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Digital marketing communication strategy for Unpad Luhung hybrid university online courses

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ABSTRACT

Background: Digital transformation in higher education has accelerated the adoption of the Hybrid University model, in which MOOCs function not only as learning media but also as strategic instruments for institutional branding and audience engagement. In this context, effective digital marketing communication becomes a critical factor in sustaining platform visibility and user retention. **Purpose:** This study aims to analyze the implementation of digital marketing communication of Unpad Luhung (Learning and Upskilling Hub for Next Generation), Universitas Padjadjaran, with a focus on the marketing communication mix, visual message design, content scheduling consistency, and platform performance. **Methods:** This study employed a descriptive qualitative case study method, with data gathered through platform observation, in-depth interviews with management and operational staff, document analysis, web analytics, and website performance auditing using GTMetrix. **Results:** The results indicate that Unpad Luhung possesses strong content potential, particularly in practical skill-based courses such as personal branding and digital marketing, which recorded the highest enrollment figures. However, three critical weaknesses were identified: poor platform performance reflected in a GTMetrix Grade E rating with an average load time of 3.8 seconds, inconsistent promotional activity marked by a complete absence of communication from January to September 2025, and low user retention evidenced by monthly bounce rates ranging from 46 to 52 percent. **Conclusion:** The success of digital marketing communication in higher education is determined not solely by the persuasiveness of promotional messages, but equally by the reliability of the platform as a communication channel. **Implications:** Technology audits and infrastructure optimization should be incorporated as integral components of institutional branding strategies for universities operating within the open digital education ecosystem.

Keywords: digital marketing; integrated marketing communication; hybrid university; asynchronous learning; MOOC

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INTRODUCTION

The rapid acceleration of digital transformation in higher education has fundamentally reshaped how universities position themselves in an increasingly competitive landscape. The Covid-19 pandemic was a critical turning point, compelling higher education institutions to transition from conventional classroom-based models toward more flexible digital ecosystems (Benavides et al., 2020). One of the most significant outcomes of this transition is the emergence of the Hybrid University model, an educational paradigm that integrates formal academic programs with non-degree digital learning to serve diverse audience segments, including working professionals, digital natives, and small-to-medium enterprise practitioners (Fragouli, 2025).

Within this model, Massive Open Online Courses (MOOCs) have evolved beyond their initial function as distance learning tools. MOOCs now serve as strategic instruments for institutional branding, audience engagement, and micro-credential delivery aligned with industry demands (Zawacki-Richter & Bozkurt, 2023). The success of platforms such as Coursera and edX demonstrates that when MOOCs are effectively managed and promoted, they can significantly expand an institution's reach and reputation. However, the effectiveness of a MOOC platform is not determined solely by the quality of its course content. It is equally shaped by the strength of its digital marketing communication strategy and the reliability of its underlying technological infrastructure (Pozón-López et al., 2021).

Digital marketing communication in higher education encompasses a complex set of managerial activities, including the planning of communication mix, design of visual messages, scheduling of promotional content, and management of digital channels. Drawing on the Integrated Marketing Communication (IMC) framework, these activities must be coordinated consistently across platforms to build audience trust and drive enrollment (Furbani et al., 2024; Harizi & Trebicka, 2023; Tran et al., 2026). At the same time, the Shannon–Weaver model highlights that even a well-crafted message may fail to reach its intended audience when the transmission channel is disrupted by noise (Shannon & Weaver, 1949). In digital contexts, technical noise may manifest as slow platform loading, poor website accessibility, or server instability, creating friction in the user experience and reducing the effectiveness of promotional efforts (Alsaeedi, 2020).

A closer examination of the IMC framework clarifies why coordination across communication elements matters for institutions such as Unpad Luhung. IMC

conceptualizes marketing communication not as a set of isolated promotional activities but as an integrated system in which message content, visual design, channel selection, and scheduling function together to produce a unified audience experience (Furbani et al., 2024; Harizi & Trebicka, 2023). Within this framework, inconsistency in any one element, whether irregular posting schedules, fragmented visual branding, or uncoordinated channel use can undermine the cumulative effect of otherwise well-crafted individual messages, since audience trust is built incrementally through repeated, coherent exposure rather than through isolated campaigns (Harizi & Trebicka, 2023). This integrative logic is particularly relevant to digital learning platforms, where prospective learners often require multiple touchpoints across channels before committing to enrollment.

The Shannon-Weaver model complements this perspective by directing attention to the channel through which communication travels, rather than solely to the content of the message itself (Shannon & Weaver, 1949; Strauss et al., 2025). In its original formulation, the model distinguishes between semantic noise, which distorts the meaning of a message, and channel noise, which disrupts the technical transmission of a message regardless of its content. Applied to digital marketing contexts, this distinction is instructive: a promotional message may be persuasively designed and strategically timed, yet its communicative function is nullified if the channel itself introduces friction before the message can be received such as when a slow-loading webpage causes a prospective learner to abandon a course page before encountering its content (Alsaeedi, 2020). This form of channel-level disruption is distinct from, and often more consequential than, deficiencies in message design, because it prevents audience engagement from occurring at all rather than merely reducing its persuasive impact. Read together, the IMC framework and the Shannon-Weaver model suggest that effective digital marketing communication in higher education must be evaluated along two interdependent dimensions, such as the coherence of the communication mix itself and the technical reliability of the channels through which that mix is delivered a dual consideration that remains underexamined in existing research on MOOC-based platforms.

Previous studies have examined digital marketing strategies in higher education from various angles, including platform usability (Alsaeedi, 2020), MOOC user motivation and engagement (Alario-Hoyos et al., 2017), and the impact of blended learning on student retention (Cahyani et al., 2025). However, most of these studies focus on either the pedagogical

dimension or the technical dimension in isolation. Few have examined how the intersection of digital marketing communication strategy and platform technical performance jointly shapes audience engagement and enrollment outcomes in a MOOC-based Hybrid University context (Ogunsakin et al., 2026). This gap is particularly significant in the Indonesian higher education setting, where institutions are increasingly investing in digital learning platforms without a corresponding focus on communication governance and infrastructure readiness. In this context, the development of digital learning platforms has been identified as one of the key best practices in institutional digital transformation in Indonesia, requiring coordinated investment in both content quality and platform governance (Aini et al., 2024).

The urgency of addressing this gap is further amplified by the scale of institutional investment currently directed toward digital learning infrastructure across Indonesian higher education. Universities have increasingly allocated resources to non-degree digital platforms as a strategic response to shifting learner expectations and competitive pressures within the education sector, yet this investment has not been consistently accompanied by parallel attention to communication governance and content management capacity (Aini et al., 2024). This imbalance creates a structural vulnerability: institutions may possess technically capable platforms and pedagogically sound course content, while lacking the managerial infrastructure required to sustain audience engagement over time. Such a vulnerability is particularly consequential for branding outcomes, as prior research on visual identity management in Indonesian universities indicates that institutional communication effectiveness depends not only on the presence of digital channels but on the coherence between internal governance practices and external brand presentation (Dwitasari et al., 2025). Without adequate attention to this coherence, digital learning platforms risk becoming underutilized institutional assets despite substantial upfront investment.

This concern is especially salient within the Hybrid University model, which by design integrates formal degree pathways with flexible, non-degree learning services intended to reach broader and more diverse audience segments (Fragouli, 2025). The success of this integrated model depends heavily on sustained digital visibility and audience trust, two outcomes that are directly shaped by communication governance rather than by content quality alone (Bygstad et al., 2022). However, empirical research examining how Indonesian higher education institutions manage the communication dimension of their

Hybrid University initiatives remains limited, with existing studies tending to focus on learner engagement or platform architecture rather than on the marketing communication practices that sustain platform visibility (Ogunsakin et al., 2026). This study addresses that empirical gap by examining Unpad Luhung as a concrete case of how communication strategy and technical infrastructure jointly shape the viability of a Hybrid University initiative in the Indonesian context.

Universitas Padjadjaran has responded to the demands of the Hybrid University era by launching Unpad Luhung (Learning and Upskilling Hub for Next Generation), a non-degree digital learning platform offering competency-based courses in areas such as digital marketing, professional development, and personal skills. Since its official launch in December 2022, Unpad Luhung has shown promising content appeal, with courses in personal branding and social media optimization attracting the highest enrollment figures. Nevertheless, platform traffic data reveals a sharp and sustained decline in user activity from January to September 2025, with zero recorded visitors during that period, followed by a brief spike in October 2025 that quickly dissipated. This pattern suggests that the platform's communication strategy has been largely reactive and transactional rather than systematic and relational.

A technical audit conducted using GTMetrix further reveals that the Unpad Luhung platform received a Grade E performance rating, with an average page load time of 3.8 seconds. This level of technical underperformance constitutes a significant form of digital noise in the communication process, as it disrupts the user journey before engagement with the platform's content can occur (Guo et al., 2023). The combination of inconsistent promotional activity and poor platform performance suggests a structural gap between the institution's marketing intentions and its actual communication outcomes.

Based on this background, this study aims to analyze the implementation of digital marketing communication of Unpad Luhung by examining: (1) the marketing communication mix applied by the platform management; (2) the visual message and content design strategy; (3) the consistency of content scheduling; and (4) the role of platform technical performance as a factor shaping audience engagement and course enrollment. By framing these issues within the IMC framework and the Shannon-Weaver noise model, this study seeks to contribute to the scholarly understanding of digital marketing communication management in the context of MOOC-based Hybrid University institutions in Indonesia.

RESEARCH METHOD

This study is grounded in an interpretive paradigm, which treats social reality as not singular or objective but as socially constructed through individual subjective sense-making of specific phenomena (Creswell, 2019). This philosophical stance is appropriate for the present study because the focus extends beyond quantitative platform metrics; it seeks to understand how digital marketing communication practices are constructed, interpreted, and enacted by the actors involved in managing Unpad Luhung.

The research design employs a descriptive qualitative case study approach, with Unpad Luhung, a non-degree digital learning platform under the Directorate of Non-Degree Education at Universitas Padjadjaran, as the bounded case. A case study design is selected because it allows an in-depth, contextual examination of a contemporary phenomenon within its real-world setting (Creswell, 2019). The unit of analysis is the digital marketing communication strategy of the platform, examined across its managerial, operational, and technical dimensions.

This study involved seven informants selected through purposive sampling. The informants represented the relevant roles and perspectives connected to the management, operation, and use of the Unpad Luhung platform. Their accounts provided qualitative data to complement the platform observations and documentary records.

Data were gathered through three complementary techniques. First, platform and social-media observations and documentary analysis examined communication activity and platform traffic during 2025, including monthly analytics and course-enrollment records. Second, this research conducted seven in-depth interviews with the selected informants between 20 December 2024 and 25 May 2025. Third, website performance documentation, including the 2025 GTmetrix audit, was reviewed. The 2025 platform records are therefore treated as documentary/observational data, while the interviews provide informants' perspectives on the platform and its communication practices.

Data analysis followed the interactive analysis model proposed Miles et al. (2014), comprising three concurrent and iterative stages: data reduction, in which raw data from interviews, observations, and documents were selectively condensed and coded according to thematic relevance; data display, in which reduced data were organized into structured narrative summaries and comparative matrices; and conclusion drawing and verification, in which emerging interpretations were cross-checked against multiple data sources. Coding was conducted thematically through a two-

cycle process: in the first cycle, descriptive codes were assigned to interview transcripts and observational notes to categorize recurring topics such as content scheduling practices, platform technical performance, visual communication design, and audience engagement patterns; in the second cycle, these initial codes were refined into analytical categories aligned with the study's research objectives and the Integrated Marketing Communication framework.

Data validity was maintained through methodological triangulation, combining interview data with observational records, document analysis, and web-performance audit results. Statements made by management informants regarding communication strategy were cross-referenced with documented enrollment data, traffic logs, and GTmetrix audit findings to examine whether reported strategies were reflected in measurable platform outcomes. Where interview accounts and documentary evidence differed, these gaps were treated as analytically significant and explored further. Member checking was also applied, whereby key findings were shared with two primary informants for verification before final interpretation. All informants participated voluntarily and provided informed consent; they are referred to by role in this article to protect their identities (e.g., Informant 1, personal communication, 20 December 2024). The research was conducted under the academic supervision of the Faculty of Communication Sciences, Universitas Padjadjaran.

RESULTS AND DISCUSSION

Enrollment data from the Unpad Luhung platform for the 2023–2025 period reveals a consistent pattern of audience preference toward practical, skills-based courses. As presented in Table 1, the highest enrollment figures were recorded for Personal Branding and Social Media Optimization (185 enrollees), Social Marketing (162), and Scientific Article Writing (159), while courses with a more abstract or generalist orientation such as Basic Indonesian for Foreigners (42) and Project Management Essentials (55) attracted considerably fewer participants. The total enrollment across all ten courses reached 1,065 registrations.

This distribution aligns with broader trends in MOOC consumption, where learners tend to prioritize courses that offer immediate applicability to professional development and career advancement (Alario-Hoyos et al., 2017). The thesis interviews also indicate that the platform's cross-disciplinary content and career-oriented learning opportunities are perceived as useful by student users. A student user described the range of courses across disciplines as one of the platform's attractive

Table 1 List of Luhung Course Titles

No	Course Title	Number of Enrollees
1	Personal Branding and Social Media Optimization	185
2	Social Marketing	162
3	Scientific Article Writing	159
4	English for Business	148
5	Basic Data Analytics	92
6	Public Speaking for Professionals	87
7	Digital Entrepreneurship	74
8	Introduction to UI/UX Design	61
9	Project Management Essentials	55
10	Basic Indonesian for Foreigners (BIPA)	42
	Total	1,065

Source: Research result, 2025

features (Informant 7, personal communication, 25 May 2025). This qualitative evidence complements the enrollment pattern, although it should not be interpreted as a direct explanation of every course's enrollment level.

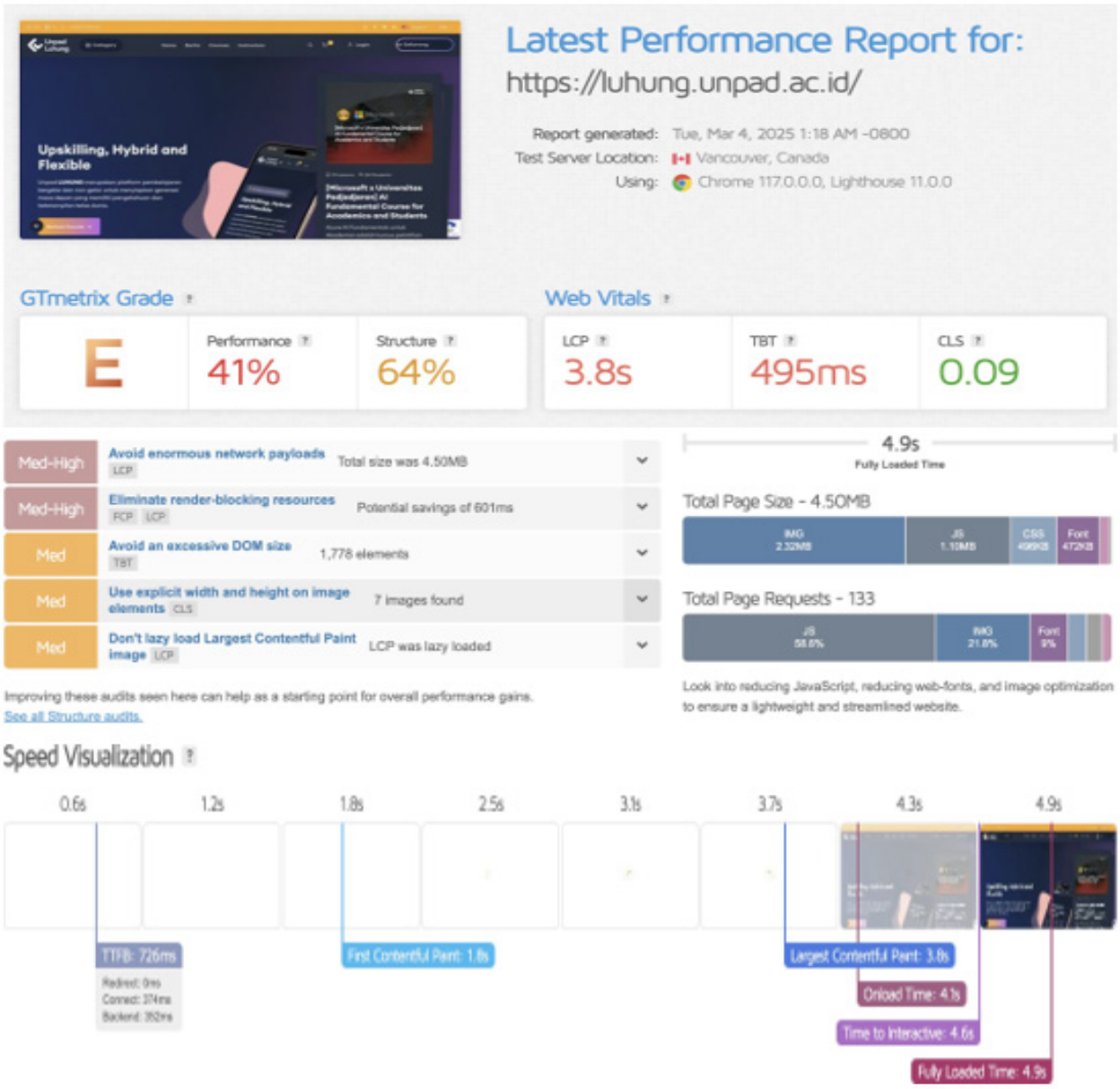
This pattern of enrollment concentration carries practical significance beyond simply confirming audience interest in skills-based content. It suggests that Unpad Luhung already possesses a latent competitive advantage in its course portfolio, one that has not yet been fully leveraged through targeted promotional messaging. Rather than distributing promotional effort evenly across all ten course offerings, a more strategically efficient approach would concentrate messaging resources on the courses that demonstrably resonate with audience demand, using their proven appeal as an entry point to build broader platform awareness (Roy & Misra, 2024). This reasoning aligns with the IMC principle that message content should be calibrated to audience-perceived value rather than institutional priority alone, since promotional communication is more persuasive when it foregrounds outcomes the audience already recognizes as relevant to their goals (Furbani et al., 2024). The concentration of enrollment in career-oriented courses such as personal branding and social marketing also suggests that Unpad Luhung's target audience is likely dominated by early-career professionals and small-to-medium enterprise practitioners seeking immediately applicable competencies, a segment consistent with the broader Hybrid University audience profile described by Fragouli (2025). Positioning promotional content around this audience segment specifically, rather than framing courses through generic institutional branding language, may therefore produce stronger enrollment

responses than the current undifferentiated messaging approach observed in this study. At the same time, this content-level strength cannot translate into sustained enrollment growth if the underlying communication infrastructure remains inconsistent, since even well-targeted promotional messages require a reliable channel and a continuous presence to accumulate audience trust over time (Aristana et al., 2024). The following paragraphs examine two structural conditions platform technical performance and promotional continuity that determine whether this content potential can be effectively converted into sustained audience engagement.

A website performance audit conducted using GTMetrix in 2025 assigned the platform a Grade E rating, with an average page load time of 3.8 seconds, as illustrated in Figure 1.

Within the Shannon-Weaver model of communication, technical noise refers to any disruption in the channel that prevents a message from reaching its intended receiver (Shannon & Weaver, 1949; Strauss et al., 2025). In the context of digital platforms, slow loading times and poor server responsiveness constitute precisely this form of channel disruption. Research by Guo et al. (2023) that even marginal delays in website loading time significantly reduce user satisfaction and increase the likelihood of early exit. The 3.8-second load time recorded for Unpad Luhung is consistent with this finding: platform traffic data shows bounce rates ranging from 46 to 52 percent across active months in 2025, indicating that nearly half of all visitors exited the platform before meaningful engagement could occur. This pattern aligns with findings by Huang et al. (2023), which identify platform-related friction as one of the leading factors contributing to early dropout and disengagement in MOOC environments. Beyond its direct effect on user behavior, this technical underperformance carries a broader communicative consequence. As Alsaeedi (2020) argues, website performance functions as a proxy for institutional credibility in the digital environment: when prospective learners encounter a slow or unresponsive platform, this experience shapes their perception of the institution's overall professionalism. The platform manager confirmed that server optimization had not been prioritized in the 2024 budget cycle, citing limited institutional resources and competing administrative demands (Informant 5, personal communication, 18 January 2025). This gap between institutional investment and user-facing performance reflects a structural inconsistency in the platform's communication chain, which is further compounded by their irregular promotional activities.

The consequences of this technical



Source: Directorate of Marketing, Unpad, 2025

Figure 1 Website performance of Unpad Luhung (GTmetrix)

underperformance extend beyond immediate user behavior to shape longer-term perceptions of institutional credibility. When prospective learners experience a slow-loading or unresponsive platform, this friction does not merely delay their access to content; it actively signals a lack of institutional attentiveness at the precise moment when audience trust is being established (Alsaeedi, 2020). This effect is particularly consequential for a Hybrid University initiative such as Unpad Luhung, where the platform itself often serves as a prospective learner's first point of contact with the institution's non-degree education offerings, meaning that technical deficiencies encountered at this stage may be generalized into broader

judgments about institutional quality that extend well beyond the platform's actual course content. From a user experience standpoint, a 3.8-second load time, while seemingly marginal in absolute terms, falls considerably outside the threshold typically associated with sustained user attention in digital environments, increasing the likelihood that visitors disengage before evaluating the substantive value of the courses on offer (Guo et al., 2023). This dynamic helps explain why the bounce rates recorded for Unpad Luhung remain persistently elevated even during months of active promotional activity: technical friction functions as a barrier that operates independently of, and before, the persuasive quality of promotional messaging itself. Importantly, this finding indicates that improvements to visual design or content strategy alone would be insufficient to resolve the platform's engagement challenges, since audiences who abandon the platform due to loading delays never reach the stage at which message content could influence their decisions. The systematic review by Huang et al. (2023) similarly identifies platform-related friction as a leading contributor to disengagement in MOOC environments generally, reinforcing that this is not an isolated weakness specific to Unpad Luhung but a broader structural risk facing digital learning platforms that have not prioritized technical infrastructure investment alongside content development.

An examination of monthly traffic data from the Unpad Luhung platform in 2025 reveals a pattern of severe promotional discontinuity. As shown in Table 2, the platform's analytics

Table 2 Performance data of the Unpad Luhung platform

	Visitors	Views	Sessions	Average Session Duration	Bounce Rate	Views Per Sessions
Total	21,779	131.6K	31,475	8:03	48%	4.18
1 January	0	0	0	0.00	0%	0.00
1 February	0	0	0	0.00	0%	0.00
1 March	0	0	0	0.00	0%	0.00
1 April	0	0	0	0.00	0%	0.00
1 May	0	0	0	0.00	0%	0.00
1 June	0	0	0	0.00	0%	0.00
1 July	0	0	0	0.00	0%	0.00
1 August	0	0	0	0.00	0%	0.00
1 September	0	0	0	0.00	0%	0.00
1 October	13,336	74,243	18,907	7:23	48%	3.93
1 November	7,604	49,707	10,766	9:11	46%	4.62
1 December	1,426	7,620	1,802	8:15	52%	4.23

Source: Luhung Platform, 2025

report no visitors, views, or sessions from January through September 2025, followed by a recovery in October (13,336 monthly visitors), then a decline in November (7,604) and December (1,426). The overall-period visitor total should not be calculated by simply adding monthly visitor counts, because the same person may be counted in more than one month. Views and sessions are reported as provided in the platform analytics.

This pattern is not consistent with the principles of systematic digital marketing communication. The IMC framework emphasizes that consistent, coordinated, and continuous communication across channels is essential for building audience awareness, trust, and long-term engagement (Furbani et al., 2024). The Director of Non-Degree Education discussed the platform's operational and promotional changes; the 2025 traffic gap is interpreted here alongside the platform's documentary records (Informant 1, personal communication, 20 December 2024). While this reflects genuine organizational constraints, it also points to a broader structural issue: the platform's communication activities remain largely event-driven and reactive rather than grounded in a planned content calendar. The consequences of this discontinuity are compounded by the algorithmic logic of social media platforms, where prolonged periods of inactivity reduce the organic reach of subsequent content, making it more resource-intensive to rebuild audience visibility after a communication gap (Aristana et al., 2024; Putri & Santoso, 2025). The sharp decline in traffic following the October 2025 spike suggests that the temporary recovery was driven by transactional stimulus a single institutional event rather than sustained relational engagement, a pattern consistent with the observation by Harbi and Ali (2022) that digital marketing in educational institutions tends to be campaign-based rather than structured around long-term audience development. Luo and Li (2024) further emphasize that platform reputation and perceived reliability are central to users' sustained engagement with MOOC platforms, suggesting that structural improvements to Unpad Luhung's communication governance must accompany any technical optimization efforts. This reactive orientation is also apparent in how the platform manages its communication mix and message design.

Observations of the Unpad Luhung social media channels during the study period indicate that the platform's marketing communication mix relied primarily on two channels: Instagram and the institutional website. Email marketing, search engine optimization, and paid digital advertising were not identified as consistent components of the strategy. The

creative team confirmed that content production was constrained by limited personnel, with one team member responsible for both visual design and copywriting (Informant 3, personal communication, 12 January 2025). In terms of visual message design, promotional materials produced during active periods demonstrated a degree of consistency in color scheme and typography, reflecting basic adherence to institutional branding guidelines. However, research on visual identity management in Indonesian universities demonstrates that effective branding consistency must extend beyond surface-level design elements such as color and typography to encompass the alignment of internal stakeholder perceptions with external brand communication, a dimension on which Unpad Luhung's promotional strategy remains underdeveloped (Dwitasari et al., 2025). Furthermore, the informational content of promotional posts was frequently limited to event announcements and course launch notifications, with little systematic effort to cultivate ongoing engagement through educational or value-added content. Drossos et al. (2024) demonstrate that multimedia content and transformational appeal rather than purely informational announcements are the content characteristics most strongly associated with higher user engagement on social media brand pages, a finding that further highlights the limitations of Unpad Luhung's current content strategy. This finding suggests that the platform's communication approach prioritizes transactional messaging over the relational model recommended within the IMC framework (Furbani et al., 2024; Harizi & Trebicka, 2023), and that the absence of testimonials, instructional previews, or community-building content has limited its capacity to establish an ongoing communicative relationship with its target audience.

Taken together, the findings of this study reveal a significant structural gap between Unpad Luhung's content potential and its communication infrastructure. The platform possesses a course portfolio that demonstrably resonates with its target audience, as evidenced by the enrollment concentration in practical skills courses. However, this content strength is undermined by three interrelated structural weaknesses: poor platform technical performance that disrupts the user journey before engagement can occur; severe promotional discontinuity that prevents the accumulation of audience awareness and trust; and a reactive, event-driven communication pattern that forecloses the development of long-term relational engagement. These findings extend and complement prior research on digital marketing in higher education. While Alsaeedi (2020) has examined platform usability and digital tool

effectiveness, the present study demonstrates how technical performance deficiencies and communicative discontinuity operate jointly to constrain marketing communication outcomes in a MOOC-based Hybrid University context. The case of Unpad Luhung illustrates that effective digital marketing communication requires not only persuasive message design but also reliable channel infrastructure and consistent communicative presence conditions that must be managed as integrated components of institutional communication governance, rather than as isolated technical or operational concerns (Bygstad et al., 2022).

These structural weaknesses, while significant, are not insurmountable, and the findings point toward concrete, sequenced actions that platform managers could pursue within existing resource constraints. Given that the creative team reported personnel limitations as a binding constraint on content production (Informant 3, personal communication, 12 January 2025), the most immediate priority should be technical remediation rather than content expansion, since even substantially improved messaging would continue to be undermined by the platform's Grade E performance rating. A phased approach beginning with server-side optimization to address the 3.8-second load time, followed by the introduction of a lightweight content calendar to prevent recurrence of prolonged communication gaps such as the nine-month absence observed in 2025 would allow the institution to address both structural weaknesses without requiring simultaneous investment in all dimensions at once. Only after these foundational reliability issues are addressed would diversifying visual message design to include testimonials, course previews, and community-building content yield its full communicative benefit, since such content depends on a functioning channel and consistent audience presence to accumulate engagement over time (Drossos et al., 2024). This sequencing logic reframes the institution's challenge not as a matter of insufficient promotional creativity, but as a governance problem requiring coordinated investment across technical, managerial, and communicative domains which Bygstad et al. (2022) characterize the integrated nature of digital transformation in higher education.

These interpretations should nonetheless be read in light of the study's methodological scope. Because the analysis is grounded in a single bounded case, the specific configuration of weaknesses identified here reflects the particular organizational, budgetary, and infrastructural circumstances of Unpad Luhung, and the extent to which similar patterns generalize to other non-degree digital learning platforms in Indonesia remains an open

empirical question rather than an established conclusion. The qualitative, interview- and document-based design further means that the study captures how communication practices are enacted and interpreted by those responsible for managing the platform, but does not measure audience-side perceptions directly; behavioral indicators such as bounce rate and enrollment figures serve as proxies for engagement rather than as direct evidence of how prospective learners consciously evaluate the platform's communication quality. Addressing this gap would benefit from complementary quantitative designs, for instance, controlled comparisons of enrollment conversion before and after technical remediation, or structured user satisfaction surveys administered across multiple institutional platforms, which could test whether the sequencing logic proposed above (technical remediation preceding content diversification) produces measurable engagement gains in practice. Comparative case designs spanning several MOOC-based Hybrid University initiatives would also help clarify whether the coupling of technical and communicative governance observed at Unpad Luhung reflects a broader systemic pattern across Indonesian higher education, or is instead specific to the institutional and budgetary conditions of this particular platform.

CONCLUSION

This study aimed to analyze the implementation of digital marketing communication of Unpad Luhung by examining the marketing communication mix, visual messages and content design, content scheduling consistency, and the role of platform technical performance in shaping audience engagement and course enrollment. The findings indicate that Unpad Luhung possesses a course portfolio that aligns well with audience demand, particularly in practical skills-based courses, yet this content strength has not been matched by a correspondingly systematic communication strategy. Three structural weaknesses were identified: poor platform technical performance, a prolonged absence of promotional activity, and a communication approach that remains reactive and event-driven rather than relational and planned. Theoretically, this study contributes to the literature on digital marketing communication in higher education by demonstrating that the effectiveness of a MOOC-based platform's promotional strategy cannot be assessed independently of its technical infrastructure. Applying the Shannon-Weaver noise model to this context, the study shows that platform underperformance functions as a form of technical noise that disrupts message delivery before audience engagement can occur. This

highlights a dimension that is often overlooked when pedagogical quality and marketing strategy are examined separately. The findings also extend the IMC framework's emphasis on consistency and integration to the specific governance challenges of MOOC-based Hybrid University institutions in the Indonesian higher education context.

In practical terms, the findings suggest that universities operating MOOC-based platforms must treat technical performance and communication planning as equally critical components of marketing communication strategy. Priorities include website optimization, a structured content calendar, and diversified visual messaging, including testimonials and course previews, to support relational rather than purely transactional engagement. Technology audits should be integrated into institutional branding and marketing governance. This study is limited by its single-institution case design, which restricts generalization to other MOOC platforms. The platform analytics and enrollment records analyzed primarily cover 2023–2025, whereas interviews were conducted between 20 December 2024 and 25 May 2025; therefore, interview accounts provide contextual insight into subsequent organizational developments but do not replace a continuous time series of platform metrics. The absence of a user survey also means that audience perceptions were inferred from behavioral metrics and qualitative interview accounts rather than measured directly. Future research may address these limitations through comparative studies of MOOC platforms in Indonesian higher education, user-satisfaction surveys or experiments examining the effect of loading time on enrollment conversion, and further inquiry into how governance structures and budget allocation shape communication consistency.

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request.

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