ibrahim Anil, 2011)^[11].

The process of diversification has both internal and external implications for the firm, involving several aspects ranging from the availability of productive resources, such as machinery, processes, skills, and materials, to the knowledge of the needs and demands of the new consumer markets in which the firm intends to operate. (Schmid, F. 2010)^[27]. According to Penrose (in Scur & Queiroz), the main point in the diversification process is identifying how the relationship between the market and the technological base will occur. This area takes three forms, namely:

- Operations in new markets, with new products, using the same technological base.
- Expansion in the market in which it operates, with a

¹ <http://www.mtsn2malang.sch.id> diakses 29 Maret 2019

² <http://integrasi.science.diakses> 29 Maret 2019.

new product based on an existing technology different from the current one.

- Introduction in a new market, with a new product, based on a different technological area. (Scur, 2017) ^[8]

2.3 Benefits and goals of program diversification

Diversification needs to be done because it can increase growth if the existing market/product has reached the stage of maturity in the product life cycle (PLC), maintain stability by spreading the risk of profit fluctuations and increase credibility in the capital market. (Tjiptono, 2019) ^[30] The benefit of product diversification is to gain profit and the company's competitive advantage.

The purpose of diversification, as stated in the National Education Law Number 2 of 2003, can be studied using the theory of product diversification objectives, including a) compensation for declining sales; b) shrinking markets as a result of technological advances; c) the need to earn additional profits; d) win a competition; e) improve better ties with customers. (Van Der Wolk, 1997) ^[18]. According to Alma, it is to fulfil the desires of unsatisfied consumers, increase sales turnover, increase profits using the same materials, and prevent consumer boredom. (Alma, 2010). Meanwhile, according to Tjiptono, it is to a) pursue growth; b) increase sales; c) profitability; d) flexibility. (Tjiptono, 2019) ^[30]. Grant asserts that if diversified companies can allocate resources and monitor and supervise operational managers more effectively than market systems, in the long run, diversified companies will show greater profits and faster growth than specialized companies. (Grant, 1999) ^[24]. In contrast to Grant, who emphasizes economic motives, Nijman states that the motive (reason or purpose) for product diversification is not always economical because sometimes it is just a hobby and indulges in ambition (top management), even these two reasons, especially ambition, are more common. (Nijman, 1997) ^[18]

Nijman then classifies the motives for diversification into six groups, namely a) the desire to optimally match production to consumer desires; b) the desire for growth; c) the pursuit of stability; d) the pursuit of optimal inputs rather than resources and capacity; e) the general desire for business continuity; non-economic motives. (Nijman, 1997) ^[18]

Departing from the benefits and objectives above, it can be concluded that practically and strategically, new products are very important for the survival of the madrasah to fulfil customer desires, maintain existence and competitiveness and increase profits (financial availability) as a condition for financing madrasah operations. Therefore, the madrasah, in this case, must have an appropriate diversification strategy following the characteristics and capabilities of the madrasah as well as the characteristics of the needs and desires of the market (customers) to ensure that the products as a result of diversification are in demand by the market.

2.4 Diversification model of education program as an education service product

According to Tjiptono, diversification can be done in three ways, namely:

- In concentric diversification, the new products introduced have a link or relationship in marketing or technology with existing products. There are two ways to go about concentric diversification. By establishing a

new company or through mergers and acquisitions, mergers are the merging of two companies into one. Meanwhile, the acquisition is made by taking over control of a business owned by another company.

- Horizontal diversification is when the company adds new products that are not related to existing products but are sold to the same customers.
- In conglomerate diversification, the products produced are completely new, have no relationship in marketing or technology with existing products and are sold to different customers. (Tjiptono, 2019) ^[30] In line with Tjiptono, Nijman proposes four points of departure for diversification proposals, namely:
 - Diversification is in line with production and sales, i.e. the new product is in the main suitable to assist existing production and sales. In this form of diversification, the company can draw the greatest profit from its production sources with all risks minimized. This technique can still utilize the existing production apparatus, the production techniques already owned, the existing marketing apparatus, and the corporate image that has been achieved, all of which are utilized for the benefit of the new product.
 - Diversification that is aligned with production deviates from sales. Utilize existing production apparatus to produce new products with new sales.
 - Diversification that deviates from production but aligns with sales. That is, providing new facilities to produce new products but still utilizing the same sales (marketing) organization. This technique is effective for companies with a strong market position and sees many possibilities for increasing sales and profits in the market.
 - Diversification that deviates from production and sales. The new product does not use the existing production and marketing apparatus, meaning an entirely new venture with all the risks. (Nijman 1997) ^[18]

3. Research method

This study uses a qualitative approach, a research method that seeks to describe and interpret objects according to what they are (Sukardi, 2005) ^[28]. The qualitative approach was chosen because the qualitative approach can describe and understand the meaning underlying the behaviour of participants, describe the setting and complex interactions, explore to identify types of information and describe phenomena. (Sanapiah Faisal, 1990) ^[26] Based on the division of qualitative research approaches, this study's appropriate qualitative research approach is naturalistic phenomenology. Because research in the view of phenomenology means understanding events about people in certain situations, as Bogdan's opinion states, "to be able to understand the meaning of events and people's interactions, a theoretical orientation or theoretical perspective with a phenomenological approach is used". (Sanapiah Faisal, 1990) ^[26]

Data in this study means information or facts obtained through observation or research in the field that can be analyzed to understand a phenomenon or support a theory. Jack. C. Richards, 1999. What is meant by data sources in this study is the subject from which data is obtained. (Arikunto, 2010) ^[3]. The data collected are related to the focus of the research. Lofland, quoted by Moleong, explains

that the main data sources in qualitative research are words and actions. The rest is additional data such as documents and others. (Rulam. 2005) ^[1]. The data sources included three elements in the research that the researchers conducted.

To obtain valid or correct data, the efforts made by researchers are credibility, transferability, dependability, and confirmability. Armstrong, (Garry, 2008) ^[15]. Data validity and validity are necessary for qualitative studies. Therefore, checking the validity of the data is carried out.

4. Discussion

Strategy implementation is the stage of action to implement the strategy that has been prepared into various resource allocations optimally. (Akdon, 2011) Implementation of the strategy is achieved through administrative tools grouped into three categories, namely (Syaiful Sagala, 2011) ^[29]. a) structure, namely who is responsible for what, the principal is responsible to whom; b) process, namely how each educator and education personnel carry out the duties and responsibilities; c) behaviour is behaviour that describes motivation, morale, appreciation, discipline, ethics, and others.

The following study can be done based on the research findings related to implementing a diversification-based marketing strategy to increase competitiveness.

4.1 Principle of development (diversification) of education programs

The principles of diversification of education programs can be classified into two fundamental groups. First, strategic principles, namely a) revitalization of existing education programs into new programs with sharpening focus, emphasis and governance; b) based on the local potential of madrasah towards global; c) based on accountability in the form of written reports and performance; d) creativity in managing the potential and local conditions of the community as a competitive force (listings); e) strengthening in the field of quality (educational achievement). (Syaiful Sagala, 2011) ^[29]

These strategic principles lead to one fundamental diversification strategy principle: treating what already exists to be of more value—or maximizing existing things (owned) to pursue higher achievements than before. With this fundamental principle, strategic actions will align with the strategy formulation theory. As stated earlier, the targets set are rational, under the conditions of madrasah capabilities, the characteristics of educational customers and the environment. This is in line with Sagala's opinion that the madrasah's goals are reasonable as directions and targets that must be aligned with the vision and mission of the institution as a foothold for the formulation of the strategy model to be used.

Second, the principle of motive, namely a) the availability of great educational programs that allow a wider range of prospective students' interests, and finally; b) madrasah has the flexibility to screen the number of qualified students according to their needs both in terms of stability (capacity) and progressivity (increase in the number of students). (Nijman J. Van Der Wolk. 1997) ^[18]. These two principles basically lead to one fundamental principle of education marketing: getting as many education customers as possible according to the needs of the madrasah (quota-owned) (Philip Kotler, 2007) ^[21].

4.2 Program models in diversified education programs

The analysis also found that the education program diversification model can be divided into three program models:

A curriculum-based education program.

Curriculum-based education programs can be diversified into Olympic class programs, traffic classes, bilingual classes and regular classes. This model phenomenon is common in most primary and secondary educational institutions under the auspices of the Ministry of Religion with similar patterns and systems.

MTsN 1 Malang City uses a national and international achievement approach. Including program diversification in this form of packaging is the offer of Kenduri lesson plans (preparation of lesson plans by teachers together with students). An example of curriculum improvisation by packaging materials and methods that are in direct contact with the object of studies, such as learning nationality material packaged in the form of seminars in commemoration of Youth Pledge Day, community economic material with economic workshop activities in local markets involving traders and local officials or potential regional material with direct learning activities at the location of local tourist destinations.

4.3 Program of excellence

In addition to this institutional program diversification, some madrasahs also carry out segmentation diversification. Such as a) literacy programs; b) learning assistance programs in the form of smart wisdom (learning assistance services to improve the quality of grade IX students), brain breakfast (learning assistance services for the best students), and fun learning (learning assistance services to improve the quality of students in facing PAS and PAT); c) *tahfiz* Al-Qur'an and *yellow books*; d) Olympics and; e) English conversation; f) madrasah pesantren; g) language programs. The various diversification models show the creativity of madrasah managers in winning the increasing competition to be the best.³ In principle, madrasah managers have the freedom to diversify their education programs. However, the creativity must be in line with the characteristics of parents of prospective students, especially in 'reflecting or promising' future needs and at a rational cost.⁴ This is because, in the context of competitiveness, the educational programs developed must be a reflection of the madrasah's ability to satisfy the desires and expectations of service users as well as a guarantee of loyalty and sustainability of relationships between institutions and customers.⁵

4.4 Self-development education programs

Related educational programs that are self-development in both institutions are relatively similar. Namely, all extra-curricular activities are organized to provide provision and experience in society, organization, and leadership training. Referring to the description of the characteristics and models of educational programs developed (diversification)

³Dedi Mulyasana, *Pendidikan Bermutu Dan Berdaya Saing* (Bandung: PT Remaja Rosdakarya, 2012), 185

⁴ Imam Suprayoga. *Reformulasi Visi Pendidikan Islam*, (Malang:STAIN Press,1999),41-42

⁵ Nusa Hubeis dan Mukhamad Najib. *Manajemen Strategik dalam Pengembangan Daya Saing Organisasi*, (Jakarta: Elex Media Komputindo, 2014), 4-5.

in madrasah above, it can be concluded that madrasah managers generally apply the three ways of diversification proposed by Tjiptono, namely, first, the concentric method (concentric diversification), namely the new program introduced has a marketing or technological relationship with existing programs either by establishing a new company (class) or through mergers and acquisitions. (Tjiptono, 2019) ^[30] For example, Olympic class programs, *tahfiz* classes, and bilingual classes are basically the development of regular classes that have been running before.

Second is the horizontal way (horizontal diversification), which is adding new programs that are not related to existing programs but are offered to the same customers. (Tjiptono, 2019) ^[30] For example, extra-curricular education programs that are self-development in nature. The third is the conglomerate method (conglomerate diversification), which is the addition of new programs that have no relationship in terms of marketing or technology with existing programs and are sold to different customers. (Tjiptono, 2019) ^[30]

However, in contrast to Tjiptono's opinion, which places each way of diversification independently, the method taken at these two educational institutions is collaborative, especially between concentric and conglomerate diversification. This is indicated by the existence of educational programs such as excellence classes, *tahfiz* classes, and bilingual classes in terms of how development is carried out with a concentric approach. While in terms of market segments, using a conglomerate approach (targeting new customers).

The findings on this program model are also in line with Nijmen's opinion that the diversification of educational programs pursued by educational institutions uses the approach of a) aligned diversification; b) deviant diversification. (Van Der Wolk, 1997) ^[18]. Also, Peter, Kroll & Parnel's opinion on two types of diversification, namely related diversification and unrelated diversification. Wright, Peter, 2011. Note that the practice of diversification in educational institutions uses a collaborative engineering approach.

The collaborative approach is based on the characteristics of a madrasah as an institution engaged in educational services whose products are lifelong consumption (self-development of students), which is not oriented towards profit and loss but rather on continuous quality improvement. Therefore, the collaborative approach is considered more efficient in maximizing the advantages of each approach and eliminating the risks. For example, the related diversification approach has the advantage of a) the possibility of sharing non-physical and physical resources between educational programs, making it more efficient in terms of capital/cost; b) sharing intangible resources and transferring expertise, including brand and reputation, technology, marketing capabilities, and operational capabilities, where high-tech programs (e.g. flagship classes) indirectly affect the program processes in low-tech programs (e.g. regular classes) because the teaching staff and learning locations are relatively the same and in the same environment; c) sharing general management skills, where the transfer of capabilities is not only related to functional skills but also general management skills. (Ibrahim Anil, 2013)

Unrelated diversification has the advantage of a) reducing

the risk of uncertainty (e.g. the development of new classes is only an effort to accommodate more students than before from existing applicants); b) reducing transaction costs (e.g. no additional salaries for new teachers); c) reducing service costs (e.g. one-stop education administration services); d) opening up the consistency of opportunities (new classes developed in anticipation of the lack of interest in old classes as a result of the global dynamics of education). (Ibrahim Anil, 2013)

4.5 Executor or person in charge of the implementation and accountability of the education program

The appointment of implementers of diversified education programs in madrasah generally uses a structural approach (madrasah organizational structure) and special assignments or additional tasks for teachers with the principles of cooperation, mutual learning and synergy with steps a) establishing SOPs for diversified education programs in the form of guidebooks; b) determining the structural person in charge of the program along with their main tasks and functions; c) establishing the principle of flexibility for implementers in the implementation of each program; d) establishing procedures and mechanisms based on contexts that are principled on small (simple), dynamic and more meaningful characters; e) the responsibility of each program as a shared responsibility with a spirit of complementarity, mutual learning, synergy and performance upgrades. Accountability reports are submitted to the institution structurally, to students and parents, in the form of written reports of results (grades) and performance (photos/videos) evidence of the achievements of each program.

Determining the implementer of diversification is important because implementing a strategic strategy is closely related to various optimal resource allocations. (Akdon, 2010) Strategy implementation is achieved through a number of administrative tools that can be categorized; Sagala, Syaiful. (2013. a) ^[25] Structure, namely who is responsible for what, the principal is responsible to whom; b) process, namely how the duties and responsibilities are carried out by each educator and education personnel; c) behavior, namely behavior that describes motivation, morale, appreciation, discipline, ethics, and so on. Standard operating procedures (SOP) is a system that contains steps or techniques that describe in detail how a specific task or job is done correctly.

4.6 Educational program budget

The madrasah budget generally comes from the government (DIPA, BOS), students (SPP) and the community. The financing of educational programs of a festival nature uses three systems, namely financing by madrasah, independent financing from participating students, and joint financing between madrasah and students participating in the festival. The fundamental difference between the various madrasahs is only in the nominal tuition fees. As stated earlier, MTsN 1 Malang City applies the number of fees for superior classes of IDR 220,000.00 / month. Plus, lunch money once a day for 4 days (Monday to Thursday) IDR120,000/month. The total cost of the superior class is Rp340,000/month. At the same time, the special program class adds Rp100,000/month, so the total funding in the special program class is Rp440,000/month, with an average number of 1,350 students/year.

The amount of funding availability practically affects the

financing system of educational programs held by each institution. (Akdon, 2010) This is because the implementation of strategy is a process in which strategies and policies are directed into action through the development of programs, budgets, and procedures that require changes in culture, structure, and management systems throughout the organization or institution. (Turmudzi I, 2018) ^[31] The budget is a statement of the company's program in financial conditions. In the budget, budget planning and control are used so that the budget can be known in detail how much money is needed from a program.

5. Conclusion

The implementation of madrasah marketing strategies based on diversification of educational programs in improving competitiveness in public tsanawiyah madrasah is carried out through four stages, namely a) determining the program along with the principles and program models to be developed; b) determining the structure of the person in charge of the program based on competence; c) determining program implementation and accountability procedures (SOP); d) determining the program budget.

Implications of Research Results

The research results reinforce a) Fred David and Sagala's theory that the main focus in implementation is program, structure and budget; b) Akdon's opinion that the stages of strategy implementation are closely related to various resource allocations optimally; c) Schendel and Hofer's opinion that strategy implementation is achieved through a number of administrative tools including structure, process and required behaviour (SOP).

The research results reinforce (with notes) a) Tjiptono's theory of concentric, horizontal, and conglomerate approaches in diversification; b) Nijmen's opinion of aligned and deviated approaches; c) Peter, Kroll & Parnel's opinion of related and unrelated diversification approaches, with a note that the practice of diversification in educational institutions uses a collaborative technique approach from all approaches offered by these experts.

6. Recommendations

1. The madrasah head should ensure the implementation of educational programs by the formulated programs, SOPs, TUSI, and TUPOKSI.
2. Teachers should work professionally in the education programs they teach to ensure that program implementation follows the SOPs that have been formulated while still promoting creativity and flexibility.
3. The madrasah committee should continue to provide support related to the implementation of educational programs both in terms of the availability of quality human resources and the facilities needed, especially in aspects that are the weaknesses and obstacles to competitive educational programs.
4. Student guardians should help motivate madrasah managers and students to organize quality and competitive education programs.
5. Students should increase their enthusiasm and participation in educational programs per the competency standards and targets that have been determined.

7. References

1. Ahmadi, Rulam. Memahami Metodologi Penelitian Kualitatif. Malang: Penerbit Universitas Negeri Malang (UM PRESS), 2005.
2. Akdon. Strategic Management for Educational Management (Manajemen Strategik untuk Manajemen Pendidikan), Bandung: Alfabeta, 2007,
3. Arikunto S. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta, 2010.
4. Brost MA, Kleiner BH. New developments in corporate diversification strategies. Management Research News. 1995; 18(3-5):24-33.
Doi: <http://dx.doi.org/10.1108/eb028402>.
5. Buchari Alma. Manajemen Corporate & Strategi Pemasaran Jasa Pendidikan, Bandung: Alfabeta, 2000.
6. David Wijaya. Pemasaran Jasa Pendidikan, Mengapa Sekolah Memerlukan Marketing, (Jakarta: Salemba Empat, 2012.
7. Dedi Mulyasana. Pendidikan Bermutudan Berdaya Saing Bandung: PT Remaja Rosdakarya, 2012.
8. Gabriela Scur, Ricardo Pessoa de Queiroz. The impact of diversification in the operations strategy of capital goods companies, Gest. Prod., São Carlos. 2017; 24(2):206-220.
Doi: <http://dx.doi.org/10.1590/0104-530X1048-13>
9. <http://integrasi.science.diakses> 29 Maret 2019.
10. <http://www.mtsn2malang.sch.id diakses> 29 Maret 2019
11. Ibrahim Anil, Ihsan Yigit. The Relation between Diversification Strategy and Organizational Performance: A Research on Companies Registered to the Istanbul Stock Exchange Market, Elsevier, Procedia Social and Behavioral Sciences, 2011, 24.
12. Imam Suprayoga. Reformulasi Visi Pendidikan Islam, Malang: STAIN Press, 1999.
13. David Hunger J, Thomas Wheelen L. Manajemen Strategis, diterjemahkan oleh Julianto Agung Yogyakarta: Penerbit Andi, 2003.
14. Jack Richards C. Longmann Dictionary of Language Teaching and Applied Linguistic, Kualalumpur: Longmann Group, 1999.
15. Kotler, Philip; Armstrong, Garry. Prinsip-prinsip Pemasaran, Jilid 1, Erlangga, Jakarta, 2008.
16. Lexy J. Moleong. Metodologi Penelitian Kualitatif Edisi Revisi, Bandung: Remaja Rosdakarya, 2011.
17. Muhaimin, *et al.* Manajemen Pendidikan: Aplikasi dalam Penyusunan Rencana Pengembangan Sekolah, Jakarta: Kencana, 2012.
18. Nijman J, Van Der Wolk. Strategi Pemasaran Modern, Jakarta: Erlangga, 1997.
19. Nijman SE, Van Der Wolk. Strategi Pemasaran Modern, Jakarta: Erlangga, 1997.
20. Nusa Hubeis, Mukhamad Najib. Manajemen Strategik dalam Pengembangan Daya Saing Organisasi, Jakarta: Elex Media Komputindo, 2014.
21. Philip Kotler. Manajemen Pemasaran, Jilid 1. Edisi 12 Jakarta: Index, 2007.
22. Phillip Kotler. Manajemen Pemasaran, Jakarta: Prehallindo, 1994.
23. Robert Bogdan C, Sari Knopp Biklen. Qualitative Research for Education: An Introduction to Theory and Methods, Boston: Aliyn and Bacon, Inc., 1998.
24. Robert Grant M. Analisis Strategi Kontemporer: Konsep, Teknik, Aplikasi, Jakarta: Erlangga, 1999.

25. Sagala, Syaiful. Manajemen Strategik dalam Peningkatan Mutu Pendidikan. Bandung: Alfabeta, 2013.
26. Sanapiah Faisal. Penelitian Kualitatif: Dasar-Dasar dan Aplikasi, Malang: YA3, 1990.
27. Singh DA, Gaur A, Schmid F. Corporate Diversification, TMT experience and performance. *Management International Review*. 2010; 50(1):35-56. Doi: [http:// dx.doi.org/10.1007/s11575-009-0025-4](http://dx.doi.org/10.1007/s11575-009-0025-4)
28. Sukardi. Metode Penelitian Pendidikan: Kompetensi dan Prakteknya, Jakarta: Bumi Aksara, 2005.
29. Syaiful Sagala. Manajemen Strategik dalam Peningkatan Mutu pendidikan, (Bandung, Alfabeta, h, 2011, 131-132.
30. Tjiptono. Strategi Pemasaran Prinsip & Penerapan. Edisi 1. Yogyakarta. Andy, 2019.
31. Turmudzi I. Strategi Pemasaran di Lembaga Pendidikan Islam (Studi Kasus di MTs Ihsanniat Jombang). *Jurnal Penelitian Manajemen Terapan (PENATARAN)*, 2018.
32. Wright, Peter, Mark Kroll J, John A. Parnell dalam Ibrahim Anıl, Ihsan Yigit. The Relation between Diversification Strategy and Organizational Performance: A Research on Companies Registered to the Istanbul Stock Exchange Market, Elsevier, *Procedia Social and Behavioral Sciences*. 2011; 24:1494-1509.