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The Mckinsey 7s Framework and School Branding: An Exploratory Study at Private Islamic Elementary School

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Abstract

The purpose of this study is to investigate the Mckinsey 7s Framework and its effect on school branding in the Islamic private school. The data collection method used observation, interview, and document study techniques. The primary data sources were from the school principal of Sokonandi Muhammadiyah Elementary School of Yogyakarta, while the secondary data sources were 7 teachers, 2 staffs, and school stakeholders. The data were analyzed using Miles & Huberman's techniques, namely; data reduction, data presentation, and drawing conclusions. The results showed that 1) Shared values with the tagline "Smart, Religious, and Fun", 2) The school's strategy in branding creates multi-intelligence students and realizes the vision and mission of Muhammadiyah's goals, 3) Organizational structure for the development of school branding with varied coordinating fields, 4) School skills in making a comprehensive management information system, 5) Prioritizing quality-based-learning in every recruitment, 6) facilitating all teachers' or staffs' competences, 7) The principal uses two-way communication method.

Keywords: School Branding; McKinsey 7s frameworks; Islamic School; Education Quality

Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki Mckinsey 7s Framework dan pengaruhnya terhadap branding sekolah di sekolah swasta Islam tersebut. Metode pengumpulan data menggunakan teknik observasi, wawancara, dan studi dokumen. Sumber data primer adalah kepala sekolah SD Muhammadiyah Sokonandi Yogyakarta, sedangkan sumber data sekunder adalah 7 guru, 2 staf, dan stakeholder sekolah. Data dianalisis dengan menggunakan teknik Miles & Huberman yaitu; reduksi data, penyajian data, dan penarikan kesimpulan. Hasilnya menunjukkan bahwa 1) Nilai bersama dengan semboyan "Cerdas, Religius, dan Menyenangkan", 2) Strategi sekolah dalam branding menciptakan siswa multi-intelijen dan mewujudkan visi dan misi tujuan Muhammadiyah, 3) Struktur organisasi untuk pengembangan school branding dengan bidang koordinasi yang bervariasi, 4) Keterampilan sekolah dalam membuat sistem informasi manajemen yang komprehensif, 5) Mengutamakan pembelajaran berbasis mutu dalam setiap rekrutmen, 6) memfasilitasi seluruh kompetensi guru atau staf, 7) Kepala sekolah menggunakan metode komunikasi dua arah.

Kata Kunci: *Branding Sekolah, kerangka kerja McKinsey 7s, Sekolah Islam, Kualitas Pendidikan*

INTRODUCTION

Each school has a different target market customer. Various offers from the use of curriculum, infrastructures, school achievements, excellent activities in schools, school accreditation, and even promises to create students who can enter excellent schools at the next level. However, this is still a tough job for public schools compared to private schools due to the limited resources they have. The Indonesian Central Statistics Agency in 2019 (in www.bps.go.id), stated that the growth of private schools each year has increased both from students and school establishments, including elementary schools.

According to data from Ministry of Education and Culture that the number of private schools and their student rose significantly year by year. In 2016/2019 there were 15,481 private schools and 3,189,919 students and this data grew around 10% in the next year to 16,270 private schools and 3,333,265 students. This increase also followed by another incresement, there were total 16,815 private schools and 3,438,970 students in year of 2019/2019. Not only in national but also in Province of Yogyakarta, the number of private schools climbed considerably. There were 393



schools in 2016 and it rose a half to 557 schools in the year. In 3 years later, the data increased continuously and reached the peak at 572 schools in 2019 even though it stayed constant in 2020.

From data above, it can be seen that the number of public elementary schools has decreased as well as the number of students, while private elementary schools have increased both in terms of the number of schools that were established and the number of existing students. The data from the Yogyakarta Provincial Development Planning Agency in 2020 (source: bappeda.jogjaprovo.go.id), states that the increase of schools in the last five years at the elementary school level has increased in quantity for private elementary schools.

According to Putri, (2011), the formation of a school's brand image in the community is one of the main attractions, because it consists of various supporting factors, starting from the quality of the school, school services, and costs incurred. There are various ways that schools do to form a brand image in the community. One of them is the internationalization of schools, for example by implementing an international curriculum, international standard infrastructure, internationally recognized achievements, and international accreditation to make school quality better and align itself with foreign schools (Setiawan, 2014).

According to Hidayatun (2017), the achievement of schools with strong branding is determined by quality, position, communication, long-term perspective, and internal marketing. Quality is one of the main elements in school branding carried out by each educational institution supported by high credibility and consistency in achieving the goals of the institution (Shaharudin *et al.*, 2010). Mourad (2011) also stated that the quality and various supporting factors are one of the reasons for making decisions to choose educational institutions even though these institutions charge rates that are above the average for other institutions.

According to Rukmana (2017), an effort to create school branding must be carried out by tying together three patterns of quality management that are carried out on an ongoing basis with each other, namely by maintaining, improving, and implementing consistency so that the final results are achieved in accordance with the plan. The establishment of school branding is not something that can be done by chance and is not just about promoting the school to the public, but also requires careful planning and time to create a brand that is the hallmark of the school.



School awareness in creating school branding is also considered to be lacking because schools only focus on forms of promotion which are only carried out in one direction, namely through websites or participating in educational institution exhibitions. Communication relationships that form the basis for forming branding have not been carried out by many schools because schools have never realized that this is part of forming school branding (Zulaikha, 2017). The importance of school branding is a complex and multidimensional educational phenomenon. Currently, various school models with various curricula are openly offered to the public. This is due to the perspective of parents who are increasingly changing in meeting their children's educational needs.

Changing educational needs is one of the references that schools must form a brand in order to gain a place in society. There are so many changes that occur in education, such as the modernization of schools and the internationalization of the curriculum to respond to the challenges of today's era. School branding cannot be separated from the business success of an educational institution organization. McKinsey 7s frameworks were developed in 1980 by Tom Peters, Robert Waterman, and Julian Phillips. According to Raharja (2009), McKinsey in his theory of 7s frameworks stated that quality improvement must be supported by an adequate system, quality improvement strategies, strong and clear organizational structures, values that will be shown as school imaging materials, supporting human resources, expertise possessed according to their field, as well as the leadership style of a manager or principal in leading the school and the teachers under it organizationally (source: www.mckinsey.com).

The success of McKinsey 7s theory has the hard element and soft element factors that are interrelated. Hard elements are factors that are directly related to the management system, including strategy, structure, and systems, while soft elements are the most difficult to define. They are less tangible and heavily influenced by other factors. Soft elements in the theory of McKinsey 7s Frameworks include shared values, skills, style, and staff (source: www.quickstart-indonesia.com). According to Raharja (2009), McKinsey 7s Frameworks is a weapon or tool in value-based management that can be applied to elements of institutions including educational institutions or teams to make them better. The elements contained in



the theory of McKinsey 7s Frameworks can be used as a basis for improving the quality of education in each school.

The data of the Central Statistics Agency in 2019 (source: bps.go.id), stated that there were 47,658 students who registered as new students for the elementary school education level. The total number of enrolled students at the beginning of the school education level, the average was 9,531 students. Referring to the final data on primary school registrants in the City of Yogyakarta, there were 2,184 students enrolled in public elementary schools, so that more than 7,000 other students enroll in private elementary schools.

One of the private schools in Yogyakarta that is often used as a reference school is Sokonandi Muhammadiyah Elementary School. Muttaqin (2017), states that basically education in Muhammadiyah creates a person into a complete and useful person for the surrounding as described in the Muhammadiyah education curriculum which focuses on developing the potential of students, fostering moral values, develop children's creativity, enrich the treasures of human culture, and prepare children to have life skills to dare facing the challenges of the times with the spirit of Islam. The Muhammadiyah education vision is to establish an effective education with an advanced, professional, and modern Islamic movement as the basis for improving the quality of education (source: www.muhammadiyah.or.id).

Muhammadiyah School management focuses on responding to Muhammadiyah's educational lagging by setting quality standards as the development of Muhammadiyah educational charities that will collaborate with development programs in the community. The school branding strategy carried out by Muhammadiyah schools uses word of mouth, because Muhammadiyah has the Muhammadiyah Student Association (Ikatan Pelajar Muhammadiyah) which was established on July 18, 1961 and became one of the backgrounds for the establishment of Muhammadiyah-based schools to foster and educate cadres to complete the Muhammadiyah struggle.

The existence of plenty international school in Yogyakarta does not make the school afraid being lose. Although the School does not apply an international-based curriculum such as IB, Cambridge, Montessori, or others, this does not make it unable to compete with schools that use an international curriculum. Based on



the first interview to the school principal of Sokonandi Muhammadiyah Elementary School, he said that, from the beginning, there were agreement among teachers and all staffs that they prioritize on learning quality and outcome and this became a reference to formulate school vision. Furthermore, the school principal said that their standards are system, teacher and staff, skill for student, shared value, leadership style, structure, and marketing strategy.

By following those standards, school gains many achievements not only national but also international. The achievements made by Sokonandi Muhammadiyah Elementary School are undeniable because they are always in the ranks of the highest average scores for the National Examination in Yogyakarta. It makes this school very attractive to the public. The most appealing one is that after all accomplishment school get, they did not know what the name of those standards before researcher came. Those standards which make the school still exist whereas plenteous international school appear was *McKinsey 7s frameworks*.

According to Arumsari (2017), the branding strategy between public school and private school is indeed very different. Although in this strategy, each school has its own way in inviting the surrounding community to participate in various school activities, however, various factors, both internally and externally, are also an assessment of the community in their enthusiasm for enrolling their children in the school. The efforts of each school in creating a brand image in the community are also a certain assessment in addition to the fulfillment of facilities and infrastructure or other supporting factors.

The formation of each school's brand image is not an easy thing. One of standard to branding in organization is Mckinsey 7s Framework. This is supported by research from Zulaikha (2017), which states that school branding is the main thing in creating a positive image in society. The problem is that many schools do not know or even have more awareness to create their school's brand image. Mckinsey 7s Framework is very popular in field of business in order to assess and identify the effectiveness of firm (Alam, 2017; Baishya, 2015). This is also suitable to implement in private school, because it can define as a business organization where profit orientation is still considered. Furthermore, most of researches on school's marketing only focus on principal, teacher and how they promote the school (DiMartino & Jessen, 2016); however, they forget about value which they



have in internal situation. The creation of a school's brand image can be built from various relationships from the school, word of mouth, or the use of social media that is used as a medium for public relations.

There are many competitors in the same area, but, Sokonandi Muhammadiyah Elementary School of Yogyakarta still competes and never loses their market. It is so rare while several of schools are not appealing to society anymore because failing in competing with many new private schools. Therefore, as a result, they are bankrupt and close schools forever, because consumers have their own perceptions based on what they experienced (Varadarajan & Malone, 2018) and chose what can give benefit to them (Odilova, 2022). Moving on from the various problems found and the background explanation above, it is necessary to get more exploration and conduct a qualitative assessment about how Sokonandi Muhammadiyah Elementary School creates their brand as a private school and it will be related with the perspective of McKinseys 7s as a method to develop school branding.

METHODS

This research used qualitative research with a descriptive approach to investigate more deeply how far the development of school branding could be influenced by 7s McKinseys Framework in Sokonandi Muhammadiyah Elementary School of Yogyakarta. McKinsey framework has 7 categories that always started with letter s namely: *structure, system, strategy*, - as a hard component- *shared values, staff, skills, and style* – as a soft component. Those are used as a postulate to develop school branding and eventually, it will increase learning quality. The data collection were interview, observation, and document study. The research was conducted at Sokonandi Muhammadiyah Elementary School of Yogyakarta. The primary data sources were from the school principal of Muhammadiyah Sokonandi Elementary School of Yogyakarta, while secondary data sources were from teachers, staff, and school stakeholders. The data were analyzed using Miles & Huberman, namely; data reduction, data presentation, and drawing conclusions. Detail of data collection technique will be presented on the following table:



Table 3. The Research Data Collection Guidelines

Focus	Description	Source	Method
<i>Strategy</i>	1) Goal, vision and mission plan	School Principal	Observation
			Interview
			Study of Document
<i>Structure</i>	1) Making the framework of school organizational structure 2) The information of school report to public in a transparent way 3) Integration between information and organization also obvious duty.	School Principal	Observation
			Interview
			Study of Document
<i>Systems</i>	1) Information System 2) Budget System 3) Learning System 4) Quality Assurance System 5) Working System	School Principal	Observation
			Interview
			Interview
			Interview
			Interview
<i>Shared Values</i>	1) Moral system 2) Ethics in education	School Principal	Observation
			Interview
<i>Style</i>	1) Leadership Style	Teacher	Observation
		School staff	Interview
<i>Staff</i>	1) Recruitment Process	School Principal	Observation
		Teacher	Interview
		School Staff	Interview
<i>Skills</i>	1) Development Process	School Principal	Observation
		Teacher	Interview
		School Staff	Interview



<i>School Branding</i>	1) Creating <i>school branding</i> .		
	2) Community and stakeholders' involvement.	School Principal	Observation
	3) Internal Obsession	Teacher	Interview
	4) Searching social fact around	School Staff	
	5) Consumer Segmentation / Service Users		

RESULTS AND DISCUSSION

The implementation of the McKinsey 7s frameworks theory can run optimally in the formation of school branding at Sokonandi Muhammadiyah Elementary School, if it is carried out on the basis of awareness from internal individuals with an accountable commitment. The following is a description of the innovation of school branding development at Sokonandi Muhammadiyah Elementary School of Yogyakarta with the perspective of McKinsey 7s frameworks as follows:

Hard Element McKinsey

These are a crucial element in the perspective of McKinsey 7s frameworks which consists of strategy, structure, and system. They are described as follows:

The first, there is strategy in hard element. The school probably claims that their institution is 'the best', 'superior' or 'qualified', however only confession is not enough to attract fresh student to enroll to the school (Thornton & Shannon, 2015). The school is aware about the identity as an Islamic school and part of Muhammadiyah, so that the school utilize it and adopt to be the strategy. The strategy at Sokonandi Muhammadiyah Elementary School is formed in a number of terms to be achieved by the school which is intended so that the school has clear directions and goals which would be achieved. The goal of Sokonandi Muhammadiyah Elementary School to be achieved is to become a strong and independent Muhammadiyah educational institution to realize Muhammadiyah's mission in da'wah, regeneration, and educating the nation.



School efforts in achieving these goals require several strategies that must be strengthened, including the following: 1) Students have strong and pure faith, 2) Students have a noble personality / morality / Akhlaqul Karimah, 3) Students are able to establish the 5 daily prayers correctly according to the gospels of the Prophet Muhammad as stated in the Tarjih Judgment Association, 4) Students are able to recite Al Quran fluently, 5) Students love, imitate, and idolize the Prophet Muhammad, 6) Students know and love the Muhammadiyah Association, Nation, Society (Ummah), and Culture, 7) Students can pass and advance to grade with score above the Minimum Completeness Criteria (KKM) in following educational assessment standards, assignments/practices, daily tests, mid-semester tests, end-semester tests, grade promotion tests, school exams, and national exams, 8) Students are strong and healthy not only in physically but also mentally, 9) Students have the basics of science, language, skills, and cultural arts to continue their education at a higher level, 10) Students are creative, skilled, and can develop themselves continuously, 11) Students can achieve high achievements in various competition events, both in the academic field and in the field of talent interest, and 12) Students can love and participate in creating a clean, beautiful, and green environment (Source: SD Muhammadiyah Sokonandi website).

Strategies in achieving the goals of Sokonandi Muhammadiyah Elementary School are dynamic in nature with continuous changes in view of the current developments. This strategy underwent a change which was usually implemented and evaluated every two years through internal school meetings. The strategy is generated as a form of differentiation from other schools so that it will give another description to the community about the school. This is evidenced by the data from Kemdikbudristek (2022) that among all Muhammadiyah schools in the Umbulharjo sub-district, the school occupies the third position in terms of having the most students.

Table 4. The number of Students in Muhammadiyah's Elementary School in Umbulharjo Sub-district

Num	Schools	Students
1	Nitikan Muhammadiyah Elementary School	688
2	Pakel Muhammadiyah Elementary School	584



3	Sukonandi Muhammadiyah Elementary School	446
4	Warungboto Muhammadiyah Elementary School	176
5	Miliran Muhammadiyah Elementary School	112

An organization should require to analyze short-term goal which is piled with measurable approaches and those are covered by exemplary communication to optimize the strategy (Kumar, 2019). Kotler and Fox (Goh *et al.*, 2019) stated that school could determine what they need from the market –parents and fresh students- and satisfy them by viable services and programs.

The second of hard element is structure. The organizational structure of Sokonandi Muhammadiyah Elementary School is stated in the school decree which is later formed with the strengthening of six field coordinators, namely the fields of religion, infrastructure, public relations, student affairs, LAZIS, and human resources. The formation of each organizational structure in schools is carried out every two years to see the conditions and abilities of each individual to carry out additional tasks from the school.

Each coordinator has his own work program for the next two years or during his tenure. The work program will create positive values for the school if it is implemented successfully. Actually, six coordinators are not enough to handle all of the task but they believe that creating much department is wasteful and drives organization into a trouble. It is appropriate with Alam's (2017) opinion that having simple structure is necessary to support the system instead of having huge structure which will ruin the institution in the future.

The implementation of work programs from schools continues to be informed in an accountable and transparent manner to the wider community. By involving several medias such as printed media and television media involved in it, the information contained in the school work program continues to be conveyed to parents as a whole, either through correspondence or through social media such as WhatsApp groups that are formed in each class. Integration of work program information from schools minimizes missed communication that occurs between school and parent. Clear tasks or job descriptions for each field coordinator works together to improve service quality at Sokonandi Muhammadiyah Elementary School.



The third of hard element is system. The process and procedure which contain many programs and decision making is called system (Jollyta *et al.*, 2021). The results of the system are reported regularly in the school's annual report to create transparency to the community. This will encourage trust from the public to schools that the implementation of the school has a system that is considered appropriate. The system is formed because of a habit that is assessed by taking into account the existing resources in the school. There are various forms of systems, one of which is a budget and reward system to improve the performance of employees at Sokonandi Muhammadiyah Elementary School.

One of methods which is implemented by the school is reward and punishment. The punishment which will be given to the employee breaking the rule can be in the form of a warning letter (SP) which will be addressed directly to the individual, while the award is in the form of allowances such as attendance allowance which will increase morale in the school environment. These allowances are financed directly by the school by utilizing income from the school's internal budget sources.

Not only for teachers and school employees, these rewards and punishments are applied, but also for students. The school create a learning contract among the school, students and parents regarding the rules that must be obeyed by students and their parents before the start of the new school year. The application of student punishment is carried out if there is a violation of school rules, students will receive punishments such as memorizing short letters, writing short letters, and if they commit a fatal violation the school will drop them out.

There are rewards that are also given by schools such as trophies and certificates for outstanding students behind several punishments. In addition, to getting rewards from the school, the association of guardians (ikwam) of Sokonandi Muhammadiyah Elementary School also gives awards to encourage other students. Moreover, the school also provides rewards in the form of waivers for guardians of students who will enroll their children at Sokonandi Muhammadiyah Elementary School more than once. The rewards are in the form of reducing the amount of infaq money for schools which will certainly relieve the parents of the students.

Sokonandi Muhammadiyah Elementary School not only give the rewards and punishments, but also improve the school's internal systems to control the school



more effectively and efficiently. Updating to the school's internal system such as an information system does not only come from the website, but can also be accessed openly via social media or ask the school directly through the WhatsApp group of each class. For increasing convenience, security, accountability, and transparency of school budgets, the financial system at Sokonandi Muhammadiyah Elementary School is in the process of developing a one-stop financial system which will be managed centrally by the Muhammadiyah Elementary and Secondary Education Council, so that it can make a better managed system.

The job system at Sokonandi Muhammadiyah Elementary School is comprehensive without any overlap between job descriptions from one field to another, while the teaching and learning system at Sokonandi Muhammadiyah Elementary School is not only centered on students' skills in cognitive thinking, but also improves student achievement. It is felt that low thinking skills or slow learner in the classroom can improve their learning achievement through extracurricular activities at school. The results of non-academic achievements today are given an additional score from the total score of the National Examination obtained by students.

Sokonandi Muhammadiyah Elementary School is a school that really supports students to receive multi-intelligence and this is the output expected by the 2013 Curriculum. From that way, the school can carry out a quality control system for the quality of education in schools based on the results of student achievement in general. The reason why this thing is roughly essential is that school branding is not only about covering adverse program and being good label, but also announcing superb program which had run to the society (Sholihah, 2018).

Soft Element McKinsey

This is the nature of elements in the theory of McKinsey 7s framework which consists of staff, skills, style, and shared values. The following are the description:

The first of soft element is staff. Indirectly, the work culture of school institutions forms a personnel or staff who are directly involved in it with the fulfillment of requirements in accordance with school goals. The formation of teachers in Sokonandi Muhammadiyah Elementary School is taken according to the field of expertise from a specialized educational background, especially primary teacher education based



on the needs of the school. Meanwhile, the formation of school staffs in Sokonandi Muhammadiyah Elementary School is taken from various fields of expertise from various majors but still pays attention to the needs of the school. Both teachers and school staffs receive an internal assessment by the principal which is the prerogative of their performance or competence.

The appointment of teachers and employees at Sokonandi Muhammadiyah Elementary School is determined by the principal in improving the quality of learning and services in schools, while the addition of teaching staffs is only done to meet extracurricular needs or commonly called coaches. This trainer is a contract employee (outsourced) from the school and can be extended according to the needs of the school itself. Staff recruitment which includes teachers, employees, and trainers for schools are considered reliable and meet the requirements of the school so that it will assist in creating an optimal school branding that is in line with school goals.

Paying attention to staff recruitment is vital for developing school branding. People who are hired will work and interact with students. Student will realize if the staff are professional or not. Even though it does not affect school brand directly however if those let it and do not attempt to tackle that problem, it can be a cause of school downward. Baishya (2015) said that attitude which is given by school to new staffs is meaningful for them and it may increase their motivation to work professionally.

The second of soft element is skill. The needs to reform the school are not only about the practice but also about the personal itself (Dolph, 2017). The successful development of these skills will result in a more modern, effective, and efficient organizational environment. Human resources department (HRD) within the Sokonandi Muhammadiyah Elementary School conduct the form of workshops, seminars, and training which are organized by the local education office and cooperated with outside government agencies. Teacher upgrading is also carried out by sending one or several teachers to participate in various training opportunities. Several programs such as training in communication, stress management during a pandemic, as well as parenting training are given by school to facilitate them in order to improve their capacity.



The implementation of programs to improve staff skills is the result of collaboration between schools and the Education Quality Assurance Institute as well as several universities in Yogyakarta. The more skills and abilities are hoped that schools will create ideas and creativity in creating more innovative school branding. Staff who is treated well will be free speaker for school branding. What school give to them will turn back to the school in the form of word-of-mouth influence. In education sector, staff is also the customer of the school – indirect customer – and this is the most efficient way to appeal new student rather than attempting to satisfy all customer (Bock *et al.*, 2014).

The third of soft element is style. The leadership style of school principal is a key point in implementing the elements in the McKinsey 7s frameworks. Inappropriate leadership style will result in school relationships both internally and externally as well as personal relationships between staff and teachers with leaders. The leader is a top manager who is in a strategic position and has a long-term vision and positive orientation for the school. The leadership style is formed by a leader to control the entire school management function. While staffs and teachers execute what is written in job description, the school principal have more duties such as determining structure and system which are applied in whole school, selecting person who handle the task and what skill which needed, eventually the combination of 5s (skill, staff, style, system and structure) is named shared value or well-known as culture in organization (Tobing, 2016).

The school principal of Sokonandi Muhammadiyah Elementary School applies a two-way communication style. This communication is not only about top-down communication, but also includes bottom-up communication, so that the school principal accepts input, ideas, or criticism from various parties which will then be evaluated internally by together in the school for improvement and improvement of school performance. In addition, the school principal of Sokonandi Muhammadiyah Elementary School also often initiate “sit together” with related parties or those who are in dispute to find a solution to the problem that does not harm one or several parties, seek the best solution, and create a conducive working environment in the workplace, school.

The school principal of Sokonandi Muhammadiyah Elementary School is formed fundamentally to understand the various qualities of leadership in carrying



out their duties so as to create self-confidence and create an organizational culture that is more acceptable to the general public. The school principal is one of the determinant to the successful development of school branding because he is a role model imitated by school residents and becomes a leader in bringing schools to the success of achieving school goals especially in Islamic school. Nowadays, school principal is obliged to revive and merge among morality, leadership style, committed to education, value, and marketing skill to their mission (DiMartino & Jessen, 2016).

The fourth of soft element is shared value. Shared values are work culture values that grow and develop in the midst of the organization and can be a guidance or directive for its members. An organization is supposed to be finish choosing what value which is considered become priority. It is very vital that every business is created its fundamental value (Baishya, 2015). The strategy used at Sokonandi Muhammadiyah Elementary School has the tagline “Smart, Religion, and Fun”. Smart emphasizes on extracting the expertise of organizational members in achieving school goals as well as the multi-intelligence skills of each student. In accordance with the concept of the Sokonandi Muhammadiyah Elementary School which is based on Islamic thought, the tagline “Religion” is attached to apply Islamic concepts in accordance with religious teachings and the guidance of the Prophet Muhammad to be applied in the daily life of every school member. The tagline “Fun” explains how schools can become a pleasant learning tool for students to grow and develop and can be a place for developing the expertise of members of the organization to create a conducive work culture. The application of values from the organization should be the obligation of every school member in implementing them. A reward and punishment system is also applied to each member who violates and has received a warning letter (SP) for the umpteenth time.

The results of this system affect the performance appraisal carried out by the school principal as his prerogative which results in the amount of disbursement of performance allowances for members of the organization. The implementation of the ethics code at Sokonandi Muhammadiyah Elementary School is based on Islam and oriented to Muhammadiyah Organization. In the Provisions of the Muhammadiyah Central Education Council for Primary and Secondary Education Number 100/KTN/I.4/F/2017 concerning Staffing at Muhammadiyah Schools, Madrasas, and Islamic



Boarding Schools, it is explained about the code of ethics that must be obeyed by all Muhammadiyah-based educational institutions.

Furthermore, Sokonandi Muhammadiyah Elementary School aims to create a generation of Muslims who are creative, excellent in science and technology, and care about the environment. This planting of Islam is adjusted to the teachings as described in the Qur'an in order to become daily behavior therefore they are suitable with the guidance of the Prophet Muhammad. The code of ethics is also applied to students so that students are expected to comply with the various standards of behavior that have been described in the school rules and regulations. Thus, it can reflect the morals of students who are more Islamic and obey the norms that apply in the school environment and in the community. This code is suitable with the vision of Muhammadiyah in general on the basis of preaching and cadre of every generation.

The process of forming shared values at Sokonandi Muhammadiyah Elementary School in Yogyakarta is determined jointly by all school members so that it can help establish school branding by the school. Things that are included in shared values are then created to create an organizational culture so that it will create a sense of loyalty from all parties to schools in improving the quality of education. Cheng, Trivitt, & Wolf (2015) said that religious parents are more likely to send their child to religious school instead of public school. Therefore, this issue should be priority for many school principals especially who lead Islamic private school to entice parents as many as possible.

CONCLUSION

Based on the results of the study, it can be concluded that the Development of School Branding at Sokonandi Muhammadiyah Elementary School in Yogyakarta needs to do an innovation from the McKinsey framework (McKinsey 7s frameworks) to improve the quality of education in schools, namely the existence of shared values to produce values and organizational spirit in "Smart, Religion, and Fun". In its development, Sokonandi Muhammadiyah Elementary School provides rewards and punishments so that the creation of values produces strong loyalty for school members. This is what makes the strategy of Sokonandi Muhammadiyah Elementary



School different from other schools by increasing the multi-intelligence of students. Moreover, the staff recruitment process pays attention to the abilities and needs as well as various requirements of the school to create quality-based learning at Sokonandi Muhammadiyah Elementary School so that school goals can be achieved. To improve the skills of the staff at Sokonandi Muhammadiyah Elementary School, it is carried out by upgrading each personnel such as holding workshops, seminars, and other training both organized by relevant agencies and other educational institutions to improve the quality of education according to the needs of the school. With the classification of various school resources against the McKinsey framework, schools can find out their strengths and weaknesses so that they can help schools improve the quality of education.



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