Implementation of Strategic Management and Its Impact on Consumer Satisfaction in Special Needs Schools

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Abstract. This study aims to examine the implementation of management strategies at Insan Mulia Special Needs School and to analyze the role of management in enhancing consumer satisfaction at Insan Mulia Special Needs School, Tangerang Regency. Employing a qualitative approach, this research was conducted at Insan Mulia Special Needs School, with research subjects selected through purposive sampling. Data collection methods included in-depth interviews, observation, and documentation. Data analysis involved data condensation, data display, and conclusion drawing. The findings indicate that the implementation of strategic management in the school encompasses an analysis of internal factors, strengths and weaknesses, and external factors, opportunities and challenges, which are subsequently processed using a SWOT analysis to formulate marketing strategies. Student satisfaction is achieved through the principles of Attention, Interest, Desire, Action, and Satisfaction (AIDAS). The role of strategic marketing in improving student satisfaction includes increasing public interest in special education institutions, analyzing stakeholder needs and preferences, enhancing customer loyalty in education, and influencing stakeholder needs and expectations. In conclusion, a systematic and needs-based implementation of strategic management can significantly enhance student satisfaction and the overall effectiveness of educational services at Insan Mulia Special Needs School. This strategic model can serve as a reference for other schools seeking to optimize consumer satisfaction.

Keywords: Consumer Satisfaction; Marketing Strategies; Special Needs School; Strategy Management; SWOT Analysis.

1. INTRODUCTION

Special Needs Schools (SLB) play a strategic role in special education through their diverse and complementary functions. As comprehensive support centers, SLBs help students with disabilities acquire vocational skills and understand workplace culture through simplified curricula and practical training (Lee & Jun, 2017). In addition, some SLBs serve as resource centers that provide specialized services and support the integration of students into regular schools (Pernia & Rueda, 2016). Positive Behavior Support practices (SW-PBS) are also implemented to minimize restrictive interventions and to build a safe and supportive learning environment (Denne et al., 2022). Within the context of inclusive education, SLBs collaborate with mainstream schools through transition programs that facilitate students' participation in regular learning environments (Tones et al., 2017; Oo & Kawai, 2021). The complexity of these roles underscores the need for improved resources, administrative support, and professional development to ensure the successful education of students with special needs (In-Jung & Lee, 2021).

Strategic management plays an essential role in enhancing the quality of educational services in Special Needs Schools because it enables schools to establish clear objectives

through comprehensive planning to effectively meet students' learning needs (Yaakob et al., 2019). Schools that optimally implement strategic planning also tend to provide various opportunities for teachers to learn from one another, thereby promoting professional growth and improving instructional practices (Tuytens et al., 2023). In the context of special education, strategic management helps identify and address challenges such as the diversity of student needs and the demands of inclusive education through structured planning and risk management, including the involvement of teachers, parents, and local communities as stakeholders in creating a supportive learning environment (Şahin & Ak, 2018). Furthermore, the professional development of teachers is a crucial element of strategic management, as special education teachers require specific competencies that are acquired through continuous learning (Toson & Weisling, 2023). Strategic management also ensures efficient utilization of resources through financial planning, resource allocation, and the use of technology to support educational programs (Wahab et al., 2013), while also strengthening collaboration with external partners to enhance the effectiveness of special education services (Mehrotra & Colovic, 2022).

Strategic management is strongly linked to service quality improvement and consumer satisfaction, as appropriate strategies enable organizations to manage service processes more effectively. Service quality is a key determinant of consumer satisfaction, and research indicates that high service quality can increase both satisfaction and customer loyalty (Ngo Vu & Nguyen Huan, 2016). In addition, management commitment to service quality plays an important role in enhancing employee participation, which ultimately improves job satisfaction and the quality of services delivered (Bazrkar et al., 2018). Within the framework of strategic management, effective Customer Relationship Management (CRM) strategies serve as mediators between service evaluation including service quality, customer satisfaction, and customer value and customer loyalty, thereby enabling organizations to retain consumers by enhancing their experience. The implementation of strategies such as Total Quality Management (TQM), management commitment, CRM, and Human Resource Management (HRM) practices allows organizations to continuously improve service quality and strengthen their competitive advantage through higher consumer satisfaction (Nyadzayo & Khajehzadeh, 2016).

This study addresses a gap in the literature on the management of special education institutions, particularly regarding how management strategies can directly enhance student satisfaction an aspect that remains underexplored in previous research. The novelty of this study lies in its strategic approach that integrates SWOT analysis, the AIDAS marketing

principles, and active stakeholder engagement within the context of Insan Mulia Special Needs School, providing a new perspective on needs-based special education management. The purpose of this study is to identify the management strategies implemented at Insan Mulia Special Needs School and to understand how these strategies contribute to improving student satisfaction. The research offers practical benefits for the organization in the form of improved service quality and student satisfaction, academic benefits as a reference for future research, and personal benefits for the authors in broadening managerial insight. The findings are expected to strengthen the existence and quality of special education institutions.

2. RESEARCH METHOD

This study employed a qualitative approach to understand the management strategies implemented at Insan Mulia Special Needs School in Tangerang Regency. This approach was chosen because it enables a holistic depiction of phenomena, facilitates an understanding of the relationship between subjects and their environment, and captures respondents' behaviors, perceptions, motivations, and actions within their natural context. The research was conducted at Insan Mulia Special Needs School, located in the Gardenia Sepatan residential area, Tangerang Regency, with the primary objective of identifying the influence of management strategies on student satisfaction. The data sources consisted of primary data obtained through in-depth interviews, observation, and documentation related to the implementation of management strategies, as well as secondary data in the form of books, documents, journals, and supporting publications. Data were collected using interview techniques to gather detailed information from respondents, documentation to obtain written or printed records of activities, and observation to systematically examine behaviors and activities in the field. Data analysis employed the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing, enabling a comprehensive understanding of the studied phenomenon. Data reduction was carried out to simplify and streamline information; data display was used to present a coherent picture of the phenomenon; and conclusion drawing addressed the research questions. The validity of the data was ensured through source triangulation by comparing the results of interviews, observations, and documentation to confirm data consistency and validity.

3. RESULTS AND DISCUSSION

Management and Promotion Strategies

The management strategy of Insan Mulia Special Needs School emphasizes service quality and adequate facilities to enhance consumer satisfaction. School management includes the arrangement of spacious classrooms, the addition of visually engaging elements such as wall paintings and illustrations, as well as supporting facilities including a canteen, reading corner, and comfortable waiting areas. Safety is also a priority, supported by a large parking area and 24-hour CCTV surveillance to ensure a sense of security for both students and parents. The school sets affordable admission and tuition fees while still providing complete facilities, allowing parents to feel comfortable without being burdened by high costs. Teaching and learning activities are implemented routinely from Monday to Friday with special attention to students' needs, creating a conducive and enjoyable educational environment. This approach aims to build satisfaction and loyalty among parents and students while strengthening the school's reputation within the community. Through comprehensive management, the school is able to meet consumer expectations optimally. The school's management strategies also include the use of behavior-specific praise and the Good Behavior Game to increase academic engagement and reduce challenging behaviors, alongside the use of electronic Behavior Management Plans (eBMPs) that reinforce positive behavior through the Premack principle, contributing to more effective classroom management (Simpson et al., 2020; Riden et al., 2019).

Promotional activities at Insan Mulia Special Needs School are carried out through various strategic media to ensure that the wider community is aware of the school's presence and advantages. Social media serves as the main promotional platform, including YouTube, Instagram, and TikTok, to provide visual and interactive information to prospective parents. The school also offers free trial class programs to help new students adapt to the environment, engage in learning, and interact with peers. Additional promotional strategies include the installation of banners and mini billboards in public areas around the school to improve visibility and make information easily accessible to the community. All promotional strategies are designed to help prospective consumers understand the school's strengths, available facilities, and the quality of services offered. This approach builds public trust and encourages parental interest in enrolling their children. Effective promotion supports the growth of student enrollment and strengthens the school's positive image in Tangerang.

In addition to social media and banners, Insan Mulia Special Needs School utilizes brochures and a *member-get-member*strategy to increase enrollment. Brochures are distributed door-to-door, presenting the school's vision, mission, activities, achievements, and registration requirements, allowing the community especially those unfamiliar with the school to obtain complete information. The *member-get-member* strategy provides cash rewards to parents who successfully refer new students, increasing promotional effectiveness through trusted personal recommendations. Periodic surveys and feedback collection are conducted to evaluate satisfaction and adjust services according to stakeholders' needs. The combination of effective management, complete facilities, and diverse promotional efforts has made Insan Mulia Special Needs School increasingly well-known in Tangerang, contributing to a stronger positive reputation. This approach not only attracts new students but also reinforces parental loyalty and trust in the school. These strategies serve as a foundation for the school's sustainable development.

The school recognizes the importance of strategies aimed at enhancing student satisfaction, with the primary goal of retaining existing students. Student satisfaction serves as a key indicator of the school's success in delivering high-quality educational services. These strategies are implemented in an integrated manner, beginning with establishing strong relationships with parents and extending to the provision of comprehensive facilities that support the teaching–learning process. Personalized approaches to students are prioritized to ensure that emotional, social, and academic needs are optimally accommodated. With effective strategies in place, students not only feel satisfied but also develop long-term loyalty, encouraging them to continue their education at Insan Mulia Special Needs School. Student satisfaction thus becomes an indicator of successful school management in creating a safe, comfortable, and conducive learning environment for children with special needs

One of the key strategies implemented is relationship marketing, which focuses on building sustainable partnerships between the school, students, and parents. This strategy is carried out through the development of a student database containing information on each child's needs, preferences, and developmental progress. Such data enable the school to tailor its services and communication in a more personalized manner, allowing students to feel valued and well-attended to. Relationship marketing enhances satisfaction and fosters long-term loyalty, as satisfied students tend to remain committed. This strategy encourages the school to continually innovate in both its services and communication, for example through regular feedback, parent consultations, and interactive activities involving students and their families. Through this approach, the school is able to build harmonious and lasting relationships with all

stakeholders. As a result, student satisfaction, parental trust, and the overall reputation of the school increase significantly.

The *unconditional service guarantee* strategy is implemented to provide exceptional service assurance, aimed at reducing the risk of dissatisfaction. The school is committed to delivering top-quality learning experiences and optimal satisfaction for every student from teaching and facilities to personalized attention from educators. This strategy serves as a guideline to improve staff motivation and performance, ensuring consistently high service standards. Feedback from students and parents is utilized to continuously enhance educational quality. The strategy also nurtures strong loyalty, as students feel valued and their rights acknowledged. Every complaint or concern is treated as an opportunity for service improvement. Through the application of the unconditional service guarantee, the school ensures that student satisfaction remains the highest priority while fostering an innovative culture that consistently emphasizes quality and personalized service. This approach supports the school's sustainable development.

The *superior customer service* strategy is employed to provide services that surpass those of competitors, with emphasis on comfortable classrooms, expert teaching staff, disciplined employees, friendliness, politeness, and a familial atmosphere. Services are delivered equally to all students without discrimination, ensuring that each feels appreciated. These service advantages have become a hallmark of Insan Mulia Special Needs School, influencing both student satisfaction and the school's reputation within the community. This strategy motivates staff to continually enhance their competence and professionalism. By offering superior service, the school attracts parents and prospective students while retaining existing ones. This strategy plays an important role in building long-term trust and student loyalty. Its focus on service excellence also ensures consistent educational quality, allowing every student to experience an optimal and enjoyable learning environment.

The management of Insan Mulia Special Needs School emphasizes planning, organizing, operational directing, and supervision as the foundations of success. Planning includes selecting a strategic location, developing facilities, estimating capital needs, determining staffing requirements, and establishing clear regulations. Organizing involves assigning professional personnel according to their expertise, with a structure that includes the Foundation Chairperson, Principal, Treasurer, Secretary, Public Relations Officer, and facilities management staff. Operational directing ensures that all components work in harmony, maintain facilities properly, and provide friendly and professional services. Supervision is conducted prior to activities, during implementation, and through feedback

mechanisms for continuous improvement. This comprehensive approach enables the school to detect deviations, improve service quality, and maintain harmonious communication. Through holistic management, Insan Mulia Special Needs School is able to create a safe, comfortable, and conducive learning environment, maintain student satisfaction, and build long-term loyalty and a positive reputation within the community. These management strategies serve as key factors in ensuring the school's long-term operational success.

Facility Feasibility Strategy

Insan Mulia Special Needs School is located on a 500 m² plot owned by the Pelangi Puja Kesuma Nusantara Foundation, situated in Gardenia Sepatan Housing, Block A No. 38–40, Pisangan Jaya Village, Sepatan Subdistrict, Tangerang Regency. The school offers complete and high-quality teaching and learning facilities to support the comfort of both students and parents waiting for their children. The waiting area is equipped with free Wi-Fi, complimentary drinking water, and a reading corner to prevent boredom, while the canteen provides a variety of food and beverages. Other facilities include clean restrooms and a secure parking area. Through the provision of these facilities, Insan Mulia Special Needs School ensures that the school environment supports not only the learning process but also the safety and comfort of all service users. These comprehensive facilities serve as an important attraction influencing consumer satisfaction and enhancing the school's reputation in the surrounding community.

The classrooms at Insan Mulia Special Needs School are designed to create a comfortable and conducive learning atmosphere. Each classroom is equipped with air conditioning, individual student desks, learning multimedia, educational teaching aids, classroom cabinets, and play equipment that supports interactive activities. These facilities allow students to experience engaging and enjoyable learning tailored to the needs of children with special needs. Additionally, effective classroom management is implemented through regulations that all students must follow, such as arriving on time, wearing uniforms, maintaining cleanliness and ethics, and showing respect to teachers and peers. The implementation of these rules aims to cultivate discipline, responsibility, and good character, enabling students to develop academically while also preparing them to face social challenges within the community.

The implementation of school regulations at Insan Mulia Special Needs School follows a clear supervision mechanism. If a student breaks a rule, the on-duty teacher or classroom teacher provides an initial warning. If violations persist, the school invites parents to participate in guidance and corrective measures. The primary goal of these regulations is to shape students into disciplined, honest, and responsible individuals who will be able to integrate successfully into society and the workforce after graduation. By combining comprehensive facilities,

comfortable classrooms, and consistently applied regulations, the school creates a holistic educational environment. This strategy ensures that students not only receive academic education but also develop essential social, ethical, and disciplinary skills for their overall growth.

Insan Mulia Special Needs School, located at Gardenia Sepatan Block A No. 38–40, offers various rooms that support teaching and learning activities, including an administrative office, teachers' room, classrooms, prayer room, restrooms, skills room, library, administrative office, playroom, and reception area. A spacious parking lot beside the school building allows convenient access for parents and visitors. Furthermore, the school's proximity to a mosque facilitates collective worship activities for the school community. The school's clean, organized, and well-maintained physical environment creates a sense of comfort for students and parents, contributing to a conducive learning atmosphere. With these facilities, the school seeks to create a safe, enjoyable, and supportive learning environment for all service users.

Reliability is one of the main aspects of service quality at Insan Mulia Special Needs School. The school consistently delivers promised services accurately, promptly, and satisfactorily for both students and parents. Examples of demonstrated reliability include providing free Wi-Fi in the waiting room, offering a spacious parking area, and ensuring that facilities and equipment are checked before use. Staff honesty in resolving problems also contributes to reliability, ensuring that students feel well served without being disadvantaged. The school consistently fulfills its commitments, which helps maintain the trust of students and parents. Through this reliability, Insan Mulia Special Needs School delivers educational services that are professional, consistent, and aligned with stakeholder expectations.

Responsiveness is another key aspect of the school's service quality, requiring all personnel from the principal to staff members to respond quickly and appropriately to consumer needs. Responsiveness is demonstrated through prompt reactions to complaints or difficulties faced by students, as well as polite reminders for those who do not follow school rules. Staff members show quick initiative in assisting students who struggle academically or require special attention, ensuring that the teaching and learning process runs smoothly. Additional services such as personal mentoring or learning assistance further demonstrate the school's responsiveness to student needs. Strong responsiveness fosters harmonious relationships among staff, students, and parents, ensuring a comfortable and effective learning experience.

Safety assurance and comfort are primary concerns at Insan Mulia Special Needs School. The school provides physical protection and a secure learning environment, allowing students to learn peacefully and parents to feel confident entrusting their children. Staff members with relevant skills and knowledge demonstrate professionalism in serving students, ensuring service quality. The school also emphasizes safety procedures and supervision during school hours, ensuring that every student is protected from potential risks. Providing safety and comfort enhances student satisfaction, fosters parental trust, and supports loyalty toward the school. Through this commitment, Insan Mulia Special Needs School reaffirms its dedication to delivering high-quality, safe, and comfortable educational services.

Empathy is a key value in building strong relationships between the school and both students and parents. The school facilitates communication through telephone or in-person meetings, enabling consumers to quickly convey needs or inquiries. Staff consistently respond promptly for example, immediately opening the door when the bell rings or addressing requests without delay. Close individual relationships between staff and consumers allow a deeper understanding of each student's character and needs. This empathy helps build sustainable collaboration between the school and parents, ensuring that educational objectives are achieved effectively. Through effective communication and personalized attention, Insan Mulia Special Needs School successfully maintains student satisfaction, comfort, and loyalty, while strengthening its reputation as a caring and professional educational institution.

Student Satisfaction

The quality of services provided by Insan Mulia Special Needs School influences consumers' overall assessment of the institution. Expectations regarding service delivery determine the level of consumer loyalty toward the school. In this context, the relationship between the school and the community particularly with consumers also plays an important role. The better the relationship between the school and its consumers, the higher the productivity of the institution, which in turn increases the number of students enrolled. The researcher conducted a survey to measure consumer satisfaction, specifically student satisfaction, with the services and facilities provided by the school. The data were collected through interviews with 40 students. The respondents demonstrated high responsiveness during the interviews, as they were able to deliver their assessments directly. Students also had the opportunity to offer suggestions or ideas for improving satisfaction, which are summarized in the table below.

Table 1. Student Satisfaction at Insan Mulia Special Needs School.

No	Name	Facilities & Infrastructure	Staff Quality	Extracurricular Activities	Discipline
1	Alya Safitri	3	3	2	4
2	Ahmad Dude	4	4	3	3
3	Adam Amirulah	3	4	4	3
4	Ahmad Fairus	4	4	4	3
5	Arya Ramadan	4	4	3	4
6	Aurelia Devina	3	4	4	4
7	Anastasya	3	3	4	4
8	Nandana Zhian	3	3	4	4
9	Maysela	4	3	4	4
10	Hanifah	4	4	2	3
12	Claudia Jasmin	4	4	3	3
13	Nicky	3	4	3	4
14	Daffa Ibnu	3	4	3	3
15	Destasya A	4	4	4	3
16	Delis	4	3	4	3
17	Erdiyanah	3	3	4	4
18	Firza Hasan	3	3	4	4
19	Farriz Aditya	4	3	4	4
20	Faidatu Nisa	4	4	4	4
21	Reyhan	4	4	4	4
22	Yusuf Alfaruq	4	4	2	3
23	Indah Purnawati	4	4	1	3
24	M. Rizal	3	4	1	4
25	Siti Julia	3	3	2	2
26	Keysha Soraya	3	4	2	1
27	Raisa Sakira	4	4	2	1
28	Lukman Hakim	4	3	1	2
29	M. Ayman	4	3	2	3
30	Meydi	4	3	1	3
31	Nauval Althaf	4	3	3	3
32	Nadya Amelia	3	4	3	4
33	M. Syabil	3	4	3	4
34	Nagata	3	4	4	4
35	Santo Pirman	3	4	4	4
36	Steven Gerard	4	4	2	4
37	M. Rafli	4	3	2	3
38	Raisa Putri	4	4	4	4
39	Neymar	4	3	4	3
40	Zefanya Julia	4	3	2	3
	Jumlah	140	140	116	130
	Rata-rata	3,6	3,6	3,0	3,3

*Score range: Very satisfied (4), Satisfied (3), Fairly satisfied (2), Not satisfied (1)

Based on Table 1, which illustrates student satisfaction at Insan Mulia Special Needs School, data from 40 interviewed respondents revealed an average satisfaction score of 3.4, categorized as *"Satisfied."* The survey results show that students rated the aspects of facilities and infrastructure, as well as staff quality, the highest with average scores of 3.6 each indicating that the available facilities and teaching staff are considered adequate and supportive of the

learning process. Meanwhile, extracurricular activities received an average score of 3.0, indicating that improvements are needed to make these supporting activities more engaging and diverse. The discipline aspect received an average score of 3.3, suggesting that school rules are generally implemented well, although there remains room for strengthening disciplinary measures to further optimize student behavior. Overall, the survey results indicate that students are satisfied with the services and facilities provided, demonstrating that the school's management strategies to improve educational quality have been effective.

Continuous professional development for teachers is essential to enhance competence in inclusive education, particularly in understanding classroom management strategies that align with the needs of students with disabilities. Strengthening teacher capacity through various training programs can support the implementation of more responsive educational practices (Queiroz & Guerreiro, 2019; Chao et al., 2017). The integration of portable technology enables broader access to information for students, while effective communication among teachers, parents, and the community reinforces support for student development. Furthermore, transforming Special Needs Schools into *Resource Centres* can facilitate more optimal integration of students into regular schools (Farmer, 2016; Fiore & Fiore, 2017; Pernia & Rueda, 2016).

4. CONCLUSION

The management strategies implemented at Sekolah Khusus Insan Mulia place strong emphasis on effective marketing efforts to enhance the school's visibility in Tangerang Regency. Various promotional activities are carried out, including the use of social media, free trial classes, banners and mini-banners, brochures, and a Member-Get-Member program. These strategies aim to support the school's long-term objectives by providing students with a pleasant and comfortable learning experience through spacious classrooms, comprehensive facilities, and engaging decorations and wall paintings. The adequacy of facilities and infrastructure is also prioritized, as reflected in the construction of a sturdy building on a 500 m² plot owned by the Pelangi Puja Kesuma Nusantara Foundation in the Gardenia Sepatan residential area, equipped with air conditioning, individual student desks, multimedia tools, teaching aids, and classroom cabinets. School management consists of several stages: planning, which includes selecting a strategic location, providing ample parking space, conducting market needs assessments, and ensuring facilities that meet students' expectations; organizing, which involves establishing a clear organizational structure and appointing management personnel from outside the foundation; and supervision, which includes preliminary oversight,

monitoring during the teaching and learning process, and feedback-based evaluation to minimize errors. Based on these conclusions, recommended improvements include optimizing suggestion boxes, information boards, and communication channels to accommodate complaints; enhancing staff friendliness and courtesy; formulating innovative strategies to increase student satisfaction and loyalty; and strengthening the school's competitive advantage by establishing additional skills-based courses that support holistic education.

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