

Indonesian Higher Education Marketing: Barrier and Challenges in New Normal Education and its Impact to Competitive Advantages

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Abstract

In the context of the COVID-19 pandemic, the government, parents, and students themselves have different perceptions of learning needs. In Indonesia, there are three policies issued by the Ministry of Education and Culture related to the implementation of higher education in the era of adaptation to new habits (New Normal), related to the implementation of the new academic year, the implementation of the learning process, and the use of campus facilities or services. In the era of the Covid-19 Pandemic, students are forced to access sources of knowledge and information in cyberspace and can be accessed anywhere. The transition from offline to online teaching and learning can be complex, problematic and requires an evolutionary (gradual) effort. Substantial realistic efforts are needed to transform from a face-to-face teaching culture. especially in terms of offering higher education to prospective students, there are many challenges and obstacles that are passed in the higher education marketing process, in this study it is examined how higher education offers should be made during a pandemic, what are the challenges and obstacles and its impact to higher education competitive advantages, through a quantitative approach and data run by PLS-SEM. The result of this study shown education marketing with ideal STP affect Higher Education Competitiveness and recomend that education marketers must be able to distinguish their market between the short-term market, future market and primary market, secondary market in targeting consumers. A short-term target market is a market that's more suitable for the pandemic term which generates sales in the near future.

Keywords

challenges; higher education;
indonesia; offering; marketing



I. Introduction

Reputation of the institution (reputation), namely the competitive advantage of a university due to the reputation or good image of the university in the eyes of the community. The reputation assessment comes both from within (internal) and from outside (externally) the university. The formation of this reputation or image is not something easy, because the image formed is an accumulation of judgments that takes time. A university that already has a bad image in the eyes of the community, is very difficult to restore its image to a better direction. On the other hand, the good image of a university that has been formed requires serious efforts and commitment to maintain and improve it. Like companies, universities

should be able to search and obtain information dynamically about what products and services consumers want, in this case prospective students and graduate users (McArthur et al., 2017). From this information, the university with all its capabilities will create new products or services that are in accordance with consumer demands and as a result these products will be in demand by consumers (CONIFER Health Solutions, 2011). For the company's business, this ability will bring benefits in the form of purchasing a product or service so that it will directly improve its marketing performance. This is the basis for looking at the relationship between the creativity of marketing programs and the environment for improving marketing performance (Hackley, 2014). Efforts to adapt the environment to market demands and preferences can provide information to universities about various things and future trends, which affect the survival and progress of the company (Aziz & Abdullah, 2012). For example, adjusting strategic planning to make it more competitive (new educational programs, changes to the tuition fee system, the use of e-learning), including fulfilling the expectations of prospective students in line with the development needs of the world of work (Vilapakkam Nagarajan & Edwards, 2014).

The government has shown good foresight in compiling a comprehensive regulatory framework for the operation and development of higher education in accordance with international standards applicable in many developed countries (e.g. mandatory indexed journals of reputable institutions such as Scopus), which should provide a solid basis for improvement in future (Ketels, 2016). Some of the essential elements of the required formal framework are readily available. First and foremost is the ambitious Higher Education Law 12/2012 and the latest Permendikbud No. 3 and No. 5 of 2020 which drastically changed the education, research and community service system (Tri Dharma College). However, the current condition has been anticipated by the Higher Education Law, where the preamble notes that higher education, as part of the national education system, plays a strategic role in educating the nation's life and advancing science and technology, which among other things aims to improve the quality of the nation's life and competitiveness. in the context of globalization (OECD & ADB, 2015).

In the context of higher education competitiveness, growth is often identified with the growth rate of new students who increase the number of old students who survive until graduation (according to the accreditation form) (Yuhertiana et al., 2020). The achievement of this large number of students should strengthen public and user trust, as well as ensure the sustainability of the education process (sustainability), which is very important affect the performance of Tridharma activities at the university (González et al., 2020). Ideally, good performance will have a positive effect and be able to increase recognized competitiveness in the form of increasing the acquisition of accreditation and college cluster classes (Ramli & Zain, 2018). According to Arwildayanto and Sukung (2020) competitiveness is a dynamic process, not just the output produced. So the competitiveness of higher education can be seen from the potential of its resources, including the expertise of leaders, lecturers and education staff who support academics and the latest educational facilities used (Alas et al., 2012). Although universities are very different from business organizations in general, their organizational behavior still contains strategic management (Cravens et al., 2000).

In other words, to be competitive, universities are forced to adopt complex innovative strategies with the aim of capturing, acquiring and retaining customers, to ensure or enlarge their participation in the market. Given that the college's core business is academic education, the use of formal and appropriate competitive strategies supports these institutions in segmentation and positioning in the intended target market (Barrera et al., 2017).

Considering the environment in which universities are incorporated and the complexity of this kind of organization, university strategic planners need to develop strategies to

compete in the market (Hayes, 2007). In this sense, it is important to find theories related to organizational strategy to support these managers in building strategies that enhance the competitiveness of their educational organizations, taking into account competitiveness theory, resource and capability theory, and stakeholder theory, which are consistent with theory. resource-based that encourages universities to be able to identify and manage their resources (tangible or intangible) effectively to achieve greater performance (Abdullah & Sofian, 2012). Robbins & Coulter (2012) links competitive advantage with core competencies. Fahy & Smithee (1999) discuss the sources of sustainable competitive advantage and say that one of the principles of the resource-based view is states that not all resources have the same level of importance. It also does not have the same potential to become a source of sustainable competitive advantage. The question is, what resources generate competitive advantage? Fahy & Smithee (1999) state four conditions that must be met by resources, namely value, rareness, inimitability, and non-substitutability.

In the context of higher education in Indonesia, in line with the enactment of Permendikbud No. 3/2020 concerning National Standards for Higher Education and Permendikbud No. 5/2020 concerning the Accreditation of Study Programs and Universities, has influenced the form of competitiveness and competitive advantage of universities today and in the future. Because these two regulations cause the accreditation process to no longer focus on fulfillment or excellence in terms of processes and outputs, but more on outcome and impact aspects. So that it could be a university whose building is rented, its educational facilities are mediocre, but has an excellent curriculum, qualified doctoral lecturers and practitioners, facilitates internationally accredited publications, and encourages students to be diligent in participating in national or international competitions, will be able to maximize outcome aspect (accreditation & cluster).

High academic standards based on outcome and impact are very important for universities to be able to produce high-quality teaching and research, which leads to the production of high-quality graduates (Handayani, 2015). This is reflected in the clustering carried out by DIKTI since 2018 which gives greater weight to the achievement of output and outcome values (Directorate General of Higher Education, 2020). So that relatively now PTN and PTS can compete more fairly, because of the large number of students, ownership of magnificent lecture buildings or lab equipment. Sophisticated technology without balanced teaching and research quality will not produce quality graduates, which in turn will fail to produce graduates who are ready to use or are needed by the world of work (Arwildayanto & Suling, 2020).

Adam & Mahmoud (2014) stated that the perception of universities as to position in terms of what they offer to customers, across three categories of universities in Ghana, namely Public/Fully Independent Universities, Privately Owned Universities and Private Universities. The research findings show that the positioning strategy causes different admission requirements between public, private, and individual universities. Nash (2020) stated selection of Zoom as the platform of choice for meetings until the end of social restrictions. In contrast, the institute's unique health-related narrative research group facilitators, groups geared to critical thinking, communication, collaboration, and creativity were considered private Facebook groups with a hybrid format that tended to provide a more appropriate and satisfying group experience than possible. with synchronous Zoom meetings. Shahzad et al. (2020) describe service quality, system quality, information quality, user satisfaction, system usage, and the success of the E-learning portal. Information quality and system quality have a direct relationship with user satisfaction. Information quality also supports the relationship with system use. At the same time, there is a positive relationship between user satisfaction and the E-learning portal.

Hemsley-Brown and Oplatka, 2006; Mazzarol and Soutar, 2002; Mazzarol, 1998) currently, they are witnessing reduced student mobility figures and facing intensifying competition from education service providers that are operating from different market (Schofield, Cotton, Gresty, Kneale and Winter, 2013; Banks and Bhandari, 2012). For example, global HEIs are currently affected by adverse demographic trends as the annual growth in outbound student numbers is expected to decline from 6% to 1.7% per year till 2027 (British Council, 2018). Hence, HEIs need to articulate well laid-out policies and plans that will enable them to remain competitive for their economic growth (Pucciarelli and Kaplan, 2016; Kotler and Fox, 1995). Their strategies may possibly consider the diversification of their student base; by recruiting international students for their home campuses (Lee, 2014). Alternatively, they may decide to deliver their educational services through satellite campuses (Friga, Bettis and Sullivan, 2003) in new markets. Thus, it may appear that the internationalization of many HEIs has become an imperative for their long-term prospects (Schofield et al., 2013), particularly for those that are operating in quasi-market environments (Bowl and Hughes, 2016).

In the era of the Covid-19 Pandemic, students are forced to access sources of knowledge and information in cyberspace and can be accessed anywhere. The learning process must emphasize critical thinking skills and have strong values that can distinguish what is right and wrong, especially in filtering out information and knowledge that is wrong and misleading (Sadikin & Hamidah, 2020). From the perspective of the consumer-based theory approach, utilizing various research and industrial advances in the study of consumer behavior, how consumers think, feel, and act towards brands, products, services, companies, other consumers, and so on (Ting et al., 2019). The pandemic condition also has an impact on reducing funding for campuses due to the condition of affected students, causing campuses to immediately find new solutions and strategies in order to survive, especially for private universities. New student admissions during this difficult time are also felt in many universities. The number of new students has fallen drastically and of course will have an impact on the level of income to cover campus operational costs. So universities must anticipate the implementation of these two ways of learning, for an unpredictable period of one, two, or three years (Giatman et al., 2020). For example in times of uncertainty such as a pandemic, consumer behavior theory shows how individuals seek to gain a sense of control through product acquisition and panic buying (Yuen et al., 2020). However, as panic continues to grow, consumer reasoning is often overpowered by feelings of anxiety, rather than being made up of sound cognitive conclusions. Rational consumers assess desirability and likely outcomes and integrate this information to form decisions (Loewenstein et al. 2001); However, the “risk-as-feeling” theoretical perspective describes irrational consumption tendencies during events that are considered high-risk, such as crises or disasters (Slovic et al. 2004).

Based on literature review and previous research, it is known that there is an effect of STP and adaptation of new habits as an analysis of the strategic situation of universities on their performance and competitiveness. No one has researched yet the influence of STP and the adaptation of new habits of higher education to its competitiveness, related to the application of Permendikbud No. 3/2020 in the DKI Jakarta area. From the background of previous research and phenomenon in the fields, generate research statement:

RQ : STP according to strategic situation analysis is an independent variable that affects the competitiveness of universities in DKI Jakarta.

II. Review of Literature

2.1 STP in Higher Education

Service segmentation or education services, a higher education institution needs to respect that students do not represent a homogeneous group (Mustakim, 2020). Then a tailor-made segmentation based strategy needs to be developed when targeting undergraduate vs. postgraduate for example (Nasukah, 2014). These strategies need to consider the influential role of various attributes related to student preferences (Dennis et al., 2016).

Vettori (2018) finds the relationship between college reputation and graduate attachment strength (and also between attachment strength and trustworthiness) to be insignificant, whereas the current results suggest that reputation along with perceived quality. It is very important for higher education institutions to determine the right segmentation in the context of building brand image, brand meaning, brand identity, and strength of attachment which positively affects the relationship between students and graduates with their alma mater (Chatzipanagiotou et al., 2016).

After a university has identified its market segment opportunities, it must evaluate various segments and decide how many and which segments to target (Hawkins & Mothersbaugh, 2010). According to Mun (2014) the product of targeting is the target market (target market), namely one or several market segments that will be the focus of marketing activities. According to Risdwiyanto and Kurniyati (2015) marketers must be able to distinguish their market between the short-term market, future market and primary market, secondary market in targeting consumers. A short-term target market is a market you are engaged in today that you plan to reach in the near future. It is this market that generates sales in the near future (Nosalska & Mazurek, 2019).

In marketing, positioning is a technique that marketers try to create an image, image or identity in the minds or minds of target consumers for products, brands or companies. Positioning is a relatively competitive comparison of products launched in the market and perceived by target consumers (Razinkina et al., 2018). The position of a higher education institution in the education market is how students as potential buyers see and assess the position of an institution against other educational institutions (Lau, 2016).

According to Kotler (2006), positioning is the act of designing the company's offer and image so that it occupies a distinctive position (compared to competitors) in the minds of its target customers. The goal is to place the brand in the minds of consumers to maximize the potential benefits of the company. Positioning should not be done haphazardly. The product must be designed with the desired positioning in mind; positioning must be decided before the product is designed. So that in the context of higher education, a unique position is built through inputs (mix of resources used) and outputs (activities carried out) and effective and efficient processes. Assumptions inherent in this perspective requires the ability of senior management to design and implement the most appropriate input-process-output combination. (Olivares & Wetzely, 2014).

According to Shinta (2011), before positioning a product or service there are several approaches that can be taken: a) Positioning the product in relation to competitors b) Positioning products through product attributes c) Positioning the product through price and quality d) Positioning the product in relation to product use e) Positioning the product in relation to the target market f) Positioning the product in relation to the product class Based on the above understanding, the STP strategy, especially positioning/

What a university can do include: 1. Positioning is a communication strategy (Ace & Chartered Institute of Marketing., 2001) Communication is done to bridge the product/brand/institution name with potential consumers. Although positioning is not something that is done to a product, communication relates to the attributes that are

physically or non-physically attached to a product or service (de Sá et al., 2017). Color, design, writing on the label, packaging, brand name are among them. In addition, keep in mind that communication involves a broad aspect (Hackley, 2014). It is not solely related to advertising although advertising takes up a very large portion of the communication budget. Communication concerns the image that is channeled through the advertising model, the selected media, the outlets that distribute the company's products, the attitudes of managers and salespeople, various forms of communication. sponsorship, related products, physical form of the building, appointed manager/CEO/commissioner and so on (Pike, 2009). 2. Dynamic positioning (Heding et al., 2009). Keep in mind that consumer perceptions of a product/brand/name are relative to the structure of competition. Once market conditions change, as soon as a market leader falls, or once a new entrant manages to dominate a certain place, the company's product positioning changes (Rowlands, 2002). Therefore, it should be understood that positioning is a strategy that must be continuously evaluated, developed, maintained and raised. 3. Positioning is related to event marketing (Salma, 2017) Because positioning is related to the image in the minds of consumers, marketers must develop a Marketing Public Relations (MPR) strategy through selected marketing events that are in accordance with the character of the company's products (Padilha & Gomes, 2016) 4. Positioning is related to product attributes (Rajesh, 2013) Consumers basically do not buy products, but combine attributes. Matin (2016) states that an item does not automatically provide utility. "The goods have characteristics and those characteristics that generate utility" (Nilsson, 2014). Those characteristics in positioning are called attributes. These attributes are highlighted by manufacturers in positioning. 5. Positioning gives important meaning and value to consumers (Adam & Mahmoud, 2014) First of all, the marketer must find out what attributes are considered important by consumers (his target market) and the attributes combined are meaningful. 6. The selected attributes must be unique and futuristic (Joshi & Rahman, 2015) In addition to being unique, the attributes to be highlighted must be distinguished from those already recognized by competitors. Some types of products that have few competitors, consumers generally have no difficulty distinguishing, but for other products with such a large market, consumers may experience difficulties. For example, by categorizing different positioning attributes for generations X, Y, and Z, it will be the uniqueness/distinctiveness of the products/services offered (Berkup, 2014). 7. Positioning must be disclosed in the form of a positioning statement (McDaniel & Gates, 2013) This statement in addition to containing attributes that are important to consumers, must be stated easily, pleasant to hear and must be trustworthy. In general, the more reasonable the claim, the more objective it is, the more believable it is (Kapferer, 2008).

2.2 Competitive Advantages in Higher Education

In the context of higher education competitiveness, growth is often identified with the growth rate of new students who increase the number of old students who survive until graduation (according to the accreditation form) (Yuhertiana et al., 2020). The achievement of this large number of students should strengthen public and user trust, as well as ensure the sustainability of the education process (sustainability), which is very important affect the performance of Tridharma activities at the university (González et al., 2020). Ideally, good performance will have a positive effect and be able to increase recognized competitiveness in the form of increasing the acquisition of accreditation and college cluster classes (Ramli & Zain, 2018).

Competitiveness is seen as a comprehensive concept. It can be accessed from influence to results achieved. The three dimensions included in the concept of competitiveness are the potential dimension, the process dimension, and the performance dimension (Dimitrova & Dimitrova, 2017). The potential dimension consists of the factors needed to develop a

business, starting from the characteristics of the owner and the characteristics of the company which are influenced by internal capabilities and the external environment. The second dimension is the process dimension, which consists of effective operations strategy and implementation and effective growth strategy and implementation. The third dimension is the performance dimension which is divided into financial performance and non-financial performance (Utami & Lantu, 2014). According to Yani in Syardiansyah (2020) performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time. This means that in work contains elements of the standard that achievement must be met, so, for those who reach the standards set means good performance (Wahjudewanti, 2021). In the context of higher education, according to Arwildayanto and Suling (2020) competitiveness is a dynamic process, not just the output produced. So, the competitiveness of higher education can be seen from the potential of its resources, including the expertise of leaders, lecturers and education staff who support academics and the latest educational facilities used (Alas et al., 2012).

III. Research Method

The measurement instrument in this study uses a semantic differential scale developed by Osgood, Suci, and Tannenbaum. The validity test used to test the research instrument in the form of a questionnaire before being distributed to the field can use construct validity using the item-total correlation with the Pearson correlation formula and the r-test or t-test, while the reliability test uses the Cronbach Alpha formula. The data analysis method used in this study is Structural Equation Modeling-Partial Least Square (SEM-PLS). In SEM and PLS the value of the latent variable can be estimated by a linear combination of the manifest variables associated with a latent variable and treated to replace the manifest variable (Alfa, Rachmatin, & Agustina, 2017).

The hypotheses for this research are:

H1: STP Analysis Situation affect the competitiveness of Indonesian higher education in the province of DKI Jakarta.

Population of this research are 283 Non-Service Universities (PTN & PTS) using the Slovin formula (Bizimana et al., 2020). So, to obtain a 95% confidence level and a sampling error of $\pm 5\%$, the calculation of the number of samples using the Slovin formula is as follows (Priyono, 2016, p. 120):

n = minimum number of sample respondents to be surveyed (university)

N = total population of 283 Universities (PTN and PTS Non-Services) in DKI Jakarta

e = error according to the level of confidence, for 95% then 5% error

The minimum sample size for the sample of respondents to be surveyed is = 165.74 or rounded up to 166 college samples. The population of this research is all Non-Service and Non-Religious Universities in DKI Jakarta Province in 2020, totaling 283 Universities.

IV. Discussion

To guarantee information legitimacy and dependability, the composite unwavering quality, concurrent legitimacy, discriminant legitimacy and legitimacy of the second-request build were analyzed. The composite reliabilities went from 0.711 to 0.953. Besides, every one of the Cronbach's alpha qualities surpassed the 0.70 cut-off level (Nunnally, 1978), exhibiting sufficient inward consistency. Both the composite dependability gauges and the Cronbach's alpha gauges plainly show unwavering quality.

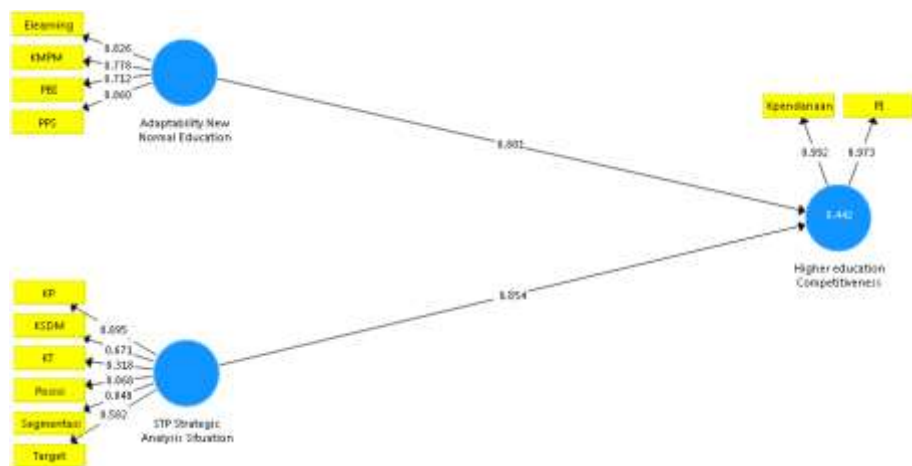


Figure 1. Hypotheses Test Using PLS-SEM Result

In outline, the blend of these outcomes recommended that the showed estimation model sufficiently mirrored a solid match to the information. As delineated in Figure 6, the composite reliabilities went from 0.860 to 0.873. Besides, every one of the Cronbach's alpha qualities surpassed the 0.70 cut-off level (Nunnally, 1978), showing sufficient interior consistency. Both the composite unwavering quality assessments and the Cronbach's alpha gauges obviously demonstrate dependability. AVE gauges for every one of the aspects were above 0.50, as recommended by Hair et al. (1998). These outcomes show that the estimation model displayed sensibly sufficient united legitimacy. At long last, the discriminant legitimacy of the estimation model was inspected. All inclining components are more noteworthy than the comparing off-corner to corner components, showing agreeable discriminant legitimacy of the relative multitude of builds.

	R Square	R Square Adjusted
Higher education Competitiveness_	0.442	0.400

Figure 2. R² Test Result

Given a sufficient estimation model, the speculations can be tried by looking at the underlying model. The aftereffects of the tests performed on the underlying model are displayed in Figure 5. The outcomes show that every one of the estimations have critical loadings to their relating second-request build. In general, the model throws a tantrum with $\chi^2/d.f. = 1.32$, NFI = 0.96, GFI = 0.94, AGFI = 0.91, NNFI = 0.98 and RMSEA = 0.03. Also, the coefficient of assurance (R²) of the examination model displayed in Figure 2 shows how well the precursors make sense of an endogenous build. The outcomes demonstrate that 44.2% of the change in advanced education expectation is made sense of by the Flexibility New Typical Training and STP Examination Circumstance. The Hypotheses are acknowledged. These outcomes demonstrate that the estimation model displayed sensibly sufficient merged legitimacy. At long last, the discriminant legitimacy of the estimation model was analyzed. All askew components are more prominent than the comparing off-inclining components, showing agreeable discriminant legitimacy of the relative multitude of builds.

V. Conclusion

Competitiveness can be additionally improved assuming that the advanced education organization focuses harder on parts of subsidizing limit and worldwide rankings which incorporate global rankings from the parts of schooling, examination and collaboration, the capacity to finance instructive functional exercises, the capacity to support the limit working of HR and the capacity to put resources into foundation for the following 5 (five) years; STP methodology vital circumstance investigation and transformation of the new typical; can be additionally improved assuming colleges focus harder on parts of Target Market, Market Position, Change of Systems for New Ordinary, Innovation Preparation and HR Availability.

The Competitiveness of higher Education is essential to break down, since this unit assumes a significant part in creating proficient HR to enter the universe of work. Simultaneously, colleges should find success in carrying out the Advanced education Tridharma through instructing, research, local area administration. So, the local area truly partakes in the presence of the college, it increases the expectation of living of the local area. The intensity of this PT implies that the solidarity to acknowledge greatness, or there is a distinction in light of the nature of creation, PT Tridharma administrations is an unquestionable necessity to be awesome. The significance of solidarity should be deciphered by PTN and PTS to make their assets better than different colleges in parts of scholastic execution, organization and physical and wellbeing offices.

This research support Abdullah & Sofian (2012); Hayes (2007); Cravens et al.,(2000); Barrera et al. (2017) considering the environment in which universities are incorporated and the complexity of this kind of organization, university strategic planners need to develop strategies to compete in the market In this sense, it is important to find theories related to organizational strategy to support these managers in building strategies that enhance the competitiveness of their educational organizations, taking into account competitiveness theory, resource and capability theory, and stakeholder theory, which are consistent with theory resource-based that encourages universities to be able to identify and manage their resources (tangible or intangible) effectively to achieve greater performance. Although universities are very different from business organizations in general, their organizational behavior still contains strategic management In other words, to be competitive, universities are forced to adopt complex innovative strategies with the aim of capturing, acquiring and retaining customers, to ensure or enlarge their participation in the market. Given that the college's core business is academic education, the use of formal and appropriate competitive strategies supports these institutions in segmentation and positioning in the intended target market.

Result also supported Hawkins & Mothersbaugh (2010); Mun (2014); Risdwiyanto and Kurniyati (2015); Nosalska & Mazurek (2019) that Higher education must evaluate various segments and decide how many and which segments to target and marketers must be able to distinguish their market between the short-term market, future market and primary market, secondary market in targeting consumers. A short-term target market is a market that's more suitable for the pandemic term which generates sales in the near future.

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