

Developing Integrated Marketing Communication (IMC) Plan for The Intercultural School in North Jakarta

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Abstract. Parents will have a lot of things to think about when choosing a school for their children, especially an intercultural school in North Jakarta. ^{[1],[2]}Parents need to take into account a number of crucial elements, including the curriculum being used, the facilities, and the school climate. Segmentation, targeting, and positioning (STP) is an important strategic approach for any educational institution looking to attract and retain students. By combining traditional marketing strategies with digital marketing tactics, intercultural schools can create a comprehensive integrated marketing campaign that reaches their target audience effectively. ^[4]By conducting a comprehensive Integrated Marketing Communication (IMC) analysis, the intercultural school can identify the most effective communication channels, develop a messaging strategy that resonates with the target audience, and create a budget and timeline for executing the plan.

Keywords: *Integrated Marketing Communication (IMC); intercultural school; promotion plan; school marketing strategy.*

1 Introduction

Indonesia now has an increasing number of schools operating at various educational levels, which demonstrates the intensifying competition in the field of education. Parents will have a lot of things to think about when choosing a school, especially for their children in elementary school. In addition to receiving an education, students in primary school are also taught and instilled with moral principles that are beneficial for a child's character development. ^{[7],[8]}When choosing a school for their children, parents need to take into account a number of crucial elements, including the curriculum being used, the facilities, and the school climate. A combination of effective marketing mix strategies and hiring qualified teaching staff can draw parents' attention when they are choosing a school for their child, making it crucial for primary schools to implement both in today's competitive environment.

The school's missions are to achieve the school's vision of developing students who can face the rapid changes in the global scene; provide a Singapore-based

internationally accepted curriculum for Primary Level and Cambridge curriculum for Secondary Level and A Level; offer proficiency in three languages (English, Mandarin, and Bahasa Indonesia); develop responsible and morally upright citizens through character building; update students with the latest technological trends; provide 21st Century learning skills to all learners; produce successful individuals through academic excellence and good character.

Marketing for educational institutions involves a range of principles and concepts related to the theory of companies, competition, and customers. ^{[1],[2]} Educational institutions face competition from other institutions offering similar programs or courses, as well as from other forms of education and training. ^{[24],[28]} Competition has always existed for businesses, but at least historically, businesses were aware of who they were up against and their products' advantages and disadvantages. Customers in educational marketing include students, parents, teachers, and other stakeholders who may influence the decision to attend the institution.

^[3]IMC as a relatively new concept admittedly still leaves many conceptual issues that lack consensus, such as leadership issues, organizational structure, evaluation of the IMC program, and basic compensation for advertising agencies. ^{[5],[6]} It's crucial to consider these three aspects of communication in social media when developing the social media communication model: consumer and business organization communication; consumer-to-consumer communication; customer and business organization interaction.

Marketing that is focused on the general public but not on those receiving external education is known as internal marketing. ^[15] Internal marketing must come before external marketing because it is illogical to inform stakeholders and students of the services' excellence before the educational institutions' staff is prepared to provide them. ^[20] STP stands for Segmentation, Targeting, and Positioning, and in the context of developing an integrated marketing communication plan and promotion team for an intercultural school in North Jakarta.

2 Literature Review

The focus is on market segments that schools can serve more effectively than competing providers, providing and promoting a higher level of performance on those qualities that their target customers value most highly. In MIS there is no clear segmentation, targeting, and positioning strategy. Ultimately, the right STP strategy for an educational institution will depend on its specific goals, resources, and competitive environment. By understanding the needs and preferences of its target segments and positioning itself accordingly, an educational institution can attract and retain the right students and achieve long-term success.

The way that people communicate both inside and outside of organizations has been fundamentally altered by social media. The variety and availability of communication channels on the internet necessitate a different perspective on relationships with target audiences. As a result, education institutions need to adapt their marketing communication plans to effectively reach and engage with their target audience. ^[25] Emphasize that while there are many options for effective communication, they may seem overwhelming, but using a variety increases your chances of reaching more people in a more intimate and pertinent way.

^[25]The promotion of businesses' goods and services is something that companies are looking for ways to do more cheaply and effectively. Communication is essential to marketing a good or service because it helps spread knowledge, introduce goods, create an image of them in consumers' minds, influence buying decisions, promote purchases, and establish a web of long-lasting relationships with customers and the general public. ^[25]Marketing communication activities range from the presentation of information on goods and services to advertising, sales promotion, special events, personal selling, publicity, and direct marketing.

Basically, the goal of any marketing communication is to effectively and clearly communicate a specific message to a specific target audience. A review of the literature reveals that while the pros and cons initially had a big impact on how the IMC concept developed, the fundamental ideas eventually started to resemble one another. IMC as a relatively new concept admittedly still leaves many conceptual issues that lack in consensus, such as leadership issues, organizational structure, evaluation of the IMC program, and basic compensation for advertising agencies. ^{[9],[25]}

These marketing communication formats all serve the same purpose in general, but they can differ in certain ways. One of the fundamental pillars of the marketing communication mix is the formal communications program. Among other things, planning effective communication includes: locating the target audience or audience; sort the market's needs; construct a market; the appropriate media selection; selecting sources; review of the inventory. ^{[9],[25]} The picture below shows the conceptual framework that will be used in this research:

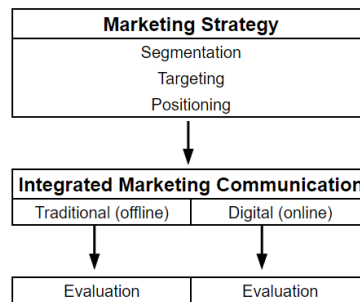


Figure 1 Conceptual Framework

By using traditional marketing strategies, intercultural schools in Jakarta can reach their target audience through a variety of channels, including print, events, and signage. By combining traditional marketing strategies with digital marketing tactics, intercultural schools can create a comprehensive integrated marketing campaign that reaches their target audience effectively.

3 Research Methodology

The first step is to clearly define the research problem, which is to evaluate the effectiveness of the integrated marketing communication (IMC) plan and promotion team for Mutiara Intercultural School (MIS). For example, the research objectives could include measuring awareness and perception of MIS among potential and current students and parents, evaluating the effectiveness of the communication channels used by MIS, and identifying areas where the communication plan and promotion team could be improved.^{[23],[24]}

By using the STP analysis, the intercultural school in North Jakarta can create a more targeted and effective IMC plan and promotion team. The 7P's marketing mix is a framework that businesses use to create a marketing strategy. It consists of seven components, including product, price, promotion, place, people, process, and physical evidence.^{[19],[22]} By using the 7P's marketing mix framework, the intercultural school in North Jakarta can develop an IMC plan and promotion team that reflects its unique strengths and values. The 5As analysis is a marketing tool that evaluates the key touchpoints or moments of truth between a brand and its customers. The five As stand for Awareness, Appeal, Ask, Act, and Advocacy.^[10] By using the 5As analysis, the intercultural school in North Jakarta can develop a more customer-centric and effective IMC plan and promotion team. The school can ensure that its educational offerings, pricing, communication strategy, location, staff, admission process, and facilities are all aligned to attract and retain potential students and parents. The picture below shows the research design that will be used in this research:

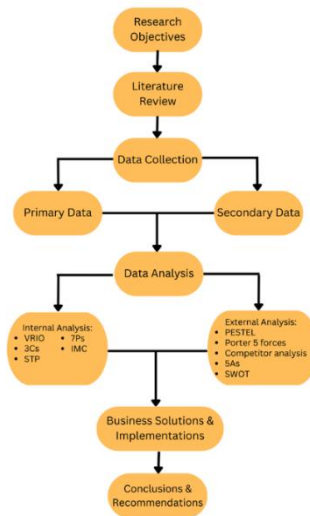


Figure 2 Research Design

4 Results & Discussions

4.1 Internal Analysis

4.1.1 The VRIO Analysis

The VRIO analysis is a strategic framework that helps organizations identify their internal resources and capabilities that can give them a competitive advantage. VRIO stands for Value, Rarity, Imitability, and Organization.

Table 1 The VRIO Analysis of MIS

Resources	Categories	Value	Rarity	Imitability	Organization	Value Creation
Financial	Money	Yes	No	No	No	Competitive Parity
	Shares	Yes	No	No	No	
Human	People Skills	Yes	Yes	No	No	Temporary Competitive Advantage
	People	Yes	Yes	No	No	
	Knowledge	Yes	Yes	No	No	
Material	Facilities	Yes	Yes	Yes	No	Unused Competitive Advantage
	Technologies	Yes	Yes	Yes	No	
	Equipment	Yes	Yes	Yes	No	
Non-Material	Patents	Yes	Yes	Yes	Yes	Long-Term Competitive Advantage
	Brand name	Yes	Yes	Yes	Yes	

By conducting a VRIO analysis (**Table 1**), the MIS can determine its competitive advantage in the market and develop an integrated marketing communication plan and promotion team that highlights the MIS' unique strengths and capabilities. This can help the school stand out from its competitors and attract potential students and parents who are interested in intercultural education.

4.1.2 The 3Cs Analysis

The 3Cs analysis is a strategic marketing tool that evaluates a company's internal capabilities and external environment to identify potential opportunities and threats. The three Cs stand for Company, Customers, and Competitors. By using the 3Cs analysis (**Table 2**), the intercultural school in North Jakarta can develop a more strategic and effective integrated marketing communication plan and promotion team.

Table 2 The 3Cs Analysis of MIS

Pathway	Company	Competitors	Customers
preschool	Mutiara Preschool Singapore & Cambridge Curriculum Montessori & Character Building Expatriates Teachers	Schools with preschool level: Apple Tree, Beacon Academy, Global Sevilla, Highscope, NIS, Penabur International, Raffles, Saur Peter, SIS, National School, Public School, Homeschooling, other International School	Parents of 1 till 6 y.o. children Middle to High Level of Economy : Entrepreneur, Businessman, Directors, Doctors, Actor, Expatriates, etc Salary per month more than 10 million
elementary school	Mutiara Intercultural School Singapore & Cambridge Curriculum Montessori & Character Building Expatriates Teachers	Schools with elementary level: Beacon Academy, Global Sevilla, Highscope, NIS, Penabur International, Raffles, Saint Peter, SIS, National School, Public School, Homeschooling, other International School	Parents of 6 till 12 y.o. children Middle to High Level of Economy : Entrepreneur, Businessman, Directors, Doctors, Actor, Expatriates, etc Salary per month more than 20 million
middle school	Mutiara Intercultural School Singapore & Cambridge Curriculum Montessori & Character Building Expatriates Teachers	Schools with middle school level: Beacon Academy, Global Sevilla, Highscope, NIS, Penabur International, Raffles, Saint Peter, SIS, National School, Public School, Homeschooling, other International School	Parents of 12 till 15 y.o. children Middle to High Level of Economy : Entrepreneur, Businessman, Directors, Doctors, Actor, Expatriates, etc Salary per month more than 20 million
high school	Mutiara Intercultural School Singapore & Cambridge Curriculum Montessori & Character Building Expatriates Teachers	Schools with high school level: Beacon Academy, Global Sevilla, Highscope, NIS, Penabur International, Raffles, Saint Peter, SIS, National School, Public School, Homeschooling, other International School	Parents of 15 till 18 y.o. children Middle to High Level of Economy : Entrepreneur, Businessman, Directors, Doctors, Actor, Expatriates, etc Salary per month more than 20 million

The analysis helps the school better understand its internal capabilities, target audience, and competitive landscape. The school can use this information to create more targeted and compelling marketing messages, select appropriate communication channels, and position itself as a unique and compelling educational option in North Jakarta.

4.1.3 The STP Analysis

The STP analysis is a marketing tool that helps businesses segment their target audience, identify their target market, and position their product or service.
^[20]STP stands for Segmentation, Targeting, and Positioning.

Table 3 The STP Analysis of MIS

Segmentation	People with middle & high economy level
Targeting	People who need education (children 1 to 20 years old)
Positioning	Good quality education with a good price, curriculum, facilities, teachers, & services

By using the STP analysis (**Table 3**), the intercultural school in North Jakarta especially MIS can create a more targeted and effective integrated marketing communication plan and promotion team. The school can better understand its

target audience and tailor its messaging and communication channels to reach them. The school can also position itself as a unique and compelling option in the competitive educational landscape of North Jakarta. Overall, the STP analysis can help the MIS attract and retain potential students and parents by creating a strong and differentiated brand image.

4.1.4 The 7Ps Analysis

The 7P's marketing mix is a framework that businesses use to create a marketing strategy. It consists of seven components, including product, price, promotion, place, people, process, and physical evidence.

Table 4 The 7Ps Analysis of MIS

Product	Singapore & Cambridge Curriculum, International books (English & Mandarin) & National books	Process	cash/transfer when enrolling; direct selling, no refundable, teaching methods development
Price	More expensive than National Schools & Homeschooling	People	Indonesian & expatriates in Jakarta - Indonesia, and all over the world, there is a representative collaborative team in each country
Place	North Jakarta in Indonesia and can study abroad in the UK, US, AUS, Asia	Physical Evidence	International & National certificates. School Building
Promotion	A lot of agents in Indonesia, special discount for Indonesian & expatriates		

By using the 7P's marketing mix framework (**Table 4**), the intercultural school in North Jakarta can develop an integrated marketing communication plan and promotion team that reflects its unique strengths and values. The school can ensure that its educational offerings, pricing, communication strategy, location, staff, admission process, and facilities are all aligned to attract and retain potential students and parents.

4.1.5 The IMC Analysis

^[18]IMC analysis involves assessing various communication channels and identifying the most effective ways to reach the target audience. IMC analysis is a critical component in developing an effective IMC plan and promotion team for an intercultural school in North Jakarta. By conducting a comprehensive IMC analysis, MIS can identify the most effective communication channels, develop a messaging strategy that resonates with the target audience, and create a budget and timeline for executing the plan. This will help MIS achieve its objectives and differentiate itself from competitors in the education industry. MIS can make the time plan for developing integrated marketing communication (IMC) plan in North Jakarta:

4.1.5.1 Phase 1: MIS Pre-Planning and Research

- Week 1: Define objectives, target audience, and key messages for the IMC plan of MIS.
- Week 2: Conduct market research to understand the local education landscape and competition of MIS.
- Week 3: Identify the unique selling points and value proposition of the MIS.
- Week 4: Form a dedicated promotion team and assign roles and responsibilities.

4.1.5.2 Phase 2: IMC Plan Development of MIS

- Week 5: Develop a comprehensive marketing strategy and IMC plan.
- Week 6: Determine the budget and allocate resources for various marketing channels that be used by MIS.
- Week 7: Create a timeline and action plan for implementing the IMC plan for MIS.
- Week 8: Design marketing materials and collateral such as brochures, flyers, and banners.

4.1.5.3 Phase 3: Promotion and Communication Execution of MIS

- Week 9: Launch MIS website and optimize it for search engines.
- Week 10: Develop and implement MIS social media marketing campaigns.
- Week 11: Conduct targeted advertising campaigns of MIS through online and offline channels.
- Week 12: Organize and participate in local events and fairs to promote the MIS.

4.1.5.4 Phase 4: MIS Measurement and Evaluation

- Week 13: Monitor and track the performance of various marketing initiatives.
- Week 14: Analyse data and feedback to assess the effectiveness of the IMC plan.
- Week 15: Make necessary adjustments and optimizations based on the evaluation.
- Week 16: Prepare a final report summarizing the outcomes and lessons learned.

The timeline provided is a general guideline and can be adjusted based on the specific needs and resources of the intercultural school. It's important to regularly

review and adapt the plan to ensure its relevance and effectiveness in reaching the target audience in North Jakarta.

4.2 External Analysis

4.2.1 The PESTEL Analysis

PESTEL analysis is a tool used to analyse and understand the external factors that may impact a business or organization. It stands for Political, Economic, Social, Technological, Environmental, and Legal factors.

Table 5 The PESTEL Analysis of MIS

Political	The Education ministry's mandate is international & national schools must have 3 main subjects which are Indonesian Language, Religion, & Pancasila and Civic Education (PPKN)
Economy	The customer demand growth of education in many sectors both in Indonesia and the world
Social	Changes in human lifestyle to pay more attention to the good quality of education regarding the price, facilities, and curriculum
Technology	- Rising interest in digital education with any application (e.g. Ruang Guru) - People are starting to want non-academic programs besides academic programs (e.g. Montessori, Character Building, etc)
Environment	The world is starting to change the education teaching methods that are environmentally friendly and can be repeated easily
Legal	Government regulations related to National & International curricula that can be used in National & International Schools

By using the PESTEL analysis (**Table 5**), the intercultural school in North Jakarta can identify and understand the external factors that may impact its operations and develop strategies to mitigate any potential risks or take advantage of any opportunities. The analysis can help MIS develop a more informed and effective integrated marketing communication plan and promotion team by ensuring that its strategies are aligned with the external environment and that it is well-positioned to adapt to any changes or trends in the market.

4.2.2 The Porter 5 Forces Analysis

Porter's Five Forces analysis is a framework used to assess the competitive intensity and attractiveness of an industry or market. By using Porter's Five Forces analysis, the intercultural school in North Jakarta can identify and

understand the competitive landscape of the education industry and develop strategies to stay competitive and attract and retain students. The analysis can help the Intercultural Schools in North Jakarta especially MIS identify potential threats and opportunities and develop an effective integrated marketing communication plan and promotion team by ensuring that its strategies are aligned with the competitive environment and that it is well-positioned to differentiate itself from competitors.

4.2.2.1 Threat of new entrants

This force examines the barriers to entry for new competitors in the education industry. By assessing factors such as regulations, capital requirements, and economies of scale, MIS can understand the likelihood of new schools or institutions entering the market. If the threat is high, MIS may need to focus on building unique offerings, establishing strong brand reputation, or forming strategic alliances to maintain its competitive advantage.

4.2.2.2 Bargaining power of buyers

This force examines the power of students and their families as customers in the education industry. MIS can evaluate factors such as the availability of alternative schools, the importance of quality education, and pricing sensitivity among prospective students. Understanding the buyers' power enables MIS to tailor its educational programs, curriculum, pricing, and value-added services to meet student needs and enhance its attractiveness.

4.2.2.3 Bargaining power of suppliers

This force assesses the influence of suppliers in the education industry, such as textbooks, teaching materials, or technology providers. MIS can evaluate the availability of alternative suppliers, the uniqueness of their offerings, and the impact of supplier relationships on cost and quality. By understanding supplier power, MIS can negotiate favourable contracts, diversify its supplier base, or develop in-house capabilities to reduce dependency and maintain cost efficiency.

4.2.2.4 Threat of substitute products or services

This force explores the potential for alternative educational offerings that can meet similar needs as MIS. It includes alternative forms of education, such as online courses, vocational training, or home schooling. By identifying substitutes and understanding their advantages and limitations, MIS can develop strategies to differentiate itself through unique programs, extracurricular activities, teaching methodologies, or technology integration.

4.2.2.5 Competitive rivalry within the industry

This force examines the intensity of competition among existing schools and institutions in the education industry, specifically in North Jakarta. MIS can analyse factors such as the number of competitors, their market share, differentiation strategies, pricing dynamics, and academic reputation. This understanding helps MIS position itself effectively, identify areas for improvement or differentiation, and develop marketing and communication plans that highlight its unique value proposition to attract and retain students.

4.2.3 The Competitor Analysis

Competitor analysis aims to identify potential threats and opportunities for the Intercultural Schools in North Jakarta and develop strategies to gain a competitive advantage in the market. Competitor analysis in **Table 6** is a critical aspect of developing an integrated marketing communication plan and promotion team for an intercultural school in North Jakarta. It provides insights into the competitive landscape of the education industry and helps the school identify potential threats and opportunities for differentiation and gaining a competitive advantage. By conducting a comprehensive competitor analysis, the Intercultural Schools in North Jakarta can develop effective strategies to attract and retain students, increase market share, and achieve its goals.

Table 6 The Competitor Analysis of MIS

Parameter	International School	National School	Homeschooling
Product	Singapore & Cambridge Curriculum, International books (English & Mandarin) & National books	National Curriculum, Indonesian books	International & National Curriculum, international & national books
Price	More expensive than National Schools & Homeschooling	Cheaper than an International School. Competitive with Homeschooling	Cheaper than an International School. Competitive with National School
Place	Indonesia and can study abroad in the UK, US, AUS, Asia	Indonesia	Indonesia (offline/online) & international (online)
Promotion	A lot of agents in Indonesia, special discount for Indonesian & expatriates	Discounts for Indonesian customers	Discounts for Indonesian customers
Process	Terms of Payment = cash/transfer when enrolling; direct selling, no refundable	Terms of Payment = cash/transfer when enrolling; direct selling	Terms of Payment = cash/transfer when enrolling; direct selling
Physical Evidence	International & National certificates. School Building	National Certificate, School Building	National / International certificate (optional)

4.2.4 The 5As Analysis

The high level of information dissemination makes communication the key to brand success in society. But the need for large costs in marketing communications, makes brands to be careful in choosing the media used. Therefore, the behavior of media use in society is very crucial for companies and brands to place marketing communications, strengthen images, and prepare

appropriate services. This research uses the 5A framework to identify behavior in using mass media, offline, and online media.^[10]

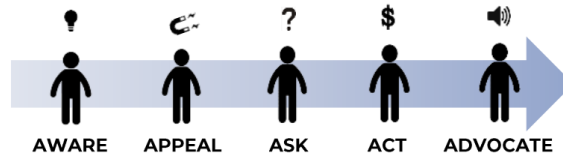


Figure 3 Customer Pathway

By using the 5As analysis (**Figure 3**), the intercultural school in North Jakarta especially MIS can develop a more customer-centric and effective integrated marketing communication plan and promotion team. The analysis helps the school better understand the key touchpoints in the customer journey and identify opportunities to create greater awareness, appeal, ask, act, and advocacy among its target audience. The MIS can use this information to develop more targeted and effective marketing messages, select appropriate communication channels, and improve the overall customer experience.

4.2.5 The SWOT Analysis

SWOT analysis in **Table 7** can provide a valuable foundation for the development of an integrated marketing communication plan and promotion team for an intercultural school in North Jakarta, by identifying areas of focus and providing insight into the school's competitive position in the market.

Table 7 The SWOT Analysis of MIS

Strength	⇒ Full pathway, international school ⇒ Character building program ⇒ A unique program that shows up the real talent of each student ⇒ Strong English and Mandarin language ⇒ 95% expatriate teachers and native speakers
Weaknesses	⇒ The facilities, curricula, competitive school fees, management quality, services ⇒ Teamwork, management, communication, the innovation program ⇒ A separate level of staff ⇒ Less communication, too competitive internally ⇒ Expensive, unprofessional staff, unclear rules & regulation ⇒ The old style of management, the old methods of customer service, the manual data input.
Opportunities	⇒ The innovation program, complete pathway, mastery learning method ⇒ Combine methods in the academic and non-academic programs, plus Montessori ⇒ 90% expatriate teachers and native speakers ⇒ A unique program that shows up the real talent of each student ⇒ Strong English and Mandarin language for students, so they can study abroad easily ⇒ An innovative program including a mix of the digital and manual teaching methods ⇒ A unique program that shows up the real talent of each student
Threats	⇒ Public / government schools, private schools, national schools, national plus schools, homeschooling, daycare, other intercultural schools ⇒ Marketing services in other intercultural schools

Based on Philip Kotler's books^{[9],[10]}, here are some data collection methods that can be used to evaluate the effectiveness of the integrated marketing communication plan and promotion team for Mutiara Intercultural School (MIS):

1. Surveys: Conducting surveys among the target audience, parents of students, can provide insights into their preferences and expectations regarding the school's communication and promotion strategies.
2. Competitor Analysis: Analysing the marketing and communication strategies of competitors can provide insights on their strengths and weaknesses and help identify opportunities and gaps in the market.
3. Social Media Analysis: Analysing the social media presence and engagement of intercultural schools can provide insights into the communication channels that are most effective in reaching the target audience.

Overall, a combination of both primary and secondary data collection methods can provide a comprehensive understanding of the target audience and the market, and help develop an effective integrated marketing communication plan for an intercultural school in North Jakarta.

4.3 Respondent Characteristic

Respondents from this research study were people with

- Socioeconomic Status A (High): Monthly income of IDR 10 million or more, with monthly expenses of less than IDR 7.5 million.
- Socioeconomic Status B (Middle): Monthly income of IDR 5-10 million, with monthly expenses of IDR 5-7.5 million.
- Socioeconomic Status C (Low): Monthly income of less than IDR 5 million, with monthly expenses of less than IDR 5 million.

And they have child/children who go to Intercultural Schools in North Jakarta. They were selected using a simple random sampling technique. The number of respondents from the questionnaire that was distributed was 505 respondents.

Table 8 Respondents' age, income, and cultural background

What is your age range?	FEMALE = 255		MALE = 250	
18-24 years old	9	1.78%	6	1.19%
25-34 years old	98	19.41%	62	12.28%
35-44 years old	106	20.99%	113	22.38%
45-54 years old	36	7.13%	57	11.29%
55 years old or older	6	1.19%	12	2.38%
What is your approximate monthly income?				
Less than 5 million IDR	22	4.36%	2	0.40%
5-10 million IDR	48	9.50%	26	5.15%
10-15 million IDR	71	14.06%	73	14.46%
15-20 million IDR	77	15.25%	83	16.44%
More than 20 million IDR	37	7.33%	66	13.07%
What is your nationality or cultural background?				
American	6	1.19%	12	2.38%
Chinese	75	14.85%	95	18.81%
European	4	0.79%	7	1.39%
Filipino	3	0.59%	2	0.40%
Indonesian	190	29.70%	115	22.77%
Japanese	8	1.58%	3	0.59%
Korean	7	1.39%	9	1.78%
Singaporean	1	0.20%	0	0.00%
Other	1	0.20%	7	1.39%

Based on the **Table 8**, female respondents dominate as much as 50.50%, namely 255 respondents. Based on age, many respondents aged 35-44 years old with a percentage of 43.37%, namely 219 respondents. In terms of the approximate monthly income, 160 respondents, or equivalent to 31.69% of the total have an approximate income between 15-20 million IDR, 144 respondents, or equivalent to 28.52% of the total have an approximate income between 10-15 million IDR and 103 respondents (20.40%) have income more than 20 million IDR. According to the Table, Indonesian people dominate as much as 265 respondents (52.47%) and Chinese people with 170 respondents (33.66%).

Table 9 Respondents' domicile and subdistrict

What is your domicile city?	FEMALE = 255		MALE = 250	
Bekasi	6	1.19%	5	0.99%
Central Jakarta	2	0.40%	2	0.40%
East Jakarta	9	1.78%	18	3.56%
North Jakarta	236	46.73%	224	44.36%
Other	2	0.40%	1	0.20%
What is your regency / subdistrict?				
Cilincing	42	8.32%	39	7.72%
Kelapa Gading	88	17.43%	72	14.26%
Koja	24	4.75%	30	5.94%
Pademangan	25	4.95%	27	5.35%
Tanjung Priok	48	9.50%	48	9.50%
Other	28	5.54%	34	6.73%

In terms of domicile city and regency/subdistrict in **Table 9**, as many as 460 respondents (91.09%) have a domicile city in North Jakarta and as many as 160 respondents (31.69%) have a regency/subdistrict in Kelapa Gading.

Table 10 Respondents' Occupation

What is your occupation?	FEMALE = 255		MALE = 250	
Actor / Actress	8	1.58%	8	1.58%
Business Professional	32	6.34%	70	13.86%
Educator	23	4.55%	18	3.56%
Entrepreneur	45	8.91%	50	9.90%
Government employees	11	2.18%	13	2.57%
Healthcare Professional	22	4.36%	30	5.94%
Lawyer Professional	19	3.76%	13	2.57%
Parent (housewife)	61	12.08%	0	0.00%
Politician	10	1.98%	11	2.18%
Private sector employee	24	4.75%	34	6.73%
Other	0	0.00%	3	0.59%

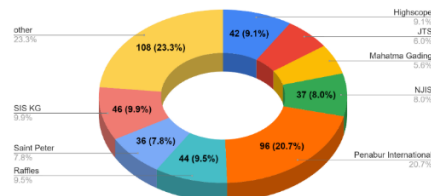
According to **Table 10**, in terms of occupation, first ranked as many as 102 respondents (20.20%) have worked as business professionals, and 70 male respondents are dominant. The second-ranked there are 95 respondents (18.81%) are entrepreneurs with the dominant 50 male respondents. On third-ranked there are 61 female respondents who are dominant as a parent (housewives).

Table 11 Respondents' Child Current School

What is your child's current school level?	FEMALE = 255		MALE = 250	
Preschool	72	14.26%	60	11.88%
Elementary school	72	14.26%	73	14.46%
Middle school	70	13.86%	69	13.66%
High school	41	8.12%	48	9.50%
How familiar are you with intercultural school in North Jakarta?				
Not familiar	21	4.16%	27	5.35%
Somewhat familiar	78	15.45%	78	15.45%
Very familiar	156	30.89%	145	28.71%
Are you currently enrolled your child/children in the intercultural school in North Jakarta?				
Yes	231	45.74%	222	43.96%
No	24	4.75%	28	5.54%

Based on **Table 11**, the respondents' child's current school is at the elementary school level with 145 respondents (28.72%), male respondents dominate as much as 14.46%, namely 73 respondents. In terms of familiarity with intercultural schools in North Jakarta, many respondents are very familiar with a percentage of 59.60% (301 respondents), female respondents dominate as much as 30.89%, namely 156 respondents. In terms of the currently enrolled child in the intercultural school in north Jakarta, 453 respondents, or equivalent to 89.70% of the total have enrolled their child, female respondents dominate as much as 45.74%, namely 231 respondents.

Based on the information provided in **Figure 4**, it can be seen that Penabur International has the highest number of respondents who enrolled their child, with a total of 96 respondents, which represents 20.7% of the total sample population. The second most popular school is SIS with 46 respondents (9.9%), followed by Raffles with 44 respondents (9.5%).

**Figure 4** Intercultural School Name

This information suggests that Penabur International is the most popular school among the respondents, followed by SIS and Raffles. However, it is important to note that the sample population in the survey may not be representative of the overall population, and therefore these results may not be generalizable to the wider community. Additionally, other factors such as location, reputation, and cost may also have influenced the respondents' decisions to enroll their children in these schools.

Question **Figure 5**: Which of the following factors would make you more likely to enroll your child/children in the intercultural school in North Jakarta. (multiple answers allowed from a single respondent)

#1 Safe and inclusive community : 274 respondents

#2 Innovative teaching methods : 263 respondents

#3 Bilingual education : 252 respondents

#4 Multicultural environment : 245 respondents

This question tried to ascertain the most common factors that would make parents (customers) more likely to enroll their child in the specific intercultural school that provides all the factors to them. The data collected from the question can help intercultural schools in North Jakarta to understand what factors are most important to parents when choosing a school for their child. By knowing what factors are most valued by parents, schools can tailor their marketing communication plan and promotional activities to highlight those aspects and attract more enrolments.

For example, from **Figure 4**, if safety and inclusivity are important factors, schools can showcase their security measures, anti-bullying policies, and diversity and inclusion initiatives in their marketing communication materials. If innovative teaching methods are valued, schools can highlight their unique approaches to education and showcase examples of successful student outcomes. If bilingual education is important, schools can promote their language programs and highlight the benefits of being bilingual. By incorporating the insights from the data into their marketing communication plan and promotion plan, intercultural schools in North Jakarta can better connect with potential parents and showcase the aspects of their school that matter most to them. This can lead to increased enrolments, growth, and success for the school.

Which of the following factors would make you more likely to enroll your child/children in the intercultural school in North Jakarta?

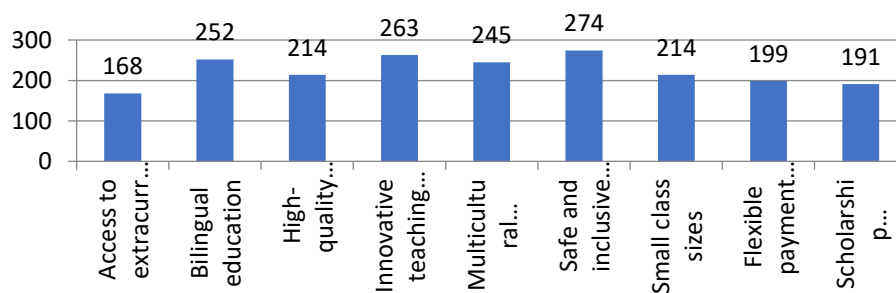


Figure 5 Factors

Question **Figure 6:** Have you interacted with the Intercultural School social media post? Total responses (multiple answers allowed from a single respondent)

- #1 Yes. Saved : 341 respondents
- #2 Yes. Likes : 337 respondents
- #3 Yes. Shares : 271 respondents
- #4 Yes. Comments : 244 respondents

This question tried to ascertain those parents (customers) are aware of the updated social media post especially Instagram and YouTube with various functions such as saved, likes, comments, and shares the contents from intercultural school social media as communication channels. These data provide valuable insights into the level of engagement and interaction that parents (customers) have with the Intercultural School social media posts.

By understanding which actions parents are taking on social media (saving, liking, sharing, commenting), the school can evaluate the effectiveness of their social media content and adjust their communication strategy accordingly. For example, if the school notices that more parents are saving posts rather than sharing or commenting on them, they may want to consider creating more content that is informative and can be saved for future reference. Additionally, by monitoring the level of interaction on social media, the school can gain insight into the preferences and interests of their audience and use that information to create more targeted and effective promotion plans.

Have you interacted with the Intercultural School social media posts?

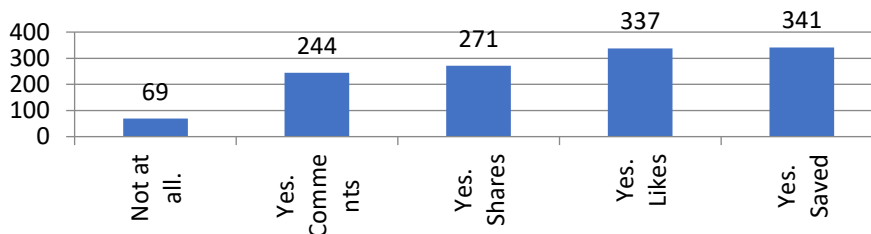


Figure 6 Interaction

Question **Figure 7:** Which the following communication channels do you use to learn about intercultural school in North Jakarta? (multiple answers allowed from a single respondent)

- #1 Social Media : 355 respondents
- #2 In person meetings : 212 respondents
- #3 Public relations : 202 respondents
- #4 Phone : 192 respondents
- #5 Events : 187 respondents

This question tried to ascertain those parents (customers) were aware of the communication channels that be used by intercultural schools in North Jakarta. The data collected from the question can help intercultural schools in North Jakarta to identify the most effective communication channels to reach and engage with their target audience. By knowing which communication channels parents are using to learn about intercultural schools, schools can create a more targeted and effective marketing communication plan that focuses on those channels.

For example, from **Figure 6**, if a significant number of parents are using social media to learn about schools, intercultural schools in North Jakarta can focus on creating engaging and informative content for their social media accounts. If in-person meetings are popular, schools can organize more open house events, parent-teacher conferences, and other events to meet with parents face-to-face and provide them with the information they need. By analysing the data and incorporating the insights into their marketing communication plan, intercultural schools in North Jakarta can increase their reach, engagement, and conversion rates, ultimately leading to more enrolments and growth for the school.

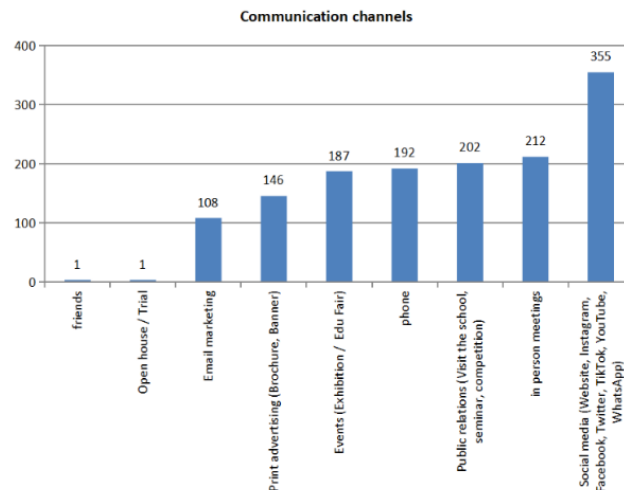


Figure 7 Communication Channels

Question **Figure 8**: Which of the following “social media” do you use to get information about intercultural school in North Jakarta?

Total responses (multiple answers allowed from a single respondent)

- #1 WhatsApp : 365 respondents
- #2 Instagram : 270 respondents
- #3 Website : 205 respondents
- #4 Google : 198 respondents
- #5 Youtube : 189 respondents

This question tried to ascertain those parents (customers) aware of the communication channels that be used by intercultural schools in North Jakarta such as WhatsApp, Instagram, Website, Google Ads, Youtube Channel, etc. The data collected from the question can help intercultural schools in North Jakarta to better understand their target audience's preferences and behaviours in terms of accessing information about schools. By knowing which social media platforms parents are using to gather information about intercultural schools, schools can create a more effective marketing communication plan that targets the right channels and messaging to reach and engage with their target audience.

For example, from **Figure 7**, if a significant number of parents are using WhatsApp to gather information, schools can consider using WhatsApp as a communication channel to provide information, answer questions, and engage with parents. If Instagram is popular, schools can focus on creating visually appealing content to showcase the school's facilities and activities on the platform. By analysing the data and incorporating the insights into their marketing communication plan, intercultural schools in North Jakarta can increase their reach, engagement, and conversion rates, ultimately leading to more enrolments and growth for the school.

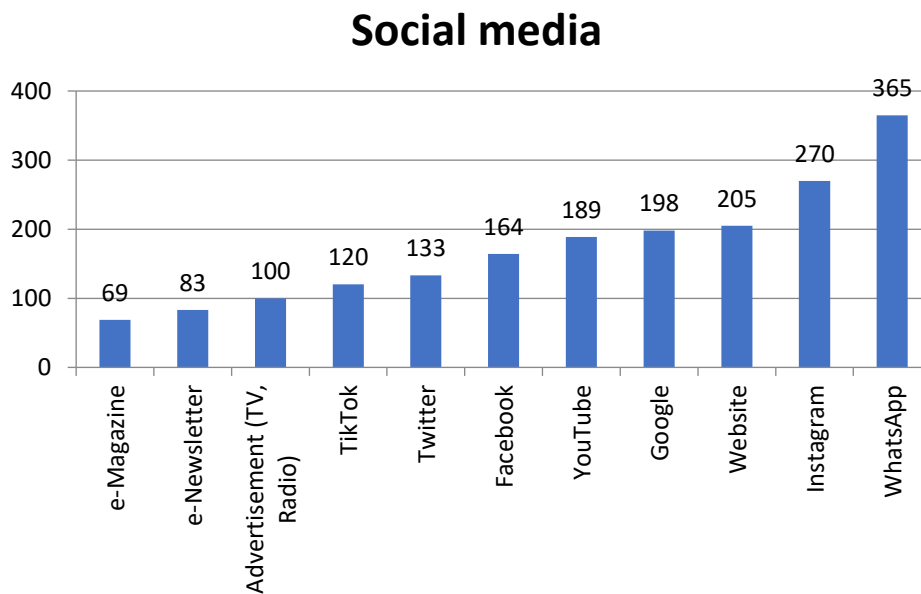


Figure 8 Social Media

Based on the **Table 12**, can be seen that 452 respondents have visited the intercultural school website for more information. Female respondents dominate as much as 45.54%, namely 230 respondents.

Table 12 School website

FEMALE = 255			MALE = 250	
[Have you visited the Intercultural school website for more information?]				
Yes	230	45.54%	222	43.96%
No	25	4.95%	28	5.54%
[Did you find the information on the Intercultural School website helpful?]				
Yes	218	43.17%	211	41.78%
No	37	7.33%	39	7.72%
[Have you called or emailed the Intercultural School for more information?]				
Yes	198	39.21%	198	39.21%
No	57	11.29%	52	10.30%

In terms of finding information on the intercultural school's website, many respondents stated the website is helpful with a percentage of 84.95% (namely 429 respondents). Female respondents dominate as much as 43.17%, namely 218 respondents. Also, can be seen that 396 respondents have called or emailed the intercultural school website for more information. Male & female respondents balance as much as 39.21%, namely 198 respondents for each.

Table 13 School Events

FEMALE = 255			MALE = 250	
[Have you attended an Intercultural School admissions event or open house?]				
Yes	215	42.57%	202	40.00%
No	40	7.92%	48	9.50%
[Have you visited the Intercultural School website through social media ads?]				
Yes	206	40.79%	201	39.80%
No	49	9.70%	49	9.70%
[Have you registered for any Intercultural School virtual events through social media?]				
Yes	201	39.80%	186	36.83%
No	54	10.69%	64	12.67%

Based on **Table 13**, can be seen that 417 respondents have attended the intercultural school admissions event or open house for more. Female respondents dominate as much as 42.57%, namely 215 respondents. In terms of visiting the intercultural school's website through social media ads, many respondents stated 'yes, they have' with a percentage of 80.59% (namely 407 respondents). Female respondents dominate as much as 40.79%, namely 206 respondents. Also, can be seen that 387 respondents have registered the intercultural school virtual events through social media. Female respondents dominate as much as 39.80%, namely 201 respondents.

Table 14 School Engagement

	FEMALE = 255		MALE = 250	
[How likely are you to engage with the intercultural school in North Jakarta on social media?]				
Not likely	10	1.98%	20	3.96%
Somewhat likely	106	20.99%	100	19.80%
Very likely	139	27.52%	130	25.74%
[How likely are you to recommend the Intercultural School in North Jakarta to someone you know?]				
Not likely	9	1.78%	21	4.16%
Somewhat likely	104	20.59%	108	21.39%
Very likely	142	28.12%	121	23.96%
[How likely are you to share or repost Intercultural School social media content?]				
Not likely	13	2.57%	24	4.75%
Somewhat likely	100	19.80%	104	20.59%
Very likely	142	28.12%	122	24.16%
[How likely are you to leave a positive review or testimonial for the intercultural school?]				
Not likely	14	2.77%	21	4.16%
Somewhat likely	92	18.22%	99	19.60%
Very likely	149	29.50%	130	25.74%

Based on **Table 14**, can be seen that 269 respondents are very likely to engage with the intercultural school on social media. Female respondents dominate as much as 27.52%, namely 139 respondents. In terms of recommending the intercultural school to someone they know, many respondents stated very likely to recommend the intercultural school with a percentage of 52.28% (namely 263 respondents). Female respondents dominate as much as 28.12%, namely 142 respondents.

According to the **Table 14**, can be seen that 264 respondents are very likely to share or repost intercultural school social media content. Female respondents dominate as much as 28.12%, namely 142 respondents. In terms of leaving a positive review or testimonial for the intercultural school, many respondents stated very likely to leave a positive review or testimonial with a percentage of 55.24% (namely 279 respondents). Female respondents dominate as much as 29.50%, namely 149 respondents.

Table 15 Effectiveness

	FEMALE = 255		MALE = 250	
How would you rate the effectiveness of the communication channels in providing you with information about the intercultural school in North Jakarta?				
Not effective	6	1.19%	14	2.77%
Somewhat effective	85	16.83%	94	18.61%
Very effective	164	32.48%	142	28.12%

Based on **Table 15**, can be seen that 306 respondents (60.60%) rated the communication channels in providing information about the intercultural school in North Jakarta are very effective, and 179 respondents (35.44%) rated somewhat effective. Female respondents dominate as much as 32.48%, namely 164 respondents rated very effective, and 16.83% (85 respondents) rate somewhat effective.

Table 16 Communication Method

	FEMALE = 255		MALE = 250	
What is your preferred method of communication with the intercultural school in North Jakarta?				
Email	44	8.71%	37	7.33%
In-person meetings	54	10.69%	48	9.50%
Phone	50	9.90%	43	8.51%
Social media	107	21.19%	122	24.16%

Question **Table 16**: What is your preferred method of communication with intercultural school in North Jakarta?

- #1 Social Media : 229 respondents
- #2 In person meetings : 102 respondents
- #3 Phone : 93 respondents
- #4 Email : 81 respondents

This question tried to ascertain those parents (customers) aware of the communication method that they preferred with intercultural schools in North Jakarta such as by social media, in person meetings, phone or email. The data collected from the question can help intercultural schools in North Jakarta to better understand their target audience's preferences and behaviours in terms of accessing information about schools. By knowing which methods of communication that parents are using to gather information about and with intercultural schools, schools can create a more effective marketing communication plan that targets the right channels and messaging to reach and engage with their target audience.

For example from **Table 16**, if a significant number of parents preferred using social media to gather information, schools can consider using any social media as a communication channel to provide information, answer questions, and engage with parents. If it is popular, schools can focus on creating visually appealing content to showcase the school's facilities and activities on the platform. By analysing the data and incorporating the insights into their marketing communication plan, intercultural schools in North Jakarta can increase their reach, engagement, and conversion rates, ultimately leading to more enrolments and growth for the school through social media.

Based on **Table 17**, can be seen that:

[a] Aware:

The majority of consumers find out information about the intercultural school in North Jakarta through articles/ advertisements in offline newspapers/ magazines, through coming to the school directly, and online advertisements on the school's official application/website and Instagram.

[b] Appeal:

People are interested in the intercultural school service in North Jakarta when they see through articles/ advertisements in offline newspapers/ magazines,

through coming to the school directly, and through online advertisements on the school's official application/website and via WhatsApp.

[c] Ask:

When looking for information about an intercultural school in North Jakarta, they tend to look through articles/ advertisements in offline newspapers/ magazines, through coming to the school directly, and through online advertisements on the school's official application/website and via WhatsApp

[d] Act:

Payments or transactions are usually made at the school followed by the face to face events and through the school's official application/website and through WhatsApp.

[e] Advocate:

To family/friends/relatives, people will recommend the intercultural school via Whatsapp and Instagram, which is a means of consumer recommendation

The intercultural school service category in North Jakarta becomes known through various media channels like banners, video Tron, billboards, visiting the school directly, advertisements on the school's official application/website, and Instagram.

Consumers find the communication content of the service category attractive, especially through offline newspapers/magazines, direct visits to the school, online advertisements, and WhatsApp. When seeking more information, individuals rely on offline newspapers/magazines, direct visits, online advertisements, and WhatsApp inquiries. Payments are primarily made by visiting the school directly or during face-to-face events, with online transactions and payments via WhatsApp also being utilized. Individuals endorse the intercultural school service category through the school's website, WhatsApp, and Instagram, recommending it to their family, friends, and relatives.

Table 17 Media

Based on data 595 Respondents										
[a] Where did you first find out the information on the intercultural school service category? - Aware										
[b] In what media do you find the communication content in the intercultural school service category interesting? - Appeal										
[c] In what media will you look for further information regarding the intercultural school service category? - Ask										
[d] On what channel will you pay for the intercultural school service category? - Act										
[e] In what media would you recommend the intercultural school service category? - Advocate										
Media	Aware	Appeal	Ask	Act	Advocate					
Articles/Advertisements in Offline Newspapers/magazines	170	33.96%	217	42.97%	205	41.36%	291	41.50%	201	39.80%
Banners / Videocon / Billboard	226	45.15%	176	34.95%	161	31.80%	136	26.93%	174	34.40%
Radio Ads	21	4.16%	18	3.56%	33	6.53%	47	9.31%	38	7.52%
TV advertisement	86	17.03%	94	18.61%	102	20.20%	112	22.18%	92	18.22%
Offline Media	Aware	Appeal	Ask	Act	Advocate					
Brochures/Flyers	119	23.56%	92	18.22%	69	11.86%	50	11.90%	61	12.06%
Come to school	164	32.48%	160	31.58%	189	37.43%	166	31.29%	152	30.10%
Face to Face Events (Seminar, Outreach, Exhibitions, Discussions, etc.)	69	13.66%	109	21.58%	85	16.83%	89	17.62%	76	15.05%
Friends/family/relatives	71	14.06%	61	12.08%	74	14.65%	87	17.23%	85	16.83%
Meet sales agents	62	12.28%	61	12.08%	81	16.04%	79	15.64%	77	15.25%
Telemarketing	20	3.96%	22	4.35%	16	3.17%	32	6.34%	34	10.09%
Online Media	Aware	Appeal	Ask	Act	Advocate					
Articles on online news portals	4	0.79%	5	0.99%	9	1.76%	7	1.39%	8	1.58%
E-mail	16	3.17%	27	5.35%	22	4.36%	25	4.99%	23	4.55%
Facebook	56	9.90%	27	5.35%	39	6.93%	29	5.74%	24	4.75%
Instagram	87	17.23%	70	13.86%	79	13.96%	69	11.88%	76	15.05%
Line (naver)	2	0.40%	10	1.98%	17	3.37%	16	3.17%	12	2.38%
Marketplaces E-commerce	4	0.79%	5	0.99%	4	0.79%	8	1.58%	9	1.78%
Personal Blogs	67	13.27%	49	9.70%	29	5.15%	31	6.14%	39	7.72%
Pop Up Ads on the Internet	8	1.16%	10	1.98%	7	1.36%	10	1.98%	8	1.58%
Search Engines (Google/Yahoo/etc)	14	2.77%	13	2.57%	14	2.77%	18	3.56%	13	2.57%
SMS	22	4.36%	13	2.57%	16	3.17%	18	3.56%	29	5.74%
Telegram	19	3.76%	20	3.96%	28	5.54%	28	5.54%	26	5.15%
The company's official application/website	106	20.99%	129	25.54%	124	24.55%	137	23.17%	110	22.07%
TikTok	3	0.59%	8	1.58%	12	2.36%	23	4.55%	16	3.17%
WhatsApp	85	16.83%	83	16.44%	99	17.82%	86	17.03%	99	17.82%
YouTube	20	3.96%	36	7.13%	31	6.14%	29	5.74%	25	4.95%

4.4 Business Solution

4.4.1 Segmentation, Targeting, and Positioning (STP) for MIS

4.4.1.1 Segmentation

Identify group potential customers based on common needs, characteristics, and behaviors. MIS can segment its customers based on occupation, monthly income, domicile, regency/subdistrict, nationality, age range, communication channels that be used, etc.

4.4.1.1.1 Demographic segmentation involves dividing the target market based on demographic characteristics

- ✓ Gender: Exploring potential differences in preferences, interests, and school characteristics between male (250 respondents) and female (255 respondents).
- ✓ Income Level: Considering the financial capacity of families and targeting segments that can afford the school's tuition fees.

Monthly income:

- #1 income 15-20 million IDR (160 respondents)
- #2 income 10-15 million IDR (144 respondents)
- #3 income more than 20 million IDR (103 respondents)
- #4 income 5-10 million IDR (74 respondents)
- #5 income less than 5 million IDR (24 respondents)

- ✓ Students Age: Segmenting students into different age groups, such as preschool (132 respondents), elementary (145 respondents), middle school (139 respondents), and high school (89 respondents), to cater to their specific educational needs.

4.4.1.1.2 Psychographic segmentation focuses on the psychological and behavioural attributes of the target audience

- | | |
|---------------------------------|-------------------|
| #1 Safe and inclusive community | : 274 respondents |
| #2 Innovative teaching methods | : 263 respondents |
| #3 Bilingual education | : 252 respondents |
| #4 Multicultural environment | : 245 respondents |

4.4.1.1.3 Geographic segmentation considers the physical location and proximity of the target audience

From 505 respondents:

❖ Occupation:

- #1 Business professional (102 respondents)
- #2 Entrepreneur (95 respondents)
- #3 Parents / housewife (61 respondents)
- #4 Private sector employee (58 respondents)

❖ Domicile:

- #1 North Jakarta (460 respondents)
- #2 East Jakarta (27 respondents)

❖ Regency/subdistrict:

- #1 Kelapa Gading (160 respondents)
- #2 Tanjung Priok (96 respondents)
- #3 Cilincing (81 respondents)
- #4 Koja (54 respondents)
- #5 Pademangan (52 respondents)

Considering the intercultural nature of the school, segmentation based on cultural backgrounds can be valuable. This may involve targeting specific segments of students from diverse cultural backgrounds, such as Indonesian, expatriate, or mixed-cultural families, and tailoring messaging and programs to address their unique needs and experiences.

❖ Nationality:

- #1 Indonesian (265 respondents)
- #2 Chinese (170 respondents)
- #3 American (18 respondents)
- #4 Korean (16 respondents)

❖ Age range:

- #1 35-44 years old (219 respondents)
- #2 25-34 years old (160 respondents)

❖ Communication Channels that be used:

- #1 social media (355 respondents)
- #2 in-person meetings (212 respondents)
- #3 public relations (202 respondents)
- #4 phone (192 respondents)

4.4.1.2 Targeting

Choose the most attractive segments that are profitable and align with the school's capabilities and resources. MIS can target segments that are likely to benefit from its software / social media (Website, WhatsApp, Instagram, YouTube, SEO, etc.) and services.

-Mass Media (above the line) – Aware from:

- #1 Banners / Video Tron / Billboard (228 respondents)
- #2 Articles / Advertisements in Offline newspaper/ magazines (170)
- Offline Media (below the line) - Aware from:
 - #1 Come to school (164 respondents)
 - #2 Brochures/Flyers (119 respondents)
- Online Media - Aware from:
 - #1 School's Website (106 respondents)
 - #2 Instagram (87 respondents)
 - #3 WhatsApp (85 respondents)
- Total responses (multiple answers from a respondent)
 - #1 WhatsApp (365 respondents)
 - #2 Instagram (270 respondents)
 - #3 Website (205 respondents)
 - #4 Google (198 respondents)

4.4.1.3 Positioning

Develop a unique value proposition and positioning statement that differentiates MIS from its competitors and resonates with the chosen target market. MIS can provide innovative and customizable software solutions that help organizations streamline their business processes and gain a competitive edge.

MIS could use a sample positioning tagline for an intercultural school in North Jakarta to support the development of an Integrated Marketing Communications (IMC) plan.

"Building Bridges, Celebrating Diversity: Empowering Minds at Mutiara Intercultural School"

This tagline emphasizes the school's commitment to fostering intercultural understanding, embracing diversity, and providing a supportive environment for students to thrive academically and personally. It conveys the school's unique positioning in promoting multicultural education and the importance of building connections among students from different backgrounds.

4.4.2 Effective online and offline marketing communication plans in the post-pandemic era for MIS

4.4.2.1 Online Marketing

- Leverage digital channels such as social media, email marketing, content marketing, and search engine optimization (SEO) to increase brand awareness, generate leads, and nurture customer relationships. MIS can create informative and engaging content that highlights the benefits of its software and services, and promote it through various online channels.

- MIS can utilize social media platforms such as Instagram, TikTok, LinkedIn, Twitter, and Facebook to promote its software / official website and services. The school can create informative and engaging content such as blog posts, webinars, and videos that highlight the benefits of its offline and online services. It can also invest in SEO to improve its online visibility and generate more traffic to its website.

4.4.2.2 Offline marketing

- Utilize traditional marketing tactics such as events, trade shows, and direct mail to reach potential customers and build brand recognition. MIS can participate in industry-specific events and conferences to showcase its products (books, facilities, curriculum) and services (teaching methods) and network with prospects and partners.

4.4.3 Methods to evaluate the marketing communication plan, ^[18]the following metrics can be measured:

- Awareness: Measure the level of brand awareness and recall among the target audience using surveys, social media analytics, and website traffic.
- Engagement: Track the level of customer engagement with the marketing content using metrics such as clicks, shares, comments, and likes.
- Conversion: Measure the number of leads and conversions generated through the marketing channels such as website forms, email signups, and event registrations.
- ROI: Calculate the return on investment (ROI) of the marketing campaigns by comparing the cost of the campaign with the revenue generated from the resulting sales.

4.5 Implementation Plan & Justification

4.5.1 Segmentation, Targeting & Positioning (STP) for Mutiara Intercultural School (MIS)

- Conduct market research to identify the target market segments that are most likely to benefit from the school's software and services.
- Develop a unique value proposition and positioning statement that differentiates MIS from its competitors and resonates with the chosen target market.
- Tailor the marketing efforts and messaging to appeal to the identified target market segments.

Justification: Implementing STP for MIS is critical for the success of its marketing efforts. By identifying and targeting specific segments of the market, MIS can tailor its marketing efforts to the needs and preferences of these segments, resulting in higher engagement and conversion rates.

4.5.2 Effective online and offline marketing communication plans in the post-pandemic era for Mutiara Intercultural School (MIS)

- Develop a content marketing strategy that includes blog posts, webinars, videos, and other informative and engaging content that highlights the benefits of the school's software and services.
- Utilize social media platforms to promote the school's software and services and engage with customers.
- Participate in industry-specific events and conferences to showcase the school's products and services and network with prospects and partners.
- Invest in SEO to improve online visibility and generate more traffic to the company's website.
- Consider investing in direct mail campaigns that target specific segments of the market.

Justification: Implementing effective online and offline marketing communication plans is essential for MIS to reach its target market in the post-pandemic era. By developing a content marketing strategy and utilizing social media platforms, the school can increase brand awareness and engage with customers. Participating in industry events and investing in SEO and direct mail campaigns can also help the school generate more leads and conversions.

4.5.3 Proper Methods to Evaluate the marketing communication plan for Mutiara Intercultural School (MIS)

- Define clear goals and objectives for the marketing campaigns.
- Track and analyse metrics such as brand awareness, engagement, conversion rates, and ROI.
- Use marketing automation tools to track customer interactions and behaviours.
- Conduct A/B testing to compare the effectiveness of different marketing channels and messaging.

Justification: Implementing proper methods to evaluate the marketing communication plan is critical for MIS to measure the effectiveness of its marketing efforts and make data-driven decisions. By defining clear goals and objectives and tracking relevant metrics, MIS can optimize its marketing campaigns and improve its ROI. Using marketing automation tools and conducting A/B testing can also help MIS identify areas for improvement and optimize its marketing efforts.

In order to effectively market a product or institution, the marketing communicator must determine the target response they are seeking from their audience. This usually involves moving the audience through a series of stages, including awareness, knowledge, liking, preference, conviction, and finally, action. The communicator must first identify the stage the audience is currently in and develop a communication strategy to move them to the next stage. Rarely can one message move the audience through all stages, so the communicator must find a cost-effective way to move the audience one stage at a time. ^{[16],[17]} Some marketing scholars challenge the idea that consumers pass through these stages in a specific order and suggest that consumers may pass from cognition to behavior to affect or from behavior to affect to cognition, which has different implications for the role and influence of communication on behavior.

5 Conclusions & Recommendations

5.1 Conclusions

Based on the data, it can be concluded that the majority of respondents come from North Jakarta, particularly in the Kelapa Gading subdistrict. Most of the respondents are female, aged 35-44 years old, and have a monthly income between 10-20 million IDR (SES A-High). The most common occupation is business professional, and the majority of respondents are of Indonesian nationality.

The intercultural school service category in North Jakarta gains awareness through a variety of media channels, including banners, video Tron, billboards, direct visits to the school, advertisements on the school's official application/website, and Instagram. Consumers find the communication content of the service category appealing, particularly through offline newspapers/magazines, direct visits to the school, online advertisements, and WhatsApp. When seeking further information, individuals rely on offline newspapers/magazines, direct visits, online advertisements, and WhatsApp inquiries. Payments are predominantly made by visiting the school directly or during face-to-face events, with online transactions and payments via WhatsApp also being used. Individuals advocate for the intercultural school service category through the school's website, WhatsApp, and Instagram, recommending it to family, friends, and relatives.

The study concluded that Mutiara Intercultural School (MIS) should implement all elements of relationship marketing activities when building its customer-facing marketing services. Other intercultural schools in North Jakarta already use a combination of offline and online marketing tools for integrating their marketing services. The MIS marketing department must work effectively with pre-sales, in-sales, and after-sales service. The Marketing department delivers on

its MIS vision and mission that aligns with MIS quality by providing the best curricula, facilities, and relationships with customer-focused marketing services.

^[16]Due to the post-COVID-19 pandemic challenges, there is a social media-based marketing strategy model that educational institutions must implement to attract public attention. The model should combine the following steps:

- Promote educational excellence through the 7Ps (product, price, place, advertising, people, physical evidence, and process) packaged online via social media. This activity starts with creating creative and engaging content.
- Determine the target market through planning (segmentation, targeting, positioning) and decide what types of social media platforms to use.
- Optimizing the performance and skills of corporate teams and fostering good customer relationships through social media. As mentioned earlier, Facebook, Twitter, Instagram, Youtube, LinkedIn, and websites are the types of platforms that are in high demand today. The social media-based marketing strategy model aims to be a marketing solution for educational institutions to generate social interest after the COVID-19 pandemic.

The research reported here examines the implementation of the marketing mix and IMC plan as a marketing strategy for MIS's Education Services/Promotions team. We emphasize that the implementation of a marketing mix and IMC as a marketing strategy for educational services have a very positive impact on the development of MIS. So far, it has been widely used in various educational institutions, especially the MIS. This is because there is very stiff competition in attracting consumers and customers of educational services.

5.2 Recommendations

Based on the provided information, here's an evaluation of the effectiveness of each communication channel in terms of the stages of the Aware, Appeal, Ask, Act, Advocate model:

- The mass media channels mentioned in **Table 18**, such as articles/ advertisements in offline newspapers/magazines, and banners/ video Tron/ billboards, are effective in creating awareness and appealing to the target audience, they may not be as interactive in facilitating direct asking or dialogue. However, they can still prompt action and contribute to brand advocacy by delivering compelling messages and engaging visuals.
- The offline media channels mentioned in **Table 19**, including inviting people to come to school and distributing brochures/ flyers, are effective in creating awareness, appealing to the target audience, and prompting action. Face-to-face events provide additional advantages of direct interaction, facilitating dialogue, and fostering advocacy through personal connections and positive experiences. Combining these offline

strategies can create a comprehensive and impactful marketing approach for the school.

- The online media channels mentioned in **Table 20**, such as the school's official application/website, Instagram, and WhatsApp, are effective in creating awareness, appealing to the target audience, facilitating direct interaction and asking questions, prompting immediate action, and fostering advocacy through positive experiences and testimonials. Utilizing a combination of these online media channels can form a robust online presence and engagement strategy for the school.

Table 18 Mass Media

	Aware	Appeal	Ask	Act	Advocate
Mass Media	Mass media can effectively create awareness due to its broad reach and ability to target a large audience.	Mass media can utilize visual elements and storytelling to appeal to emotions and capture the audience's attention.	Mass media may not be the most effective channel for direct interaction or asking specific questions.	Mass media can motivate the audience to take action through clear and compelling calls to action.	Mass media can play a role in advocating for a brand or cause by promoting positive messages and experiences.
	#1 Banners / Videotron / Billboard #2 Articles/ Advertisements in Offline Newspapers/ magazines	#1 Articles/ Advertisements in Offline Newspapers/ magazines #2 Banners / Videotron / Billboard	#1 Articles/ Advertisements in Offline Newspapers/ magazines #2 Banners / Videotron / Billboard	#1 Articles/ Advertisements in Offline Newspapers/ magazines #2 Banners / Videotron / Billboard	#1 Articles/ Advertisements in Offline Newspapers/ magazines #2 Banners / Videotron / Billboard
Evaluation	Banners, videotron, and billboards are effective in creating awareness, especially when strategically placed in high-traffic areas. Publishing articles or advertisements in offline newspapers or magazines can effectively generate awareness among the target audience.	These mediums allow for detailed storytelling, engaging content, and the use of visuals to appeal to readers. These visual mediums can attract attention and deliver impactful messages using creative design and concise copy.	They may not provide a direct avenue for asking questions or interactive engagement. Banners, videotron, and billboards are not interactive, so they may not facilitate direct asking or dialogue.	Including clear calls to action in the articles or advertisements can motivate readers to take the desired action. They can prompt action by including contact information, website URLs, or QR codes for further engagement.	Offline newspapers and magazines can influence opinions and advocate for a brand or cause through positive coverage. While not the primary channel for advocacy, they can contribute to brand recognition and positive associations.

Table 19 Offline Media

	Aware	Appeal	Ask	Act	Advocate
Offline Media	Offline media channels, such as print advertisements, billboards, and brochures/flyers, can effectively create awareness by reaching a wide audience in physical locations.	Well-designed and visually appealing offline media materials can capture the attention and interest of the target audience, conveying the school's unique selling points and benefits.	While offline media channels may not directly facilitate asking questions, they can provide contact information or encourage individuals to seek further information through other channels.	Offline media channels can prompt immediate action by including clear calls to action, such as visiting the school, attending an event, or contacting a provided phone number.	Offline media channels can indirectly contribute to advocacy as individuals share their positive experiences or recommend the school to others through word-of-mouth.
	#1 Come to school #2 Brochures/Flyers	#1 Come to school #2 Face to Face Events (Seminars, Outreach, Exhibitions, Discussions, etc.)	#1 Come to school #2 Face to Face Events (Seminars, Outreach, Exhibitions, Discussions, etc.)	#1 Come to school #2 Face to Face Events (Seminars, Outreach, Exhibitions, Discussions, etc.)	#1 Come to school #2 Friends/ family/ relatives
Evaluation	"Come to school" as a communication channel can effectively create awareness by inviting individuals to physically visit the school. It can generate awareness among potential students, parents, or interested parties by signaling an opportunity to explore the school and its offerings. Brochures and flyers can effectively create awareness when distributed in targeted locations or through direct mail.	The appeal of "Come to school" lies in the potential to experience the school firsthand, allowing visitors to get a sense of the environment, facilities, and overall atmosphere. By inviting individuals to physically come to the school, it can create a sense of excitement and anticipation, as well as the opportunity to meet faculty, staff, and current students. These events allow for real-time communication, engaging presentations, and opportunities to showcase the school's strengths and values.	"Come to school" provides an ideal opportunity for potential students or parents to ask questions directly to school representatives, such as admissions officers or teachers. Visitors can seek clarification on curriculum, extracurricular activities, admission processes, or any other inquiries they may have. Face-to-face events are ideal for asking questions, seeking clarification, and engaging in meaningful conversations with potential students or parents.	The "Come to school" communication channel prompts immediate action by encouraging individuals to visit the school physically. Visitors can engage in activities such as school tours, attend information sessions, or participate in open houses, which may lead to further actions such as submitting an application or enrolling. Attendees can take immediate action, such as registering for further information, scheduling a school tour, or initiating the enrollment process.	While "Come to school" is not a direct avenue for advocacy, it can contribute to advocacy indirectly. Positive experiences during the school visit can lead visitors to share their impressions and recommendations with friends, family, or acquaintances, potentially leading to advocacy through word-of-mouth. Friends, family, and relatives serve as strong advocates for a product, service, or brand. Positive experiences shared by them can influence others to try or support a particular offering, leading to increased advocacy through personal recommendations.

Table 20 Online Media

	Aware	Appeal	Ask	Act	Advocate
Online Media	Online media channels, such as the school's official website, social media platforms, and online advertisements, are highly effective in creating awareness due to their wide reach and accessibility.	Online media channels offer various ways to create appeal through visually engaging content, interactive features, and targeted messaging tailored to the preferences of the online audience.	Online media channels provide opportunities for direct interaction and asking questions through features like live chat, contact forms, comments sections, or private messaging.	Online media channels excel at facilitating immediate action through clickable links, online forms, registration portals, or e-commerce functionalities, allowing users to take desired steps instantly.	Online media channels are well-suited for advocacy through user-generated content, reviews, ratings, testimonials, social sharing, and the ability to engage with and influence a large online community.
	#1 The School's official application/ Website #2 Instagram #3 WhatsApp	#1 The School's official application/ Website #2 WhatsApp #3 Instagram	#1 The School's official application/ Website #2 WhatsApp #3 Instagram	#1 The School's official application/ Website #2 WhatsApp #3 Instagram	#1 The School's official application/ Website #2 WhatsApp #3 Instagram
Evaluation	The school's official application or website is highly effective in creating awareness as it serves as a central hub of information about the school and its offerings. Instagram can effectively create awareness by showcasing visual content related to the school, such as campus photos, student activities, and achievements. While WhatsApp is primarily a messaging platform, it can be utilized to create awareness by sharing information, updates, and invitations to events or school-related activities.	The official application or website can be designed to visually and effectively communicate the school's unique selling points, features, and benefits, making it appealing to visitors. The personalized nature of WhatsApp allows for direct communication with individuals, providing a sense of exclusivity and fostering a sense of community with the school. Instagram's visual nature allows for aesthetically pleasing and engaging content that can appeal to the target audience, including prospective students, parents, and educators.	The school's official application or website can provide channels for visitors to ask questions, such as contact forms, chatbots, or live chat options, enabling direct interaction with school representatives. WhatsApp facilitates direct communication, allowing potential students, parents, or interested parties to ask questions, seek information, and engage in dialogue with school representatives. While Instagram does not provide direct channels for asking questions, it can be utilized to direct users to other platforms or contact information where inquiries can be made.	The application or website can provide clear calls to action, such as requesting more information, scheduling a tour, or submitting an application, allowing visitors to take immediate action. WhatsApp can prompt immediate action through personalized messages, encouraging individuals to take the desired steps, such as scheduling a meeting, attending an event, or applying for admission. Instagram can prompt action by including clear calls to action in captions or bio sections, such as visiting the school's website or contacting a provided email or phone number.	Positive experiences and testimonials shared on the official application or website can contribute to advocacy by providing social proof and influencing others' opinions. WhatsApp conversations and interactions can lead to advocacy as satisfied individuals share their positive experiences and recommendations with their own contacts. Instagram can serve as a platform for user-generated content and testimonials, where followers and users can share positive experiences and recommend the school to others.

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