# STRATEGIES TO BUILD ELEMENTARY SCHOOL BRANDING AS *A MULTI-TALENT SCHOOL*

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*Abstract. Brand in educational institutions is understood as a form of impression captured by the public through performance or information circulating. Public awareness is now quite high towards the importance of managing the branding of the institutions owned, especially for private schools. This study aims to examine the efforts made by educational institutions in building new branding as a replacement for old branding that is no longer in line with the new service model to the user community. The approach used in this research is a descriptive qualitative approach. Data were extracted from selected informants who were considered to understand the context of the work of building branding. Data collection methods are observation, interviews, and documentation owned by the institution. The results of the study found that the implementation of branding strategies in elementary schools as multi-talent schools that educational institutions have only taken the first two stages (brand blueprint, and brand delivery), has not yet realized the third step, or brand evaluation. The only visible mechanism in the school is evaluation efforts related to the new student admission promotion program.*

***Keywords-*** *Building Branding, Primary school, Multi talent school.*

## I. INTRODUCTION

The development of education in the country is quite encouraging, with many educational institutions growing in various parts of the country, including those initiated by the community or social community organizations. Educational institutions established by the community or private sector are recognized as playing a role in supporting the government's program to educate the nation's children. Unlike public schools, private schools must compete for the interest of the public to join the services they provide. Competition between institutions is quite tight, not only do private schools have to catch up with public schools, but between private schools experience their own competition. thus requiring an educational institution to act proactively in marketing its institution to attract prospective students and gain public trust.[1] Competition between educational institutions is getting tighter with new institutions emerging that offer new concepts in educational services for the community. Therefore, each institution also strengthens promotional management operations to be able to win the sympathy of the community. [2]

For our society, private educational institutions are the second choice after public schools, although some private schools are also the first choice because of the quality of their educational services. Because of the position of private schools as a second choice, most of them are not able to attract superior and outstanding students, eventually accommodating students from the poor, low academic achievement, and by offering low fees as well.[3] Educational institutions that already have public trust can find it easy to get potential students. In this case, educational institutions need to have positive branding because the majority of our society decides to choose a school by looking at the branding of the institution.[4] Therefore, currently the terminology of branding is not only considered by the business world, but the world of education has also considered branding in developing its institutions, especially in pursuing the optimal number of applicants.

The awareness of educational institution managers to build school branding is shown by various efforts to create programs that are interesting, unique and useful for the development of students' lives in their adult years. Some rely on new approaches to learning and media aspects. Dewi's research, for example, tries to highlight schools that develop branding by applying the concept of literacy school models to attract public attention.[5] On the other hand, Juhairin and Wahab [6] highlighted high schools that build the image of the institution by applying the strategy of developing extracurricular programs, in this case developing extracurricular activities that support academic and non-academic activities, serious coaching, pursuing the title of champion in championship events, promotion, and consistency. Purnamasari and Veronika's investigation of schools that conducted intensive promotions because they wanted to improve Page 2 the school's branding that was declining. The results showed that the school conducted a series of promotions through brochures, banners, websites and conducted human resource training to better understand the services offered.[7]

While Wijaya and Al Amin's research found that the strategy of building school branding in Samarinda can be done with four steps, namely research-listening, planning-decision, communication-action, and evaluation.[8]. That is the fact, the school management community increasingly realizes that branding is a strong capital for institutions to compete for public trust.

Brand or brand in educational institutions is understood as a form of impression captured by the public or stakeholders about the educational service products received by those concerned or others that will be embedded in memory strong enough to influence their voting behavior, [9] branding is also the main reference for the community in determining school choices.[4] Brand becomes the identity of an institution that when mentioned, will appear in the minds of consumers a complete picture of the institution in question.[10] Thus branding for institutions is the main capital to win the target market. This research examines the efforts made by educational institutions in building new branding as multitalent educational institutions, an examination of the process of activities to instill community images that refer to the Neyma Way Canvas perspective. The neyma way canvas is a strategy developed by Dodi Zulkifli in building the branding of a product or service. The branding strategy consists of three steps (brand blueprint, brand delivery, and brand evaluation). The problem raised in this study is how the elementary school strategy in building branding as a multitalent school in the perspective of the neyma way. A specific examination of school branding efforts according to the angle of the three stages of branding.

## II. METHODS

This research uses a qualitative approach, a research approach that emphasizes understanding of social processes and social interactions.[11] This research deals a lot with social context, values, and extracting meaning in natural situations. Hence the choice of this approach. The presence of the researcher is necessary but does not affect the dynamics of the object under study because the researcher is an insider in the research scene. This research is descriptive, attempting to narrate the social process in building school branding as a whole and in depth. Data were extracted from selected informants who were considered to understand the context of the ongoing branding work. The informants consisted of the school principal, Deputy Head of Student Affairs, the public relations team, student guardians and the community. Data were extracted by means of observation, interviews, and documentation support owned by the research institution. The data validity test was carried out by extending observation and triangulation techniques,[11] The research subject in this study is SD Muhammadiyah 1-2 Taman, an institution that is building a new school branding so that it can be more widely recognized by the community and increase the interest of applicants.

## III. RESULTS AND DISCUSSION

One of the strategies for building branding is introduced as the Neyma Way Canvas, which outlines work steps in three stages: brand blue print, brand delivery, and brand evaluation. In this study, these three steps are used to highlight the model of branding efforts at SD Muhammadiyah 1-2 Taman.

first, brand blue print is an activity to collect ideas that are documented in order to create a good and correct concept so that it becomes a written regulatory basis. Brand blueprint is an effort made by internal parties to design an ideal picture of the brand that will be formed and captured by the public. This step is usually written in the institution's development plan for the medium and long term, or in the form of other written texts. It is an idea that is documented in order to create a good and correct concept so that it becomes the basis for written regulations. Ideas that are applied in implementation start with creating innovative and productive programs to become one of the venues for developing student talents and having the competence to compete in the national and international realms.[12]. In the subject institution, it was found that the school brand as a multi-talent school is implied in the vision and mission of the school, the determination as a multitalent school is also visible on the school's website on the internet. The school wants to inform the public about the school's new brand as an institution that guides students' various talents. On the school website, the public can read what branches of talent the institution accommodates. School infrastructure has been made available for the implementation of talent scouting, such as libraries, laboratories, art studios, and music studios. The statement does not reveal sports facilities Page 3 that can accommodate activities that develop students' sports potential. Based on observations in the field, there is no open or indoor space designated for sports talents. However, the school cooperates with hall owners for futsal, badminton, and other sports. Cooperation is also made with the owner of the swimming pool for the development of swimming talent.

In the development of musical talents, the school facilitates various modern and traditional musical instruments such as a set of band, karawitan and orchestra instruments, and is supported by a special studio space for the band. To support the development of musical talents, the school works together to provide professional trainers. In the field of science and technology, there are science and robotics talent learning classes, but there is no dedicated room for this. For students who are talented in literacy, the school opens literacy learning classes covering various types of activities such as journalism and writing supported by a computer laboratory.

The curriculum implemented in the research institutions follows the guidelines set by the district education office, but has integrated a talent scouting program. Talent scouting as an implementation of multitalented schools is held after school hours every day. Classroom teachers are expected to pay attention to the existence of certain talent seeds from each student. The school does not have a psychologist, but cooperates with the nearest psychological institution to become a consultant in scouting students' talents. In terms of readiness, the school has set the determination of talent scouting as a shared spirit, especially at the level of the vice-principals (student affairs, curriculum, public relations, infrastructure, and al-Islam and Muhammadiyah) as well as teachers and education personnel. The many choices in extracurricular activities and equipped with adequate infrastructure and directly guided by professional teachers in their fields, it is very possible in the extracurricular field.[14].. The institution fully supports efforts to develop the talents of students, many achievements have been achieved by students, this can be seen in the many trophies displayed from various competitions from various regional levels. Generating excellence can be seen from a culture of discipline, cleanliness and beauty of the environment, professionalism of teaching staff, excellent service, extensive relationships, complete facilities and infrastructure, and programs that have a high value of difference.[13].

The logo, as a form of brand blueprint, has been set by the research institute that reflects the determination as a place to guide children's talents. The logo that reads multitalent school is introduced through advertisements in various mass media, ranging from print, electronic, pamphlets, billboards and other mass media, especially mass media that can be trusted and can reach all levels. Indeed, social media can be an effective means of introducing branding.[15]. The logo is posted on the school's webpage on social media, but is not yet available in physical form at the school. The logo has also not been provided in a large and conspicuous form, for example for photo spots that can be used as photo backgrounds for the millennial generation's favorite. In this context, the logo has not been used as one of the icons that is "splashy" to introduce the school's new brand in the research arena. The logo consists of the words "SD Mumtaz" which are given colors as a symbol that the talents of children who come to the school have diverse and unique talents. The words "multitalent school" are written on the bottom line as an identifier to the public that this school has this characteristic.


Fig.1 Logo with the words multi talent school

The school institution carries the ragline "the best school for the best generation". This tagline is written on billboards displayed on the edges of the road, but has not been highlighted as a school characteristic. If traced from the informants, the tagline above has no correlation with the multitalent school program. This means that the tagline is still another determination of the school to provide the best service to the community. Therefore, it is important for schools to build good cooperation with all stakeholders in order to achieve the vision, mission and targets of the school.[16].

Second, brand delivery is a proof that the institution presents to the public with evidence and promises. All brands can promise but not all brands can prove and must be balanced between promise and proof to make consumers loyal the proof must be greater than the promise. The institution's brand delivery is carried out with efforts to introduce the school profile to early childhood education institutions called trial class, cooking class, storytelling, and handy craft, each of which showcases the ability of students based on the results of talent coaching at school. When viewed from the perspective of Page 4 brand delivery, it is categorized as a promise to the public, that the mulritalent school program has been running, and has shown results. These efforts are in line with the opinion of Karsono et al, that branding for schools is not just introducing the name of the school, but displaying an identity to be easily recognized by the public. For private schools,

the branding strategy has a very important meaning [17]. The relationship activities of educational institutions with the surrounding community can be interpreted as a means of communication that aims to provide information related to the educational institution.[18]

The research institute collaborates with kindergartens/RAs around Surabaya, Sidoarjo and Gresik, and builds sustainable silatuhrahmi so that both parties feel the institution receives mutual benefits. According to informants, the institution classifies its cooperation partner PAUD institutions in 3 groups, namely primary, secondary and general. Included in the primary group are kindergarten schools that are the main suppliers of students enrolling in Mumtaz Elementary School, which amounts to 72 kindergarten/RA institutions, even though they come from institutions within the Muhammadiyah organization or from outside. This category of kindergarten graduates makes the majority of graduates from these institutions continue to the elementary school level of this institution. Those included in the secondary group include 42 kindergarten/RA institutions either from the Muhammadiyah environment or not but have collaborated with this educational institution marked by a range of 30 to 50% of graduates continuing to this educational institution based on the previous year's records. While those included in the general group amounted to 21 kindergarten/RA institutions outside the Muhammadiyah association which were categorized as new targets of cooperation carried out by the school. The target set for this general group is the level of knowing and knowing the profile of the institution.

This institution organizes trial class activities, which is also a very popular program for kindergartens where all activities are facilitated. The events held include cooking class, handicraft, storytelling and also training following the request of the kindergarten/RA. Not forgetting in every trial class event involves students who have talent or take part in multi talent classes to be present as an example figure for younger siblings in TK /RA. In this case, indirectly from the implementation of trial class activities, building an image as a multi-talent school can be achieved. The da'i safari program involving talented da'i students is carried out during the month of Ramadan to fill the cultum after maghrib or isha prayers at the Muhammadiyah branch mosque or the nearest mosque in the student's neighborhood. This activity is extra, but it has succeeded in developing students' talents, even in these extracurricular activities students develop their various potentials, because in these extracurricular activities, students will get soft skill training that is not obtained in the classroom.[19].

The realization of the multi-talent program is carried out by distributing groups of students based on their talents into talent classes. The distribution of classes based on talent and the number of participants and categories of available facilities can be seen in Table 1.

Table.l Realization of Talent Scouting
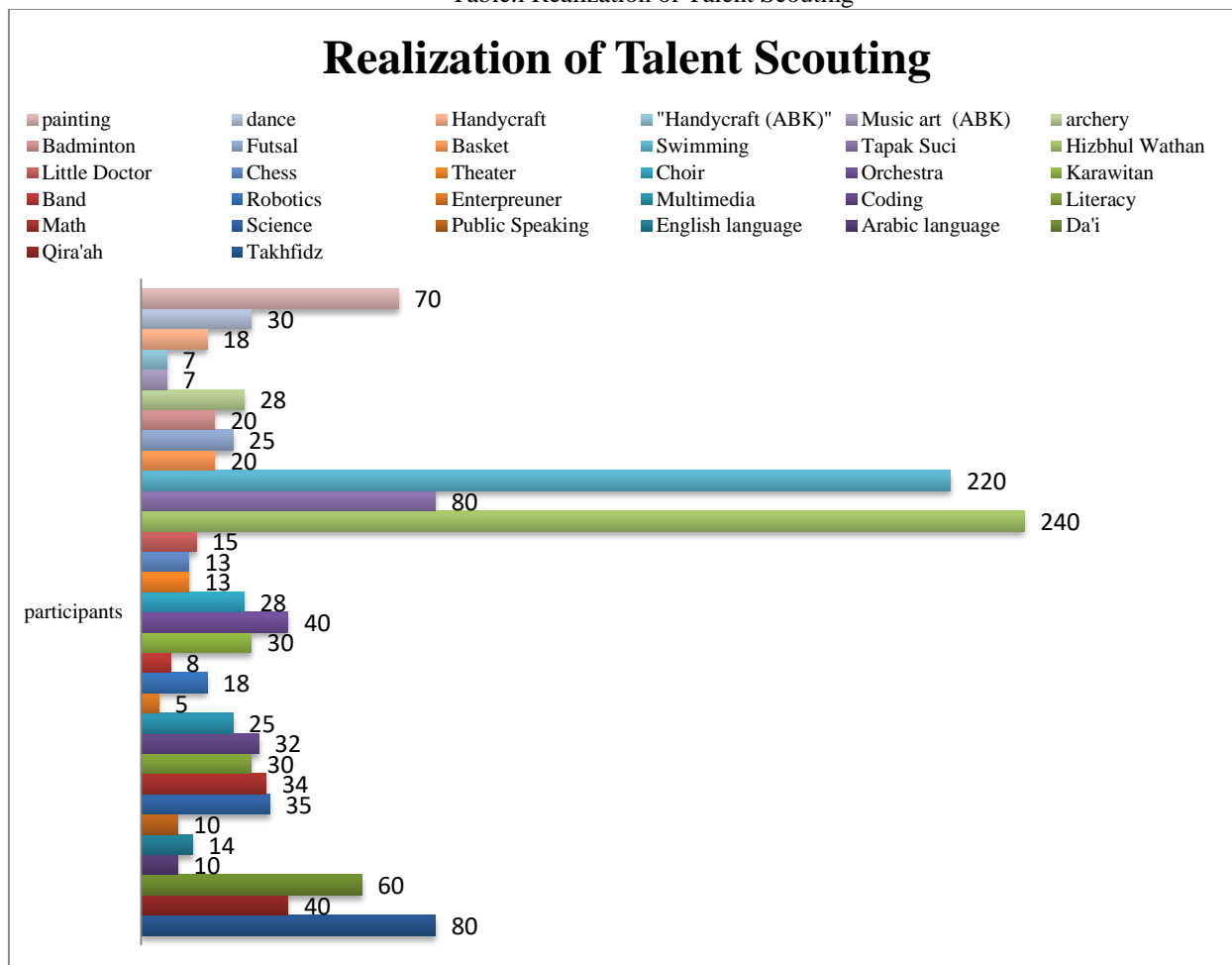


Based on the table above, the study object school has 32 ralent classes that accommodate students' talents. Of the available classes, there is a talent class that has a fairly even distribution of enthusiasts. Hizbul Wathan in the table is followed by 240 participants due to the fact that this program is a compulsory program for class IV. Swimming has 220 participants, which is the highest number among the others because it is a favorite choice for grade I students and invites student participation at the encouragement of parents because there is an element of recreation. The tahfidz class and tapak suci class both had 80 takers, followed by the painting class and da'i class. Interestingly, the orchestra and music class had 40 and 30 participants respectively. These talent classes are among the students' favorites, especially as evidenced by their performances in Sidoarjo and Surabaya malls. The talent class with less interest is enterpreuner, which was attended by 5 people, even in the next semester it became empty because they moved their specialization. The low interest in entrepreneurial talent classes is most likely due to unsupportive cultural factors. For learning support facilities, there are several talent classes that still rent public facilities such as swimming, futsal and badminton due to very limited land conditions at the school location. However, the school's efforts to fulfill the smooth running of learning in collaboration with the facility manager by renting.

The *proof* element in the branding strategy is shown by the acquisition of a MURI Record as an ensemble by elementary school students with the largest number of musical instruments played. The acquisition of this MURI certificate shows evidence of the institution's consistency in producing musical talents among its students.

This educational institution also had the opportunity to perform orchestra at the closing ceremony of the 48th Muhammadiyah and Aisyiyah Congress in Surakarta. Efforts to showcase their abilities in various local and national level events as a branding strategy are in line with Labaso's opinion, education marketing strategies can be carried out by means

of schools/madrasas promoting their vision and mission to influence and introduce their institutions in accordance with customer needs (students, parents, community) through an exchange process with the principle of customer satisfaction, which is carried out continuously and continuously [22]. The goal of creating a brand for SD Muhammadiyah Taman as a multi-talent school is realized by providing the best service for the implementation of tatent classes, especially in talent classes favored by parents. This effort is in line with Mohanty's opinion, to give customers confidence in their educational investment trust, so that this will create customer loyalty to educational institutions. be the best, if you want to create the same product at least we can serve in the best way, from the best facilities and teaching.[23] Satisfaction will lead people to repeat purchases and make positive word of mouth recommendations.[21]

Third, *brand evaluation* is an effort to keep what has been aspired to and what has been officially written in the shortterm and long-term annual work program travel documents so that it continues to run properly if there are still shortcomings, it must be addressed and realized as well as in the theory of the neyma way canvas. In this regard, the step of branding strategy called brand evaluation has not been seen in the school institution of the research scene. This step should be shown by the monitoring and evaluation mechanism of the branding program, but it was not found in the research site. The consequence of the absence of the brand evaluation step is that there are no recommendations for improving or enhancing the branding program.

## IV. CONCLUSION

The strategy of building branding in elementary schools as a multi-talent school from the perspective of the neyma way canvas which should include three steps, namely: *brand blueprint, brand delivery* and *brand evaluation*, it is found that the educational institution has taken the first two steps, but still has not found the third step, brand evaluation. First, the brand blue print relates to the design, readiness, and guidance of the school's mechanisms and facilities, which are relevant to its efforts in facilitating students to channel their talents. Some facilities for this type of talent scouting cannot be provided by the school due to limited land, but efforts are made to rent a building or hall. Another finding is that the launching of the logo has never been done seriously by the institution to the public. The new brand logo has not been displayed in the school building area. Multi talent school has been realized in the form of a logo but still not in physical form only in digital form along with the school website also still does not show intensely that this educational institution is a *multi ralent school*. Second, *brand delivery*, which is broken down into promise and prove, has been relevant even Page 7 though at a minimal level, but the school has tried to fulfill promises to the public with a fairly intensive talent scouting mechanism. Third, *brand evaluation* is still not organized by the research institute. The mechanism seen in the school is still in the form of evaluation efforts related to the new student admission promotion program..

## ACKNOWLEDGMENTS

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The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.