

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Education is one of the most significant aspects of society and can lead people to future successes and an abundance of opportunities in their lives. It is also asserted that education is the essential foundation that paves the way to healthy personal development and growth in a myriad of areas. Many positive qualities, including a successful career, respectable social standing, and self-assurance, can be attained through a good education. Additionally, education promotes the growth of a better community, particularly in today's modern society, by fostering stronger moral and ethical principles and raising awareness of contributions' true value (Prasad and Gupta, 2020).

Through the educational process, people learn to view obstacles as chances to try new things without fear, increasing their own skills and personal strengths. This process of learning and knowledge acquisition as well consists of a number of directed initiatives aimed at concentrating human life skills so that changes take place in their personal lives as individuals and social beings, as well as their relationship with the natural surroundings in which they live (Nasrah and Elihami, 2021).

Based on Pancasila and the Republic of Indonesia's 1945 Constitution, there are three educational paths that can be pursued in Indonesia. The three paths in education

are formal, non-formal, and informal. Formal education is a structured, organized, and tier-based educational path. This refers to institutions that are subject to formal legality and have a number of fairly stringent requirements. Non-formal education, on the other hand, is a structured, tier-based educational path that can be taken in addition to formal education. This education aims to enhance students' abilities with a variety of courses available, such as classes in language, music, tutoring, and more. Lastly, informal education is a route to family and environmental education through independent learning tasks completed consciously and responsibly, like homeschooling (Setiawan, 2023)

As education itself is of utmost importance, people nowadays strive to provide the best education for their children so that they can begin developing the skills they will need in the future at an early age as fully as possible. In this regard, early childhood education plays a vital role and has a variety of effects, ranging from the children's ability to adapt to school to their academic success and continuation of school. Children with prior early childhood experiences will take less time to adjust to school and the literacy expectations, making schooling more enjoyable for them and enhancing their motivation to learn. The situation will be completely opposite for children who enter school with no prior early childhood education experience, as they will require more time to adjust to school because it will be in many ways a new environment for them. Additionally, there will be differences in the readiness for literacy between children with experiences and those who do not. They may also be more likely to experience adjustment issues, which may lead to boredom and interest loss at school and

negatively affect their adaptation. The actual goal lies in the physical and spiritual preparation needed for children to move on to the next level of education. Early childhood education programs are therefore gaining popularity in today's society (Kartal and Balantekin, 2016).

However, the significance of education lies in its continuation. The Ministry of National Education, which made education mandatory, is central to the country's educational system. The table of formal educational levels based on National Education System Law No. 20 of 2003 and stated in article 17 (Kemdikbud, n.d.) is as follows.

Table 1.1
Formal Education System in Indonesia

Education	School/Level	Grades	Age	Years
Primary	Kindergarten (<i>Taman Kanak-kanak</i>)		3 – 6	3
	Elementary (<i>Sekolah Dasar</i>)	1 - 6	6 – 12	6
Middle	Middle School (<i>SMP – Sekolah Menengah Pertama</i>)	7 - 9	12 – 15	3
Secondary	High School (<i>SMA – Sekolah Menengah Atas</i>)	10 - 12	15 – 18	3

Source: jdih.kemdikbud.go.id

Optional pre-school or early childhood programs that may start before a child's third year are followed by the kindergarten, elementary, middle, and secondary phases that last for three, six, three, and three years, respectively. Elementary school and middle school are the educational levels where, in general, students are entitled to the widest possible opportunity to follow education in order to obtain basic educational knowledge, abilities, and skills. The purpose of this nine-year basic education itself is

to develop attitudes and abilities, provide the basic knowledge and skills needed to live in society, and prepare students who meet the requirements to attend secondary education. The basic education curriculum for elementary schools places an emphasis on the read-write-count abilities and skills that can be applied in daily life, including the ability to use language (read, write, and speak) and arithmetic (add, subtract, multiply, divide, simple measurements, and draw geometric shapes).

The continuation of elementary level is the middle school that serves as a transitional period between elementary and secondary education. The number of subjects offered in middle school versus elementary school and the depth of knowledge they contain are the main differences. Rote learning exercises are used in class to help students develop their independence and subject-specific memory. The National Examination is one of the requirements that students at this level must complete in order to graduate on time. However, in recent years, the government has started to phase out the National Examination and replace it with a scoring system for report cards (Mediamaz, 2022).

The more advanced part of education is secondary school, where students will be adequately prepared to enter the workplace or pursue higher education after completing it. They are also open to the option of either continuing their education or starting their careers right after this level. Middle school graduates will enter secondary school, which is distinguished by the optional interests each student has in relation to majors. The secondary school curriculum is divided into two majors: science and social

studies. Graduates of secondary schools are equally eligible to enroll in tertiary institutions (Karyono, 2022).

Just like mentioned, non-formal education also exhibits a critical value and shares the same importance as formal education, especially in language. The knowledge of being able to speak other languages as the key to competing in the age of globalization is growing among Indonesians (Saragih, 2022). According to the LS (2022), English is one of the top three languages spoken worldwide, with the highest number of non-native speakers totaling more than 750 million. In Indonesia itself, English is starting to become more prevalent in business and other daily settings. Studies and data from the online learning system, Duolingo, indicate that Indonesians are beginning to express an interest in enhancing their language abilities. The average amount of time that Indonesians spend learning foreign languages through the app each day, which is 19.5 minutes, demonstrates how interested they are in doing so (Validnews, 2022).

English has been used extensively including in brochures, advertisements, documents, and many other things. It can be said that almost all fields in Indonesia, including aspects of science and technology, are also dominated by English. The mass media is influential not only because English is a global language but also because the majority of foreign TV programs are broadcast in it. Even in educational field, at various academic levels, English is now a subject or extracurricular activity. These two elements thus constitute solid justifications for the high number of English enthusiasts in Indonesia (Rais, 2022).

However, it is clear from various reports that Indonesians' command of English unexpectedly still presents a challenge. Indonesia's English Proficiency Index (EPI) is ranked 80th out of 112 nations in the 2021 EF Education First English Proficiency Index (EPI) Report. With this accomplishment, English proficiency among Indonesians is considered to be of very low proficiency. The EPI score for Indonesia was 466, which is an improvement over the 2020 result of 453. Despite the improvement, this accomplishment is still regarded as low because it falls below the 503-point global average. Indonesia is quite behind in terms of mastering English when compared to its neighbors (Irawan, 2022). The factors contributing to the struggles faced by Indonesians to speak English fluently may include low self-confidence, an unsupportive environment, and an ineffective approach to teaching English in schools.

This study is focused on Y.P. Karya Anugerah (Winfield), a school in Medan that has been operating since 1988. Daisy Phandi, Mariaty Yananto, and Moniju Teh are the three close friends who established this educational foundation with the common aim of designing a setting where students could develop not only academic skills but also important character traits. The motto statement of this school is “To serve and glorify God through the ministry of caring, nurturing, and educating.” At the beginning of the service, Winfield offered non-formal English classes to students in kindergarten through senior high school. Later in 2017 and 2020, Winfield strengthened its services by establishing formal national classes of TK and SD Swasta (YP Winfield, n.d.).

At the moment, Winfield has three branches, each of which is situated in a different part of Medan. The addresses are Jl. Bandar Baru No. 4, Jl. Hasanuddin No. 25/9E, and Jl. Jend. A. H. Nasution *Komplek Titi Kuning Mas Blok F1-4*. All three branches of this research will be examined.



Image 1.1 Y.P. Karya Anugerah (Winfield) Logo

Source: Image Obtained From Y.P. Karya Anugerah (Winfield) (2023)

With the dedication and commitment to continuously serve the community with better services, Winfield must continually upgrade itself in many areas in order to strive and sustain in the competitive landscape of the educational market in Medan. Private schools (formal) and English-language courses (non-formal) are two service areas of Winfield which can be compared with other reputable formal schools and English courses in Medan. The tables of comparison are as follows.

**Table 1.2
Comparison of Formal Schools in Medan**

Num.	Name of the School	Year of Establishment	Accreditation	Google Review	Amount of Reviews	Amount of Students
1.	Y.P. Karya Anugerah (Winfield) Bandar Baru	Established in 1988 - 2017 for TK Swasta - 2020 for SD Swasta	- A for TK Swasta - SD Swasta has not been accredited	4.8	10	- TK Swasta: 56 - SD Swasta: 27

2.	Y.P. Karya Anugerah (Winfield) Hasanuddin	Established in 1988 - 2017 for TK Swasta - 2020 for SD Swasta	- A for <i>TK Swasta</i> - <i>SD Swasta</i> has not been accredited	4.8	8	- <i>TK Swasta</i> : 61 - <i>SD Swasta</i> : 74
3.	Y.P. Karya Anugerah (Winfield) Titi Kuning	Established in 1988 - 2017 for TK Swasta - No SD Swasta	B for <i>TK Swasta</i>	4.7	3	- <i>TK Swasta</i> : 39
4.	Global Prima	Established in 2009 - 2014 for TK Swasta - 2019 for SD Swasta	A for both <i>TK</i> and <i>SD Swasta</i>	4.3	67	- <i>TK Swasta</i> : 70 - <i>SD Swasta</i> : 832
5.	Sutomo 1	Established in 1928 - 2018 for TK Swasta - 2009 for SD Swasta	- A for <i>TK Swasta</i> - The accreditation for <i>SD Swasta</i> has expired	4.3	224	- <i>TK Swasta</i> : 3279 - <i>SD Swasta</i> : 645
6.	Bangun Insan Mandiri	Established in 2001 - 2019 for TK Swasta - 2015 for SD Swasta	- B for <i>TK Swasta</i> - A for <i>SD Swasta</i>	4.4	48	- <i>TK Swasta</i> : 218 - <i>SD Swasta</i> : 820
7.	Nanyang Zhi Hui	Established in 2003 - 2018 for TK and SD Swasta	A for both <i>TK</i> and <i>SD Swasta</i>	4.0	34	- <i>TK Swasta</i> : 30 - <i>SD Swasta</i> : 216

Source: <https://kepri.pikiran-rakyat.com/>
<https://id.theasianparent.com/>
<https://dapo.kemdikbud.go.id/> (Data processed on 6th March 2023)

Table 1.3
Comparison of English Schools in Medan

Num.	Name of the School	Year of Establishment	Google Review	Amount of Reviews
1.	Y.P. Karya Anugerah (Winfield) Bandar Baru	1988	4.8	10
2.	Y.P. Karya Anugerah (Winfield) Hasanuddin	1988	4.8	8
3.	Y.P. Karya Anugerah (Winfield) Titi Kuning	1988	4.7	3
4.	English First (EF)	1965	4.5	32
5.	Australia Centre	1994	4.5	46
6.	<i>Lembaga Pendidikan dan Profesional (LBPP) LIA</i>	1959	4.7	45
7.	Language and Cultural Exchange (LCE)	2009	5.0	361

Source: <https://id.theasianparent.com/> (Data Prepared on 6th March 2023)

The aforementioned data suggests that Y.P. Karya Anugerah (Winfield) is still inferior to other formal schools provided by educational foundations in Medan. On the other hand, it can be said that Y.P. Karya Anugerah (Winfield) has an acceptable position in the market for English courses, but that is insufficient to survive in the competitive market. Therefore, in order to grow and increase dominance over Medan's education market, both formal school and English courses, this school must improve its loyalty.

According to Silas et al. (2022), customer retention and upkeep are essential in every business operation at all times; hence, all marketing strategies are built with the long-term goal of increasing customer loyalty in mind. Brand-loyal customers will frequently re-use their services, are more likely to choose the same options if given the chance, and stick with it for a long time even when competitors are offering better deals (Fazli-Salehi et al., 2019). Thus, brands should improve their customers' high loyalty because it will offer the organizations competitive advantage resulted from the blend of behavioral and attitudinal elements leading to positive recommendations and the intention to engage and build a strong relation with the brand (Rodriguez et al., 2020).

The first research gap in this study is the relationship between Distinctiveness and Consumer-Brand Identification towards Y.P. Karya Anugerah (Winfield). Based on the findings of prior research done by So et al. (2017), Distinctiveness and Consumer-Brand Identification have a significant relationship that can be explained by the way in which Distinctiveness enhances the appeal of the brand's identity and distinguishes the users in social contexts, increasing consumers' desire to identify with

that brand. The results differ from those of a study by Fazli-Salehi et al. (2019), which discovered that Distinctiveness has no significant effect on Consumer-Brand Identification. It is stated that the visual components, such as advertisements and other tools used to present distinction to the public, are thought to be ubiquitous, leading to a relatively insignificant result in terms of consumer brand identification.

The second research gap in this research is Prestige, which was seen to be influencing consumer brand identification. The results of research by Wolter et al. (2015) stated that Prestige did not have any significant influence on consumer brand identification, as consumer brand identification appeared to be primarily a result of consumers realizing a brand matches their sense of self. To put it another way, consumer brand identification is a self-based recognition that may not be as reliant on social validation. These results are different from previous research conducted by Fazli-Salehi et al. (2019), which discovered it that the Prestige factor significantly influences consumer brand identification. This is because among current students and guardians, being a part of a renowned, highly regarded school is one of the social aspects one can be proud of.

According to Gunarto (2022), Customer Loyalty is the commitment of customers to a brand that outweighs any situational or competitive influences that might encourage variety-seeking or switching behaviors. Customer Loyalty is a prerequisite for a strong behavioral and attitudinal form of relationship between the customers and the brand (Reydet, 2017). The amount of learners' resignation and the increasing number of enrollments demonstrates the presence of Loyalty among both

students and guardians at Winfield from the previous semester's registration in July 2022 to December 2022 and from January 2023 to April 2023 in both formal school and English school.

Table 1.4
The Number of Learners' Resignation and Enrollment

Object	Period	Amount of Students	Number of Resignations	Number of Enrollments
Y.P. Karya Anugerah (Winfield) Formal School	July 2022 – December 2022	224	5	32
	January 2023 – March 2023	251	6	12
	Per April 01, 2023	257	-	-
Winfield English School	July 2022 – December 2022	1296	6	103
	January 2023 – March 2023	1393	3	32
	Per April 01, 2023	1422	-	-

Source: Data Obtained from Y.P. Karya Anugerah (Winfield) (2023)

According to data gathered from the institution with the period of July 2022 to December 2022, Y.P. Karya Anugerah (Winfield) saw a number of learners' resignation from the Formal school as many as 5 students (2.23%) which resulted in the decrease from 224 students to 219 students in that period. However, there was a number of enrollments coming in as many as 32 students (14.62%). Hence, in the period of July 2022 to March 2023, Y.P. Karya Anugerah (Winfield) had 251 students in total. Furthermore, from January 2023 – April 2023, there was a further resignation as many as 6 students (2.39%), resulting in 245 students. Nonetheless, there was an increase in enrollment as many as 12 students (4.90%) which eventually resulted in 257 learners per April 01, 2023.

On the other hand, in Winfield English School, there was a number of resignations in English course as many as 6 students (0.46%) with the outcome of decreasing number of students from 1296 to 1290 from the period of July 2022 to

December 2022. However, there was a number of enrollments coming in as many as 103 students (7.95%). Hence, in the period of July 2022 to March 2023, Winfield English School's amount of learners reached 1393 in total. Furthermore, from January 2023 – April 2023, there was a further resignation as many as 3 students (0.22%), resulting in 1390 students. Nonetheless, there was an increase in enrollment as many as 32 students (2.30%) which eventually resulted in 1422 students per April 01, 2023.

According to Bernazzani (2022), a decent percentage of churn rate is between the range of 2% and 8%. Looking at the outcome of resignation percentage in both Y.P. Karya Anugerah (Winfield) and Winfield English Course, it can be seen that the churn rate is acceptable and this pictures the loyalty of learners at both objects where they choose not to stop studying at Winfield. Moreover, the number of enrollments coming in shows that customers are loyal and do other loyalty activities like recommendation to their surroundings about Winfield.

Moreover, the provision of a platform for customers, both parents and students, to engage can be seen through the designation of classes and several programs in Winfield. During the classes, Winfield always sets time for fun activities so students can engage by having fun while learning at the same time. For instance, the designation of mini forum session for students. Furthermore, some programs in which parents can participate are parent-teacher meetings, Christmas events, report days, and many more. There are also many occasional events or activities that Winfield provides so students can join to encourage their active engagement, such as the Independence Day Celebration, Mooncake Celebration, Mental Health Campaign, Cooking Class,

EduTalk, Children’s Day, Mini Forum, Graduation Day and Outing. As a form of Customer Loyalty, Active Engagement can be seen through the numbers of participation of guardians during the Parent-Teacher Meeting for Formal School and Outing for English School at Y.P. Karya Anugerah Winfield.



Image 1.2 Active Engagement at Winfield as Part of Customer Loyalty – Formal School Parent-Teacher Meeting (*SD Swasta*)

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.3 Active Engagement at Winfield as Part of Customer Loyalty – English School Outing (Course 4 – Advanced B)

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

**Table 1.5
Numbers of Participants of Both Events**

Object	Event	Amount of Participants	Total Members
Y.P. Karya Anugerah (Winfield) Formal School	Parent-Teacher Meeting	65	74
Winfield English School	Outing	38	162

Source: Data Obtained from Y.P. Karya Anugerah (Winfield) (2023)

As seen from the table, the amount of participants of *SD Swasta* Parent-Teacher Meeting held in July 2022 were 65 and this number reached 87.84% from the total members of 74 guardians in formal school of Y.P. Karya Anugerah (Winfield). Moreover, the amount of participants of English School (Course 4 – Advanced B) Outing to Kampung Ladang held in April 2023 were 38 and this number reached 23.46% from the total members of 162 students in English school of Y.P. Karya Anugerah (Winfield). According to the table, *SD Swasta*'s parent-teacher meetings draw a sizable number of attendees, and Winfield is a place where loyalty manifests itself through active engagement. The fact that the date of the outing is close to their formal school's examination week, which causes them to choose studying at home rather than attending, is the reason why the number of participants in the English Course outing is only acceptable and not thought to be high. Winfield can use this as a room to improve in order to increase their loyalty.

Word-of-mouth is also present at Winfield as a form of Customer Loyalty, as evidenced by the testimonials of reviewers who have experienced the system at

Winfield and remained committed to the school for many years, as well as by their positive sharing on Google review like the ones shown below.



Image 1.4 Word-of-mouth as Part of Customer Loyalty – Google Review about Y.P. Karya Anugerah (Winfield) Formal School

Source: Image Obtained from Google Review, downloaded at 14th March 2023

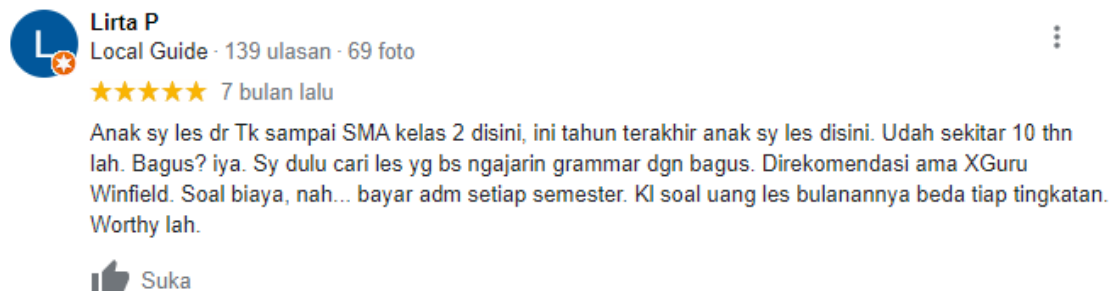


Image 1.5 Word-of-mouth as Part of Customer Loyalty – Google Review about Winfield English School

Source: Image Obtained from Google Review, downloaded at 14th March 2023

According to Balaji et al. (2016), Consumer-Brand Identification is the degree to which an individual psychologically perceives, values, and experiences a sense of belonging or oneness with an organization. People who identify with the organization

acknowledge the organization as part of themselves, define themselves in relation to it, and take ownership of its accomplishments and shortcomings. By including parents and students in activities that would require them to represent Winfield, Winfield makes an effort to increase consumer-brand identification in both groups. Y.P. Karya Anugerah (Winfield) formal school's SD students recently participated in the 56th MTQ Parade at the Medan Baru Subdistrict representing the school and marched in unison to greet the mayor of Medan. Moreover, students of Winfield English Course also participated and won English competition held by other formal school in Medan.



Image 1.6 Consumer-Brand Identification – Formal School Students Participating in the 56th MTQ Parade

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.7 Consumer-Brand Identification – English School Students Representing Winfield and Winning Competitions

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

Brand Personality Congruence is defined as the relationship between consumers' self-concepts and brands, stating that consumers are more likely to display favorable attitudes toward brands that they perceive to be congruent with their own self-image and less likely to favor brands that are incongruent with it (Pradhan et al., 2019). This school has been working to remain an up-to-date institution that abides by the rules set forth by the local education authority. This is demonstrated by involvement in educational gatherings like IGTK (Ikatan Guru Taman Kanak-Kanak Indonesia), where topics like learning media, Bimtek BOP 2023, and transitioning to the Merdeka Curriculum are discussed. Additionally, Winfield English Course also holds weekly staff and teacher meetings to ensure students receive the best possible education.



Image 1.8 Brand Personality Congruence – Formal School IGTKI Meeting
Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.9 Brand Personality Congruence – English School Meeting

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

Prestige is defined by Lovšin et al. (2017) as an individual's assessment of the corporate brand's position, which reflects the degree to which the corporate brand's market and social positions are seen as valued, respected, reputable, and superior to others. Winfield has been proven to have brand prestige by being invited to a networking event at UPH Medan Campus, one of Medan's most prestigious universities in Medan. This is because Winfield has a good relationship formed with other prestigious brands with the same values, and sometimes collaborations are also done with those other companies or organizations even if they are coming from the same educational sector. Winfield English Course has also ever been invited to a formal school at Medan which is Methodist-5.



Image 1.10 Brand Prestige – Invited to a Networking Event at UPH Medan Campus

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.11 Brand Prestige – Invited to a Formal School, Methodist-5, at Medan

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

As stated by Susanty and Tresnaningrum (2018), Distinctiveness can be defined as the individual's pursuit of differentness in comparison to others which is attained

through the acquisition, utilization, and disposition of consumer goods for the development and enhancement of one's social and personal identity. Distinctiveness is a crucial concept that enables customers to quickly distinguish one brand from others. The focus on literacy and culture is one of Y.P. Karya Anugerah (Winfield) distinguishing features. Winfield formal school has admitted to being a literacy-focused and cultural school, and on Wednesdays, all teachers, staff, and students are required to dress in cultural outfits. Furthermore, Indonesian cultures are highlighted in the classroom interior design so that students can learn more about them. As for the English School, Winfield has differentiated itself by making its own books for English Course. These books can only be obtained when studying at Winfield and are not sold anywhere out of the school. The materials provided by Winfield are also designed upon and based on the ability of students at each level of the English course.



Image 1.12 Distinctiveness – Formal School Wednesday Cultural Day
Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

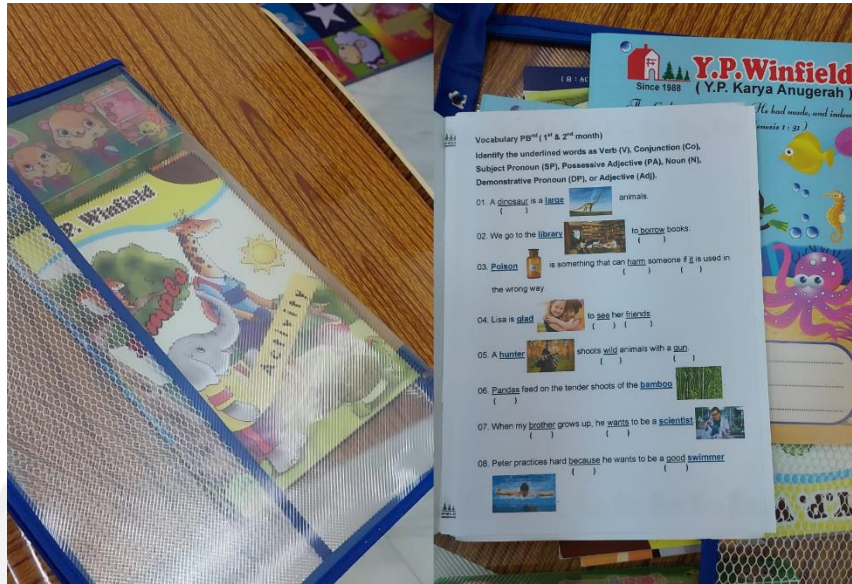


Image 1.13 Distinctiveness – Winfield English School’s Books
 Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

In line with Susanty and Tresnaningrum (2018), Memorable Experience is the extent to which consumers have positive, effectively charged memories of a particular brand. In this case, Memorable Experiences are associated with a brand’s ability to deliver the remarkable and vivid experiences generated by extraordinary consumption activities, regardless of the frequency of use. Y.P. Karya Anugerah (Winfield) formal school always commemorates special days like Sports Day, Kartini Day, Batik Day, Father’s Day, Mother’s Day, and many others to fill up the children’s study time with a variety of memorable experiences. The field trip programs Winfield English School has consistently offered are also an expression of its dedication to providing students with Memorable Experiences.



Image 1.14 Memorable Experience – Formal School 2022 Sports Day
Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.15 Memorable Experience – Outing to Sushi Tei
Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

Social Benefit is the idea that customers are more likely to identify with brands that enable them to connect with significant individuals, groups, communities, or

subcultures. In this situation, the brand used by their reference groups plays a crucial role in obtaining or reinforcing the membership of a particular group. Branding is a crucial tool for establishing connections between individuals. Sometimes, consumers join distinct subgroups of society on the basis of a shared commitment to a brand. Consumers may join distinct subgroups of society due to a shared commitment to a brand (Susanty and Tresnaningrum, 2018). Winfield celebrates each student's birthday at the end of each month to make them feel special for being a part of the school, which is one effort it makes to increase the social benefit of its brand for parents and students. Parents also obtain students' pictures when doing activities at Winfield at the end of every month so they can have them as keepsakes. Moreover, parents can celebrate students' birthday by requesting to the class teachers so Winfield can provide the decorations and gather the students to celebrate together.



Image 1.16 Brand Social Benefit – Formal School Students' Birthday Celebration

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.17 Brand Social Benefit – Formal School Documentation Keepsake for Parents

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.18 Brand Social Benefit – English School Birthday Celebration for Students

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

As studied by Balmer (2017), Corporate Communication is a factor that notifies information to customers and influences their perceptions, which in turn affect how

they behave. The purpose of Corporate Communication is to introduce the audience to the brand in order to maximize the effect in terms of improved brand recognition and elevated awareness (Chinomona, 2016). Winfield has been working to enhance Corporate Communication by ensuring that parents, students, and teachers all communicate on a regular basis. Y.P. Karya Anugerah (Winfield) formal school has always sent to the guardians the students' development report and record of students' work at the end of every month so guardians are aware of the progress and activities of students during the studying time. Winfield English School has also done this with the efforts of sending class recap messages to the WhatsApp group after each meeting to let parents know what subjects covered that day. Every mid-semester, Winfield also gives parents a copy of the student's progress card so they can see where their children are doing well or poorly so they can improve in the second half of the semester.

Program Pengembangan		Laporan Perkembangan Bulanan PAUD TK Y.P. Karya Anugerah Kelompok : A																								
		Nama : Caren Lawrence												Semester : 1 Juli - Desember 2022												
		Guru : Ms. Carlin																								
Program Pengembangan	KD & Indikator	Juli				Agustus				September				Oktober				November				Desember				Kesimpulan Pencapaian
		BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	
1.1 Mempercayai adanya Tuhan melalui ciptaan-Nya																										
Anak mengetahui bahwa dirinya adalah ciptaan Tuhan.			v				v				v				v				v				v			
Anak mampu membedakan aneka keberagaman lingkungan sehari-hari.			v				v				v				v				v				v			
Anak mampu mengetahui bahwa tumbuhan adalah ciptaan Tuhan.			v				v				v				v				v				v			
Anak mampu mengetahui bahwa binatang adalah ciptaan Tuhan.															v				v				v			
1.2 Menghargai diri sendiri, orang lain, dan lingkungan sekitar sebagai rasa syukur kepada Tuhan.																										
Anak mampu menjaga mainan kesukaannya.			v				v				v				v				v				v			
Anak mampu menjaga lingkungan ketika berada di tempat wisata.																										
Anak tidak membuang sampah sembarangan ketika bermain di pantai.																										
Anak mengenal lingkungan bersih.			v				v				v				v				v				v			
Anak tidak menyia-nyaiakan makanan dalam kehidupan sehari-hari.			v				v				v				v				v				v			

Image 1.19 Corporate Communication – Formal School Students' Development Report

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



CATATAN HASIL KARYA ANAK
TK SWASTA YP. KARYA ANUGERAH
 Jln. Hasanuddin No. 25/9E Kec. Medan Baru
 Kel. Petisah Hulu - Medan
 Tel. 4152572 - 4533828

Nama : Sharon Audrey Lin
 Kelas : TK - 0
 Guru : Ms. Jenni
 Periode : Januari 2022

Tanggal	Hasil Karya Anak	Hasil Pengamatan
17 Juli 2020		<ul style="list-style-type: none"> Menggambar bagian-bagian tubuh dengan lengkap, seperti rambut, kepala, mata, hidung, mulut, telinga, tangan, dan kaki. Mewarnai rambut dengan warna hitam. Wajah pada gambar terlihat tersenyum. Pada gambar tersebut, anak menggambar sepatu dan mewarnai sepatu dan juga baju. Di samping gambar, terdapat juga gambar bunga. Anak berkata bahwa tokoh yang ada pada gambar adalah dirinya sendiri.

Image 1.20 Corporate Communication – Formal School Record of Students’ Work

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

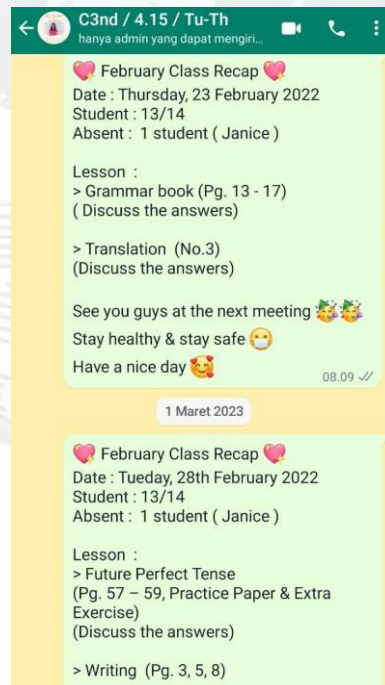


Image 1.21 Corporate Communication – English School Class Recap

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

STUDENT'S PROGRESS CARD

Name : Howard Govino Teacher : Ms. Vivian
 Class / Time : Course 2 st / 4.15 / T-Th Period : July - December 2022

Subjects	Grade
Reading	A
Vocabulary	A+
Listening	A
Speaking	A
Grammar	A
Translation	A
Composition	B+

Personality Development	Rating
Attendance	A
Participation	A
Punctuality	B

Principal's signature (Ms. Julie) **Teacher's signature** (Ms. Vivian)

Image 1.22 Corporate Communication – English School Student’s Progress Card

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

Perceived Quality, according to Ariffin et al. (2016), is the customers’ perception or judgment, which represents a product’s or service’s overall excellence and superiority in relation to its purpose and any available alternatives. The "A" accreditation of TK Swasta Winfield Hasanuddin and Bandar Baru portrays the overall and service quality of education at Winfield as equal to excellent. Moreover, TK Swasta Winfield Titi Kuning obtained a "B" for the accreditation, which means good quality. Additionally, Winfield English School was founded in 1988, meaning that it

has been a part of the educational community for 35 years as of right now. This amount of experience demonstrates Winfield's strong quality, which has helped it earn the community's long-term trust.



Image 1.23 Perceived Quality – Winfield Titi Kuning Formal School Accreditation Certificate

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.24 Perceived Quality – Winfield Hasanuddin Formal School Accreditation Certificate

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.25 Perceived Quality – Winfield Bandar Baru Formal School Accreditation Certificate

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.26 Perceived Quality – Winfield English School (Since 1988)

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

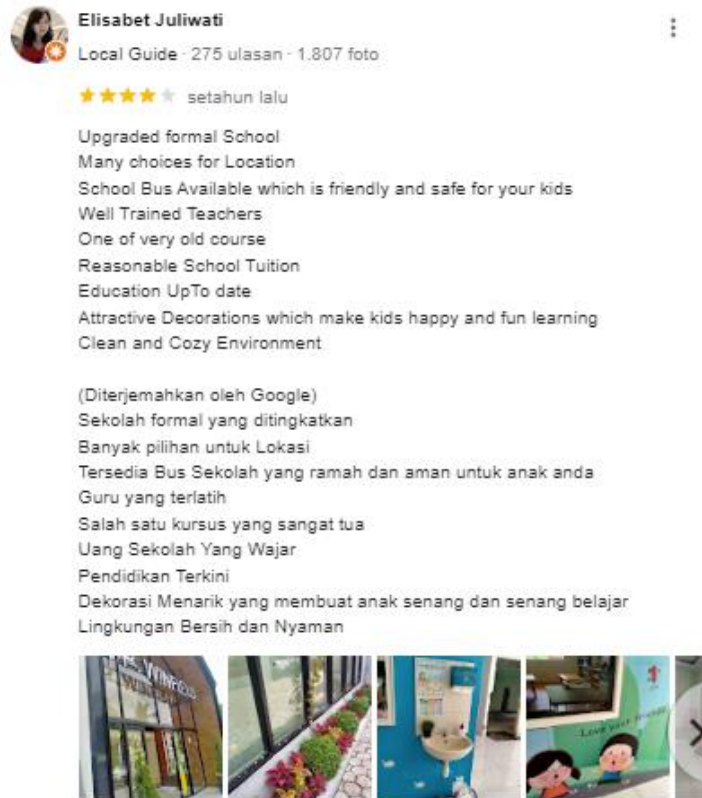


Image 1.27 Perceived Quality – Google Review about Perceived Quality towards Y.P. Karya Anugerah (Winfield) Formal School

Source: Image Obtained from Google Review, downloaded at 14th March 2023

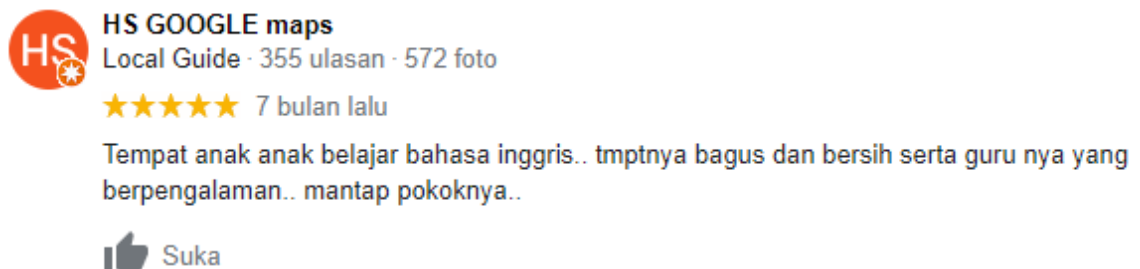


Image 1.28 Perceived Quality – Google Review about Perceived Quality towards Winfield English School

Source: Image Obtained from Google Review, downloaded at 14th March 2023

According to Li and Tsai (2020), intra-organizational competition is the pursuit of personal goal orientations that can be influenced by both intrinsic and environmental factors, which can have an impact on learners' learning performance. On the other hand, Dzhengiz (2020) mentioned that inter-organizational competition is the pursuit of individual goals in order to acquire a service or good that competes and outperforms the others in the same industry. Firms can gain a competitive advantage when they are able to gather capabilities and resources that are difficult to imitate or substitute for and that are valuable and rare. The designation of in-home competitions for our students, such as debate, news reading, product presentation, singing, and many more, is the demonstration of intra-organizational competition at Winfield. Moreover, there is also several award categories and star collection activity given to our students every semester to encourage their activeness at class. Regarding the inter-organizational competition, Winfield has consistently emphasized the significance of enhancing its SD Swasta in a variety of areas since it was just established. SD Swasta Winfield is working to increase the number of classes offered outside of the regular curriculum as an act to strengthen its competitive advantage among other schools. Choir is one of the extracurricular courses Winfield has recently created. On the other hand, Winfield English School has increased its superiority comparing to other English courses in Medan by providing a promotion for the students who are from formal school of Y.P. Karya Anugerah (Winfield) will get a 40% discount on school fee for the period of January until July 2023.



Image 1.29 Intra-organizational Competition – Formal School 2022 In-Home Competition

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.30 Intra-organizational Competition – English School 2022 Debate Competition

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.31 Inter-organizational Competition – Formal School Extracurricular: Choir Class

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.32 Inter-organizational Competition – English School Promotion

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

In accordance with Susanty and Tresnaningrum (2018), value congruity has the definition of a mental evaluation consumers make of how close or distant the compatibility of their own set of values with the values of the entire part of the brand. This is proven by Winfield's planning of fun activities that can be enjoyed by both parents and students. For instance, the planned program Family Day enables parents and their preschoolers to have fun together. Additionally, Winfield always takes advantage of special occasions like Mother's Day and Father's Day to impart additional values that will foster mutual respect and cordial relationships between teachers and parents, as well as between parents and students. Moreover, the teachers and staff at Winfield possess a kind personality which are all well-trained with accurate information and friendly towards students and parents. This personality is one of the best features and mostly complimented by parents of Winfield.



Image 1.33 Value Congruity – Formal School 2022 Family Day & Father’s Day Celebration

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)



Image 1.34 Value Congruity – Teachers and Staff’s Friendly Personality

Source: Image Obtained from Y.P. Karya Anugerah (Winfield) (2023)

Based on the background of research, the importance of this research conduct has to be taken into account as there is an increase in the competitive landscape of

educational organizations in Medan. This research will present a discussion on the reasons and uncover the factors influencing customers who are parents or guardians to show loyalty to the research object, Y.P. Karya Anugerah (Winfield) formal school and English school. Thus, this study was carried out with the title, “The Analysis of the Influence of Consumer-Brand Identification’s Antecedents on Parent Loyalty at Y.P. Karya Anugerah (Winfield) Formal School and Winfield English Course School in Medan”.

1.2. Problem Limitation

Every research project needs to have clear limitations or boundaries established in order to prevent the discussion from extending beyond measure. Consequently, this study has a number of limitations.

1. The variables that will be utilized and covered in this study are Customer Loyalty, Consumer-Brand Identification, Brand Personality Congruence, Prestige, Distinctiveness, Memorable Experience, Social Benefits, Corporate Communication, Perceived Quality, Intra-organizational Competition, Inter-organizational Competition, and Value Congruity. Furthermore, this study only focuses on Y.P. Karya Anugerah (Winfield) Medan.
2. The data collected from the outcomes of the questionnaire distribution at Y.P. Karya Anugerah (Winfield) Medan will be used to test the model under study.
3. The characteristics of the respondents in this study will be that they are parents or guardians, both male and female, domiciling in Medan with an age limit of 18–60

years (Kotler & Armstrong, 2009), and have been trusting their children to study at Y.P. Karya Anugerah (Winfield) for at least one year, either in the formal education (TK or SD Swasta) or non-formal (English Course).

1.3. Problem Formulation

Based on the information and facts discovered during the background research for this study, the problem formulation can be further discussed in order to be more precise. The problem formulation is then developed from the idea of what elements significantly influence Parent Loyalty through Consumer-Brand Identification. The following inquiries are formulated to learn more about this:

1. (a) Does Brand Personality Congruence have a significant influence on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan?
(b) Does Brand Personality Congruence have a significant influence on Consumer-Brand Identification at Winfield English School Medan?
2. (a) Does Prestige have a significant influence on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan?
(b) Does Prestige have a significant influence on Consumer-Brand Identification at Winfield English School Medan?
3. (a) Does Distinctiveness have a significant influence on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan?

- (b) Does Distinctiveness have a significant influence on Consumer-Brand Identification at Winfield English School Medan?
4. (a) Does Memorable Experience have a significant influence on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan?
- (b) Does Memorable Experience have a significant influence on Consumer-Brand Identification at Winfield English School Medan?
5. (a) Do Social Benefits have a significant influence on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan?
- (b) Do Social Benefits have a significant influence on Consumer-Brand Identification at Winfield English School Medan?
6. (a) Does Corporate Communication have a significant influence on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan?
- (b) Does Corporate Communication have a significant influence on Consumer-Brand Identification at Winfield English School Medan?
7. (a) Does Perceived Quality have a significant influence on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan?
- (b) Does Perceived Quality have a significant influence on Consumer-Brand Identification at Winfield English School Medan?

8. (a) Does Intra-organizational Competition have a significant influence on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan?
(b) Does Intra-organizational Competition have a significant influence on Consumer-Brand Identification at Winfield English School Medan?
9. (a) Does Inter-organizational Competition have a significant influence on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan?
(b) Does Inter-organizational Competition have a significant influence on Consumer-Brand Identification at Winfield English School Medan?
10. (a) Does Value Congruity have a significant influence on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan?
(b) Does Value Congruity have a significant influence on Consumer-Brand Identification at Winfield English School Medan?
11. (a) Does Consumer-Brand Identification have a significant influence on Customer Loyalty at Y.P. Karya Anugerah (Winfield) Formal School Medan?
(b) Does Consumer-Brand Identification have a significant influence on Customer Loyalty at Winfield English School Medan?

1.4. Objective of the Research

Based on the formulation of problem, the goal of this study is to examine and ascertain:

1. (a) The influence of Brand Personality Congruence on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan.
(b) The influence of Brand Personality Congruence on Consumer-Brand Identification at Winfield English School Medan.
2. (a) The influence of Prestige on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan.
(b) The influence of Prestige on Consumer-Brand Identification at Winfield English School Medan.
3. (a) The influence of Distinctiveness on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan.
(b) The influence of Distinctiveness on Consumer-Brand Identification at Winfield English School Medan.
4. (a) The influence of Memorable Experience on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan.
(b) The influence of Memorable Experience on Consumer-Brand Identification at Winfield English School Medan.
5. (a) The influence of Social Benefits on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan.

- (b) The influence of Social Benefits on Consumer-Brand Identification at Winfield English School Medan.
6. (a) The influence of Corporate Communication on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan.
- (b) The influence of Corporate Communication on Consumer-Brand Identification at Winfield English School Medan.
7. (a) The influence of Perceived Quality on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan.
- (b) The influence of Perceived Quality on Consumer-Brand Identification at Winfield English School Medan.
8. (a) The influence of Intra-organizational Competition on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan.
- (b) The influence of Intra-organizational Competition on Consumer-Brand Identification at Winfield English School Medan.
9. (a) The influence of Inter-organizational Competition on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan.
- (b) The influence of Inter-organizational Competition on Consumer-Brand Identification at Winfield English School Medan.
10. (a) The influence of Value Congruity on Consumer-Brand Identification at Y.P. Karya Anugerah (Winfield) Formal School Medan.
- (b) The influence of Value Congruity on Consumer-Brand Identification at Winfield English School Medan.

11. (a) The influence of Consumer-Brand Identification on Customer Loyalty at Y.P. Karya Anugerah (Winfield) Formal School Medan.

(b) The influence of Consumer-Brand Identification on Customer Loyalty at Winfield English School Medan.

1.5. Benefit of the Research

In light of the stated research objectives, the advantages of this study can be defined as follows:

1.5.1 Theoretical Benefit

This study serves several theoretical advantages as follows:

1. For Academic Uses

The findings of this study are expected to add significantly to the comprehension of variables like Brand Personality Congruence, Prestige, Distinctiveness, Memorable Experience, Social Benefits, Corporate Communication, Perceived Quality, Intra-organizational Competition, Inter-organizational Competition, and Value Congruity towards Customer Loyalty, through Consumer-Brand Identification as well as how the theories in question can influence each other. This research is also expected to serve as a reference for existing studies at some point in the future.

2. For the Author

The study's findings and results are expected to provide the author with additional knowledge in order to implement the values in the major of

Marketing Management related to the variables of Brand Personality Congruence, Prestige, Distinctiveness, Memorable Experience, Social Benefits, Corporate Communication, Perceived Quality, Intra-organizational Competition, Inter-organizational Competition, Value Congruity, Customer Loyalty, and Consumer-Brand Identification while studying at Universitas Pelita Harapan.

1.5.2 Practical Benefit

The following are the practical benefits of this research:

1. For Y.P. Karya Anugerah (Winfield)

This study benefits Y.P. Karya Anugerah (Winfield), the object studied in this study. This institution can use the findings of this study to make decisions about the areas studied, which are Brand Personality Congruence, Prestige, Distinctiveness, Memorable Experience, Social Benefits, Corporate Communication, Perceived Quality, Intra-organizational Competition, Inter-organizational Competition, and Value Congruity. The actions taken in response to the research findings will result in development and service innovation to meet the expectations of the consumers at Y.P. Karya Anugerah (Winfield). The recommendations provided can also be used as a guide for future marketing decision-making activities in terms of the variables studied in this research to increase the Customer Loyalty in this school.

2. For Other Educational Firms

This research can also provide additional insights and understanding into the fact that the variables studied should be seriously considered in the educational field and can serve as guidance for other educational organizations in order to enhance the Customer Loyalty of their consumers.

1.6. Outline of the Research

This system was created with the goal of making it easier for readers to understand and learn more about the research. The findings of the study are divided into three categories, with the following descriptions:

CHAPTER 1: INTRODUCTION

This first chapter serves as an introduction by providing an overview of the steps taken by the author to prepare the research, including background information, problem formulation and definition, research objectives, research benefits, and research systematics. The chapter seeks to explore the research more thoroughly in order to comprehend it better.

CHAPTER 2: LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

This chapter provides the description of the theories used as the foundation for the discussion of this research as well as covers the development of hypotheses, their relevance, the research model, previous studies, and the framework of thinking to solve the hypothesis studied.

CHAPTER 3: RESEARCH MODEL

In the third chapter, the technical research methods will be examined. These methods cover research design, target populations, samples in data collection techniques, definitions, operations, variable measurements, and data analysis techniques.

CHAPTER 4: DATA ANALYSES

In Chapter four, an overview of the research object and data analysis will be presented consisting descriptive statistics results, data quality test results, hypotheses testing results, and data analyses discussion with specific tables and figures. This chapter also discusses how the data is found to be relevant to the theory of the research, and the answers shown in this chapter should be thorough in answering the researcher's queries.

CHAPTER 5: CONCLUSION

Chapter five presents the research material summaries, conclusions, and several short series of discussions from the analysis and research chapters. There are implications as well as suggestions for improving this research in the future, with methodological, theoretical, and substantive contributions required to resolve the limitations of the existing evidence.