

ENTREPRENEURIAL MARKETING ACTIVITIES: EVIDENCE IN PQQ IN BSD CITY BRANCH LOCATION

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ABSTRAK

Pada saat ini, sebuah pemikiran baru di dalam bidang pemasaran, Entrepreneurial Marketing (EM), telah mendapatkan perhatian besar dikalangan peneliti (Nwanko & Gbadamosi, 2010). Khususnya, pemikiran ini telah menemukan manfaat di kancah usaha kecil dan menengah (UKM), yang selama ini relatif terlupakan (Hills, Hultman & Miles, 2008), walaupun sebenarnya industri UKM ini telah memberikan kontribusi besar terhadap perkembangan ekonomi di negara berkembang (Nwanko & Gbadamosi, 2010).

Tujuan dari penelitian ini adalah untuk menampilkan bukti nyata tentang EM yang didukung dengan tingkat kepuasan pelanggan di Primagama QuantumKids (PQQ), sebuah pusat bimbingan belajar di BSD City, Serpong, Tangerang.

Kata Kunci: *entrepreneurial marketing*, kewirausahaan, pemasaran, bukti

ABSTRACT

Recently a fresh field of marketing, "Entrepreneurial Marketing" (EM) has received attention among business researchers (Nwanko & Gbadamosi, 2010). This interface has been discovered to be beneficial in the domain of SMEs in which these sectors have often been neglected (Hills, Hultman, & Miles, 2008) despite the fact that this industry has contributed a lot to the economy development in the third world (Nwanko & Gbadamosi, 2010).

The ultimate aim of this paper is to propose the evidence of EM supported by customer satisfaction result in Primagama QuantumKids (PQQ), a mathematics tutoring service in BSD City, Serpong, Tangerang

Keywords: *entrepreneurial marketing*, entrepreneurship, marketing, evidence

I. INTRODUCTION

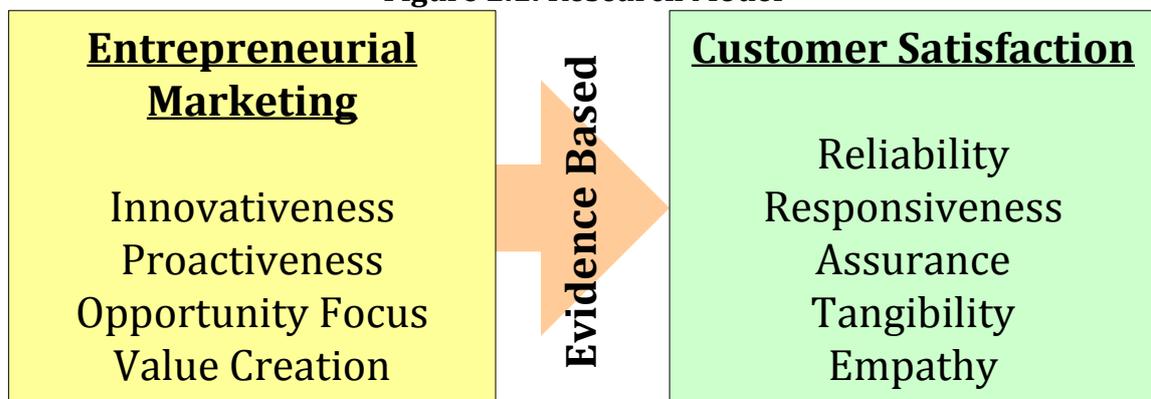
Recently a fresh field of marketing, "Entrepreneurial Marketing" (EM) has received attention among business researchers (Nwanko & Gbadamosi, 2010). Often EM is identified with marketing in Small Medium Enterprises (SMEs). According to Lodish, Morgan & Kallianpur (2001) who conducted a survey of 14 venture capitalists that financed more than 200 entrepreneurial ventures in the USA, marketing was rated 6.7 out of 7.0, higher

than any other business functions. However, Lee & Hsieh's research (2001) indicated that instead of marketing, it was entrepreneurial culture which had a direct impact to the company's sustained competitive advantage. The ultimate aim of this research is thus, to propose the evidence of EM supported by customer satisfaction by taking Primagama QuantumKids (PQK) BSD Branch as an object of SMEs.

I.1. FRAMEWORK OF THINKING

Figure 2.1 illustrates the relationship between EM and customer satisfaction. As an evidence-based research, it tried to close the gap between research and practice by translating principles based on best evidence into organizational practice (Rousseau, 2006). The evidences involved both sides of variables; EM as a business strategy of the firm and how customers respond to this strategy based on their satisfaction. The effectiveness of EM is not measured directly; instead it uses customer satisfaction as an indication of the result of a good marketing. The customers of PQK in particular involved both parents and their children. Parents were the ones who pay for the tuition fees while children were the direct customers who the company served. Nevertheless, this research surveyed mainly the satisfaction of customers from parents' perspective.

Figure 2.1: Research Model



I.2. LIMITATION OF STUDY

The research was limited to investigate four EM dimensions in PQK where the researcher was working as the employee in order to simplify an access to data resources.

II. LITERATURE REVIEW

II.1. ENTREPRENEURIAL MARKETING

The strong interrelationship between entrepreneurship and marketing discussed in the introductory chapter has developed into an idea of EM among researchers. Kraus, Harms, & Fink (2009) summarized several definitions of EM as follows: (1) EM is an attempt to establish and promote market ideas, while developing new ones in order to create value (Bäckbrö & Nyström, 2006), (2) EM is the marketing of small firms growing through entrepreneurship (Bjerke & Hultman, 2002), (3) EM is the marketing of small firms driven by owner's entrepreneurship (Hill & Wright, 2000), and (4) EM is an engagement in marketing process that emphasize opportunity creation and/or discovery, evaluation and exploitation (Miles & Darroch, 2006). Such definitions are still considered more common in its application, however (Kurgun, Bagiran, Ozeren, & Maral, 2011; Morrish & Deacon, 2009).

There are seven dimensions that underlie EM; the first four, proactiveness, calculated risk taking, innovativeness and opportunity focus are entrepreneurial oriented; the last three, resource leveraging, customer intensity and value creation are market oriented (Kocak, 2004). It is important to note that these seven dimensions are not independent; there are possibilities of interaction among them. Additionally, not all components should be available for EM to occur. EM is a matter of degree and various combinations will result in marketing that is more or less entrepreneurial. In summary, EM represents an “*opportunistic perspective wherein marketer proactively seeks novel ways to create value for desired customer*” (Morris, Schindehutte, & LaForge, 2002). Four of these dimensions are chosen to be examined further in the next sections; opportunities focus, proactive orientation, innovation, and value creation.

II.1.1. INNOVATIVENESS

Business model innovation creates a value proposition that offers to satisfy the same or different customer needs in *new ways* by performing a function, solving a problem, or creating an experience through the sale or lease of a product and/or service. The value proposition may be targeted to a select set of customers whose needs are best met by the product or service. Innovation of this kind may or may not require product innovation. If it does, it is more likely to be a re-configuration of existing technology that results in a product or service that is better suited to the needs of a set of customers that a larger company overlooks (Susman, Warren, & Ding, 2006).

While innovation may only indicate some results at certain time, innovativeness is a principal to keep being innovative. In boutique hotels, innovativeness was performed by renovating and redesigning furniture to follow new trends, appreciating loyal guest with embroidering their names on towels, and enhancing their other services (Kurgun, Bagiran, Ozeren, & Maral, 2011). In beverage companies, technology through unique distilling processes and distinctive bottling, and new products through introducing new flavors were the key of innovativeness (Morrish & Deacon, 2009).

In education industry, Anantadjaya (2008) concerned on the need to change the traditional methods in the classroom that used to merely transfer theoretical knowledge. Often, traditional education institution neglects the student’s level of understanding by just following the standard class syllabus. This gap in the market needs could be turned into a source of innovation by other market players (Kuratko, 2009).

II.1.2. PROACTIVENESS

Proactiveness is defined as setting goals, envisioning the future and arriving there as planned. It is a state of mind and the will, largely driven by ones consciousness, to sustain a vision, to fulfill a mission, to attain a challenging goal and to achieve a define objective. Proactiveness/proactive behavior benefits both organization and its members. However, not all organizations value and reward this behavior A proactive company continues to influence, to impact and to recreate its environment by focusing on the past, the present and the future with equal value, using history to explain and fully understand the present and to challenge and create its own proactive future (Oni, 2012). Blocker, et al (2011) explained proactive customer orientation as “*a provider’s capability to continuously probe customer’s latent needs and uncover future needs.*”

Being dynamic to achieve leader position in the market was form of proactiveness carried out in boutique hotels that could be done by organizing socio-cultural activities and building social atmosphere (Kurgun, Bagiran, Ozeren, & Maral, 2011). In small beverage companies, they focused in promoting their products through viral marketing (Morrish & Deacon, 2009).

Another proactive perspective is how a tutoring service approaches its students. Anantadjaya (2008) revealed a significant differences between traditional and modified learning process in which the later one lies on the student's unique differences and recognizes the teachers abilities and willingness to accommodate those differences. This so called "proactive" methodology is applied by Proactive Tutoring (2012), a tutoring service in Ontario Canada which customizes its programs to meet the needs of each individual student.

II.1.3. OPPORTUNITY FOCUS

Opportunity emerges from a complex pattern of changing conditions (economics, politics, technology and demographic conditions). Three central characteristics that may accompany this EM dimension are; potential economic value to generate profit; newness (products or processes that did not exist previously) and perceived desirability (moral and legal acceptability of society). These perceived means of generating economic value not previously exploited and not currently exploited by the others are then defined as an opportunity (Baron, 2004).

Opportunity focus done by both boutique and beverages industries relied on screening what was available in the market and trying to connect it with what they already had. In boutique hotels, the managers explored the market regularly to look for the new concept and other positive factors that could help to improve their current services by organizing social tours and visiting concept fairs (Kurgun, Bagiran, Ozeren, & Maral, 2011). In beverage industries, the companies utilized the current culture as a symbol of their products (Morrish & Deacon, 2009). 42Below Beverage Company used New Zealand uniqueness, such as: Kiwi bird in its marketing. Penderyn Whiskey promoted the famous traditional distilling method of Welsh city.

Opportunity focus can surely be applied in teaching activities. It looks for an opportunity to improve the understanding of individual students possessing several intelligences through a mixture of learning processes (Anantadjaya, 2008).

II.1.4. VALUE CREATION

The creation of customer value has long been recognized as a central concept in marketing and the fundamental basis for all marketing activity (Kotler & Armstrong, 2010). The ability to create the value itself depends on the strength of the competition and characteristics of the firm. It provides a linkage in the steps of strategy processes; manager's external analysis yields information about company's competitors, suppliers and their costs and also market situation while manager's internal analysis matches the firm's internal capabilities with its external environments (Spuler, 2009).

Morrish & Deacon (2009) equalized the concept of value creation in beverage companies with marketing mix that was applied to selective distribution, premium pricing,

high quality product, and non-traditional promotion. In boutique hotels, one way to recognize value creation was by increasing the benefits offered to the customers, such as by creating memorable events with loyal guests and inviting famous actors to surprise the guests (Kurgun, Bagiran, Ozeren, & Maral, 2011). In education sector, such value could be realized when teachers were willing to take different roles than just giving ordinary lectures to maximize the satisfaction level of their students (Anantadjaya, 2008).

II.2. CUSTOMER SATISFACTION

An indication of a good marketing is customer satisfaction. The evidence of EM may become the success factor to satisfy customers. However, maximizing customer satisfaction is not the main goal of customer-centered firm because it may instead lower company's profits. Customer satisfaction is the degree to which a product can provide value to its buyer according to the buyer's expectation. What determines the level of buyer's satisfaction is the relationship between consumer's expectations and the product's perceived performance. If the product meets expectations, the consumer is satisfied and if it exceeds expectations, the consumer is delighted. *"Delighted customers not only make repeat purchases, they become willing marketing partners and customer evangelists who spread the word about their good experience to others."* A dissatisfied one, on the other hand, responds differently. It can quickly damage consumer attitudes about a company and its products. Company should encourage feedbacks from customers and measure its satisfaction regularly (Kotler & Armstrong, 2010).

As customer satisfaction is closely related to a product's perceived performance. It is necessary for companies to know how to measure this construct from the consumers' perspective in order to better understand their needs and hence satisfy them. SERVQUAL instrument is often used to measure the 5 dimensions of customer satisfaction; they are tangibility, reliability, assurance, responsiveness and empathy (Zeithaml & Parasuraman, 2004).

II.2.1. RELIABILITY

Reliability is the persistence of quality over time. In this case, the role of the passage of time is central. It also represents the frequency of success or failure of a transaction-the repeated use of services. Transaction is a specific single instance of delivery of the service. A service is fulfilled if the transaction meets its quality criteria; if it does not, it may experience the following situations (Tortorella, 2005):

- It cannot be initiated when desired (service accessibility).
- Its progress is interrupted (service continuity, service fulfillment).
- When completed, it may not be able to be dismissed. An example is when somebody has finished working on Microsoft word, he has difficulty to close the program due to bug and errors (service release).

Sources of service reliability requirements are government, industry standards, customer agreements and contractual stipulations. Government may decide the minimum requirement of a product or service to be available in the society for safety or other reasons. Industry standard normally compares the company performance itself with the similar kind in the industry. Customer point of view could be based on the customer feedbacks and agreements to finish delivering the services on certain times (Tortorella, 2005).

II.2.2. RESPONSIVENESS

Previously, responsiveness was studied in the scope of interactions between individuals. However, an organization is also an entity comprising of individuals working and forming an organizational culture. DeSilva (2000) defined responsiveness in the context of a system as *“the outcome that can be achieved when institutions and institutional relationships are designed in such a way that they are cognizant and respond appropriately to the universally legitimate expectations of individuals.”* Liang, Chang, & Wang (2010) said that most managers divide business response activities to serve customers into two categories: (1) Routine/common service needs in daily activities. (2) Unexpected service needs. Managers resolve routine service needs through clear definitions and standard procedures (mechanistic service responses), while they deal with unexpected service needs through flexible and un-standard service processes (organic service responses).

II.2.3. ASSURANCE

“Assurance in service quality is the knowledge and courtesy of employees and their abilities to inspire trust and confidence. It is derived based on other service qualities such as competence, credibility, security and courtesy.” Competence is the possession of the required skills and knowledge to perform the service. It encompasses knowledge and skills of the contact personnel, operational support personnel, and research capability of the organization (Zeithaml & Parasuraman, 2004). McShane & von Glinow (2008) describe competencies as *“skills, knowledge, aptitudes and other characteristics of people that lead to superior performance.”* Competency-based rewards improve workforce flexibility by motivating employees to learn a variety of skills and thereby perform a variety of jobs. Consequently, product or service tends to improve because employees with multiple skills are more likely to understand the work process and have the knowledge to improve it. Nevertheless, competency-based rewards are more expensive because labors could spend more time learning new tasks during job rotation.

II.2.4. EMPATHY

Attention provided by the firm in an individualized manner to its customers is called empathy. Empathy involves access to customers through communication in order to understand its customers. This access indicates an approachability and ease of contact, such as accessible service, convenient location and hours of operation, and moderate level of waiting time. Access becomes available when the firms consistently informs/communicates with customers in language they understand and listening to them. The level of understanding itself requires the knowledge of learning customer’s specific needs and wants, providing individualized attention, and recognizing the individual customers (Zeithaml & Parasuraman, 2004).

Empathy is thought to be the basis on which any effective relationship, understanding and communication can be built. It is often characterized as the ability to “put oneself into another’s shoes.” Furthermore, it is crucial in developing ideas and solutions, in problem solving, effective communication and avoiding or preventing conflicts. Empathy is a capability, which all people must develop in order to progress and continue with their life. The ability to understand, to blend and to disconnect from personal feelings (sense of objectivity), is particularly influential in creating effective and constructive relations. Some basic conditions in communicating empathy are emotional

understanding, respect, authenticity, warmth, self-exposure and resolution (Ioannidou & Konstantikaki, 2008).

II.2.5. TANGIBILITY

Tangibility is the most noticeable aspect of SERVQUAL. Although it is the least important for consumers, organization may perform the best at this among all (Lambert & Luiz, 2011). "*Tangibility is measured from the physical facilities, equipment and appearance of personnel* (Zeithaml & Parasuraman, 2004)." It represents all physical substances owned by the company to run its businesses.

It is true that one major factor which differentiates between service and product is intangibility. Nevertheless, intangibility sometimes makes consumers feel risky because those services cannot be seen, tasted, felt, heard or smelled before they are bought (Kotler & Armstrong, 2010)." Heesawat (2004) suggested that tangibility helps to build consumers' expectation and thus, raises their satisfaction. He also said that "*expectations play a major role in determining consumers' post-consumption service quality evaluation.*" To increase the tangibility of a mentally intangible offer, the firm could let the consumer evaluate and monitor service production, provide more information about the service, advertise, brand and offer a free trial (Laroche, McDougall, Bergeron, & Yang, 2004).

III. METHODOLOGY

The research method used is descriptive qualitative with customer satisfaction data as supportive information. The secondary data was conducted using the combination of literature study from books, websites, seminar papers and journals. The primary data was obtained from interview with the manager, internal observation and survey by questionnaires to all PJK customers.

IV. RESULTS AND DISCUSSIONS

IV.1. EVIDENCE OF ENTREPRENEURIAL MARKETING

In market where capacity exceeds demand, company requires competitive advantage to outperform its competitors (Spuler, 2009). Anantadjaya (2008) proposed that differentiating methods of teaching by lecturers may achieve that advantage. In the beginning of chapter 1, Kotler & Armstrong (2010) also mentioned the importance of realizing this competitive advantage through entrepreneurial marketing.

IV.1.1. INNOVATIVENESS

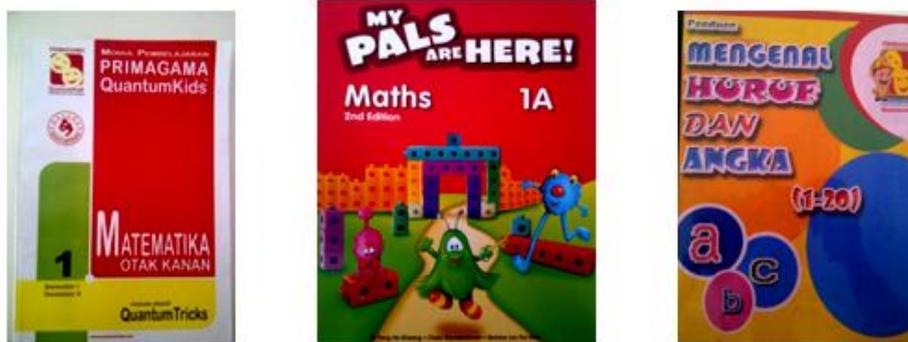
PJK is an education institution which offers a unique service to its customer through edutainment system; developing creativity through games in learning mathematics. Differs from just teaching theoretical knowledge, creativity attempts to give practical knowledge and easiness in its application. Regular field trip and outbound are also arranged to practice children's motor and to develop their solidarity. Based on pre-testing result all customers at least agree in this aspect. Additionally, in response to the market of national plus school in BSD area, PJK BSD adds English-Mathematic to its program and recruits teachers from international universities to teach those children.

To expand further and sustain, another special program is designed to prepare kindergarten in entering primary school called "calistung (read, write and calculate)." The ideas of innovation are available from many sources; here "calistung" was suggested by

PQK staff who used to be a kindergarten teacher. Other innovations are in form of advertising directed toward specific market (which school should be contacted for demonstration of PQK products), by using which tools (brochures or presentation) and arranged on which time (working days or weekends) and at which location (school or PQK outlet). These things are discussed further in the next sections by seeing them from other dimensions perspectives.

Each course has its own book. Regular course should follow the standard from national school and the book by Primagama should help students to improve their academic skills. “MY PALS ARE HERE” is the book used in Singapore school but it has already been adapted by a number of national plus school in BSD. The English-Mathematic teacher is responsible to help children especially those who are weak in reading and understanding English-Mathematic terms. Calistung book “Mengenal Huruf dan Angka” is produced specifically for PQK BSD branch and it is not yet widely distributed to other PQK branches.

Figure 4.1: Example of Books for Each Course



Source: PQK, 2012

As mentioned earlier PQK engages in games and field activities. Twice a year in June and July PQK arranged outbound activities in other areas to strengthen the solidarity of its students. The reason is because in a normal class, students come from various schools and they do not get along that much unless PQK motivates them with games in which they should work together as a team.

Figure 4.2: Outbound and Games Activities by PQK



Source: PQK, 2012

IV.1.2. PROACTIVENESS

PQK does not sit and wait until the customers come to the outlet and register. PQK schedule all its activities and programs from distributing brochures, negotiating with

nearby schools to create events, building their images and selling its products.

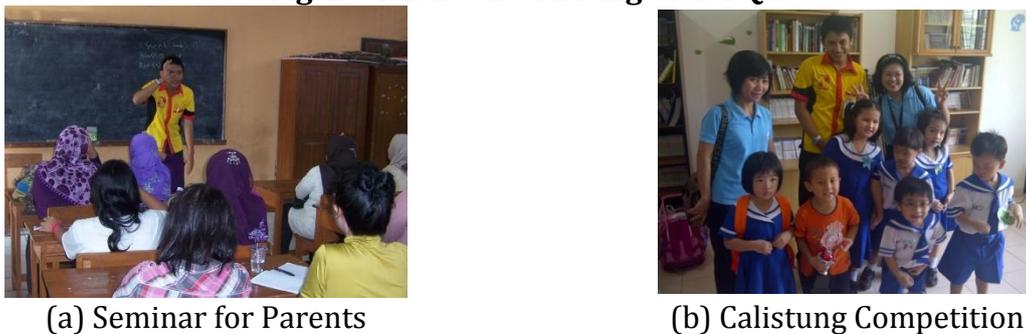
Figure 4.3: Advertising Tools



Source: PQQ, 2012

The events could be in form of free seminars and competition. Some are even carried out in the schools due to its closeness to the market and some are organized at the PQQ outlet itself. While the children are busy with their activities in the class, the parents are given free lessons on the knowledge of creativity which could help their children in learning. After both activities are finished, the PQQ staffs are encouraged to approach the parents in hope of closing the deals.

Figure 4.4: Events Arranged at PQQ



(a) Seminar for Parents

(b) Calistung Competition

Source: PQQ, 2012

These programs begin effective regularly since the recruitment of the new branch manager. At least 5 students were able to be recruited from each activity. Here continuous promotion is the key point for PQQ proactiveness.

Table 4.1: Number of Students Recruited in Each Event

| No | Dates | Activity | Location | Amount |
|----|------------|-----------------------|------------------|--------|
| 1. | 31.03.2012 | Calistung competition | PQQ outlet | 5 |
| 2. | 26.02.2012 | Seminar | SDN Cillengang 2 | 18 |
| 3. | 15.01.2012 | Seminar | SDN Rawa Buntu 2 | 15 |
| 4. | 06.05.2012 | Seminar SD Mekar Jaya | PQQ outlet | 9 |

Source: PQQ, 2012

PQQ arranges its tutoring service in a small class with a maximum of 5 people in the same level. Hereby, PQQ can give individualized attention to students coming from various schools. Indeed, there is national standard from the Education Ministry for each

elementary level. However, some private schools sometimes add more materials and have their own quizzes and homework. So, while the other students are working on common materials, those with tasks from schools are helped individually until they are ready to move on together with their other friends.

IV.1.3. OPPORTUNITY FOCUS

Opportunity focus materializes into 3 different approaches. Firstly, in term of opportunity recognition, PQK keeps seeking to grab untouched markets by collaborating with schools as mentioned in previous dimensions. At the moment children at PQK came from at least 9 different schools; SDN Rawa Buntu 2 and 3; Stella Maris; Ora et Labora; SDN Cillengang 2; Al-Fath; Al-Zahra; Ehipassiko; SD Nur Fatahillah.

In term of opportunity discovery, PQK expands its product varieties by cooperating with other children tutoring services such as robotic course from IT Leisure to fill in the weekend activities. The program is a kind of partnership in which the profit is shared. Another form of opportunity discovery is linking kindergarten and primary school. PQK used this opportunity by opening course for kindergarten to prepare them in entering primary school which then could continue with regular course in the near future. The use of Primagama trademark has also helped the original QuantumKids brand to attract its market.

In term of opportunity enactment, the branch manager interacted with customers, employees and other stakeholders such as potential sponsors and Education Ministry in seeking to realize his aspiration into concrete products or services. For example: McDonald allows educational competition to be arranged at its place and Garuda Indonesia allows field trip for PQK students as PQK owner is one of its pilot. Education Ministry trains tutoring services regularly to make sure that it matches the national standard. The Botol Sosro supplies beverages for both students and parents visiting the outlets. Here the main idea of PQK in focusing opportunity is by establishing networks with its environment.

PQK with its Edutainment methodology is not limited to one-way lecturing teaching style. PQK teachers are given freedom to teach their students in any way as long as it is done in a class during its regular lesson. Thus, the teachers should be creative enough to develop their own methods using various resources to meet the parents' expectations for their children. From time to time, PQK also arrange field activities as described earlier.

IV.1.4. VALUE CREATION

Anwar (2009), the Operational Manager of PQK Central mentioned four learning system to maximize the children learning potential that should be adapted in all PQK franchises; emotional learning system positions teacher as motivator and mentor of their children which emphasizes on enthusiasm; social learning system positions teacher as partner of the children to create a friendly and conducive environment; cognitive learning system positions teacher as an inspiring facilitator for children to discover various ways in solving problems; physical learning system positions teacher as a tutor to guide and supply children with all necessary materials in experimenting their ideas.

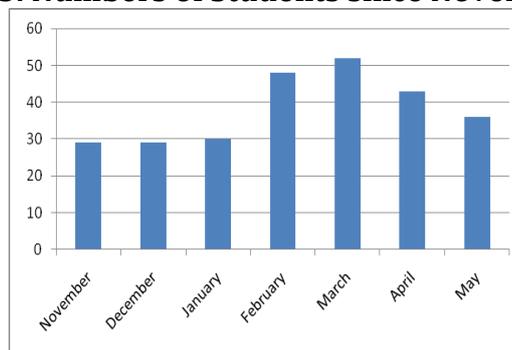
Unlike in traditional classrooms, differentiated classrooms proposed flexible timing in accordance with students needs. Again, it is the responsibility of teachers to

accommodate their students' needs and interests (Anantadjaya, 2008). As a private tutoring service which opens from Monday to Friday from 9 A.M until 5 P.M, and students are welcomed to join other classes too or to have a special private tutoring lesson by a teacher who is currently free. For some students with financial problems, PQQ provides pick-up services if student's parents could not send them to the outlet. Beside the already mentioned services, PQQ is actually specialized in mathematic tricks that are believed to simplify children in remembering multiplication and other mathematic formulations. This mathematic tips and tricks are also published electronically by Memorymentor.com (2006).

IV.2. CUSTOMER SATISFACTION

Although parents were the object of survey in this research, it was necessary to see the number of children in PQQ from month to month. PQQ BSD was recently opened in less than one year and thus, it was considered a new venture and the customers were still a few. Figure 4.5 showed the graphic of its development.

Figure 4.5: Numbers of Students since November 2011



Source: PQQ, 2012

IV.2.1. RELIABILITY

Based on the two questions whether PQQ keeps providing its best services and whether PQQ standard is compatible with school standard, 79% agreed to the first statement while 84% agreed to the later one as shown in figure 4.20. Their mean score is 4 which denote a degree of certainty that reliability is present in PQQ BSD.

IV.2.2. RESPONSIVENESS

Two important questions here are: "Does PQQ easily identify the problems faced by the children in learning?" and "Is PQQ responsive enough to parent's opinion?" The results showed that at least 70% agreed to the first question while all parents at least agreed to the second question. Their combined mean score was 3.9.

IV.2.3. ASSURANCE

The result indicated that 14% of parents were still unsure of the PQQ teachers' capabilities. However, 81% strongly agreed that PQQ had indeed a friendly atmosphere while the others just stayed agreed. This may be due to the reason that PQQ employees called parents' children by "mamah" or "papah" to make a closer relationship. The combined mean of 4.3 signified a degree of success which had exceeded the PQQ expectation.

IV.2.4. EMPATHY

The result pointed out that although 5% of parents were not sure about the concern showed by PJK towards their children development, 95% others agreed. In the other question, more than half parents agreed that PJK indeed listens and understands their problems while the other 44% strongly agreed to that same statement.

IV.2.5. TANGIBILITY

The answer to the question whether brand was the primary motive to let their children take the tutoring class in PJK was diverse enough from 35% who disagree, 21% who were unsure, 30% who agreed and 14% who strongly agreed. For the second question, all agreed that PJK has comfortable facilities. Due to the diverse result in the first question, the mean for tangibility was 3.6 - the lowest in the customer satisfaction dimension.

V. CONCLUSION AND RECOMMENDATION

V.1. CONCLUSION

The result proved the existence of EM and customer satisfaction in PJK BSD. The improvement in teaching methods as mentioned by Anantadjaya (2008) was implemented by PJK along its EM dimensions. In innovativeness, PJK involved creativity aspects and did not limit itself to one way lecturing teaching style. In proactiveness, PJK used individualized attention in small classes to monitor closely the progress of its students. In opportunity focus, PJK arranged various classroom activities, such as computer games, team discussions and field trips. In value creation, teachers played different roles to accommodate the students; the role of partners, facilitator, motivator and tutor. From marketing sides, PJK has innovatively introduced new products (calistung and English-mathematic to response the market needs), proactively promoted its programs with various advertising tools, built good networks with its stakeholders and other institutions to focus on opportunities in expanding its business, and kept its selling value of mathematic quantum tricks.

In general, EM effectiveness was measured in term of customer's satisfaction and the result showed that they were satisfied with PJK services with assurance dimension as the highest and tangibility dimension as the lowest. Theoretically, the measurement of customer satisfaction was part of EM customer intensity dimension (Kurgun, Bagiran, Ozeren, & Maral, 2011) which was not discussed thoroughly in this research. The good customer satisfaction result with a mean of 4.01 on a 5-point scale might indicate that EM had contributed somehow to it. Nevertheless, the fluctuative number of students from month to month may also indicate that customer satisfaction did not always guarantee customer loyalty. Another possible explanation was that the customers might not have truly expressed their feelings in filling the questionnaire forms to avoid losing their faces. In either way, PJK should be alert to this situation and should find a better solution in retaining its customers rather than working hard to grab new customers.

V.2. RECOMMENDATION

This research was limited to four dimensions of EM in only one company and it surveyed customers based from parents' perspective. While a more detail research should have discussed the whole dimensions and involved more companies for comparative purposes (Kurgun, Bagiran, Ozeren & Marai, 2011; Morrish & Deacon, 2009), future

research should investigate the satisfaction of the children as the direct customers of PQQ because they could be instead the key to customer loyalty. The notion of EM is indeed applicable to SMEs such as PQQ. Nevertheless, the qualities of EM itself can appear in both small and large firms (Kraus, Harms, & Fink, 2009). Thus, further researches should be conducted in other regions and larger companies in order to confirm, contradict and generalize this research results. Sectoral differences should also be taken into account. Due to the varying nature of each sector or industry, applying entrepreneurial marketing concept into different sectors might generate different results compared to those in education sector.

Furthermore, the study of EM should not be limited to the seven dimensions suggested by Morris, Schindehutte & LaForge (2002). EM could actually utilize traditional marketing mix tools such as product, price, promotion and place (Lodish, Morgan, & Kallianpur, 2001). Among these marketing mix tools, promotion tools such as viral and buzz marketing are some main characteristics of EM in actions (Kraus, Harms, & Fink, 2009). Henceforth, another suggestion for future study is to relate these marketing tools, especially promotional mix to the dimensions of EM.

This research attempted to prove the existence of EM in SME by having customer satisfaction to support its effectiveness. Nevertheless, good result of customer satisfaction did not guarantee the same level of customer loyalty. So, another study is recommended to investigate the relationship between EM and customer loyalty. Finally, it might be beneficial to be able to examine the issue of EM with the means of advanced qualitative techniques such as content analysis and software packages (Nvivo, Atlas. Ti, or HyperResearch).

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