

# Competition Analysis of Primagama Yogyakarta Tutoring Institute

**Hartini Prasetyo Wulandari**

Isti Ekatana Upaweda College of Economics Yogyakarta, Indonesia

Email: hpwulandari@gmail.com

---

## KEYWORDS

*Competition, Tutoring, Primagama*

## ABSTRACT

One thing that makes this research necessary is that in the midst of this increasingly fierce competition, in addition to always realizing the motto of its vision, and mission, Primagama Education Institution has also set a target that by 2006 Primagama must have been present in all capitals / districts / cities / sub-districts throughout Indonesia. In addition, Primagama must also always maintain an average turnover growth every year of around 35% compared to the previous year. This research was conducted at the Primagama Educational Institute Jogjakarta to determine the preparation of competitive advantage strategies used in facing competition and achieving targets that have been set in each period. The data collection method is carried out face-to-face with managers and field heads to obtain field data or primary data by providing a list of questions (questionnaires). Conclusions that can be drawn from the market growth strategy / tutoring products applied to increase market share by the Primagama Jogjakarta Education institution include: Judging from the results of the SWOT analysis, internal factors that are strengths for the Primagama Jogjakarta Education Institute.

---

## INTRODUCTION

The presence of tutoring institutions is a form of incarnation of article 31 of the 1945 Constitution. Then tutoring is regulated through Law no. 2 of 1989 concerning the National Education system. It is stated that the implementation of education is a shared responsibility between the government, schools and the community. It is also mentioned that the place for education is not only in schools (formal) but there are organized by (Philip, 1994)extramural institutions (non-formal) such as these guidance institutions. Therefore, the existence of tutoring institutions has a strong juridical basis, as a form of community participation in educating the nation's life. In addition, tutoring institutions also helped develop and preserve the concept of Tri Pusat Pendidikan which was initiated by the Father of National Education Ki Hajar Dewantoro. It is explained that education will succeed if three main institutional partners in education, namely schools, families and communities are involved in it. In the next stage, it is clear that these efforts will be in vain if there is no synergy (complementarity and mutual cover of weaknesses) between the three partners.(Pebriyono, N.D.; Saktisyahputra, 2018; Somov, 2018)(De Kluyver, 2000; Kafarisa, N.D.; Primasanti, 2016; Taufik et al., 2021)

Thus, the position of tutoring institutions towards formal education (schools) is not contradictory and must even be able to complement formal education (considering the dense amount of curriculum material, limited time and basic abilities of students who are not the same are more tasked with efforts to translate the educational curriculum which is more concentrated on aspects of transferring basic concepts in science. While the task of tutoring institutions is more

concentrated on sharpening material, enrichment, reinforcement, conducting comprehension exercises through drills, varying teaching methods. Therefore, the existence of tutoring institutions accelerates the process of achieving goals.(Mariyanti et al., 2016)(Harianto, 2021; Marjaya & Pasaribu, 2019)

Education is important for all of us, at this time all students both elementary, junior high, and high school are competing with each other – competing to achieve the best achievement in school and so that they can continue to a higher level of education according to their choice. This makes students feel that what they learn in school is not enough so they feel they need additional lessons that are good and efficient so that it helps students to improve learning achievement in school and improve the ability of high school students to be able to understand and solve field problems in order to succeed in EBANAS and SPMB.(Mardianto et al., 2019)(Ptri & Gustomo, 2018)

The existence of tutoring institutions that can deliver students to solve problems quickly and precisely causes the increasing interest of students in the presence of the tutoring institution. The need for a tutoring institution, making a new profitable business land has led to the establishment of dozens of kinds of tutoring institutions in Indonesia on a national scale (Primagama Education institution, Ganesha Operation), regional scale (SSC, Neutron, Gama Excakta, Nurul Fikri, etc.) and local scale (Prasetya Biogama, Tiki, Tekno Gama, etc.) The growth of this learning concern industry every year is around 5% (Ministry of National Education 2000), but specifically before SPMB, the growth reaches 15% (different for each region) every year because many new tutoring institutions have sprung up that offer express SPMB guidance for one month (Primagama Education Institute 2000).

One thing that makes this research necessary is that in the midst of this increasingly fierce competition, in addition to always realizing the motto of its vision, and mission, Primagama Education Institute has also set a target that by 2006 Primagama must be present in all capitals / districts / cities / sub-districts throughout Indonesia. In addition, Primagama must also always maintain an average turnover growth every year of around 35% compared to the previous year.

## **METHOD**

This research was conducted at the Primagama Educational Institute Jogjakarta to determine the preparation of competitive advantage strategies used in facing competition and achieving targets that have been set in each period. The choice of this area is because Jogjakarta is known as a student city where there are extramural educational institutions which are national education centers and have the potential to develop education. Related to this study, the population includes managers, heads of fields at the Primagama Jogjakarta Education Institution, all of which will be sampled to obtain strategic data.

The data collection method is carried out face-to-face with managers and field heads to obtain field data or primary data by providing a list of questions (questionnaires). Meanwhile, to obtain secondary data, documentation methods are used. Documentation is carried out by studying secondary documents obtained from literature studies to the literature and readings related to research. For this reason, the data collection technique / method is carried out by:

- a. Direct observation, with direct observation in the field.
- b. Interview, conducting competent questions and answers using questioners according to research objectives.
- c. Literature study, studying literature related to research.

The data collection instrument used in this study was a list of questions to respondents, managers and heads of fields at the Primagama Educational Institute Jogjakarta. In order for the questionnaire to meet the criteria of validity and reliability, it is necessary to conduct a try-out or preliminary testing. For the purposes of this try-out, a sample of 15 people was randomly sampled and taken people who were not members of the real population. To obtain secondary data used documentation methods. Documentation is carried out by studying secondary documents that are also obtained from literature studies on literature and readings related to this research.

## RESULTS AND DISCUSSION

### A. Analysis of item validity and reliability of item

#### 1. Analysis of the Validity (Validity) of items

Validity is the degree of ability of an instrument to express something that is the main target of measurements made with the instrument. The validity of the measuring instruments used in this study has been carried out on 15 cases (15 respondents). The results of this validity and reliability analysis can be seen in the appendix as shown in tables 5.1 and 5.2 outlining the results of validity and reliability of the question points about SWOT (strengths, weaknesses, threats and opportunities) owned by the Ganesha Operation Education Institute and Sonny Sugema College.

#### 2. Analysis of the reliability (reliability) of the grain.

The purpose of conducting a reliability test is to show that a measurement can give relatively consistent results when the measurement returns to the actual subject. The items to be analyzed for reliability are those that are declared valid. In this reliability test there is no absolute number that must be met so that a measuring instrument is said to be reliable or reliable.

**Table.1 Strength and weakness validity test results  
(Internal Factors)**

| ITEMS | CORRELATION | INFORMATION |
|-------|-------------|-------------|
|       | TOTAL       |             |
| E 1   | 0.6747      | VALID       |
| E 2   | 0.6974      | VALID       |
| E 3   | 0.6487      | VALID       |
| E 4   | 0.7501      | VALID       |
| E 5   | 0.7698      | VALID       |
| E 6   | 0.7804      | VALID       |
| E 7   | 0.6711      | VALID       |
| E 8   | 0.6342      | VALID       |
| E 9   | 0.8844      | VALID       |
| E 10  | 0.5765      | VALID       |
| E 11  | 0.7839      | VALID       |
| E 12  | 0.7804      | VALID       |
| E 13  | 0.7236      | VALID       |
| E 14  | 0.6487      | VALID       |

Source : Appendix 6 Reliability test & Validity of internal factor questionnaire

From the results of the questionnaire try out test obtained:

Critic price for Alpha 5 % one side= 0.5760

Mean correlation between items=0.4912

Each total item is greater than the price of the Critic so that the results of this validity test are valid, then tested with the Cronbach Alpha reliability index the result = 0.9284 this number is close to 1 (one) means Reliable (valid)

**Table 2 Opportunity and threat validity test results  
(External Factors)**

| ITEMS | CORRELATION | INFORMATION |
|-------|-------------|-------------|
|       | TOTAL       |             |
| E 1   | 0.6874      | VALID       |

|      |        |       |
|------|--------|-------|
| E 2  | 0.8721 | VALID |
| E 3  | 0.6304 | VALID |
| E 4  | 0.6290 | VALID |
| E 5  | 0.7254 | VALID |
| E 6  | 0.7394 | VALID |
| E 7  | 0.6874 | VALID |
| E 8  | 0.8193 | VALID |
| E 9  | 0.8535 | VALID |
| E 10 | 0.8297 | VALID |
| E 11 | 0.7379 | VALID |
| E 12 | 0.9318 | VALID |
| E 13 | 0.8459 | VALID |
| E 14 | 0.7822 | VALID |

Source : Appendix 7 test results Reliability &; Validity of external factor questionnaire

From the results of the questionnaire try out, the results were obtained:

Price Criticism for Alpha 5 % one side= 0.576

Mean correlation between items (15 items)= 0.4926

Then tested Cronbach Alpha Reliability Index = 0.9315 because the results are close to 1 (one) so that the results are reliable (valid).

**Rating and weight calculation**

The calculation of rating and weight is a quantitative data analysis based on the tabulation of ratings and average weights. This calculation aims to determine the weighted value of each internal and external factor.

**Rating Calculation**

The calculation of the rating of each variable is carried out by giving a scale of 1 to 5 based on the belief of the influence of these variables on the company's condition. Based on the tabulation of data that can be seen in the appendix, the average calculation results for internal and external factors are summarized in the following table, the meaning of rating (5) is very strong, (4) strong, (3) medium, (2) weak, (1) very weak. The rating is then scaled as follows:

From the lowest (1) weak, (5) strong so internal  $4/5 = (0.80)$  so that  $(1-1.8) =$  very weak,  $(2) =$  weak,  $(3) =$  medium/neutral,  $(3.4)-(4.2) =$  strong,  $(4.3)-(5) =$  very strong.

**Table 3 Results of assessment of internal factors**

| Variables/factors successful | Value | Number Respondents | of Result = item : resp |
|------------------------------|-------|--------------------|-------------------------|
| 1                            | 58    | 15                 | 3.8667                  |
| 2                            | 72    | 15                 | 4.5333                  |
| 3                            | 56    | 15                 | 3.7333                  |
| 4                            | 54    | 15                 | 3.6000                  |
| 5                            | 58    | 15                 | 3.8667                  |
| 6                            | 47    | 15                 | 3.1333                  |
| 7                            | 45    | 15                 | 3.0000                  |
| 8                            | 56    | 15                 | 3.7333                  |
| 9                            | 52    | 15                 | 3.4667                  |
| 10                           | 65    | 15                 | 4.3333                  |
| 11                           | 62    | 15                 | 4.1333                  |
| 12                           | 49    | 15                 | 3.2667                  |
| 13                           | 44    | 15                 | 2.9333                  |
| 14                           | 41    | 15                 | 2.7333                  |
| 15                           | 53    | 15                 | 3.5333                  |

Source : Appendix 8 Internal factor score

**Table 4 Results of assessment of opportunity and threat factors  
(External Factors)**

| Variable/factor<br>successful | Value | Number<br>Respondents | of Result = item : resp |
|-------------------------------|-------|-----------------------|-------------------------|
| 1                             | 32    | 15                    | 2.0667                  |
| 2                             | 39    | 15                    | 2.6000                  |
| 3                             | 37    | 15                    | 2.4667                  |
| 4                             | 42    | 15                    | 2.8000                  |
| 5                             | 39    | 15                    | 2.6000                  |
| 6                             | 42    | 15                    | 2.8000                  |
| 7                             | 40    | 15                    | 2.6667                  |
| 8                             | 56    | 15                    | 3.7333                  |
| 9                             | 53    | 15                    | 3.5333                  |
| 10                            | 51    | 15                    | 3.4000                  |
| 11                            | 64    | 15                    | 4.2667                  |
| 12                            | 59    | 15                    | 3.9333                  |
| 13                            | 56    | 15                    | 3.7333                  |
| 14                            | 51    | 15                    | 3.4000                  |
| 15                            | 52    | 15                    | 3.4667                  |

Source : Appendix 9 External factor score

### Weight

The weighting of each variable is carried out according to the importance of the weight ranging from 1.0 (most important) to 0.0 (not important) with a total weight of no more than 1.0 (100%). The following will be presented the average weights against internal and external factors of the Primagama Educational Institution based on the tabulation of weight calculations.

**Table 5 Weighting of internal factors**

| Variable/invoice success | Number of scores<br>From 115 respondents | Weight<br>(a:b) |
|--------------------------|--|-----------------|
| 1                        | 131                                      | 0.0873          |
| 2                        | 126                                      | 0.0840          |
| 3                        | 123                                      | 0.0820          |
| 4                        | 91                                       | 0.0607          |
| 5                        | 87                                       | 0.0580          |
| 6                        | 79                                       | 0.0527          |
| 7                        | 79                                       | 0.0527          |
| 8                        | 92                                       | 0.0613          |
| 9                        | 82                                       | 0.0547          |
| 10                       | 108                                      | 0.0720          |
| 11                       | 108                                      | 0.0720          |
| 12                       | 92                                       | 0.0613          |
| 13                       | 90                                       | 0.0600          |
| 14                       | 100                                      | 0.0667          |
| 15                       | 112                                      | 0.0747          |
| Total (b)                | 1500                                     | 1000            |

Source: Appendix 10 internal weight calculation results

Description: (a) the number of scores from respondents, (b) the total overall score of respondents

**Table 6 Weighting of external factors (threats & opportunities)**

| Variable/<br>Success factors | Number of Scores<br>From 15 respondents | Weight<br>(a:b) |
|------------------------------|---|-----------------|
| 1                            | 331                                     | 0.1103          |
| 2                            | 180                                     | 0.0600          |
| 3                            | 183                                     | 0.0610          |
| 4                            | 181                                     | 0.0603          |
| 5                            | 254                                     | 0.0847          |
| 6                            | 201                                     | 0.0670          |
| 7                            | 170                                     | 0.0567          |
| 8                            | 257                                     | 0.0857          |
| 9                            | 170                                     | 0.0567          |
| 10                           | 160                                     | 0.0533          |
| 11                           | 280                                     | 0.0933          |
| 12                           | 175                                     | 0.0583          |
| 13                           | 185                                     | 0.0617          |
| 14                           | 163                                     | 0.0543          |
| 15                           | 110                                     | 0.0367          |
| Amount (b)                   | 3.000                                   | 1.000           |

Source : Appendix 11 results of calculation of external factor weights

Description: (a) Total respondent score, (b) Total overall score of respondents

**Weighted Average Value**

The weighted value is obtained from the multiplication between the average rating and the average weight of each variable. This weighted value is to determine the position of SWOT, of the Primagama Educational Institute.

**B. SWOT Analysis**

**Internal Environmental Analysis of the Company**

To analyze the company's internal environmental factors, a rating was carried out on variables which are strength and weakness factors owned by the Primagama Jogjakarta Education Institution

**Table 7 Factors Strengths and Weaknesses**

| Variable                             | A<br>Weight | Rating (B) |       |       | AxB    |
|--------------------------------------|-------------|------------|-------|-------|--------|
|                                      |             | 1-1,8<br>5 | 2     | 3     |        |
| Tutoring Growth                      | 0,0873      |            |       | 3.867 | 0.3377 |
| Company Image                        | 0.0840      |            |       |       | 0.3808 |
|                                      |             |            | 4.533 |       |        |
| Student Thd Services                 | 0.0820      |            |       | 3.733 | 0.3061 |
| Physical facilities & infrastructure | 0.0607      |            |       | 3.600 | 0.2184 |
| Service Distribution                 | 0.0580      |            |       | 3.867 | 0.2243 |
| Company Status                       | 0.0527      |            |       | 3.133 | 0.1650 |
| Capital                              | 0.0527      |            |       | 3.000 | 0.1580 |
| Coordination between sections        | 0.0613      |            |       | 3.733 | 0.2290 |
| DngLingk institutional relations     | 0.0547      |            |       | 3.467 | 0.1895 |
| Management Experience                | 0.0720      |            |       | 4.333 | 0.3120 |
| HR Experience                        | 0.0720      |            |       | 4.133 | 0.2976 |
| Corporate Culture                    | 0.0613      |            |       | 3.267 | 0.2004 |

|                   |        |       |        |
|-------------------|--------|-------|--------|
| SIM               | 0.0600 | 2.933 | 0.1760 |
| Bimbel Technology | 0.0667 | 2.733 | 0.1822 |
| Tutoring Process  | 0.0747 |       | 3.533  |
| Total             | 1.000  |       | 3.6408 |

Source : Appendix 10 positioning calculation of internal factors

Description: A rating of <3 is a weakness while a >3 is a strength

**Based on Table 7 above, then:**

The strengths possessed by Primagama Jogjakarta Education Institution include:

- The company's image is the strength of Primagama Educational Institution (4,533) because with a good image, the institution will easily market its tutoring program.
- Management experience as one of the strengths in Primagama Educational Institution in preparing materials and marketing tutoring products (4,333) because with its experience it can produce its products well in accordance with its slogan, which is leading in achievement.
- Human resource experience still needs to be improved Primagama Education Institution (4,133), because the ability and readiness of human resources both administrative staff and educational staff is one of the successes in delivering tutoring. The professionalism of the employees of the Primagama Educational Institute is good but still needs to be improved. This is so that professionalism is evenly distributed to all employees.
- The strong growth of tutoring (3,867) means that Primagama Educational Institutions have the strength to seize the market share of tutoring products. This can be seen in the growth in the number of students from year to year has increased.
- Service distribution is a strength (3,867) because the speed and accuracy of service distribution is customer satisfaction.
- Service to students is a strength (3,733) meaning that good service makes students happy to follow tutoring and does not rule out the possibility that it will be conveyed to their friends, making it possible to reach as many markets as possible.
- Coordination between departments of Primagama Education Institution is quite strong (3,733) this is to build solid team work
- The facilities and infrastructure are quite strong Primagama Educational Institution (3,600) because the completeness of these facilities greatly supports the smooth running of teaching and learning activities so that students are satisfied following tutoring at Primagama Educational Institution.
- The easy tutoring process (3,533) is one of the successes in marketing the tutoring products of Primagama Educational Institutions, namely by paying attention to factors that can provide comfort and convenience in following tutoring.
- The relationship between institutions and the business environment is quite strong (3,467), relations between institutions still need good handling to be able to cooperate in terms of non-formal education.

*The weaknesses of Primagama Jogjakarta include:*

- Corporate culture (3,267) has not been the strength of Primagama Education Institution because in the culture of Primagama Education Institution contains values of togetherness and code of conduct for all employees.
- The Company's status still needs to be improved, with a weighted average of only (3,133), meaning that even though the Primagama Educational Institution has a good image, it would be ideal if the company's status is balanced with the image of the Primagama Educational Institution.
- Capital is a weakness of the Primagama Education Institution (3,000), meaning that minimal capital ownership hinders the success of the Primagama Education institution, because capital is an important factor to carry out all activities in the company, such as marketing activities, such as marketing activities related to promotions, and payment of salaries of employees and tentors, for the procurement of teaching and learning facilities, as well as the opening of new branches.
- Management Information System, plays an important role (2,933) as one of the strategies in winning the competition because this is to speed up information, this still needs serious handling for primagamous educational institutions

- Technology in tutoring is a weakness of Primagama Education Institute (2,733), to make it easier for students outside Jogjakarta need technological sophistication, especially when compared to other competitors it is still a bit behind, especially in the application of its on-line network which is still considered new. The online system is still not fully functioning properly and often faces obstacles in its operation, and is currently being integrated with the integral on-line system of the Primagama Educational Institution.

**External Environmental Analysis**

External analysis consists of threat analysis and analysis of opportunities faced by the company in running its business.

**Analysis of Threats and Opportunities of Primagama Educational Institutions**

Analysis of the threats and opportunities available at Primagama Educational Institution can be seen in tabel 8:

**Table 8 Threat Factors and Business Opportunities Tutoring**

| Variable                                 | A<br>Weight  | Rating (B) |       |       | AxB           |
|--|--------------|------------|-------|-------|---------------|
|  |              | 1-1,8<br>5 | 2     | 3     |               |
| Tutoring Competition                     | 0.1103       |            | 2.067 |       | 0.2280        |
| Product diversification from competitors | 0.0600       |            | 2.600 |       | 0.1560        |
| Entry of new competitors                 | 0.0610       |            | 2.467 |       | 0.1505        |
| Promotion from competitors               | 0.0603       |            | 2.800 |       | 0.1689        |
| Low prices of competitors                | 0.0847       |            | 2.600 |       | 0.2201        |
| Effect of Pmrth Policy                   | 0.0670       |            | 2.800 |       | 0.1876        |
| Competitor Policy Facility               | 0.0567       |            | 2.667 |       | 0.1511        |
| People's purchasing power                | 0.0857       |            |       | 3.733 | 0.3198        |
| People's Mindset                         | 0.0567       |            |       | 3.533 | 0.2002        |
| Inter-institutional cooperation          | 0.0533       |            |       | 3.400 | 0.1813        |
| Market Opening                           | 0.0933       |            | 4.267 |       | 0.3982        |
| Regional Potential                       | 0.0583       |            |       | 3.933 | 0.2294        |
| Education Policy                         | 0.0617       |            |       | 3.733 | 0.2302        |
| Economic Growth                          | 0.0543       |            |       | 3.400 | 0.1876        |
| Perkemb. Technology                      | 0.0367       |            |       | 3.467 | 0.1271        |
| <b>Total</b>                             | <b>1.000</b> |            |       |       | <b>3.1334</b> |

Source : Appendix 10 positioning calculation from facta reexternal

Description: If the rating is less than 3 (three) is a threat if the rating is more than 3 (three) is an opportunity

Tabel 8 shows the threats and opportunities faced by Primagama Jogjakarta Education Institution:

- Promotions carried out by competitors are a fairly high threat (2,800), although Primagama has been actively promoting through electronic media, but competitors do not want to be outdone by other means of promotion such as: Visit schools and recruit favorite school teachers, as well as provide facilities in the form of: t-shirts, jackets, coffee etc.
- Government policies can be a high threat (2,800) for example there is a government policy every school is obliged to hold tutoring for its students, so it is no longer possible for students to have time to attend tutoring.



- Facilities provided by competitors (2,667) to further attract prospective students, most of the competitor's tutoring has supporting facilities such as monthly payment facilities, on-line facilities, housing facilities for those from out of town.
- The threat of diversification of competitors' products (2,600), provided by competitors, namely the way of delivering tutoring, is very influential on the tutoring market at Primagama Jogjakarta Education Institutions.
- The low prices offered by competitors are a threat that needs to be the attention of Educational Institutions (2,600), in unstable economic conditions prices are a consideration for consumers. And competitors can provide lower prices.
- The entry of new competitors in the tutoring industry, is a fairly high threat (2,667), this automatically reduces the market of Primagama Educational Institutions.
- Competition of similar products from competitors is a big threat to the Primagama Jogjakarta Educational Institute (2,067). Currently, all Tutoring Institutions are increasingly active in marketing their products that have the same character, both regular and intensive programs.

### ***Some of the opportunities facing Primagama Educational Institutions***

To maintain its business continuity, Primagama Jogjakarta Education Institution must be able to take advantage of its opportunities:

- The opening of the market is a high opportunity for Primagama Educational Institutions (4,267) considering the trend of development and increasing interest in participating in tutoring, especially those related to development in the field of education and also supported by the existence of the city of Jogjakarta as an educational destination city. The growth of the tutoring market in Jogjakarta is reflected by the increasing number of students from outside the region studying in Jogjakarta from year to year.
- Regional potential is very supportive for the development of tutoring business (3,933), this is an opportunity owned by Primagama Jogjakarta Education Institution, with potential human resources that can support tutoring market opportunities.
- The purchasing power of the consumer community and the desire and ability to take part in tutoring with the aim of helping learning difficulties in schools is an opportunity owned by the Primagama Jogjakarta Education Institute (3,733), so in marketing its tutoring products this opportunity must be utilized.
- Government policy on education is an opportunity for primagamous educational institutions (3,733), for example about the selection policy for new student admissions if it is really held every six months, because to wait for the harvest season PIKSE students do not have to wait a year, but can be every six months.
- There is a mindset of people who have *been guided minded* (3,533), which considers tutoring as a place to partner or accompany children's learning at school, there are even some who consider following guidance to be prestige, this opportunity is to be used by the Primagama Education Institute as well as possible.
- Technology development is quite an opportunity for Primagama Educational Institutions (3,467), this can be utilized by targeting the upper middle segment who generally have internet networks in their respective homes so that students can access Primagama Educational Institutions through cyber.
- Cooperation between institutions is an opportunity for Primagama Educational Institutions (3,400), this allows Primagama Educational Institutions to cooperate with each other, of course, in terms of non-formal education for the community.
- Economic growth is very influential on the smooth business activities of Primagama Educational Institutions. Although the overall economic growth of the Jogjakarta area previously experienced a decline, the current conditions are stable (quite good), thus providing sufficient opportunities (3,400) for the development of the tutoring business of the Primagama Jogjakarta Education Institute.

All data for SWOT analysis is obtained through interviews with company management that are directly related to the marketing tasks of the tutoring business, where in the SWOT analysis there are three possibilities with implications for the prospects of a business unit, namely:

SO > WT= Business continues

SO = WT= Survival

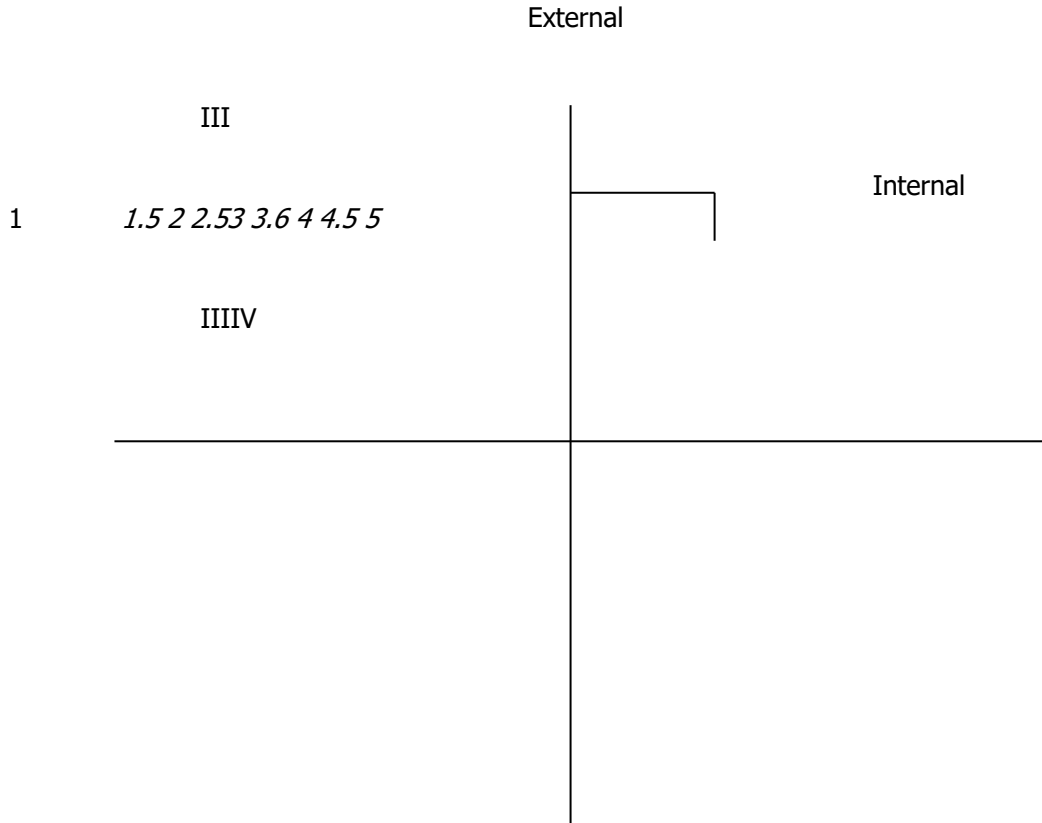
SO < WT= Business must be replaced

After each variable is rated and weighted according to predetermined criteria, the total value of internal factors in the form of company strengths and weaknesses is obtained 3.6408 and external environmental factors in the form of threats and business opportunities faced by the company is 3.1334, although the difference is small, Primagama Educational Institutions have strengths and opportunities.

After calculating the internal and external factors, the results obtained are mapped into the SWOT analysis map and shown in the figure below, Figure 1.

**Figure 1**

**SWOT analysis map of Primagama Educational Institution Jogjakarta**



Based on the SWOT Matrix, it can be seen that the position of the Primagama Educational Institution is in quadrant I, which is a position that shows the strength of the internal environment and opportunities from the external environment. In this position in quadrant I is the most favorable situation for Primagama Jogjakarta Educational Institution, because in this quadrant the company faces existing opportunities.

**Strategy Analysis**

The strategy used by Primagama Jogjakarta Education Institution is a business level strategy, where this strategy is more directed at managing the operation activities of a particular business, in this study non-formal education business, especially tutoring. Basically, this strategy seeks to determine the approach that should be used by Primagama Jogjakarta Education Institution to its market and how to implement that approach by utilizing existing resources in certain market conditions.

From the results of the analysis of this study it is known:

1. Primagama Jogjakarta Educational Institution is known to have advantages compared to its competitors.

2. The featured product is the *Smart Solution Method*
3. Consumers who must be served are all students, including those who are not yet students (just about to register) and those who have become tutoring students.
4. Primagama Educational Institute provides convenience to students, so in the city center and suburbs outlets are opened to provide opportunities for guidance participants to adjust their residence.

To take advantage of the opportunities that exist Primagama Jogjakarta Education Institution based on the detection of intensive growth opportunities from market / product expansion charts then: based on business position analysis, and based on the elements of SWOT items, the strategic implication that can be done by Primagama Jogjakarta Education Institution is to carry out aggressive growth policies towards the market. This can be seen from the data obtained showing that Primagama Educational Institutions experience growth of 35% per year. This market growth strategy is carried out by introducing existing products to new marketing areas so that market share is expected to increase. This strategy is used because the distribution of services is already available in various regions, with good quality. The ability of existing human resources can manage operations well.

Based on the identification of various SWOT factors for the Primagama Jogjakarta Educational Institution, the implementation of aggressive growth strategies that can be carried out by the Primagama Jogjakarta Educational Institution related to the strengths and opportunities it has are market development / expansion and market penetration.

### **Market Development / Expansion Strategy**

Changes in the marketing reach of products / services that are now produced or market expansion by Primagama Educational Institutions can be done in various ways as follows

#### **1. Increase Target Market**

The target market of Primagama Educational Institutions can be done by finding extensive new segments in addition to intensification efforts on existing markets or in other words geographical market expansion, to the district, municipality, sub-district level and even to the periphery that has the potential to take part in tutoring, this needs to be considered that:

- Business units from various sectors are spread in various regions
- Human Resources in this case branch leaders in Educational Institutions
- Primagama is very supportive in adding target markets.
- The mindset of the community that assesses how meaningful education is, in this case non-formal, namely tutoring as a companion partner in school.

#### **2. Open a franchise**

This needs to be done because:

- Outlets in the Jogjakarta area are still close to each other, so they need to be expanded to be affordable from several areas
- The addition of branch offices always has to be done to increase the number of students.

#### **2. Adding (fixing) Promotional Media**

- Promotion is still lacking, for example, so far in print media Daily Newspapers People's sovereignty is only once a week, what if certain times are added to three times a week, or even every day if it is before SPMB. It can also be by adding other media as a means of promotion.
- In order for the product to always and remain known to the wider community, it must be communicated well, namely advertising language that always invites attraction.

#### **3. Massive promotion**

- To attract students to follow the guidance by providing bonus missal: Jackets, hats, T-Shirts, stickers and so on.
- Last year's tutoring students who have not passed SPMB are given a 50% discount from the price of the tutoring fee, this is so that students who have failed are still interested in following the guidance again.
- Provide free tutoring facilities if a student can enter another number of students.

- Recruiting elementary, junior high and high school teachers from favorite schools to be used as tutors at the Primagama Education Institution, with the aim that these teachers can attract students to become tutoring participants at the Primagama Education Institution.

#### **4. Product Improvements**

I.e. the quality of the product is improved and it must always be innovative to create a different look from competitors. This is related to the development of internet technology, for example: discussion for students who cannot see print media, can access via the internet, delivery of smart methods bring seniors from the center.

#### **Future Prospects**

Based on the identification and analysis of strategies that have been carried out on Primagama Education Institutions at this time, it is predicted that in the future Primagama Educational Institutions will still be in quadrant I of the SWOT matrix. The growth strategy taken by the Primagama Jogjakarta Education Institute must always maintain its business existence, for that portfolio / or variation policies are carried out by leaders and business units / businesses. The wisdom in this growth strategy is based on efforts to face environmental analysis with competitive positions from strong to weak. With a very tight competitive position, the wisdom on growth strategy is internal growth. To be able to continue to maintain this position, it is necessary to strive for improvements in factors that become weaknesses and threats, and continuously improve their strengths to be able to take advantage of existing opportunities. In order to realize this, internal improvement actions or performance improvement of Primagama Education Institutions are carried out based on the following functional aspects:

- 1). Marketing sector, improving the elements of marketing mix, for the formation of an image of forming a corporate image that supports each other, so that it will provide a better overall image of the Primagama Educational Institution.
- 2). The financial sector always maintains capital flexibility for the operational activities of Primagama Education institutions.
- 3). Human Resources Sector, striving for the productivity of all employees, especially the service to students directly in improving services to students, by always regularly holding training.
- 4). The management field always improves coordination with all parts and layers so that harmony is maintained and always establish solid *team work*.
- 5). The field of technology is a priority to be developed (management information systems), *online information systems*, because in advanced times like this so as not to stutter technology, both for employees and consumers

#### **CONCLUSION**

Conclusions that can be drawn from the market growth strategy / tutoring products applied to increase market share by the Primagama Jogjakarta Education institution include: Judging from the results of the SWOT analysis, internal factors that are strengths for the Primagama Jogjakarta Education Institute: (1) growth of tutoring (2) corporate image (3) service to students (4) management experience (5) coordination between departments, (6) Facilities and infrastructure, (7) guidance process, (8) relationship with the business environment. Internal factors that become weaknesses for Primagama Jogjakarta Education Institution: (1) company status (2) capital (3) Management Information System (4) Tutoring technology (5) Corporate culture. Judging from the results of external environmental analysis, external factors that pose a threat to Primagama Jogjakarta Education Institution:

(1) Competition of similar products (2) diversification of competitors' products (3) entry of new competitors in the tutoring industry (4) promotions carried out by competitors (5) prices offered by competitors (6) influence of government policies (7) facilities provided by competitors

Judging from the results of external analysis, external factors that become opportunities for Primagama Jogjakarta Education Institution: (1) The existence of people's purchasing power (2) changes in people's mindset (3) cooperation between institutions (3) still open markets (4)

regional potential to develop (5) policies on education (6) economic growth (7) technological developments.

Based on the SWOT analysis matrix, the position of Primagama Jogjakarta Educational Institution is currently in quadrant I with the strength of internal factors of value of 3.6408 and external environmental factors of 3.1334. The position of quadrant I gives strategic implications for the business of Primagama Jogjakarta Educational Institution, namely a growth-oriented strategy, to exploit a beneficial combination of strengths and opportunities.

It is projected that in the coming years the position of Primagama Jogjakarta Education Institution will still be in quadrant I, so that efforts to minimize weaknesses and anticipate threats by increasing strengths and taking advantage of opportunities to continue to be carried out.

## REFERENCES

- De Kluyver, C. A. (2000). *Strategic thinking: An executive perspective*. Pearson educación.
- Harianto, E. (2021). Customer Preferences for the Use of Tutoring Services. *KnE Social Sciences*, 13–22.
- Kafarisa, R. F. (n.d.). *Module Development Teaching Guidelines In Basic School Homeschooling*.
- Mardianto, M. F. F., Kartiko, S. H., & Utami, H. (2019). Prediction the number of students in indonesia who study in tutoring agency and their motivations based on fourier series estimator and structural equation modelling. *International Journal of Innovation, Creativity, and Change*, 5(3), 708–731.
- Mariyanti, F., Khalik, A., & Badrudin, B. (2016). Brand Association: Marketing Strategy of Educational Services in Primagama Institutions. *JMIe (Journal of Management in Education)*, 1(1), 80–93.
- Marjaya, I., & Pasaribu, F. (2019). The influence of leadership, motivation, and training on employee performance. *Maneggio: Scientific Journal of Master of Management*, 2(1), 129–147.
- Pebriyono, M. (n.d.). *Using smart solution method in teaching gerund at two twelftii grade senior high school students of Primagama Pisangan Ciputat*.
- Philip, K. (1994). *Marketing management: analysis planning implementation and control*. Prentice-Hall of India.
- Primasanti, Y. (2016). ANALYSIS OF MANAGEMENT STRATEGIES WITH INTERNAL-EXTERNAL MATRIX IN PRIMAGAMA SOLO BARU HOMESCHOOLING. *Journal of Echo Informatics*, 9(3).
- Ptri, R. D. D., & Gustomo, A. (2018). Competency based pay system design at Course Indonesia. *AFEBI Management and Business Review*, 3(1), 16–34.
- Saktisyahputra, S. (2018). Marketing Communication Strategy in Increasing the Number of Students (Case Study on Bintang Solusi Mandiri Tutoring Pinang Branch, Jakarta). *STRAIGHTFORWARD Journal of Communication*, 2(2), 89–97.
- Somov, D. (2018). The functional approach to strategic management. *Економічний часопис-XXI*, 171(5–6), 19–22.
- Taufik, O. A., Sumarni, S., & Suprpto, S. (2021). Science-Learning Strengthening Model in Islamic Educational Institution: Case Study at MAN 1 Yogyakarta. *Journal of Islamic Education*, 18(1), 37–54.

---

### Copyright holder:

Hartini Prasetyo Wulandari (2023)

### First publication right:

Journal of Social Science

### This article is licensed under:

