

Strategic Marketing Management and Enrollment Sustainability in Islamic Private Schools: A Qualitative Case Study in the Digital Era

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Abstrak

Penelitian ini mengkaji bagaimana manajemen pemasaran strategis mendukung keberlanjutan pendaftaran di sekolah swasta Islam yang beroperasi di era digital, dengan fokus khusus pada integrasi keterlibatan digital, tata kelola kualitas layanan, dan mekanisme pembentukan kepercayaan. Studi kasus kualitatif dilakukan dengan menganalisis dokumen secara sistematis, termasuk rencana strategis institusi, catatan pemasaran, arsip komunikasi digital, dan data pendaftaran longitudinal selama tiga tahun dari sebuah sekolah swasta Islam yang didirikan oleh yayasan. Data dianalisis melalui pengkodean tematik, pencocokan pola lintas dokumen, dan interpretasi strategis. Keberlanjutan pendaftaran bergantung pada keselarasan antara perencanaan strategis, pemasaran digital yang didukung analisis, tata kelola kualitas layanan yang dapat diukur, dan mekanisme kepercayaan yang terinstitusionalisasi. Volatilitas pendaftaran terkait dengan perekrutan yang bergantung pada kampanye, ketidakselarasan strategis-operasional, dan ketidakhadiran sistem evaluasi kinerja yang terstruktur. Meskipun identitas Islam yang kuat dan kepercayaan komunitas memberikan diferensiasi, tata kelola berbasis data yang terbatas membatasi stabilitas jangka panjang. Studi ini memperkaya literatur pemasaran pendidikan dengan mengonseptualisasikan keberlanjutan pendaftaran sebagai kemampuan organisasi yang muncul dari integrasi kohesi strategis, analitik digital, tata kelola kualitas, dan kepercayaan yang terinstitusionalisasi menghubungkan perspektif relasional dan analitis dalam konteks pendidikan berbasis agama. Studi ini menyoroti kebutuhan akan sistem manajemen pendaftaran terintegrasi, metrik kinerja, dasbor analitik digital, dan tata kelola pemangku kepentingan yang terstruktur untuk mengubah upaya promosi menjadi pertumbuhan berkelanjutan. Sebagai studi kasus tunggal yang bergantung pada analisis dokumen, temuan ini mungkin membatasi generalisasi dan tidak menangkap persepsi manajerial di luar materi institusional yang tercatat.

Kata Kunci: Manajemen Pemasaran Strategis; Keberlanjutan Penerimaan Peserta Didik; Sekolah Swasta Islam; Transformasi Digital

Abstract

This study investigates how strategic marketing management supports enrollment sustainability in Islamic private schools operating in the digital era, with particular attention to the integration of digital engagement, service quality governance, and trust-building mechanisms. A qualitative case study was conducted using systematic document analysis of institutional strategic plans, marketing records, digital communication archives, and three-year longitudinal enrollment data from a foundation-based Islamic private school. Data were analyzed through thematic coding, cross-document pattern matching, and strategic interpretation. Enrollment sustainability depends on the alignment of strategic planning, analytics-enabled digital marketing, measurable service-quality governance, and institutionalized trust mechanisms. Enrollment volatility was associated with campaign-dependent recruitment, strategic–operational misalignment, and the absence of structured performance evaluation systems. While strong Islamic identity and community trust provided differentiation, limited data-driven governance constrained long-term stability. This study advances educational marketing literature by conceptualizing enrollment sustainability as an organizational capability emerging from the integration of strategic coherence, digital analytics, quality governance, and institutionalized trust—bridging relational and analytical perspectives within faith-based schooling contexts. The study highlights the need for integrated enrollment management systems, performance metrics, digital analytics dashboards, and structured stakeholder governance to transform promotional efforts into sustainable growth. As a single-case study relying primarily on document analysis, the findings may limit generalizability and do not capture managerial perceptions beyond recorded institutional materials.

Keywords: *Strategic Marketing Management; Enrollment Sustainability; Islamic Private Schools; Digital Transformation.*

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INTRODUCTION

The rapid expansion of digital technology and increasing competition in the education sector have transformed how private schools maintain institutional sustainability. For Islamic private schools that rely heavily on tuition-based financing and community legitimacy, enrollment stability is directly linked to financial viability and long-term institutional survival. In the digital era, schools are required not only to enhance promotional visibility but also to integrate digital communication, service quality improvement, and stakeholder trust management within

coherent strategic frameworks. Educational innovation studies in Indonesia also emphasize the importance of improving governance, integrating technology, and adopting adaptive management practices to strengthen institutional competitiveness (Pahrudin et al., 2025). Therefore, sustainable enrollment cannot be understood merely as the outcome of promotional intensity, but rather as the result of strategic alignment across institutional systems.

Over the past decade, research has examined various determinants of competitiveness in education markets. Market-based reforms and school choice

policies have reshaped institutional positioning and strategic behavior (Appel et al., 2020; Vial, 2021). Digital marketing research confirms that online engagement and branding significantly influence enrollment intentions when supported by credibility and consistent communication (Casidy & Nyadzayo, 2022b; Teece, 2020). Studies on service quality demonstrate its relationship with satisfaction and loyalty in educational settings (Baporikar, 2021; Casidy et al., 2020), while relationship marketing literature highlights trust as a central mechanism in sustaining stakeholder commitment (Hemsley-Brown et al., 2021; Nguyen et al., 2021). Within the Indonesian context, institutional governance, and managerial responsiveness contribute to educational performance and stakeholder engagement (Amin & Winata, 2025; Kelas & Dasar, 2025; Syarif hidayatulloh et al., 2025). However, these studies generally examine digital innovation, service quality, or governance separately, without explaining how these dimensions interact strategically to sustain enrollment outcomes over time.

However, previous studies have not integrated digital marketing analytics, service quality governance, and institutionalized trust within a unified strategic marketing framework in Islamic private schools. Existing models tend to explain enrollment performance through isolated constructs—such as digital engagement, quality perception, or relational trust—without clarifying the structural mechanisms that transform these elements into sustainable organizational capabilities.

Furthermore, limited qualitative strategic research has examined how institutional planning documents, marketing implementation records, and longitudinal enrollment data collectively reveal strategic–operational alignment in faith-based schooling contexts. Addressing this gap, the present study develops an integrative capability-based framework that conceptualizes enrollment sustainability as an emergent outcome of four interrelated mechanisms: strategic coherence, analytics-enabled digital engagement, measurable service quality governance, and institutionalized trust management. Theoretically, this study refines educational marketing models by introducing a systemic mechanism linking identity-based positioning with data-informed governance structures. Methodologically, it advances document-based qualitative strategic analysis by systematically integrating institutional planning records, digital communication artifacts, and multi-year enrollment statistics to uncover strategic dynamics in Islamic private schools. This study, therefore, aims to explain how these integrated strategic mechanisms shape enrollment sustainability in the digital era.

METHODS

Research Design

This study employed a qualitative case study design to analyze how strategic marketing management contributes to enrollment sustainability in an Islamic private school foundation operating in the digital era. The qualitative approach was selected to explore institutional strategies,

managerial processes, and organizational mechanisms embedded in official documentation rather than to test causal hypotheses. The case study design enabled an in-depth examination of strategic planning, marketing implementation, and enrollment performance within a real institutional context.

Research Setting and Period

The research was conducted at a foundation-based Islamic private school managing two primary school units and one kindergarten unit. The institution was selected purposively because of documented fluctuations in student enrollment, which make it relevant for examining strategic responses to enrollment instability. The analysis covered three consecutive academic years: 2021/2022, 2022/2023, and 2023/2024. This period was chosen to capture longitudinal enrollment trends and strategic adjustments during the post-pandemic digital transition phase.

Data Collection

This study relied exclusively on document analysis. A total of 28 institutional documents were examined, consisting of: 6 strategic documents (vision–mission statements, annual strategic plans, marketing plans), 12 operational documents (promotional brochures, website archives, social media records, internal meeting summaries), 10 performance documents (annual enrollment statistics, student admission reports, institutional evaluation summaries) Documents were selected based on four criteria: (1) official institutional origin, (2) direct relevance to marketing strategy or enrollment management, (3) publication within the selected three-year period, and (4) verifiable authorship and institutional endorsement. All documents were obtained with formal authorization from the school foundation and publicly accessible digital platforms.

Table 1. Types of Documents Analyzed

Category	Document Type	Purpose of Analysis
Strategic Documents	Vision & mission statements, annual strategic plans, marketing plans	To identify formal strategic positioning and marketing objectives
Operational Documents	Promotional brochures, social media content, website archives, internal meeting reports	To examine implementation of digital and value-based marketing strategies
Performance Records	Enrollment statistics (3–5 years), student admission reports, evaluation summaries	To assess enrollment trends and sustainability outcomes

All documents were official institutional records obtained from the foundation’s administrative office and publicly accessible digital platforms.

Data Analysis Technique

Data were analyzed using thematic analysis combined with strategic pattern matching. The analysis was conducted in four stages: Data Reduction: Documents were reviewed and segmented into analytical units related to strategic planning

orientation, digital marketing practices, service quality representation, trust-building mechanisms, and enrollment outcomes. **Coding Process:** Manual coding was conducted systematically without software assistance due to the manageable volume of documents. Codes were initially derived from the conceptual framework and refined iteratively during repeated reading. A coding matrix was developed to ensure consistency across document categories.

Cross-Document Pattern Matching: Strategic intentions articulated in planning

documents were compared with operational marketing evidence and longitudinal enrollment data to identify alignment, inconsistencies, and strategic gaps. **Strategic Synthesis:** Findings were synthesized into integrated strategic themes and interpreted using a capability-based perspective to explain mechanisms influencing enrollment sustainability. To enhance coding reliability, the coding framework was reviewed at two separate intervals to ensure internal consistency and reduce interpretive bias.

Table 2. Analytical Framework

Analytical Dimension	Indicators from Documents	Purpose
Strategic Planning	Marketing objectives, target segmentation, positioning statements	To assess strategic coherence
Digital Marketing	Social media activity, website updates, online campaigns	To evaluate digital engagement strategy
Service Quality Representation	Academic achievements, facilities, teacher qualifications, service descriptions	To analyze value communication
Trust-Building	Testimonials, community involvement, religious identity narrative	To examine relational positioning
Enrollment Sustainability	Year-to-year enrollment data, growth/decline patterns	To evaluate strategic outcomes

Trustworthiness Strategy
 This study applied qualitative trustworthiness criteria to ensure analytical rigor. Credibility was strengthened through cross-document triangulation by systematically comparing strategic plans, marketing implementation records, and enrollment statistics. Dependability was ensured through transparent documentation of coding procedures and the use of a structured coding matrix. Confirmability was maintained by grounding interpretations strictly in documentary evidence and

preserving categorized data records as an audit trail. Transferability was supported by providing detailed contextual descriptions of the institutional setting and enrollment dynamics to enable analytical generalization to similar Islamic private school contexts.

FINDING AND DISCUSSION

Enrollment Trends Across Academic Years

Analysis of enrollment records from academic years 2021/2022 to 2023/2024 reveals fluctuating patterns across the

foundation's educational units. The data show that enrollment growth was

inconsistent over time and varied across units.

Table 3. Enrollment Trends Across Academic Years

Educational Unit	Year 1	Year 2	Year 3	Trend Pattern
Primary School A	55	86	69	Sharp increase, partial decline
Primary School B	34	33	26	Gradual decline
Kindergarten	65	47	58	Decline, partial recovery

Primary School A experienced a significant increase in the second academic year, followed by a decline in the third year. Primary School B showed a gradual decrease over the three years. The Kindergarten unit declined in the second year but partially recovered in the third year. Overall, the data indicate unstable enrollment trajectories rather than sustained growth across units.

Strategic Planning and Marketing Orientation

Document analysis of 28 institutional records indicates that marketing objectives were formally stated in annual strategic planning documents. Goals such as increasing student enrollment and strengthening institutional positioning were consistently mentioned. However, a review of planning documents shows limited specification of measurable performance indicators, enrollment targets by segment, or conversion-tracking systems. Operational marketing activities were primarily concentrated during admission periods. There was no documented evidence of structured year-round enrollment management planning or integrated performance monitoring mechanisms.

Digital Marketing Practices in the Digital Era

Operational documents, including website archives and social media records, demonstrate active use of digital platforms during admission cycles. Digital content primarily focused on school activities, religious programs, student achievements, and facility promotion. Cross-document comparison indicates inconsistencies in posting frequency and limited documentation of engagement analytics. There was no formal record of systematic tracking of inquiries, lead conversion rates, or digital performance dashboards. Intensified digital promotion coincided with enrollment increases in certain periods, but no documented mechanism ensured continuity of digital engagement beyond admission campaigns.

Representation of Service Quality and Institutional Value

Promotional materials consistently highlighted academic excellence, Tahfidz programs, teacher qualifications, extracurricular activities, and facility improvements as indicators of institutional quality. Despite strong quality communication, internal evaluation records show limited evidence of structured service quality measurement systems. No formal documentation of periodic parent satisfaction surveys, retention analysis, or

quality benchmarking procedures was found within the analyzed period. Quality representation was present at the communication level but minimally institutionalized at the governance level.

Trust-Building and Community Engagement

Institutional documents frequently emphasized Islamic identity, moral education positioning, alumni testimonials, and community involvement activities. Community-based promotion through

religious networks was documented as an important mechanism for enrollment support. However, trust-building initiatives were primarily relational and informal. There was no documented evidence of structured stakeholder retention programs, alumni tracking systems, or formal trust measurement indicators. Community engagement activities were recorded but not integrated into a formalized stakeholder management framework.

Table 4. SWOT Synthesis from Document Analysis

Strengths	Weaknesses
Strong Islamic identity and Tahfidz programs	Limited structured marketing evaluation
Loyal community base	Inconsistent digital strategy
Recognized moral education positioning	Absence of enrollment analytics system
Opportunities	Threats
Growing demand for Islamic education	Increasing competition from modern private schools
Expansion of digital outreach platforms	Economic fluctuations affecting tuition affordability
Community religious networks	Demographic shifts

The SWOT synthesis reveals that internal strengths—particularly religious identity and community trust—provide a competitive foundation. However, weaknesses in strategic integration, digital analytics, and performance evaluation constrain long-term sustainability. Externally, competitive pressure from modernized private schools offering technologically advanced facilities poses a strategic threat.

Integrated Strategic Interpretation

Cross-analysis indicates that enrollment sustainability is not solely dependent on digital promotion intensity but rather on the integration of four strategic components: coherent planning, structured digital engagement, measurable service quality, and institutionalized trust-building mechanisms. The absence of a feedback-oriented marketing evaluation system limits the institution’s ability to convert episodic enrollment increases into sustained growth. The findings suggest that strategic marketing management within the

foundation remains partially developed. While identity-based positioning and community trust provide foundational strengths, the transition toward data-informed, digitally integrated, and performance-evaluated marketing systems has not yet been fully realized. Enrollment fluctuations, therefore, reflect strategic gaps rather than purely market volatility.

Discussion

The findings indicate that intensified digital promotion contributed to short-term enrollment increases but did not ensure sustained multi-year stability. This pattern suggests that digital visibility alone is insufficient to sustain structural enrollment. This finding supports Supriyanto et al., (2025), who argue that digital engagement enhances marketing performance through increased visibility and interaction. However, the present study contradicts the implied sustainability assumption in digital marketing research by demonstrating that temporary engagement spikes do not automatically translate into long-term institutional stability. In this regard, the findings align more closely with Verger et al., (2020), who emphasizes that digital transformation must be embedded within organizational systems and governance structures to produce sustainable outcomes. The present findings extend this perspective by showing that digital tools, when not integrated with performance analytics and strategic evaluation, remain operational rather than strategic instruments.

The documented gap between formal strategic planning and operational marketing execution explains inconsistencies in

enrollment trajectories. Although enrollment growth was explicitly stated as a strategic objective, measurable KPIs and systematic conversion tracking were not institutionalized. This finding supports Jabbar & Lubienski, (2021), who emphasize that organizational performance depends on alignment between strategic intent and operational systems. It also aligns with Elbanna et al., (2022), who argues that sustainable competitive advantage emerges from dynamic capabilities embedded in organizational routines. Compared to prior studies focusing on governance improvement in Indonesian schools (Alvinca & Suyato, 2025; Dwivedi et al., 2021), this study demonstrates that governance enhancement must extend beyond administrative efficiency to include data-driven enrollment management systems. Thus, the present findings extend governance literature by linking strategic alignment directly to enrollment sustainability outcomes.

The findings reveal that while service quality was consistently communicated through promotional materials, structured quality measurement systems were minimally documented. This indicates a distinction between symbolic representation of quality and institutionalized quality governance. This finding supports Helfat & Martin, (2021), who stresses that quality management must be formalized through measurable systems. It also aligns with (Casidy & Nyadzayo, 2022a), who highlight the role of service quality in shaping loyalty and institutional commitment. However, the present findings refine these perspectives by

showing that quality narratives without systematic monitoring mechanisms do not necessarily stabilize enrollment trends. In contrast to JIPTI studies that emphasize the effectiveness of digital learning innovations in improving educational services (Supriyanto, 2024), the current research demonstrates that innovation must be accompanied by structured evaluation mechanisms to influence institutional sustainability outcomes.

Community engagement and Islamic identity positioning functioned as important relational assets, particularly in stabilizing kindergarten enrollment. Trust-building activities reinforced institutional legitimacy and stakeholder confidence. This finding supports Kitsios & Kamariotou, (2021), who identify trust as a central component of long-term stakeholder relationships. It also aligns with Verger et al., (2020b), who argue that relationship quality influences institutional loyalty.

However, the findings extend prior research by distinguishing between relational trust and institutionalized trust governance. While relational trust contributed to temporary stability, the absence of formal stakeholder management systems limited scalability and long-term predictability. This distinction contributes to educational marketing literature by demonstrating that trust must be institutionalized through structured governance mechanisms to function as a sustainable strategic asset.

Overall, the findings demonstrate that enrollment sustainability arises from the interaction of four interrelated mechanisms:

strategic coherence, analytics-enabled digital engagement, measurable service-quality governance, and institutionalized trust management. This integrative explanation supports strategic alignment theory (Jabbar & Lubienski, 2021a), which argue that sustainable performance arises from coordinated organizational capabilities rather than isolated initiatives.

At the same time, the findings contradict reductionist approaches in educational marketing that treat digital marketing, service quality, or trust as independent predictors of institutional success. Instead, this study demonstrates that sustainable enrollment in Islamic private schools depends on systemic integration across strategic, analytical, governance, and relational dimensions.

By synthesizing insights from digital transformation research, service quality governance, and relationship marketing, the present study extends prior literature and offers a contextualized strategic explanation within faith-based educational settings. In doing so, it complements previous JIPTI research on educational innovation by situating digital and managerial practices within a broader capability-based sustainability framework.

CONCLUSION

This study demonstrates that enrollment sustainability in Islamic private schools is not primarily determined by promotional intensity, but by the integration of strategic coherence, digital engagement management, service quality governance, and institutionalized trust mechanisms.

Enrollment fluctuations observed over the three academic years indicate that campaign-based recruitment without structured analytics, measurable performance indicators, and governance alignment results in temporary growth rather than sustainable stability. Sustainable enrollment emerges when digital promotion, quality assurance, and stakeholder trust are embedded within coordinated institutional systems. The findings show that digital tools and strong religious identity offer significant advantages, but they are insufficient without data-informed decision-making and structured evaluation mechanisms. Schools that rely solely on relational trust or periodic campaigns remain vulnerable to instability. Therefore, enrollment sustainability should be understood as an organizational capability shaped by integrated strategic management rather than as a short-term marketing outcome. Islamic private schools need to institutionalize enrollment management systems that include measurable performance indicators, digital analytics monitoring, structured service quality evaluation, and formal stakeholder engagement programs. Strengthening governance integration across these areas can improve long-term enrollment stability and organizational resilience in competitive educational environments.

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