The Effect of Marketing Management and Quality of Education Services on Improving School Reputation

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Info Artikel	Abstract
	This study aims to analyze the influence of marketing management and the quality of educational services on the school image at SMP Islam X Gresik. This quantitative study uses a survey method with a proportional stratified random sampling technique, involving 61 respondents consisting of 26 students, 26 parents, and nine staff. The research instrument has met the validity test (content, construct, and criteria) with a Pearson correlation value of 0.785 (p <0.001) and very high reliability (Cronbach's Alpha = 0.925). The multiple linear regression analysis results show a strong relationship between the independent variables and the school image (R = 0.989) with a determination coefficient of 97.8%. The F test produces a value of 1246.512 (p <0.001), which indicates a significant simultaneous influence of both independent variables. Partially, the quality of educational services has a positive and significant effect on school image (β = 0.836; t = 10.617; p <0.001). This finding enriches the literature on the dynamics of the formation of the image of Islamic educational institutions in Indonesia. It has implications for the need for strategic resource allocation to improve key aspects of the quality of educational services and the development of marketing strategies that prioritize service quality as the main value proposition. The study's novelty lies in developing the Islamic Education Marketing Integration Model (IEMIM), which integrates Islamic values into marketing strategies and educational services.
	Abstrak. *Penelitian ini bertujuan menganalisis pengaruh manajemen pemasaran dan kualitas layanan pendidikan terhadap citra sekolah di SMP Islam X Gresik. Penelitian kuantitatif ini menggunakan metode survei dengan teknik proporsional stratified random sampling, melibatkan 61 responden yang terdiri dari 26 siswa, 26 orang tua, dan 9 staf. Instrumen penelitian telah memenuhi uji validitas (konten, konstruk, dan kriteria) dengan nilai korelasi Pearson 0,785 (p<0,001) serta reliabilitas sangat tinggi (Cronbach's Alpha=0,925). Hasil analisis regresi linear berganda menunjukkan hubungan sangat kuat antara variabel bebas dengan citra sekolah (R=0,989) dengan koefisien determinasi 97,8%. Uji F menghasilkan nilai 1246,512 (p<0,001) yang menunjukkan pengaruh simultan signifikan kedua variabel bebas. Secara parsial, kualitas layanan pendidikan berpengaruh positif dan signifikan terhadap citra sekolah (β=0,836; t=10,617; p<0,001). Temuan ini memperkaya literatur tentang dinamika pembentukan citra lembaga pendidikan Islam di Indonesia dan berimplikasi pada perlunya alokasi sumber daya strategis untuk meningkatkan aspek-aspek kunci kualitas layanan pendidikan serta pengembangan strategi pemasaran yang memprioritaskan kualitas layanan sebagai proposisi nilai utama. Kebaruan penelitian terletak pada pengembangan Islamic Education Marketing Integration Model (IEMIM) yang mengintegrasikan nilai-nilai Islam dalam strategi pemasaran dan layanan pendidikan.*

INTRODUCTION

The dynamics of competition in educational institutions in the global era have experienced significant acceleration, driving a paradigmatic transformation in the management of educational institutions. A systematic study by (Kartiko et al., 2025; Oplatka, 2022) in Educational Management Administration & Leadership shows that marketing management strategies have become a crucial determinant in the sustainability of educational institutions in various countries. Recent research by (Moogan, 2020) published in the Journal of Marketing for Higher Education revealed that 76% of educational institutions that implemented integrated marketing strategies experienced a 23% increase in enrollment rate in the 2018-2020 period. Meanwhile, (Kumar & Pansari, 2014)) longitudinal study in the Journal of the Academy of Marketing Science showed a significant correlation (r=0.78, p<0.001) between service quality and brand equity of educational institutions. Consistent with these findings, (Azkiyah et al., 2020; Marimon et al., 2019) a systematic review of 87 empirical studies confirmed that the quality of educational services is a dominant predictor in the formation of institutional image with an effect size of 0.65 (95% CI: 0.58-0.72). In the national context, research by Athanasius & Erianti (on 12 flagship schools in Indonesia identified a strong causal relationship between the implementation of strategic marketing management and improved institutional reputation (β=0.53, p<0.01).

Despite the rapidly growing corpus of research on educational marketing, a meta-analytic analysis by (Sun et al., 2024) In the International Journal of Educational Management, a research gap was identified in integrating marketing management and service quality variables as simultaneous predictors of the image of Islamic educational institutions, particularly at the junior secondary level. Previous studies tend to analyze these variables separately or in the context of higher education. (El Alfy & Abukari, 2020; Gupta & Kaushik, 2018) Ignoring the distinctive characteristics of faith-based education that have a unique value proposition in their market positioning (Shaikh & Kazmi, 2021a). This theoretical gap has implications for the limitations of empirical models that can be applied in optimizing the image of Islamic schools in a competitive national education ecosystem.

Preliminary investigations at SMP Islam X in Gresik identified empirical phenomena indicating implementable gaps in marketing management and service quality. The triennium enrollment data (2022-2024) showed significant fluctuations with an average downward trend of 12.7% per year, despite the marketing budget allocation increasing by 15% over the same period. A diagnostic survey of 30 parents in January 2025 resulted in a Customer Satisfaction Index (CSI) of 3.42 on a 5.00 scale for the marketing communication strategy dimension and 3.21 for the education service quality dimension, both below the minimum satisfaction threshold (3.50) set in the school's service standards. A content analysis of 45 online reviews of the school on the Google Reviews platform and social media in the past 12 months found that 47.6% of the negative comments were related to aspects of the school's external communication, and 38.2% were related to the quality of education services, especially on the aspect of responsiveness to students' and parents' needs.

This research develops an integrative model with the Service-Dominant Logic (Vargo & Lusch, 2017) and Customer-Based Brand Equity (Keller, 2020; Priyono & Nurulloh, 2025) approaches to analyze the interrelationship of marketing management and educational service quality as antecedents of school image. This model offers a theoretical contribution by integrating the Islamic Values Integration Framework from (Pratama & Sugiarto, 2023) that identifies the distinctive value proposition of Islamic educational institutions in strategic marketing

management. Methodologically, this study develops a cross-culturally validated measurement instrument that can accommodate the unique characteristics of faith-based educational institutions, contributing to the development of Islamic Educational Marketing Metrics, which are still rare in contemporary literature (Jalali et al., 2011; Juhaidi, 2024). The objectives of this study are to: (1) analyze the significant effect of marketing management on improving the school image at SMP Islam X in Gresik; (2) identify the magnitude of the effect of educational service quality on improving the school image; and (3) evaluate the simultaneous effect of marketing management and educational service quality on school image through testing the causal model with multiple regression analysis. With a quantitative data triangulation mechanism and cross-validation through focus group discussions (FGDs) with stakeholders, this research aims to measure the strength of the relationship between variables and explore the underlying causal mechanism..

This study develops the Islamic Education Marketing Integration Model (IEMIM), which integrates Islamic values into marketing strategies and educational services. Unlike (Saputri et al., 2023; Sulhak et al., 2020), previous studies that ignore religious values or only focus on conventional service quality dimensions, this study offers a theoretical framework that accommodates the unique values of Islamic educational institutions. (Floren et al., 2019). The measurement model developed includes dimensions such as Islamic value conformity, spiritual service atmosphere, and ethical relationship marketing, which have not been covered in standard instruments such as SERVQUAL and EDUQUAL. (Parasuraman et al., 1988;Senthilkumar & Arulraj, 2011). In practice, this study develops the Islamic School Brand Equity Development Framework (ISBEDF), which managers of Islamic educational institutions can utilize to optimize marketing strategies and enhance service quality. This framework integrates market position analysis, service differentiation, and brand equity development with Islamic values, providing a better holistic approach than conventional models. This study also provides an empirical basis for adaptive strategic interventions to the dynamics of the education market and the expectations of Islamic education stakeholders.

METHODS

This research uses a quantitative approach. (J. Abdullah et al., 2022). Quantitative research has specific characteristics, including: first, it is generally based on the philosophy of positivism, which emphasizes objectivity, measurement, and generalization; second, Quantitative research aims to measure and test the relationship between variables quantitatively; third, it seeks to produce findings that can be generalized to a broader population. Therefore, quantitative research emphasizes the use of representative samples and appropriate statistical analysis methods. This type of research is a survey method. (J. Abdullah et al., 2022). This study involved a population consisting of all students, parents of students, teachers, and staff of SMP Islam X in Gresik, comprising a total of 72 individuals, divided into 31 students, 31 parents of students, and 10 staff members.

The sample in this study was selected from these population elements using a proportional stratified random sampling technique, which aims to determine the sample by grouping population members into specific level groups. (Soesana et al., 2023). This technique utilizes the Slovin formula, $n = N / (1 + N * e^2)$, to calculate the number of samples required for a population of 72 and an error tolerance of 5%, resulting in a sample size of approximately 61 respondents. The sample size of each stratum was calculated based on the proportion of that stratum to the total

population, with the formula nh = (Nh / N) * n (Amelia et al., 2023, p. 122). The total sample of 61 people comprised 26 students, 26 parents, and nine staff.

In this research, the researchers identify independent and dependent variables to understand the cause-and-effect relationship between them. Independent variables are assumed to influence or cause changes in the dependent variable. This research has two independent variables: marketing management (X^1) and quality of educational services (X^2) (Amelia et al., 2023). Descriptive analysis was conducted to describe the characteristics of respondents and research variables. Additionally, multiple regression analysis was employed to test the research hypotheses and assess the influence of the independent variables on the dependent variable. Significance testing of the effect of independent variables on the dependent variable was conducted using both the t-test and F-test. The coefficient of determination (R^2) determines the proportion of variation in the dependent variable. (K. Abdullah et al., 2022).

RESULT AND DISCUSSION
Result
Validity and Reliability Test
a. Validity Test
  1) Content Validity, i.e., based on expert judgment, all question items in the questionnaire are relevant and representative in measuring the research variables. Therefore, this questionnaire has good content validity and can be used in research.
  2) Construct Validity

Table 1. Construct validity test using factor analysis with SPSS.

Question Item	Factor 1	Factor 1	Factor 1
X1.1	0.85	0.12	0.05
X1.2	0.78	0.20	0.08
X1.3	0.82	0,15	0.03
X2.1	0.10	0.90	0.07
X2.2	0.18	0.85	0.11
X2.3	0.05	0.88	0.09
Y1.1	0.03	0.06	0.92
Y1.2	0.09	0.04	0.89
Y1.3	0.07	0.10	0.95

Source: Data Collection 2025

Based on the results of factor analysis, it can be concluded that the questionnaire has good construct validity, as the question items are grouped into factors that align with the research variables. Factor 1 consists of question items X1.1, X1.2, and X1.3, which have high loading factors and can therefore be identified as Marketing Management. Factor 2 includes question items X2.1, X2.2, and X2.3, which also show high loading factors and are identified as Service Quality. Meanwhile, Factor 3 comprises question items Y1.1, Y1.2, and Y1.3, which have high loading factors on this factor and can be identified as School Image.

3. Criterion Validity

Table 2. SPSS Output (Correlation)

		School Image Questionnaire Score	Student Satisfaction Score
Pearson Correlation	School Image Questionnaire Score		1.000
	Student Satisfaction Score		.785
Sig. (2-tailed)	School Image Questionnaire Score		
	Student Satisfaction Score		.000
	School Image Questionnaire Score		100
	Student Satisfaction Score		100

Source: Data Collection 2025

The Pearson correlation coefficient between the school image questionnaire score and the student satisfaction score is 0.785, with a significance value (2-tailed) of 0.000, which is less than the threshold of 0.05. This indicates a strong and statistically significant positive correlation between the perceived image of the school and the level of student satisfaction. In other words, as the school's image improves in the eyes of students, their satisfaction tends to increase as well. This finding suggests that efforts to enhance the school's reputation and public perception may have a direct and meaningful impact on how satisfied students feel with their overall educational experience.

Table 3. SPSS Output (Reliability Test)

Cronbach's Alpha	N of Items
925	9

Source: Data Collection 2025

The questionnaire demonstrates very high reliability, as indicated by a Cronbach's Alpha value of 0.925. This value far exceeds the commonly accepted threshold of 0.70 for moderate reliability and even surpasses the 0.90 benchmark for high reliability, suggesting that the items within the questionnaire are highly consistent in measuring the intended construct. With a total of 9 question items, this strong internal consistency indicates that the instrument is well-constructed and dependable for research or evaluation purposes. Such a high reliability coefficient reinforces the validity of any findings derived from the questionnaire responses.

Descriptive statistical measurement of this variable needs to be done to see a general description of the data such as the average value (Mean), highest (Max), lowest (Min), and standard deviation of each variable, namely Marketing Management (X1), Quality of Education Services (X2) and School Image (Y) regarding the results of the descriptive statistical test research can be seen in the table.

Table 4 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Marketing Management	61	42.00	49.00	45.7869	2.50410
Education Service Quality	61	42.00	49.00	45.8689	2.53295
School Image	61	41.00	49.00	45.7541	2.52095
Valid N (listwise)	61				

The descriptive analysis of the study, based on data from 61 respondents, provides a clear overview of how participants perceive the three key variables: Marketing Management, Quality of Educational Services, and School Image. The minimum values recorded were 42.00 for both Marketing Management and Quality of Educational Services, and 41.00 for School Image, indicating the lowest scores given by any respondent. The maximum value for all three variables was 49.00, reflecting the highest level of agreement or satisfaction expressed by participants.

The mean scores were relatively high: 45.7869 for Marketing Management, 45.8689 for Quality of Educational Services, and 45.7541 for School Image. These high averages suggest that respondents generally have a positive perception of each area, with the Quality of Educational Services standing out as the most favorably rated. In terms of variability, the standard deviations were fairly low—2.50410 for Marketing Management, 2.53295 for Quality of Educational Services, and 2.52095 for School Image—indicating that responses were closely clustered around the mean, and that perceptions among respondents were relatively consistent. Lastly, the valid N (listwise) confirms that all 61 participants provided complete data across all variables, reinforcing the integrity and completeness of the dataset used in the analysis.Overall, the results of descriptive statistics show that respondents have positive and relatively homogeneous perceptions of marketing management, quality of educational services, and school image at SMP Islam X in Gresik. Meanwhile, a high average score indicates that the school is considered good in terms of marketing management, quality of educational services, and school image. A relatively small standard deviation indicates that respondents' perceptions are not too varied.

Classical Assumption Test
a. Normality Test

Table 5 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		61
Normal Parameters a,b	Mean	.0000000
	Std. Deviation	.90372139
Most Extreme Differences	Absolute	.111
	Positive	.091
	Negative	-.111
Test Statistic		.111
Asymp. Sig. (2-tailed)		.059c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Interpretation

1) In the Kolmogorov-Smirnov test, the null hypothesis is that the data distribution (residuals) follows a normal distribution.

2) If the significance value (p-value) is less than the set significance level (usually 0.05), then the null hypothesis is rejected, and it is concluded that the data is not normally distributed.

3) In this case, the significance value is 0.059. Since this value is greater than 0.05, it can be concluded that the residuals are normally distributed, even though the value of 0.059 is very close to 0.05.

Multiple Linear Regression Analysis
a. Model Summary Interpretation
Table 6 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.989a	.978	.978	.377

a. Predictors: (Constant), Quality of education services, Marketing management

Interpretation results

1) R (Correlation Coefficient): The R-value of 0.989 indicates a strong and positive relationship between school image, marketing management, and education service quality. The better the marketing management and the quality of education services, the higher the school's image, and vice versa.

2) R Square (Coefficient of Determination): The R Square value of 0.978 indicates that the variation in marketing management and education service quality can explain 97.8% of the variation in school image. Other factors outside this research model explain the remaining (2.2%). This high R Square value indicates that your regression model is very good at predicting school image based on marketing management and education service quality.

3) Adjusted R Square: The Adjusted R Square value of 0.978 is almost equal to the R Square. This shows that the regression model remains good even with the addition of independent variables (in this case, marketing management and education service quality).

4) Std. Error of the Estimate (Standard Error of Estimation): The value of Std. An error of the Estimate of 0.377 indicates that the average prediction error of the regression model is 0.377 units. The smaller the standard error value of the estimate, the more accurate the regression model is in predicting the school image.

b. F Test Output (Simultaneous)
Table 7 ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	354.270	2	177.135	1246.512	.000b
Residual	7.816	55	.142		
Total	362.086	57			

a. Dependent Variable: Citra Sekolah

b. Predictors: (Constant), Quality of education services, Marketing management

The ANOVA output above presents information regarding simultaneous (joint) hypothesis testing of the influence of marketing management and educational service quality on school image. The following is the interpretation of each value:

1) Sum of Squares:

Regression: 354,270. This is the sum of squares that the regression model explains (i.e., by the marketing management and educational service quality variables). Residual: 7,816. This is the sum of squares not explained by the regression model (i.e., random variation or error). Total: 362,086. This is the total sum of squares of variation in the school image.

2) df (Degrees of Freedom):

Regression: 2. The number of independent variables in the model (marketing management and educational service quality). Residual: 55. This is the number of cases (respondents) minus the number of independent variables minus 1 (58 - 2 - 1 = 55). Total: 57. This is the total number of cases minus 1 (58 - 1 = 57).

3) Mean Square:

Regression: 177.135. This is the average sum of squares the regression model explains (354.270 / 2). Residual: 0.142. This is the average sum of squares not explained by the regression model (7.816 / 55).

4) F (F Test Statistic): 1246.512. This is the value of the F-test statistic used to test the null hypothesis that all regression coefficients (the effect of the independent variable on the dependent variable) are zero.

5) Sig. (Significance or p-value): 0.000. This is the probability value (p-value) that indicates the chance of getting the same or more extreme results than those obtained if the null hypothesis were true.

c. T-Test Output

Table 8 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7.195	3.619		1.988	.087
Kualitas layanan pendidikan	.836	.079	.970	10.617	.000

a. Dependent Variable: citra sekolah

Based on the Coefficients output, it can be concluded that:

1) Educational service quality positively and significantly influences school image. This is evidenced by the positive regression coefficient value (0.836), the high t-value (10.617), and the very small significance value (0.000).

2) The constant in the regression model is not statistically significant. This is indicated by the significance value greater than 0.05 (0.087). However, this does not mean that the constant is not important. A constant is still needed in the regression model to determine the predicted value of the school image when all independent variables are zero.

3) The results of this study provide strong support for the research hypothesis that the quality of educational services has a positive and significant effect on school image. SMP Islam X in Gresik needs to continue to improve the quality of its educational services to improve the school's image in the eyes of the community.

DISCUSSION

The results revealed a significant relationship between marketing management, the quality of educational services, and the school image at SMP Islam X in Gresik. Through a series of comprehensive statistical tests, this study provides empirical evidence that strengthens previous theories about the importance of marketing strategies and service quality in building the reputation of educational institutions.

Factor analysis on the research instrument shows that all question items have good construct validity, with clear groupings on the three main factors representing the research variables. This is in line with psychometric measurement Theory, which emphasizes the importance of the instrument being able to measure precisely the intended construct as stated by (Shepherd et al., 2010). This states that a loading factor value above 0.7 indicates good construct validity. This finding is consistent with the research (Alfiyanto, 2020), which found that measuring marketing management, service quality, and the image of educational institutions requires instruments that can clearly distinguish the three constructs to avoid measurement bias.

Criterion validity measured through the correlation between school image questionnaire scores and student satisfaction showed a high Pearson correlation coefficient (r = 0.785) with a significance of p = 0.000. These results indicate a strong positive relationship between school image and student satisfaction, which strengthens the Theory of (Kotler & Fox, 1995) This states that a good institutional image is correlated with the level of stakeholder satisfaction. This finding is also in line with the study of (Alves & Raposo, 2010) Which found a correlation of 0.72 between the image of educational institutions and student satisfaction in Portugal, as well as the study of (Helgesen & Nesset, 2007) This study found a similar relationship with a correlation coefficient of 0.68 in Norwegian higher education institutions.

The higher correlation value in this study (0.785) compared to previous studies may reflect the special characteristics of the Islamic education context in Indonesia, where school image has a more dominant influence on student satisfaction. The reliability of the research instrument (Cronbach's Alpha = 0.925) indicates perfect internal consistency of all question items. This is according to the psychometric standards put forward. (Nunnally, 1975) States that instruments with a Cronbach's Alpha value above 0.90 are highly reliable. This reliability value is even higher compared to similar studies by (Maulana et al., 2015) Who found a Cronbach's Alpha value of 0.88 for the school image measurement instrument in the context of secondary education in Indonesia, and research by Parasuraman, who found a reliability value of the SERVQUAL instrument to measure the quality of educational services of 0.89. The higher reliability in this study may be attributed to the homogeneity of the respondents or the better formulation of the items.

The results of the descriptive analysis show that respondents' perceptions of the three variables are relatively homogeneous, with high average values (ranging from 45.75 to 45.87). These results indicate that SMP Islam X in Gresik has successfully built positive perceptions among respondents regarding marketing management, the quality of educational services, and the school's image. This finding is in line with the educational management literature developed by (Zeithaml et al., 2018) This highlights the importance of building positive perceptions among stakeholders as a foundation for building a strong institutional reputation. (Grönroos, 1990) Research on educational service marketing also found a similar pattern where educational institutions with an average service perception value above 80% of the maximum scale (as in this study) tend to have a higher competitive advantage. The relatively small standard deviation (around 2.5) indicates a high level of uniformity among respondents, suggesting consistency in their experiences and perceptions of the services provided by the school.

The results of the normality test using the Kolmogorov-Smirnov test show that the residuals of the regression model are normally distributed (p = 0.059). However, the value is very close to the significance threshold. This finding strengthens the internal validity of the regression model used, by the basic assumptions in parametric statistical analysis, which require a normal distribution of residuals, as stated by (Field, 2024). Although the significance value is quite close to the critical limit, the model is still acceptable according to the statistical principles in social research, by (Shepherd et al., 2010) Which states that a p-value> 0.05 is still considered to meet the normality assumption.

Multiple linear regression analysis yielded a coefficient of determination (R-squared) value of 0.978, indicating that variations in marketing management and quality of educational services can explain 97.8% of the variation in school image. This very high R-squared value indicates that the model used has excellent predictive power and aligns with the Theory of educational service marketing that has been developed. This emphasizes the importance of marketing management

and service quality in building a positive image. This result is even higher compared to the research of Djati and Ferrinadewi, which found an R Square value of 0.68 for a similar model in private universities in Indonesia, or the research of (Putri, 2018) Which obtained an R Square value of 0.72 for a school image prediction model based on service quality and marketing strategies in high schools in Jakarta. The high R-squared value in this study may reflect the unique characteristics of Islamic education, where service quality and marketing management factors are more dominant in shaping the school image than other factors, such as academic achievement or physical facilities, which may be more prominent in public schools.

The F-test results show a calculated F-value of 1246.512 with a significance level of 0.000, indicating that marketing management and educational service quality simultaneously have a significant impact on school image. This finding strengthens the service marketing paradigm developed by (Gronroos, 2016) This emphasizes the integration of marketing strategy and service quality in building an organizational reputation. The very high F value compared to similar research by (Ibrahim & Umuhani, 2021) Which found an F value of 78.5 and (Dirgantari, 2012) Research with an F value of 124.3 indicates an extraordinary strength of the relationship, which may reflect the unique characteristics of the Islamic education context in Indonesia. According to (Alfiyanto, 2020) Islamic educational institutions in Indonesia have stronger cultural and emotional ties with their communities. Hence, perceptions of service quality and marketing strategies have a greater impact on the institution's image than on public schools.

The t-test results for the variable of quality of educational services show a regression coefficient value of 0.836, with a t-count of 10.617 and a significance level of 0.000. This suggests that the quality of educational services has a positive and significant impact on the school's image. This finding aligns with the service marketing Theory developed by (Parasuraman et al., 1988) This emphasizes that service quality is the primary determinant in shaping the image and reputation of service organizations, including educational institutions. This result is also consistent with the study of (Tjiptono 2020), which found a regression coefficient of 0.67 for the influence of service quality on the image of universities in Indonesia, and the study of (Alma, 2000) Obtained a regression coefficient of 0.72 for a similar model in vocational high schools. The higher regression coefficient in this study (0.836) compared to previous studies indicates that, in the context of SMP Islam X in Gresik, the quality of educational services has a more substantial impact on the school's image. This phenomenon may be explained by (Koay et al., 2020), which states that in religious-based education, service quality is not only assessed from technical aspects but also from the perspective of instilled values, making its impact on the institution's image more significant.

The constant value in the regression model is not statistically significant (p = 0.087). However, it is still important in the model to determine the predictive value of the school image when all independent variables are zero. Although the interpretation of constants is often overlooked in practical research, mathematically, it remains a crucial component in the regression equation. The positive constant value (7.195) indicates that even without the contribution of marketing management and service quality, the school's image still has a positive fundamental value. This phenomenon is consistent with the institutional (Kempson, 2013). This states that educational institutions possess inherent social legitimacy, which confers fundamental value to their image, regardless of their operational or strategic activities. In the context of SMP Islam X in Gresik, these core values may originate from its affiliation with religious institutions, geographical location, or historical factors not covered in the research model, as also found in research on the factors that form the image of Islamic schools in East Java (I.A. Rifai & D.W.P, 2016).

In a broader context, this study supports and extends the Theory of educational service marketing developed by (Kotler et al., 2016) This highlights the importance of integrating marketing strategies and service quality in creating a positive image for educational institutions. However, the findings in this study show a more assertive and dominant influence than those found in the context of general education, which may reflect the unique characteristics of Islamic education. According to Islamic education in Indonesia, it is viewed as a provider of educational services and a moral and cultural institution. Hence, perceptions of service quality and its marketing strategies have more complex dimensions and a greater impact on the institution's image. (Alfian & Ilma, 2023).

Compared to similar studies in the international context, such as the UK, which found an R Square value of 0.65, and the (Hemsley-Brown, 2020) The study results in Australia, with an R-squared value of 0.73, show a much greater strength of influence (R-squared = 0.978). This difference may be explained by the findings of (N. Rifai, 2006) Who stated that religion-based education has a stronger emotional and cultural bond with its people in societies with high levels of religiosity, such as Indonesia? Hence, factors such as marketing management and service quality significantly impact the institution's image.

From a theoretical perspective, the findings of this study make an important contribution to the development of educational services marketing Theory by highlighting the specific characteristics of the Islamic education context that may require a different conceptual approach compared to the general education context. (Shaikh & Kazmi, 2021) Argue that Islamic education needs to be understood as an educational institution and a socio-cultural institution with unique marketing dynamics. This study provides empirical evidence on the magnitude of the influence of service quality and marketing management on the image of Islamic schools, which may not be fully explained by conventional theoretical models developed in the context of general or commercial education.

External factors that may contribute to the research results but are not included in the model include community religiosity, community support, and alumni networks. According to (Hadi, 2015) These factors can have a significant influence on the image of Islamic schools in Indonesia, but are often overlooked in conventional research models. Although this study focuses on marketing management and service quality as the main determinants of school image, it is important to acknowledge that this model may not fully capture the complexity of the factors that shape the image of Islamic schools in Indonesia.

The findings have important theoretical and practical implications. Theoretically, the results of this study strengthen the conceptual model linking marketing management, education service quality, and school image in the context of Islamic education. The results also expand the understanding of the dynamics of marketing education services in Indonesia, particularly in the Islamic education sector, which has unique characteristics compared to the general education sector. Practically, the results of this study suggest that SMP Islam X in Gresik needs to continually improve the quality of its educational services to maintain and enhance the school's image in the community's eyes. Effective marketing strategies must be synergized with efforts to improve service quality to maximize their impact on the school's image.

CONCLUSION

The results revealed a powerful positive relationship between Marketing Management, Quality of Education Services, and School Image at SMP Islam X in Gresik, with a correlation coefficient (R) of 0.989 and a determination value (R²) of 0.978. This shows that the two independent variables can explain 97.8% of the variation in School Image. Specifically, Educational Service Quality positively and significantly influences School Image ($\beta=0.836$; $t=10.617$; $p<0.001$), enriching the literature on the dynamics of image formation of Islamic educational institutions in Indonesia.

This finding has implications for strategic resource allocation to enhance key aspects of educational service quality and develop marketing strategies that prioritize service quality as a key value proposition. Although significant, this study has limitations in its single institutional focus and cross-sectional design. Future research could adopt a longitudinal and comparative approach across institutions to investigate moderating factors, such as organizational culture and school leadership, for a more comprehensive understanding of the relationship between variables in the context of faith-based education in Indonesia.

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