

Management Strategy of Superior Programs to Create the Image of Private Elementary Schools: A Case Study at SD Muhammadiyah Condongcatur

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ABSTRACT

Schools that facilitate talents and interests are still limited, and the management of flagship programs is not yet optimal. The effectiveness of implementing flagship programs still needs to be improved, and there is competition among schools in promoting themselves to attract students. This research aims to describe the management strategies of flagship programs to create the image of private elementary schools. The research uses a qualitative approach of case study type with data analysis using the Miles and Huberman model with the help of the ATLAS.ti 9 application. The research results show the management strategy for managing flagship programs to create the image of elementary schools thru the stages of strategy formulation, strategy implementation, and strategy evaluation that are interrelated. In the strategy formulation stage, the school conducts a current needs analysis, designs flagship programs, prepares the school budget, develops publication and branding strategies, and plans resources. The strategy implementation stage includes the intensive execution of flagship programs, utilization of school facilities, publication of student achievements, administration of flagship program achievements, and motivation from leaders. The evaluation stage of the strategy involves communicating the progress of the flagship program, considering feedback and suggestions, taking corrective actions, and innovating programs with low interest. The implementation of all stages of the management strategy for the flagship program at SD Muhammadiyah Condongcatur has resulted in a positive school image, including its existence in the community, high parental trust in the school, the quality of the flagship program, student enrollment exceeding the quota each year, and numerous student achievements.

1. INTRODUCTION

According to Agustini, schools as educational institutions are expected to provide outstanding programs that serve as solutions to various problems in community life (Astuti et al., 2022). Accurate management strategies can realize the success of flagship programs. Strategies should be formulated systematically with the aim of achieving specific objectives thru directed, measurable, and accountable steps (Hermanto, Zainuddin, and Aini, 2024). Thus, the implementation of strategic management is the right choice to help organizations achieve their goals (Budiman and Suparjo, 2021). Schools are objectively evaluated by the community based on actions, behavior, and ethics within an institution. Educational institutions with a good image tend to be chosen by the community due to their success in satisfying the users of educational services (Aditia Fradito, Suti'ah, 2020). Schools must be able to compete and innovate in various aspects so that the school institution does not fall behind other school institutions (Akmalia, Amra and Fazis, 2022). In reality, schools that facilitate the talents and interests of students are still limited and not implemented to the fullest extent. One of the flagship programs that can facilitate students' interests is the extracurricular program, but the effectiveness of this program often still needs to be improved (Apriati and Yustiana, 2024). Based on the research conducted (Miswari, Mufidah, and Alpaten, 2025), SMP Muhammadiyah 8 Mijen

has offered various flagship programs, such as boarding classes and STEM programs, but student enrollment remains low. Both private and public schools compete to attract students and parents (Miswari, Mufidah and Alpaten, 2025), forcing institutions to develop effective program management and marketing strategies. Based on the above, there is a need for strategic management in implementing flagship programs so that they can become a positive attraction for the school. Schools that are unable to manage programs professionally result in parental dissatisfaction with the services and expected outcomes, ultimately creating a negative image (Nurhayati, Hidayat and Efendi, 2023). The flagship program serves as the school's distinguishing feature, setting it apart from other schools, thus requiring management that is planned, directed, and sustainable. Based on this, if the school does not create an outstanding program that attracts the community, they will not use the educational services of that school. A study shows that flagship programs that are not managed with a clear strategy will not run optimally and will be difficult to evaluate their success, thus failing to build a positive perception from the community toward the quality of the school (Astuti et al., 2022).

The management of flagship programs in elementary schools is used as an identity or distinguishing feature of the school that can create public trust and attract parents' interest in choosing the school. The success of school branding and image is greatly determined by the quality of flagship program management, the involvement of the entire school community, and sustainable publicity strategies, so that the school is perceived as a quality and competitive educational institution (Walid and Malik, 2023). Private schools offering various flagship programs have been increasing every year, indicating competition among schools (Nugroho, Yuliati and Taryana, 2024). Schools need to implement strategies to maintain their existence in the eyes of the community. The current generation of society is aware of the importance of education, so they choose educational institutions that meet their needs in this advanced era (Saputra, Yusni and Surahim, 2024). The gap between school targets thru flagship programs and reality has become an important point for analysis. The flagship programs have not been managed in a directed, orderly, consistent manner and do not involve stakeholders. Previous research conducted was about the management of one of the flagship programs, namely Tahfidz Qur'an C, or merely described and analyzed the management of the curriculum and the implementation of flagship programs (Setyaningsih and Afrilia, 2025). This research differs from the previous study as it analyzes the strategic planning of flagship program management, the principal's leadership style in mobilizing resources, and image-based marketing strategies in Islamic elementary schools. SD Muhammadiyah Condongcatur is one of the Islamic elementary schools that has various flagship programs, including 21 extracurricular activities, special intelligence and talent programs, as well as Outdoor Activity learning. The diverse flagship programs facilitate students to freely choose the programs they want to participate in for self-development. This research provides a scientific contribution by formulating a strategy for managing flagship programs to create the image of private elementary schools. This strategy can be used to enhance knowledge related to managing flagship programs in elementary schools in general, thereby providing a strong identity. This strategy provides new knowledge by aligning strategic management with the institution's image, thereby gaining public trust. The purpose of the research is to analyze the management strategy of flagship programs to create the image of Muhammadiyah Condongcatur Elementary School. Based on the research objectives, the research questions posed are (1) How is the planning of the flagship program strategy structured to support the formation of the elementary school image? (2) How is the principal's leadership style in mobilizing resources to support the success of the flagship program? (3) How is the marketing strategy to communicate the flagship program?

2. METHODS

This research was conducted at SD Muhammadiyah Condongcatur located in Sleman Regency. The determination of the research location is because the school has various well-organized flagship programs, resulting in the number of new student applicants each year always exceeding the class quota. The research method and approach used are qualitative methods and a case study approach. The selected informants used purposive sampling techniques, where the informants are knowledgeable and directly involved in the management of flagship programs, thereby creating a positive image in the community. The research informants are as follows.

Table 1. Research Subject Table

Resource person	Many
Principal	1
Vise principal	3
Development team	1
Parents	1

Data collection in this study used three techniques, namely interviews, observations, and documentation. The author uses the Miles and Huberman data analysis model (Sugiyono, 2022), with the following steps: (1) data collection, (2) data reduction, (3) data presentation, (4) conclusion drawing. In conducting data reduction and presentation, the author used the ATLAS.ti 9 application. In this study, triangulation techniques were used as a method to test data validity. The researcher used source triangulation by comparing information obtained from several informants. The researcher also used method triangulation, which involved combining methods such as in-depth interviews, direct observation, and document analysis to verify the data obtained. The results of this research are expected to be used in schools to manage flagship programs, thereby creating a school identity.

3. RESULTS AND DISCUSSION

The research results were obtained thru the analysis of interview data, observations, and documentation analyzed using a descriptive qualitative approach with the help of Atlas.ti 9 software. In the data analysis process, the researcher classified the data based on the strategic management cycle developed by David. Below is the strategic management cycle for the management of flagship programs currently being implemented at SD Muhammadiyah Condongcatur.

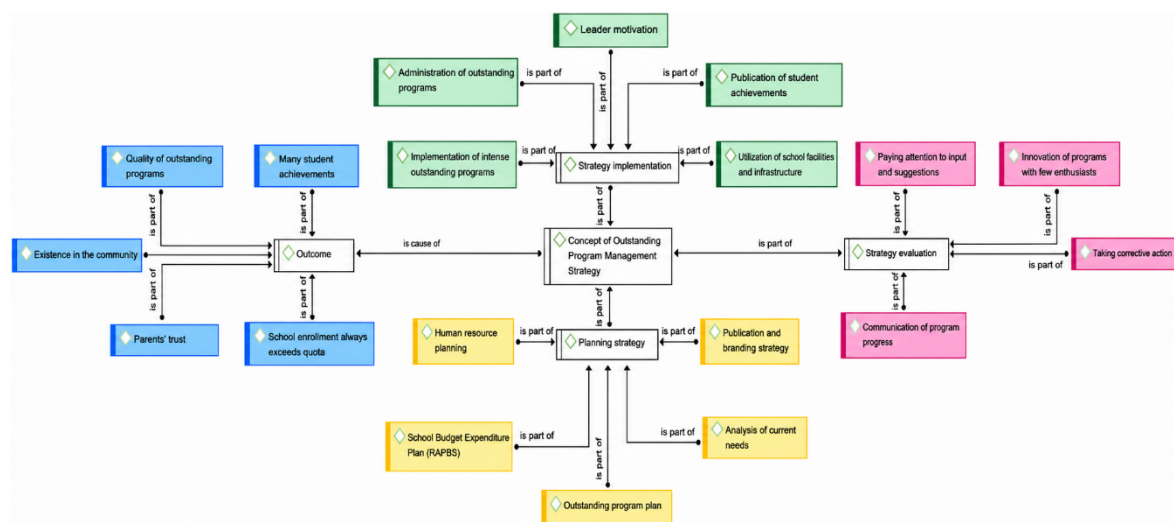


Figure 1. Conceptual model of strategic management for the management of flagship programs in creating the image of elementary schools

3.1. Formulasi strategi pengelolaan program unggulan dalam menciptakan citra sekolah

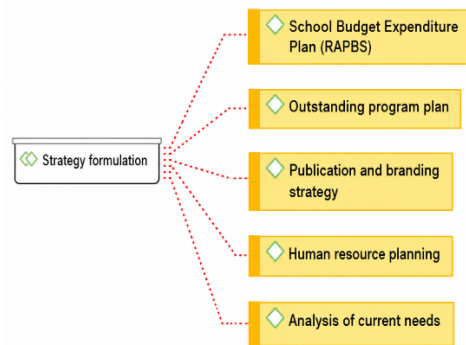


Figure 2. Strategy Formulation Stage

The school conducts an analysis of the current school environment and the future. Research findings indicate that the initial step for schools in determining flagship programs is conducting a needs analysis at the beginning of the school year, tailored to the future needs of children and the current situation, so that children can develop their skills and knowledge thru various activities (N2). Opportunities for activities that are trending or in demand in society can also be used to determine flagship programs (N4). Determining flagship programs by analyzing needs plays a crucial role in establishing flagship programs (Susanti et al., 2025). This is in line with the strategic management introduced by Fred R. David, which focuses on analyzing the internal and external environment before formulating a strategy (Junaidah, Putri, and Sari, 2023). Strategic planning can realize the success of the flagship programs that are intended to be achieved. The school provides a list of flagship programs in the form of extracurricular activities that can be chosen by students according to their individual talents and interests (N3). Other flagship programs include special intelligence and special talent, which consist of special intelligence in mathematics, Natural Sciences, and Social Sciences, and have a special recruitment process involving several selection stages (N2). The flagship programs are not only in extracurricular activities but are also included in intramural activities. The curriculum in private schools is quite flexible, allowing flagship programs to be incorporated into intra-learning activities such as coding, field trips, and class projects (N3). The planning of flagship program activities aligns with George R. Terry's view that planning consists of making forecasts for the future thru the formulation of activities to achieve the desired results (Syahputra and Aslami, 2023). The school is committed to providing financial and planned support for special programs. Financing flagship programs is a priority for the school, formulated legitimately thru the school-based program budget plan (N1). The school has a principle of supporting competition in flagship programs by involving, guiding, and financing students in various fields of competitions, whether at the school, district, city, or national selection stages (N4). The flagship program in the form of extracurricular activities is a paid program because the activities are conducted outside of the school's effective hours (N2). The process carried out is similar to Fred R. David's theory, where in formulating a strategy, the most advantageous alternative must be decided. The school creates a budget plan for expenditures and spending that is legitimate and proportional to facilitate flagship programs. Budget planning is an important element in the work program of an institution or company, making it easier for leaders to implement and control the planned programs (Kurniawati, Ely Hairunnisah, 2021). The publication strategy adopted by the school to create branding is very innovative. In the publication strategy, the school formed a special team to handle publications with skills in information technology and graphic design (N4). The flagship programs that have been documented are then designed attractively to become content on social media. The content of the school's flagship programs is published thru the social media of the school community, including teachers, staff, and the school itself.

Even parents of students post posters from the school, so the general public becomes aware of the quality and flagship programs available at the school (N2). The school's actions are a doctrine of brand strategy, which is a plan of action to create a brand paradigm and achieve a continuous competitive advantage (Reza et al., 2021). The support of the entire school community, including teachers, staff, and student guardians, also serves as the main driving force behind publication and branding thru social media. In the publication strategy from the stakeholder theory perspective, the involvement and active participation of all stakeholders are very important to enhance the community's image thru flagship programs. The strategy for fulfilling expert mentor teachers in the flagship program can ensure the quality of professional mentoring. The school conducts internal mapping regarding the availability of mentor teachers who have an educational background aligned with the flagship programs to be guided, and collaborates with mentor teachers from outside the school to fulfill expertise that the school does not possess (N4). The teachers at SD Muhammadiyah Condongcatur who were accepted in the selection process are graduates in fields such as education and pure sciences like mathematics, Indonesian language, biology, Indonesian language education, English language education, and others, so their abilities can bring advantages to the management of the flagship programs (N1). This is in line with institutional theory thru the perspective of normative isomorphism, which is the relationship between school management policies and the background of teachers in terms of education level (Maqdllyan, 2022). The availability of facilities at the school is also taken into consideration in the planning of flagship programs, and the school also utilizes facilities from the surrounding environment with various considerations. "We use all the spaces and areas available at the school, from classrooms, activity halls, schoolyards, to play areas, to facilitate the flagship programs." Oh, for the flagship futsal and swimming programs, the school still collaborates with external parties that are representative and close to the school (N5). In the Resource-Based View (RBV) theory expanded by Jay Barner, it is emphasized that resources must be valuable and managed in a structured manner so that they can become the basis for sustainable competitive advantage (Andini *et al.*, 2026).

3.2. Implementation of flagship program management strategies to realize the school's image

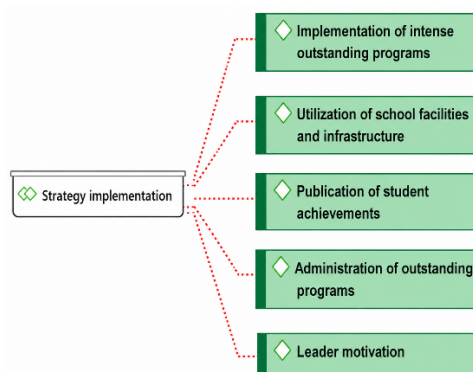


Figure 3. Strategy Implementation Stage

The implementation of strategy is the application of strategic formulation in the field so that planning can be carried out effectively and efficiently. The implementation of flagship programs is carried out intensively based on the extracurricular schedule or the smart and special talent development adjusted to the effective school days (N4). A different finding was reported in the study by Khoriyah, Tohirin, and Wahyudi (2026) that the school faces time management obstacles where extracurricular activities often cause schedule conflicts with other activities. Teachers create and deliver materials or activities in each meeting according to the plan (N2). The implementation of the program is scheduled regularly and proportionally, which can reduce obstacles in activity execution

(Hidayat, A., 2022). According to Hilda Taba's method, providing technical guidelines such as structured activities for each development can enhance understanding in program development implementation (Sitika, Mualana, and 'Izzah, 2025). The optimal utilization of school facilities and infrastructure to create effective and conducive learning. The school facilities are adequate, both indoor and outdoor, for the implementation of the flagship program activities (N5). The interview results show that the school has an auditorium, classrooms, a music studio, science and math laboratories, LCDs, and projectors in every room to facilitate the children (N3). The utilization of facilities and infrastructure plays an important role in creating conducive learning and attracting students' interest (Islamiah, Fazriah and Sigiro, 2024). One of the strategic implementation activities is demonstrated by continuous publication on social media. All student achievements and flagship program activities are published on the school's social media and registered with the national achievement center (N5). Visual content in the form of photos, videos, and marketing narratives becomes the main instruments in shaping the company's image as a professional, progressive, and transparent developer (Fasila and Sazali, 2025). The social media used for publication are YouTube, Facebook, and Instagram owned by the school, as well as WhatsApp statuses of school community members, including teachers, staff, and student guardians (N4). This finding is in line with Kotler and Keller, who state that trust in a brand can be built thru reliable communication, in this context thru social media (Mustofa, Widodo, and Sudarsono, 2025). The research is also in line with NH and Setiawan (2025) that social media as an information network is one of the factors parents consider when choosing an educational institution. The education administration system has become one of the benchmarks for educational quality (Huda, 2022). The publication team conducts achievement data collection, for example, achievement data from 2021 to 2025 is well recorded (N4). Information on student achievement data is obtained from parents or supervising teachers who convey it to the school via WhatsApp and achievement links (N4). This finding is in line with the principles of Total Quality Management (TQM) data-driven decision-making, where valid data from the publication team will be used for decision-making and the principle of stakeholder involvement, namely parents, in the data collection process (Indadihayati and Hariyanto, 2023). The principal provides motivation during regular school meetings so that teachers remain enthusiastic and professional in achieving optimal results. Performance appreciation in the form of periodic raises and coaching money will be given to teachers who can lead students to achieve championships (N1). The motivation provided by the principal in the form of respecting and appreciating the performance of others is in accordance with Maslow's hierarchy of needs theory (Setiadi, Tulasi, and Nurmala, 2023).

3.3. Evaluation of flagship program management strategies to measure the success of the school's image.

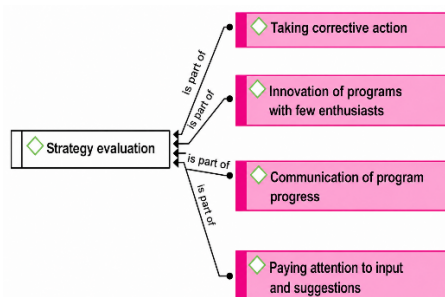
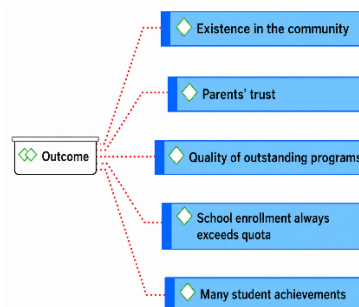


Figure 4. Strategy Evaluation Stage

The evaluation of the strategy implemented at SD Muhamadiyah Condongcatur is analyzed using management and marketing theories. According to Fred R. David, strategy evaluation in

management can be seen from the activity of measuring performance (Sari, Sampurna, and Meigawati, 2022). Periodic reporting conducted can be used by the leadership to evaluate strategies objectively. Internal meetings of the vice principal and regular teacher meetings are used to communicate the extent of the school's achievements (N1). Input and suggestions serve as instruments for validating the implementation of the strategies carried out. Criticism or suggestions conveyed by students or parents as users are always listened to in forums such as student guardian meetings, learning outcome assessments, or daily communications (N3). Not only from users, but teachers also provide input and suggestions on any activities if there are ineffective activities (N2). At the end of the school year, teachers and staff hold an end-of-year work meeting with the aim of a general program evaluation (N2). Based on the stakeholder theory proposed by Freeman, in this context, the institution is responsible for aligning its performance with the expectations of stakeholders, including students, parents, and teachers (Iznillah et al., 2024). Facilitating input and suggestions is also in line with the TQM concept, which focuses on customers centered around their needs and expectations (Indadihayati and Hariyanto, 2023). The school's corrective actions in improving the achievements of the flagship program are carried out by opening collaboration spaces with professional experts from outside the school (N5). Cooperation with external experts is temporary, where the flagship program supervisors also learn, analyze performance to gain knowledge, and later be able to guide effectively (N1). According to Fred R David, if the strategy does not work well, the data institution takes corrective action (Sari, Sampurna and Meigawati, 2022). The school is innovating new programs related to those that are less popular among students and not in line with the times (N1). Innovation is a way to create program differentiation, which aligns with Michael Porter thru the theory of competitive advantage, one of which is differentiation. The differentiation referred to is a program that is different from the previous program. Innovation can be achieved thru the development of existing ideas (Hardiyanti and Widiyarta, 2023).

3.4. The results of the flagship program management strategy in creating the image of elementary schools.



Gambar 5. Hasil Strategi

The strategy for managing flagship programs is the foundation for the school's existence in creating a positive perspective in the community. The results of the flagship program management strategy can be seen in the new student admissions, where many prospective students register beyond the class quota, and for almost 3 years, the school has not conducted promotions to kindergartens (N1). Parents drop off birth certificates and family cards at the school every day before the registration period opens (N2). This finding confirms the success of differentiation by Michael Porter, creating a unique and competitive flagship program. Research conducted by Hakim (2021) states that the management of elite class programs can shape a good image of the madrasah. Parental trust exists when they see tangible evidence of student achievements and the development of talents and interests that the school pays attention to (N5). The flagship program activities are packaged as

well as possible thru social media so that a large audience can see the activities in real life (N2). Kotler & Keller state that marketing is a means of communicating the value offered by an organization to its customers (Juliyadi et al., 2026). Public trust, in this case parents, is caused by the marketing conducted by educational institutions. Schools that communicate, whether directly or using high-quality social media, will generate greater trust (Ekawarna, Denmar and Wibawa, 2021). The quality of flagship programs can build a positive perception in the community. Thanks to the guidance of the teachers at SD Muhammadiyah Condongcatur, students have won various competitions and achieved excellent educational results, which has attracted parents because they see many tangible proofs of the achievements that can be attained (N6). The quality of developing students' talents and interests can be seen from the talent and interest appreciation events organized by the school every mid-semester (N4). The school becomes the guarantor of the quality of the flagship program, in accordance with the implementation of total quality management in the world of education. The success of the flagship program management strategy has resulted in an increase in the number of prospective students who will enroll in the school, exceeding its capacity. "For the PPDB, thank God, for the past three years until now, we have had a pre-registration system." In the 2026/2027 academic year, around 300 students registered, but only 132 were accepted because the school's quota was limited to that number. (N5). Based on the findings above, the implemented program strategy has resulted in community presence, high public trust, good quality of flagship programs, new student enrollment always exceeding the quota, and a significant number of student achievements, thereby creating a positive image in the community.

4. CONCLUSION

Based on the results of the analysis and discussion, the research shows that the management strategy of flagship programs plays a crucial role in creating the image of private elementary schools. This research formulates a conceptual model of strategic management of flagship program management thru the stages of planning, implementation, and evaluation, thereby creating an image in Islamic elementary schools. Theoretically, this research strengthens and develops the correlation between Fred R. David's management theory, Michael Porter's differentiation concept, Resource-Based View (RBW) theory, stakeholder theory, institutional theory, and Total Quality Management (TQM) principles. The results of this research can be used as a guide by school principals and administrators in managing programs in educational institutions. For future research, it is expected that researchers conduct comparative studies on developing public or private schools to empirically test the effectiveness of digital branding in influencing parents' decisions in choosing educational institutions. The strategy for managing the flagship program at SD Muhammadiyah Condongcatur is carried out thru the stages of strategic planning, strategy implementation, and strategy evaluation, thereby creating the school's image. The strategy for planning the management of flagship programs in creating the school's image includes needs analysis, flagship program design, the School Expenditure Budget Plan (RAPBS), publication and branding strategies, and resource planning. The implementation of the flagship program management strategy to create the school's image is carried out thru the intensive execution of flagship programs, the utilization of school facilities and infrastructure, the publication of student achievements, the administration of flagship program achievements, and motivation from leaders. The evaluation of the flagship program management strategy to measure the success of the school's image is conducted thru communication of flagship program progress, considering feedback and suggestions, taking corrective actions, and innovating programs with low interest. The results of the flagship program management strategy in creating the image of the elementary school include existence in the community, high public trust, good quality

of the flagship program, new student enrollment always exceeding the quota, and a significant number of student achievements, thereby creating a positive image in the community.

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