Marketing for Higher Education Institution: A Review and Theoretical Framework

Ega Adrianto* and Yosephine Suharyanti

Departement of Industrial Engineering, Universitas Atma Jaya Yogyakarta, Yogyakarta, Indonesia

Email: 215611583@students.uajy.ac.id, yosephine.suharyanti@uajy.ac.id

*Corresponding author

ABSTRACT

A higher education institution (HEI) builds its quality throughout the process, from student admission to graduation. One of the critical points in the admission process, by which the applicants are selected, is the number of applicants being selected. To get a large number of applicants, an HEI undertakes marketing programs. Many studies on HEI marketing discuss factors differently, depending on the case and the viewpoints or the objectives. This study reviews 52 articles on HEI marketing to get general insights and develop a theoretical framework that is expected to be beneficial for HEI practitioners to design their marketing programs and for researchers to get a general model to be referred to. The insights from the review are, first, the development of modified marketing mix 3P1Q (quality, price, promotion, place) for HEI marketing, which is adapted from marketing mix 4P. The second insight is that the focus of HEI marketing discussion has shifted because of the COVID-19 pandemic, regarding the disruption and the intense use of digital technology. This phenomenon could help interested parties predict the future of HEI marketing. The result of this study is a comprehensive theoretical framework of HEI marketing that integrates HEI attributes, HEI marketing factors, HEI marketing impacts, and the relationships among those elements.

1. INTRODUCTION

Education has an important role in the nation's or society's development, as John F. Kennedy's quote in 1961 (Peters and Woolley, 2024): "Our progress as a nation can be no swifter than our progress in education". The main driver of education advancement is the stride of educational institutions. Among all levels of education institutions, higher education (HE) takes a strategic part in encouraging the development of society through quality graduates. Thus, the quality of HE becomes an interminable topic to be discussed. To bring forth quality graduates, the quality of both the learning processes and the students experiencing the learning processes must be ensured. The quality of the process is affected by the curriculum and the process governance (Nulhaqim et al., 2016). The admission process can assure the quality of the students of the applicants. This study is related to the quality of these prospective students.

In the student admission process of an HE institution (HEI), the larger the number of applicants selected, the higher the opportunity to get qualified freshmen. The institution usually undertakes marketing programs to attract prospective students to apply to study in an HEI. Kotler et al. (2024) say that marketing is a social and managerial process related to the relationship between the needs and the creation to fulfil the needs. A marketing program cannot be successful when the creation does not meet the needs or when the marketing program is not appropriate for the target market. Thus, one of the challenges of HEI marketing is the effectiveness of the marketing programs. Another challenge in HEI marketing is the market competition, especially in Indonesia. HEIs compete to offer their excellence, including facilities, learning systems, or potential value added for graduates (Ariwibowo, 2019). They use many ways to get as many as possible prospective students.
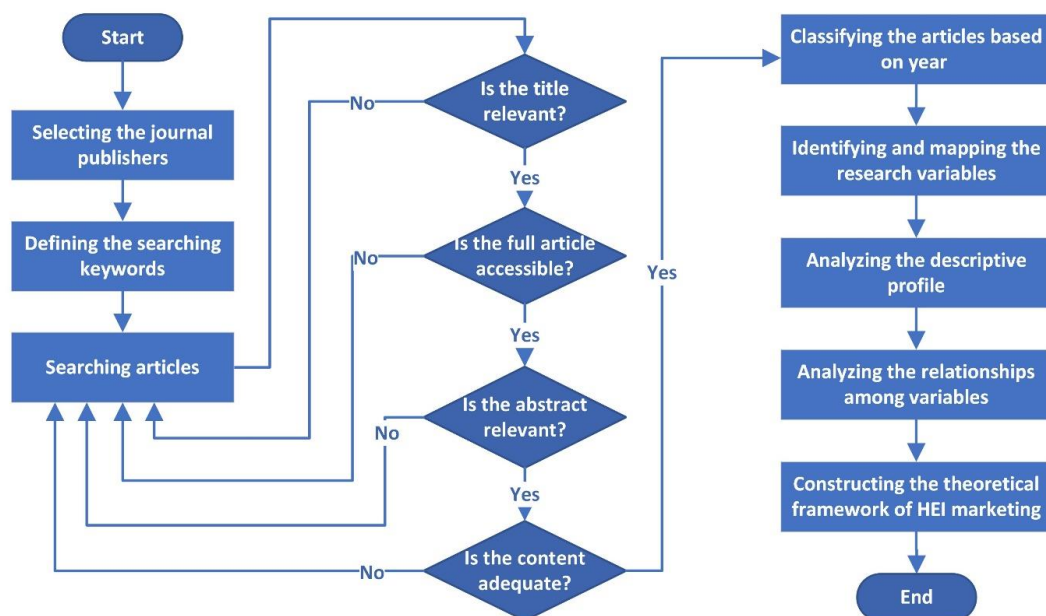
Figure 1. The methodology

HEI marketing is different from other product or service marketing in general. Even though an HEI seems like a service system, the specific mission of HE to 'educate and graduate the customer' makes it different from other service organizations that commonly focus on serving and satisfying their customers. Thus, common marketing theory cannot be directly applied. Some relevant questions that should be answered in the marketing of HEI are as follows. Is the current marketing target pertinent? What kind of programs should be planned? Where should the promotion be carried out? Which high schools can be targeted for priority invited? How does a marketing program persuade people? What factors are related to HEI marketing?

Many researchers are discussing and trying to answer those questions. Many different factors related to the research on HEI marketing have developed rapidly in the last two decades. This study reviews the variation and changes in HEI marketing factors in the past two decades. This study also builds a framework explaining the relationship phenomena of the factors. The framework will be useful for HEI management in supporting their decision-making or improving many things related to their marketing programs.

2. REVIEW METHODOLOGY

The articles reviewed in this study were published from 2010 until 2023. The year 2010 was chosen because in that year the target market of HEI is Generation Y, which is already habitually using technology (Binus University Online, 2021), so the development of HEI marketing from 2010 until 2023 can be used to predict the future of HEI marketing.

The steps conducted in this study are illustrated in Figure 1. It starts with choosing journal publishers and defining the search keywords. The publishers chosen are Taylor & Francis, Emerald Publishing, ScienceDirect, and several publishers in Indonesia, where many educational studies are published. Some articles are also collected through Google Scholar, especially the relevant case studies in Indonesia. The keywords used are higher education marketing, educational marketing, university marketing, university brand image, university brand awareness, university marketing strategy, higher education promotion, and digital marketing in education. For articles in Bahasa Indonesia, the keyword used is 'pemasaran kampus'.

The next steps during the articles collecting process are screening and selection processes to obtain beneficial articles to be reviewed, based on these four criteria: (1) title relevancy, (2) article accessibility, (3) abstract relevancy, and (4) content adequacy. The title relevancy brings 8,340 articles that can be fully accessed. The articles then are shorted roughly based on abstract relevancy and 3,840 articles can be kept. After the content adequacy of the articles is evaluated, 52 articles are finally selected to be reviewed.

The articles collected then are classified and clustered based on the year and period related to the COVID-19 pandemic. Clustering the articles based on year is dedicated to profiling the change of the focus of HEI marketing research so that the future of HEI marketing trends can be predicted. The COVID-19 pandemic-related period (before, during, and after) is used to sharpen the prediction related to the rapid transformation of digital technology used during the pandemic.

The next process is identifying the research variables, to be mapped and analyzed to construct the theoretical framework. The terminology of the research variables and the relationship among them discussed in the reviewed articles are varied. Thus, a concept of the marketing mix (product, price, promotion, place) from Kotler et al. (2024) is used to underlying the grouping of the variable terminologies. The theoretical framework is built accordingly, based on the partial relationships among variables proposed in the articles reviewed.
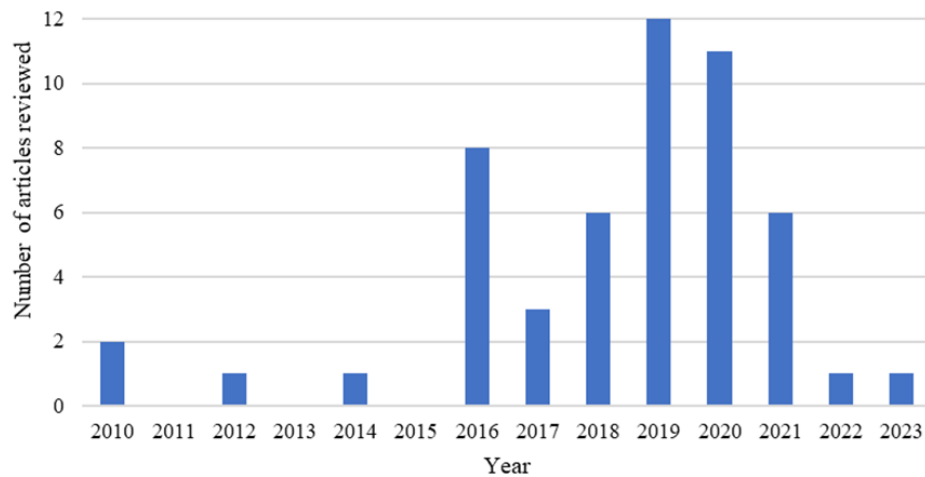
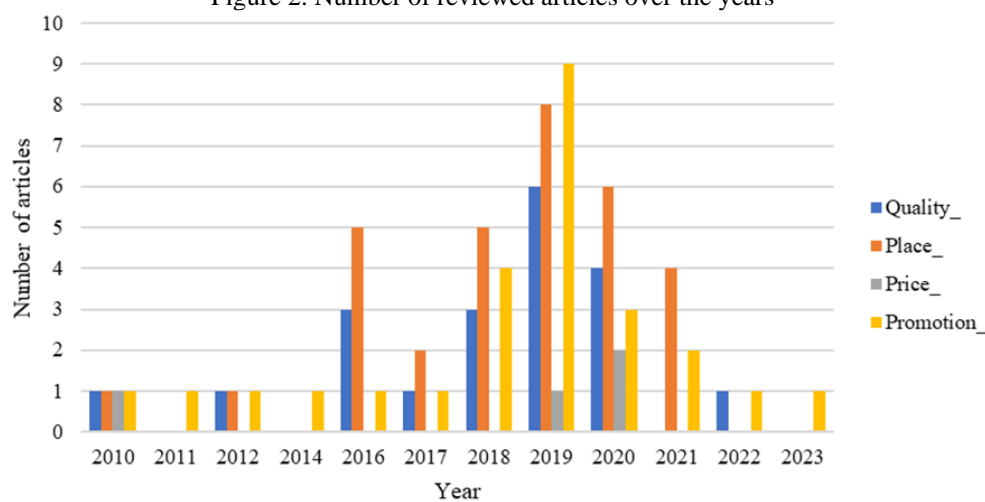Figure 2. Number of reviewed articles over the years

Figure 3. Discussion about 3P1Q in the reviewed articles over the years

3. PROFILING OF HEI MARKETING RESEARCH

3.1. General Profile

The 52 articles about marketing in HEI reviewed in this study were mostly published from 2016 to 2021, because the research on HEI marketing has increased rapidly since 2016, and has become more intensive during the COVID-19 pandemic (2020-2021), as shown in Figure 2.

Four articles about HEI marketing published before 2016 give some insights from that period (Brewer and Zhao, 2010; Frølich and Stensaker, 2010; Durkin et al., 2012; Simoes and Soares, 2014). Only two articles published recently in 2022 and 2023 can be taken (Hamed et al., 2022; Wijaya et al., 2023), because the research published after the COVID-19 pandemic is dominated by medical, health, and economic articles. In that period, most targeted articles were not open access yet.

3.2. Profiling based on modified marketing mix

As mentioned previously, educational marketing is different from other products or services marketing in general. However, an established concept of the marketing mix (product, price, promotion, place, or 4P)by Kotler et al. (2024) can still be used for the basis of HEI marketing analysis, with a modification explained as follows. Among the four elements of the marketing mix, 'product' is unique in educational marketing and differs from other business units (manufacturing or service companies). Because the product of education, namely the graduate competence, is embedded in the students themselves, thus the most important aspect of the product of educational services is the quality. The education institutions must ensure that all the things involved in facilitating and supporting the production of competent graduates are qualified. Thus, in this study, the concept used is the modified marketing mix consisting of quality, price, promotion, place, or 3P1Q.

Based on the modified marketing mix 3P1Q, the content of the collected articles can be profiled as shown in Figure 3. In general, the discussion of HEI marketing research in the collected articles is dominated by, from the most to the least: promotion, place, and quality. Discussion about price is rare (Frølich and Stensaker, 2010; Anwar and Budiman, 2016; Shields and Peruta, 2018; Ariwibowo, 2019; Basha et al., 2019; Mourad et al., 2019; Girard and Pinar, 2020; Harahap et al., 2020; Hamed et al., 2022).
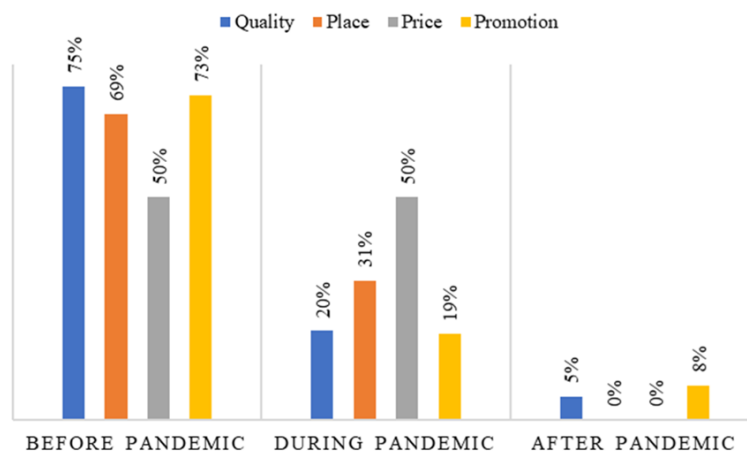
Figure 4. Discussion about 3P1Q in the reviewed articles over the pandemic periods
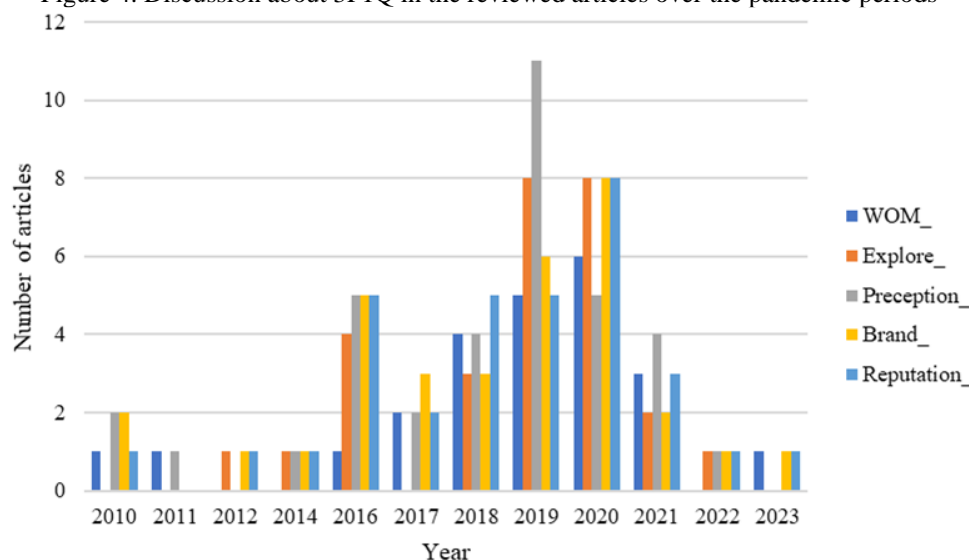

Figure 5. Discussion about factors affecting HEI marketing over the years

Particularly, promotion is the major content in year 2019 (Ariwibowo, 2019; Bonilla et al., 2019; Dwiyama and Nurhasanah, 2020; Hanson et al., 2019; Kumar and Nanda, 2019; Murti, 2019; Sataøen, 2019; Tien et al., 2019), while place is found majorly during 2016-2018 and 2020-2021 (Foroudi et al., 2016; Hemsley-Brown et al., 2016; Herrero-Crespo et al., 2016; Pucciarelli and Kaplan, 2016; Rauschnabel, 2016; Anizir and Wahyuni, 2017; Dewi and Magdalena, 2017; Eldegwy et al., 2018; Matongolo et al., 2018; Pringle and Fritz, 2018; Shields and Peruta, 2018; Vrontis et al., 2018; Alwi et al., 2020; Amelia and Ayani, 2020; Kusumah and Yusuf, 2010; Pinar et al., 2020; Shehzadi et al., 2020; Handra, 2021; Kaushal et al., 2021; Schlesinger et al., 2021; Yasa et al., 2021). What's interesting is that the discussion about place is not found after 2021 or after the peak time of the COVID-19 pandemic. The cultural change in the use of online resources after the pandemic could be the reason for this phenomenon. Quality, even though not the major content, is discussed intensively and continuously.

In the context of the COVID-19 pandemic, HEI marketing research has decreased over time since the pandemic started, as shown in Figure 4. The percentage is calculated based on the number of articles. Figure 4 shows that before the pandemic (until 2019) the discussions were

mainly about quality and promotion. During the critical period of the pandemic (2020-2021), the number of published articles decreased significantly and the topic shifted to price. After the pandemic subsided in 2022, the world entered a crisis, so publications were focused on health and business, and studies on HEI marketing decreased more. In this period, the discussion is around promotion and quality, which shows the efforts of the people to get out of the crisis.

3.3. Profiling based on the factors affecting HEI Marketing

Exploring further the collected articles in terms of the factors affecting HEI marketing, there are many words found that can be grouped into five factors, namely word of mouth (WOM), explore, perception, brand, and reputation. The appearance of the factors in the articles by year is shown in Figure 5.

Figure 5 shows that research about WOM increased continuously after the year 2016. A study published recently about HEI promotion concludes that WOM and word-class-university reputation influences prospective students to choose a campus to be applied (Wijaya et al., 2023). WOM about a campus will affect people's
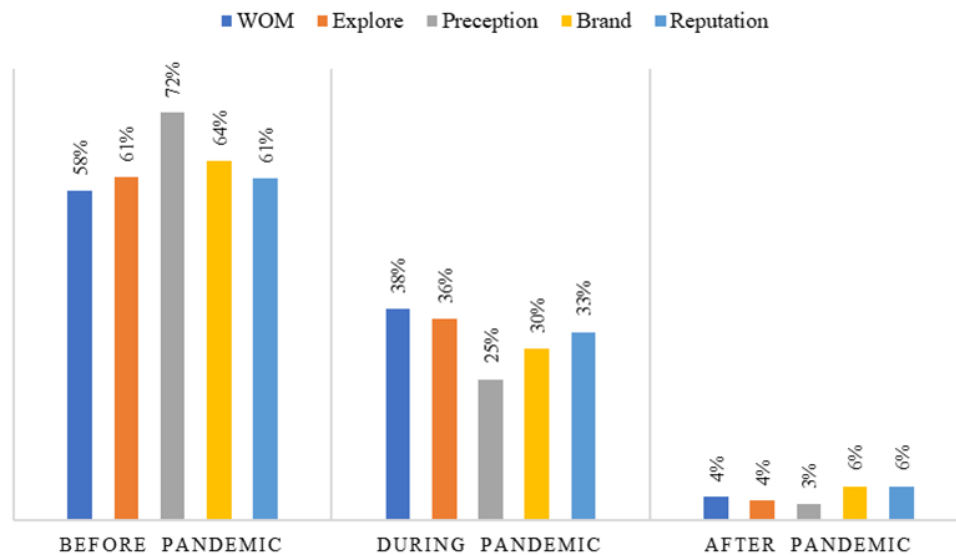
Figure 6. Discussion about factors affecting HEI marketing over the pandemic periods

perception of the campus, and encourage them to explore more information about the campus (Brewer and Zhao, 2010; Anizir and Wahyuni, 2017; Mourad et al., 2019; Sataøen, 2019; Schlesinger et al., 2021).

The reputation of a campus can be developed through a holistic marketing program that covers the 3P1Q aspects. When all the 3P1Q aspects look satisfying, a good perception based on a WOM will be crystallized to reputation. A long-term reputation will build an established image called a brand. People view a brand as a warranty of the level of quality. A brand of a campus will attract, not just encourage, the prospective students to apply, not just to know, the campus. The brand can be exposed and maintained through media exposure, such as websites, public media, and social media. Thus, HEIs usually make efforts to design attractive content on their website and social media and create exposure programs through public media (Herrero-Crespo et al., 2016; Bonilla et al., 2019; Hanson et al., 2019; Girard and Pinar, 2020; Kango et al., 2021).

In the context of culture change caused by the COVID-19 pandemic, the domination of the factors influencing HEI marketing is illustrated in Figure 6.

All the factors were discussed in all the periods before, during, and after the pandemic. The insights that can be taken from Figure 6 in conjunction with Figure 4 are that: (a) discussion on perception was dominant before the pandemic, regarding the discussion on quality; (b) the WOM was widely discussed during the pandemic because the economic problem that makes the people think more about price or cost of study; (c) the domination of reputation increases during and after the pandemic, that indicates the needs of HEIs and other educational institutions to survive in the pandemic situation and to rebound after the disturbance during the pandemic by promoting their reputation.

3.4. Profiling based on the impact of HEI marketing

A brand and reputation of a campus will create WOM and the willingness of the prospective students to find more information. Eventually, they will decide to choose, to apply (willing to pay), and then to study on the campus (Stensaker, 2010; Durkin et al., 2012; Vrontis et al., 2018; Mourad et al., 2019; Murti, 2019; Amelia and Ayani, 2020; Frølich and Stensaker, 2020; Kusumah and Yusuf, 2020; Miotto et al., 2020; Wijaya et al., 2023). During the study until graduation, the students and other related stakeholders get the services and benefits that will determine whether they are satisfied or not (Foroudi et al., 2016; Mulyono, 2016; Shields and Peruta, 2018; Harahap et al., 2020). Thus, the result or impact of HEI marketing can be named as 'choice', 'purchase', and 'satisfaction'. One or more marketing impacts (choice, purchase, satisfaction) are discussed in most of the articles reviewed, as shown in Figure 7.

The effect of the COVID-19 pandemic on the discussion of HEI marketing impact is illustrated in Figure 8. It relates to the phenomena shown in Figure 4 and Figure 6. Before the pandemic, the topic was dominated by 'satisfaction', because HEIs were concerned with quality and people perception. During the pandemic, the world faced economic problems, so the articles mainly discussed 'purchase', the economic-related aspect. It is associated with the effort on price by the HEIs and WOM that dominated this period. After the pandemic, people are aware of rebound and recovery, so the topic widely discussed is people's choice, regarding promotion efforts by HEIs to jack up their reputation.

4. THEORETICAL FRAMEWORK OF HEI MARKETING

The relationships among the elements discussed previously (modified marketing mix aspects, HEI marketing factors, and HEI marketing impact) discussed in the articles are shown in Figure 9. As much as 67.31% of the articles use quantitative analysis with all the data taken from a survey with respondents in the range of 31 to 1641.

Based on the relationships among elements presented particularly in the articles, a comprehensive theoretical
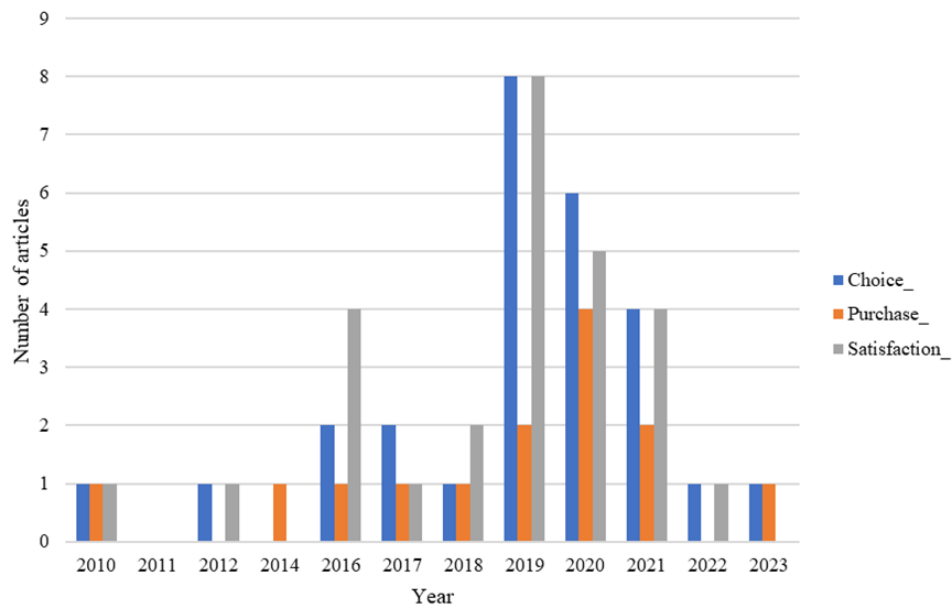
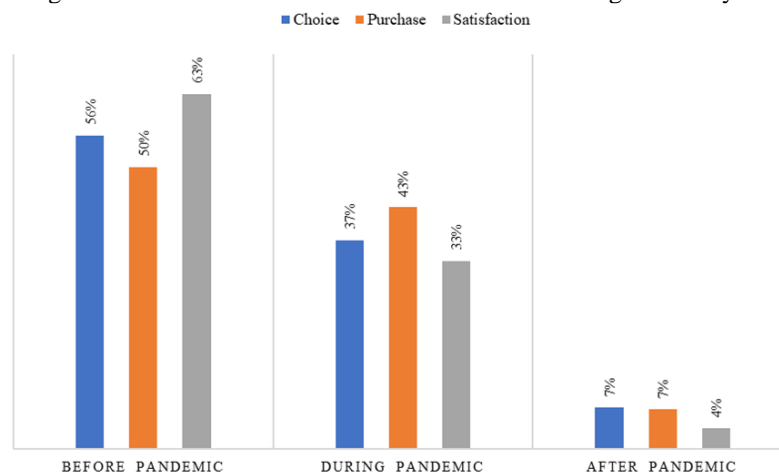Figure 7. Discussion about the results of HEI marketing over the years

Figure 8. Discussion about the results of HEI marketing over the pandemic periods

framework or an integrative scheme of HEI marketing can be developed, as shown in Figure 10.

Figure 10 shows that information about the HEI attributes, which consist of quality, price, promotion, and place, will be spread in society by WOM. Today WOM is a significant factor in many areas, especially the area where the society is involved. The role of WOM is emphasized by the electronic WOM (e-WOM) through social media. Meanwhile, people exploring the HEI attributes might be by their own needs or by the influence of WOM.

The WOM and the result of 'explore' manifest into society's perception of the HEI. The perception will lead to a thinking process resulting in a choice. When the perception is an impression, the choice will likely be followed by 'purchase'. The 'purchase' means that the prospective student is studying in the HEI. The result is the satisfaction of the student and other related stakeholders.

In the long term, the WOM will be manifested in the reputation of an HEI, which can be positive or negative. When the reputation is positive and the stakeholders are satisfied after receiving the services from the HEI, an

established reputation called brand will be developed. Furthermore, the HEI brand together with stakeholders' satisfaction will be exposed through WOM.

In conclusion, an HEI must make a serious effort continuously to enhance its quality, price, promotion, and place. The quality of the HEI processes, from student admission until graduation must be assured. The price must be reasonable for its market segment. The promotion must be planned, executed, evaluated, and improved continuously. Place, both physical (campus and all the facilities) and virtual resources must be well managed. The geographical place also influences prospective students to choose a campus (Foroudi et al., 2016; Perera et al., 2020).

5. IMPLICATION, CONTRIBUTION, AND FUTURE RESEARCH

The HEI marketing theoretical framework developed in this study is beneficial for HEI management in understanding the big picture of HEI marketing. Furthermore, the framework can be used as the basis for planning and evaluation of their marketing. When a

Articles	HEI attributes	HEI marketing factors	HEI marketing impact
Frølich & Stensaker, 2010; Brewer & Zhao, 2010; Durkin et al., 2012; Simoes & Soares, 2014; Herrero-Crespo et al., 2016; Hemsley-Brown et al., 2016; Rauschnabel, 2016; Foroudi et al., 2016; Anwar & Budiman, 2016; Anizir & Wahyuni, 2017; Dewi & Magdalena, 2017; Eldegwy et al., 2018; Shields & Peruta, 2018; Vrontis et al., 2018; Murti, 2019; Al-Thagafi et al., 2019; Tien et al., 2019; Dwiyama & Nurhasanah, 2019; Sataøen, 2019; Mourad et al., 2019; Ariwibowo, 2019; Basha et al., 2019; Hanson et al., 2019; Bonilla et al., 2019; Miotto et al., 2020; Cordero-Gutiérrez & Lahuerta-Otero, 2020; Kusumah & Yusuf, 2010; Pinar et al., 2020; Amelia & Ayani, 2020; Alwi et al., 2020; Shehzadi et al., 2020; Harahap et al., 2020; Girard & Pinar, 2020; Yasa et al., 2021; Handra, 2021; Kaushal et al., 2021; Schlesinger et al., 2021; Sudhana et al., 2021; Kango et al., 2021; Hamed et al., 2022; Wijaya et al., 2023	●—————	●—————	●
Mulyono, 2016; Astuti, 2017		●—————	●
Stachowski, 2011		●—————	●
Pham & Starkey, 2016; Pucciarelli & Kaplan, 2016; Matongolo et al., 2018; Pringle & Fritz, 2018; Lim et al., 2018; Kumar & Nanda, 2019	●—————	●	
Perera et al., 2020			

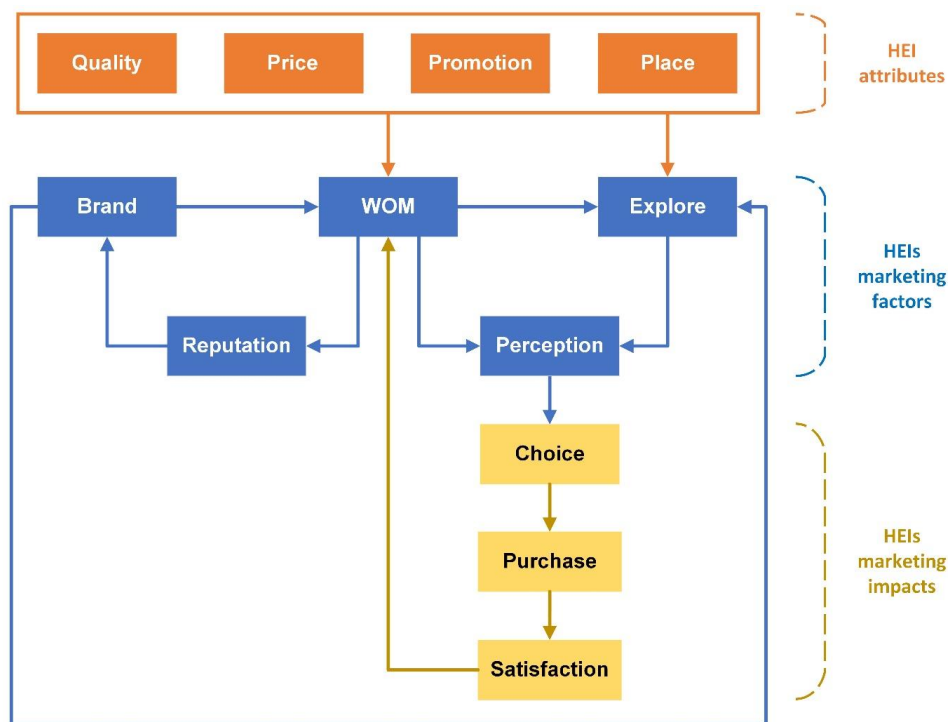Figure 9. The relationships among elements in the articles reviewed

Figure 10. A framework of HEI attributes, HEI marketing factors, and HEI marketing impacts

problem or obstacle is raised in their marketing program, the framework can be utilized as a reference to find the root causes and possible solutions for that problem.

The framework also contributes to scientific work, in terms of developing an integrated model for HEI marketing. The next studies of HEI marketing can start from this framework. Besides the framework, this study also proposes a modified marketing mix that can be beneficial for other studies on services marketing that focus on stakeholder development, not just HEI marketing.

Several opportunities can be performed from this study, for instance: (a) a quantitative literature review that resulting a framework with quantitative measures; (b) elaborating alternate data sources other than survey data; and (c) further study about modified marketing mix 3P1Q.

The quantitative literature review can be done for instance by a meta-analysis because mainly the studies on

HEI marketing are quantitative. It will give information about the strength of the particular relationships of the factors so that the framework built becomes more meaningful.

The data used in the previous HEI marketing research came from surveys or interviews. Whereas, many other data sources can be utilized and analyzed, for instance: review data from the internet, marketing data, or academic data. Data from surveys and interviews are perceptive data forced by the surveyors and the interviewers because the respondents as the data source have already been persuaded by the questions in the questionnaire or interview plan. Review data on the internet (for example Google Review) gives more independent people opinions, even though it is still subjective. Marketing data and academic data are objective data. Some items from marketing and academic data relate to the marketing program, such as student origin and type of admission program. These data can support the planning of an HEI marketing program. Academic data that can be used are student performance-related data that portray the effectiveness of the marketing program.

6. CONCLUSION

This study provides at least three insights and results related to HEI marketing. First, the marketing mix 4P (product, price, promotion, place) is effective to be the basis for HEI marketing analysis, by adjusting it into a modified marketing mix 3P1Q (quality, price, promotion, place). This concept is likely appropriate too for other service systems that have similar characteristics with educational institutions, that are not just serving but developing the stakeholders.

The second insight is that the focus of HEI marketing is influenced by the COVID-19 pandemic, regarding disruption during the pandemic and the escalation of the use of digital technology. Before the pandemic, the HEIs focused on quality which created people's perception of the HEIs and stakeholders' satisfaction, especially students and graduates, after being served by the HEIs during the study. During the pandemic, regarding the economic situation, HEIs are mostly struggling with pricing, people talk about study opportunities so the WOM becomes dominant in influencing the purchase decision. After the pandemic, HEIs need to come up, so promotion becomes widely studied. The promotion shapes the HEI reputation that in the end influences the choice of prospective students. These phenomena can be used to predict the future of HEI marketing.

The result of this study is a comprehensive theoretical framework that integrates the HEI attributes, the HEI marketing factors, and the HEI marketing impacts, those previously discussed particularly. The following is a brief explanation of the framework. The HEI attributes (modified marketing mix) are influencing and, vice versa, are influenced by HEI marketing factors. The marketing factors then encourage the HEI marketing impacts. Finally, HEI marketing impacts will affect the HEI marketing factors. Thus the relationship between the HEI marketing factors and the HEI marketing impacts is like a closed loop circuit. Suppose that those elements are

variables, they can be both dependent variables and independent variables, depending on the viewpoint, or in structural equation modeling terms, they are the moderating variables. As variables, the HEI's attributes are independent variables that influence the closed-loop circuit of the factors and the impacts of HEI marketing.

REFERENCES

Amelia, R., & Ayani, S. (2020). Optimalisasi membangun brand image terhadap customer loyalty melalui customer value dan customer retention sebagai variabel intervening. *Ekonomi Bisnis*, *26*(1), 268-279.

Alwi, S., Che-Ha, N., Nguyen, B., Ghazali, E.M., Mutum, D.M., & Kitchen, P.J. (2020). Projecting university brand image via satisfaction and behavioral response perspectives from UK-based Malaysian students. *Qualitative Market Research: An International Journal*, *23*(1), 47-68.

Anizir & Wahyuni, R. (2017). Pengaruh social media marketing terhadap brand image perguruan tinggi swasta di Kota Serang. *Sains Manajemen: Jurnal Manajemen Unsera*, *3*(2), 1-14.

Anwar, C., & Budiman, F. (2016). Pengaruh brand image dan lapangan pekerjaan terhadap keputusan mahasiswa untuk memilih jurusan akuntansi pada perguruan tinggi yang ada di Bandar Lampung. *Akuntansi and Keuangan*, *7*(2), 255-276.

Ariwibowo, M.E. (2019). Strategi pemasaran lembaga pendidikan tinggi swasta. *Scientific Journal of Reflection: Economic, Accounting, Management and Business*, *2*(2), 181-190.

Basha, N.K., Sweeney, J.C., & Soutar, G.N. (2019). Evaluating students' preferences for university brands through conjoint analysis and market simulation. *International Journal of Educational Management*, *34*(2), 263-278.

Binus University Online. (2021). *Begini Perbedaan Generasi Baby boomers, X, Y, Z, dan Alpha*. Binus Higher Education: https://onlinelearning.binus.ac.id/2021/12/06/begini-perbedaan-generasi-baby-boomers-x-y-z-dan-alpha/

Bonilla, M.R., Perea, E., del Olmo, J.L., & Corrons, A. (2019). Insights into user engagement on social media: A case study of a higher education institution. *Journal of Marketing for Higher Education*, *30*(1), 145-160.

Brewer, A., & Zhao, J. (2010). The impact of a pathway college on reputation and brand awareness for its affiliated university in Sydney. *International Journal of Educational Management*, *24*(1), 34-47.

Dewi, L., & Magdalena, F. (2017). Pengaruh personal selling dan word of mouth terhadap brand awareness bisnis mahasiswa Universitas Ciputra. *Eksekutif*, *14*(2), 5-20.

Durkin, M., McKenna, S., & Cummins, D. (2012). Emotional connection in higher education marketing. *International Journal of Educational Management*, *26*(2), 153-161.

Dwiyama, F., & Nurhasanah (2020). The role of

stakeholders in building a brand image at Madrasah Aliyah. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 5(3), 375-391.

Eldegwy, A., Elsharnouby, T.H., & Kortam, W. (2018). How sociable is your university brand? An empirical investigation of university social augmenters' brand equity. *International Journal of Educational Management*, 32(5), 912-930.

Foroudi, P., Dinnie, K., Kitchen, P.J., Melewar, T.C., & Foroudi, M.M. (2016). IMC antecedents and the consequences of planned brand identity in higher education. *European Journal of Marketing*, 51(3), 528-550.

Frølich, N., & Stensaker, B. (2010). Student recruitment strategies in higher education: Promoting excellence and diversity? *International Journal of Educational Management*, 24(4), 369-370.

Girard, T., & Pinar, M. (2020). An empirical study of the dynamic relationships between the core and supporting brand equity dimensions in higher education. *Journal of Applied Research in Higher Education*, 13(3), 710-740.

Hamed, A., Jamil, S., & Rafiq, H.A. (2022). University branding and student satisfaction: The emerging landscape of universities in Pakistan. *Pakistan Journal of Educational Research*, 5(2), 429-449.

Handra, T. (2021). Service quality terhadap word of mouth dan dampaknya terhadap pembentukan brand image perguruan tinggi di Tangerang Raya. *Jurnal Cafetaria*, 2(2), 43-53.

Hanson, T.A., Bryant, M.R., & Lyman, K.J. (2019). Intercollegiate athletic programs, university brand equity, and student satisfaction. *International Journal of Sports Marketing and Sponsorship*, 21(1), 106-126.

Harahap, D.S., Amanah, D., Gunarto, M., Purwanto, & Umam, K. (2020). Pentingnya citra universitas dalam memilih studi di perguruan tinggi. *Niagawan*, 9(3), 191-196.

Hemsley-Brown, J., Melewar, T.C., Nguyen, B., & Wilson, E.J. (2016). Exploring brand identity, meaning, image, and reputation (BIMIR) in higher education: A special section. *Journal of Business Research*, 69(8), 3019-3022.

Herrero-Crespo, Á., Gutiérrez, H.S.M., & Garcia-Salmones, M.M. (2016). Influence of country image on country brand equity: Application to higher education services. *International Marketing Review*, 33(5), 691-714.

Kango, U., Kartiko, A., & Ma`arif, M.A. (2021). The effect of promotion on the decision to choose a higher education through the brand image of education. *Al-Ishlah: Jurnal Pendidikan*, 13(3), 1611-1621.

Kaushal, V., Jaiswal, D., Kant, R., & Ali, N. (2021). Determinants of university reputation: Conceptual model and empirical investigation in an emerging higher education market. *International Journal of Emerging Market*, 12(8), 1846-1867.

Kotler, P., Armstrong, G., & Balasubramanian, S. (2024). *Principles of Marketing* (19th ed.). Harlow: Pearson Education Ltd.

Kumar, V., & Nanda, P. (2019). Social media in higher education: A framework for continuous engagement. *International Journal of Information and Communication Technology Education*, 15(1), 97-108.

Kusumah, E.P., & Yusuf, S. (2020). Perspektif mahasiswa terhadap kualitas "branding" perguruan tinggi. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(1), 24-33.

Lim, W.M., Jee, T.W., & De Run, E.C. (2018). Strategic brand management for higher education institutions with graduate degree programs: Empirical insights from the higher education marketing mix. *Journal of Strategic Marketing*, 28(3), 225-245.

Matongolo, A., Kasekende, F., & Mafabi, S. (2018). Employer branding and talent retention: Perceptions of employees in higher education institutions in Uganda. *Industrial and Commercial Training*, 50(5), 217-233.

Miotto, G., Del-Castillo-Feito, C., & Blanco-González, A. (2020). Reputation and legitimacy: Key factors for higher education institutions' sustained competitive advantage. *Journal of Business Research*, 112, 342-353.

Mourad, M., Meshreki, H., & Sarofim, S. (2019). Brand equity in higher education: comparative analysis. *Studies in Higher Education*, 45(1), 209-231.

Mulyono, H. (2016). Brand awareness and brand image of decision-making on university. *Jurnal Manajemen dan Kewirausahaan*, 18(2), 163-173.

Murti, T.K. (2019). Pengaruh brand image, promosi dan biaya pendidikan terhadap keputusan mahasiswa melanjutkan studi pada Program Studi Pendidikan Ekonomi. *Jurnal Ilmiah Pendidikan Ekonomi Fakultas Keguruan dan Ilmu Pendidikan*, 7(2), 102-107.

Nulhaqim, S.A., Heryadi, R.D., Pancasilawan, R., & Fedryansyah, M. (2016). Peranan Perguruan Tinggi dalam Meningkatkan Kualitas Pendidikan di Indonesia untuk Menghadapi ASEAN Community 2015. *Share Social Work Journal*, 6(2), 154-272.

Perera, C.H., Nayak, R., & Nguyen, L.T.V. (2020). The impact of subjective norms, eWOM and perceived brand credibility on brand equity: Application to the higher education sector. *International Journal of Educational Management*, 35(1), 63-74.

Peters, G., & Woolley, J.T. (2024). *Special Message to the Congress on Education*. The American Presidency Project: https://www.presidency.ucsb.edu/documents/special-message-the-congress-education-1

Pham, H., & Starkey, L. (2016). Perceptions of higher education quality at three universities in Vietnam. *Quality Assurance in Education*, 24(3), 369-393.

Pinar, M., Girard, T., & Basfirinci, C. (2020). Examining the relationship between brand equity dimensions and university brand equity: An empirical study in Turkey. *International Journal of Educational Management*, 34(7), 1119-1141.

Pringle, J., & Fritz, S. (2018). The university brand and social media: Using data analytics to assess brand authenticity. *Journal of Marketing for Higher*

Education, *29*(1), 19-44.

Pucciarelli, F., & Kaplan, A. (2016). Competition and strategy in higher education: Managing complexity and uncertainty. *Business Horizon*, *59*(3), 311-320.

Rauschnabel, P.A., Krey, N., Babin, B.J., & Ivens, B.S. (2016). Brand management in higher education: The university brand personality scale. *Journal of Business Research*, *69*(8), 3077-3086.

Sataøen, H.L. (2019). Sub-sector branding and nation branding: The case of higher education. *Corporate Communications: An International Journal*, *24*(3), 425-438.

Schlesinger, W., Cervera-Taulet, A., & Wymer, W. (2021). The influence of university brand image, satisfaction, and university identification on alumni WOM intentions. *Journal of Marketing for Higher Education*, *33*(1), 1-19.

Shehzadi, S., Nisar, Q.A., Hussain, M.S., Basheer, M.F., Hameed, W.U., & Chaudhry, N.I. (2020). The role of digital learning toward students' satisfaction and university brand image at educational institutes of Pakistan: A post-effect of COVID-19. *Asian Education and Development Studies*, *10*(2), 276-294.

Shields, A.B., & Peruta, A. (2018). Social media and the university decision: Do prospective students really care? *Journal of Marketing for Higher Education*, *29*(1), 67-83.

Simoes, C., & Soares, A.M. (2014). Applying to higher education: Information sources and choice factors. *Studies in Higher Education*, *35*(4), 371-389.

Tien, N.H., Minh, H.T.T., & Dan, P.V. (2019). Branding building for Vietnam higher education industry reality and solutions. *International Journal of Research in Marketing Management and Sales*, *1*(2), 118-123.

Vrontis, D., Nemar, S.E., Ouwaida, A., & Shams, S.M.R. (2018). The impact of social media on international student recruitment: The case of Lebanon. *Journal of International Education in Business*, *11*(1), 79-103.

Wijaya, N.P.N.P., Hurriyati, R., & Dirgantari, P.D. (2023). Pengaruh word of mouth dan world class university terhadap pemilihan perguruan tinggi. *Coopetition: Jurnal Ilmiah Manajemen*, *14*(1), 43-54.

Yasa, N.N.K., Giantari, I.G.A.K., Rahmayanti, P.L.D., & Tirtayani, I.G.A. (2021). Antecedent of WOM and its implications on the brand image of the higher education institution in Bali. *Jurnal Dinamika Manajemen*, *12*(2), 245-261.