

Branding analysis of Brawijaya University vocational education

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ABSTRACT

Background: The current challenge in Indonesia is the rising unemployment rate of college graduates and low interest in continuing to study at university, especially in Vocational Faculty. Therefore, the university must clearly understand what potential prospective students are looking for. The Vocational Faculty consists of two departments: the Department of Business and Hospitality and the Department of Creative and Digital Industries. In the 2021 class, the total number of students are 499 students. **Purpose:** This research aims to assess equity of UB Vocational brand in the eyes of prospective students. In this study, candidate students, namely students of SHS/ Vocational School in third grade whose planning to continue studying in college and new students of UB Vocational. **Methods:** The research method used in this research is descriptive. The data acquisition technique in this study was using open questionnaire. **Results:** Brand Image, related to the Vocational Education of Brawijaya University, which produces graduates who are ready for work and satisfied with the institution, is assessed in terms of educational attributes, including the quality of lecturers, facilities, curriculum, and cooperation. **Conclusion:** The main objective of this study is to assess the determinants of university brand loyalty by mapping out the characteristics regarding respondents' reaction to higher education services (especially universities) at the Vocational Faculty of Brawijaya University through measuring brand awareness, image, and satisfaction. **Implications:** The results of this research shows that the Vocational Education of Brawijaya University as a place to continue study for new candidate students are still being recognized and considered as one particular choice to for higher education.

Keywords: Vocational branding; vocational faculty; vocational education; college branding; brand awareness

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INTRODUCTION

Indonesia is still facing challenges in work and education area, according to data released by the Central Bureau of Statistics (BPS) in February 2020 (*Unemployment Rate Based on Completed Highest Education – Data – tempo. Co,n.d*), regarding open unemployment rate based on highest education level completed, graduates of Vocational High School (SMK) experienced the most unemployment, reaching 8.49 percent. A person with an elementary school graduate experienced unemployment rate reaching 2.64 percent. While a Junior High School (SMP) graduate experienced an unemployment rate of 5.02 percent. Senior High School (SMA) graduates experienced an unemployment rate of 6.77 percent. Diploma and University graduates reached 6.76 percent and 5.73 percent.

Meanwhile, interest in higher education for undergraduate programs is still higher than vocational education. Overall (Academic Vs. Vocational Education – Dunia Dosen,n.d.), the number of higher education in the academic education category is almost double compared to Vocational Education category. According to data from the official website of the Ministry of Research and Technology in 2019, the number of academic higher Education was 2.141, while Vocational Education was 1.128 (Ristekdikti,

2018). Referring to Law Number 12, 2012, about College Education, article 15 said that academic education is higher education at undergraduate and/ or post-graduate programs directed at mastering and developing branches of science and technology. Whereas article 16 states that Vocational Education is a higher education in a diploma program that prepares students for jobs with certain applied skills up to an applied undergraduate program.

Meanwhile, on the other hand, the industry is moving rapidly. Recently, there has been a trend of industrial revolution reaching a new phase known as the 4.0 era, which is considered to have high effectiveness and efficiency. Business and industry world are competing to adapt to this change and strive to keep up to the development. The education sector is also affected by this development and really should pay more attention to it, especially Vocational Education which is obliged to respond to these challenges and a rebranding step is needed.

The Ministry of Education and Culture (Kemdikbud), through the Directorate of Vocational Education (Diksi), is taking massive steps to *rebrand* vocational education. This rebranding step is to change the mindset or the perspective that vocational education is the last choice and can only create workers. It cannot produce creators, entrepreneurs, or experts. Wikan emphasized (Director General of Diksi,

a Strategy to Strengthen Vocational Rebranding – National Tempo. Co, n.d.). Student admitted to a Vocational School must have *passion* and a strong vision. “It is an incredibly massive *rebranding*, to change the mindset of students who do not have *passion*, are not supposed to go to a Vocational School. Vocational School students must be passionate and have a strong vision to achieve the input, process, and output needed. Parents must also have the same mindset about it.

According to research by Javani, communication between a brand and its audience will create strong links and could obtain valuable positioning in the audience’s mind (Javani, 2016). It is necessary to attract target audiences by investing time, money, experience, knowledge, and commitment to create a powerful and influential university brand.

Strategic approach should focus on branding principles to create a proper university branding. Branding should utilize strategic approaches for the coordination and integration of messages and experiences of the university alongside its branding.

Intensifying competition has increased the importance of branding in academia. Branding lends new meanings to long-standing academic categories. The core of academic work from a branding perspective according to (Drori, 2013), branding excellence is a differentiation

strategy rather than solely a professional duty. Emphasis on promotion is also accompanied by a redefinition of what a university does; such emphasis subjects knowledge creation, teaching, and study to the logic of marketing and service.

The core university brand as mentioned is on equity dimensions, which is identified as brand awareness, perceived quality, brand association, brand trust, learning environment, emotional environment, university reputation, and brand loyalty (Pinar, 2020). In contrast, the supporting university brand equity dimensions identified as library services, dining services, residence halls, and physical facilities.

Universities all over the world are working hard to build brand equity. A strong university brand name can be built by providing quality service, creating an emotional connection with students, a unique line of communication and service. Prestigious brands have strong brand equity. Defined brand equity as a positive differential effect caused by knowledge of brand name on customers for the product or service (Kotler, 2013). Brand equity causes customers to show their preference for one product compared to another if both are identical. How far the customers are willing to pay more for a particular brand is a measurement of brand equity. Brand equity measurement is inseparable from the four dimensions of brand equity:

awareness, the association which can form the brand image, perceived quality, and customer loyalty to a product/ service. This theory was further developed by David Aaker (2014) into the Brand Equity Ten model, and there is a fifth dimension, namely market behavior.

University Brawijaya has received accreditation A with the tagline World Class University and other achievements, namely (Achievements- University Brawijaya University Brawijaya, n.d) ranked 2nd in Indonesia for the Times Higher Education (THE) World University Rank 2020, ranked 5th in Indonesia version 4ICU and ranked 6th in Webometrics version. University Brawijaya is a university of business, and a world class entrepreneurial university. In line with the Vision and Mission to become a university that excels with international standards and can play an active role in nation-building through the education process, research, and community service, it implies that there are two goals to be achieved, becoming a world-class university and beneficial towards nation development.

Vocational Faculty of University Brawijaya is a higher education aimed at the practical interest of intermediate experts and Applied Scholars whose function is to develop students to have specific applied skills jobs through vocational programs to achieve national educational goals. Vocational education is

education that directs students to develop applied skills, adapt to specific work fields, and enabling them to create job opportunities.

Vocational education is implementing teaching and learning activities, which differs from other types of education. One of the big things done in vocational education to achieve the educational aims and objectives is that practical activities are more dominant than teaching and learning activities. Practical class were conducted in laboratories, studios, workshops, and experimental field. Generally, the comparison between practical activities and theory in vocational education is 80 percent to 20 percent, although in some cases, the ratio can be 70 percent and 30 percent. Thus students and lecturers will spend most of their effective time studying and working in laboratories and/ or practical environment. Vocational Education of Brawijaya University provides facilities and infrastructure to support practice/ practical activities in line with their respective areas of expertise. The Vocational Faculty of Brawijaya University consists of 2 departments: business and hospitality departments, with three study programs: 4 years diploma in Hospitality Management, 3 years diploma in Business Administration, and 3 years diploma in Finance and Banking. The creative and digital industry department consists of 4 years diploma in Graphic Design and 3 years diploma in

Informatics technology.

Brand awareness developed due to repeated exposure to products or services. Hearing, seeing, or thinking about certain brands can be a factor in developing awareness, resulting in the brand sticking into the customer's memory. (Keller, 2013) observed that brand recognition plays an important role in influencing consumer choices. With that in mind, brand awareness can be defined as a product of brand recognition and customer's top of mind. Once brand awareness is developed, it ensures acceptance among prospective clients leading to a larger market share.

Brand awareness is one of the dimensions to strengthen brand equity. It is important to know how the awareness from students' candidate's perspective related to branding of the higher education, especially Vocational Faculty of Universitas Brawijaya. The Vocational is still vaguely familiar to the public, so the choice to continue to higher education through vocational education has always been a last choice or only as a stepping stone, a temporary education before continuing to the university being desired the most. In this case, it is common in the education category at the academic level to see the value that emerges and is created by the brand. Brand Awareness is the consumer's ability to recognize a brand or how strongly the brand is embedded in consumer memory

(Arrum, 2013). Previous studies have proven that the College's brand strategy redefines its overall brand image. Public perception is key when building awareness and rebuilding a favorable brand image. A good brand image is very important as the university seeks to collect additional revenue and media exposure.

For Higher Education Institutions (HEIs), branding is a recent marketing tool aims to attract, engage, and retain students, with the addition of positioning universities' reputation (Wilson & Elliot, 2016; Sultan & Wong, 2014). A university brand reflects its ability to fulfill students' needs and creates trust in its capacity to deliver the promised services (Nguyen et al., 2016). Also, as service organizations, universities depend on their unique service properties to differentiate themselves from the competition (Pinar, 2020).

The university identification model integrated into the higher education findings shows that university brand prestige and knowledge are key determinants of identifying university and differentiate them (Balaji et al., 2016). The findings also show that students, who identify themselves with the university, engage in supportive behavior such as advocacy intent, affiliation, participation, and suggestions for improvement. These results provide an important step in advancing university branding from a theoretical and managerial perspective.

Theoretically, this study provides empirical evidence of the antecedents and consequences of university identification. From a managerial perspective, the findings suggest that universities should develop a strong student-university identification to motivate university students' supportive behavior.

Besides the research above, similar research, shows that the mediating role of attitudes toward universities and attitudes toward university majors is analyzed in the relationship between dimensions of university performance and brand loyalty (Erdoğan & Ergun, 2016). The influence of university performance is investigated on attitudes at two levels: universities and departments. It was observed that teaching staff, graduate career prospects, and course performance positively affect students' attitudes toward university major. On the other hand, the factors contributing to students' attitudes toward the university are the teaching staff and the general atmosphere. Overall, it can be said that university performance is important in explaining the variance of university brand attitudes and brand loyalty. The teaching staff and their services are important in shaping attitudes towards the department and the university, which makes recruiting the quality of staff becoming university priority. Graduate career prospects are also necessary for forming a sense of community in the department and

university. Therefore, relationships with graduates should develop career paths, and positive post-graduate experiences should be communicated to current students to increase their loyalty. Education is also important in forming a sense of community in their majors and universities. The implication is that the university must be careful about the quality and actuality of the material and lecture methods. Control systems can be implemented to monitor and update the education system. In addition, the general atmosphere positively affects brand attitudes and a sense of community towards the university. Therefore, social facilities must be provided to students on campus.

The education world in Indonesia, especially vocational education, will face increasingly complex challenges, although it has received support for rebranding from the Directorate General of Vocational Higher Education. Nowadays, even though it has not been entirely successful, there has been competition with the increasing collaboration of several Vocational colleges with the industrial world, namely to achieve the goal of vocational education itself, which must be able to produce graduates who are ready to work in the business and industrial world. Apart from that, another challenge is that several campuses have vocational programs, and other campuses are in the form of polytechnics in which the

name is well known compared to vocation itself; thus, the choice of students candidate always put vocation as the last choice. Only universities that have high brand equity will be able to survive in the world of higher education. Therefore, research is needed to produce data on how to map the knowledge and views of the public or students' candidate towards a brand called Vocational so that in subsequent research activities or applications in Vocational campus able to create and implement a more focused strategy for rebranding of Vocational Higher Education itself, which supports all the goals, vision and mission of University of Brawijaya.

RESEARCH METHOD

The purpose of this study is to map out the characteristics regarding the feedback of respondents to higher education services (especially universities) at the Vocational faculty of Brawijaya University by measuring brand awareness, image, and satisfaction from the perceptions of new students in 2022. The data collection method is a standard and systematic step to obtain data or information needed in a study. Data is the research recording result, including facts and figures (Arikunto, 2019), which is acquired for this research.

The research method used in this research is a descriptive research type. Descriptive research

is a study to find facts with the right interpretation (Ibrahim, 2005). This descriptive research is conducted by using an open questionnaire to students as new candidate students and new students of Vocational Education, University of Brawijaya. In line with the research objectives to be achieved, the type of descriptive research is used.

Data collection methods in research activities aim to uncover facts about the variable studied (Azwar, 2013). The data acquisition technique in this study was using a questionnaire. Questionnaires were used in collecting data from respondents, and researchers compiled a format of questions that had been arranged in such a way as to analyze brand equity which was submitted to respondents in writing form. An open questionnaire is selected to conclude about the image and brand awareness of the Brawijaya University Vocational Schools, which are easily formed in new students. A literature study is a data collection technique that is carried out based on information obtained through books, magazines, and journals related to the issues discussed in this writing. In this study, researchers used Probability Sampling. Probability Sampling is a sampling technique that provides equal opportunities for each element (*member*) of the population to be selected as a member of the sample (Sugiyono, 2014). The researcher used a simplification

with 499 students from Senior High School and Vocational High School to determine the sample size. The sample criteria formulated by the researchers were respondents (students) of grade 3 of SHS who were interested in continuing to college, especially Vocational education.

The data analysis steps were carried out using an analytical model (Miles & Huberman, 2014), which has three stages: data reduction, data display, and drawing and verifying conclusions. The data reduction stage implementation in this study by analyzing the result of the questionnaire answered by respondents of brand awareness mapping. The next stage is processing the results of the open questionnaire of respondents who have been asked questions with the numbers given. The stage of presenting the data in this study is representing the data in table and graph form with a brief description. While at the conclusion-drawing stage, the data is verified repeatedly, and conclusions are drawn in the form of a narrative based on the overall data results.

RESULTS AND DISCUSSION

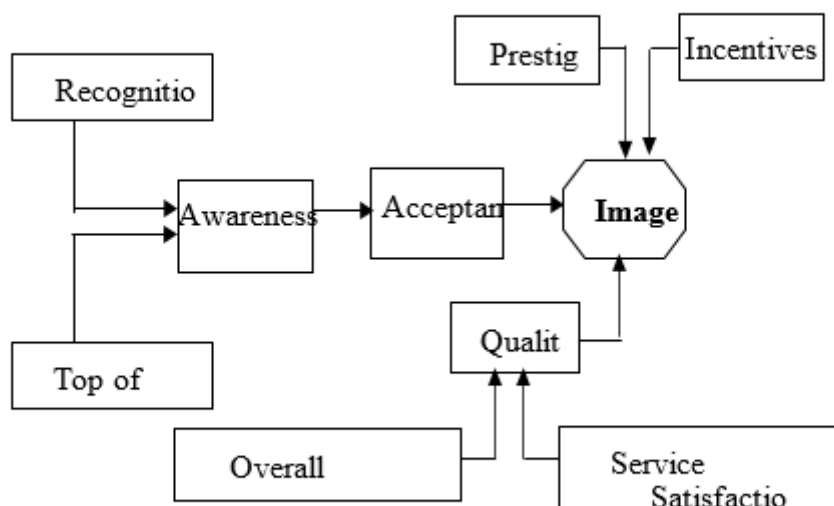
Brand awareness is one dimension that can strengthen brand equity. It is important to know how the awareness side of student candidates are regarding university branding,

especially UB Vocational Education, as an educational institution that can produce graduates ready to work with a significant percentage of practicum curriculum compared to theoretical one. Building such branding is not easy, as the popularity of higher education institutions through undergraduate universities is considered to be of higher value.

Bennet (Ali-Choudhury et al., 2009) suggests that the university brand component consists of 3 main factors. Firstly, a collection of commitments made to the outside world about brand benefits (high calibre faculty, post-graduation jobs and career prospects, on-campus socialization opportunities); Secondly, a distinctive set of features that define the nature of the brand (university market position, research versus teaching orientation, university matriculation requirements, campus safety); Thirdly, advertisement design and external communications that describe the brand (name, logo, and advertising slogan).

Brand awareness can be interpreted as the consumer's ability to recognize a brand or how strongly the brand is embedded in consumers' memories when they are thinking about a particular product category and how easily the name appears and also includes the specifics of the product such as type, slogan, and features.

After a detailed study, the literature review revealed a strong relationship between brand



Source: Iqbal, 2012

Figure 1 Model for University Branding

equity, brand image, brand association, brand awareness, and brand quality. A high level of awareness means high acceptance; therefore, high acceptance and high perceived quality create a strong affiliation with the brand, strong image and a positive brand image will help develop a favorable perception, which means more significant brand equity. Therefore, to examine any relationship between university brand equity and its attributes, i.e., university brand awareness/ acceptance, university brand image, and university service quality, we used the same components as used by Aker first in 1991 and then in 1996, acceptance/ brand awareness, quality perception, and brand association. Due to the similarity of definitions,

we replace brand association with brand image.

The institution's image is important in the higher education sector, especially for external customers like parents, friends, industry, which influence prospective student's decision. Thus, a good image is the top branding tool for the college industry (Cubillo et al., 2006). They have suggested that institutional prestige and financial incentives develop the institutional image in the service industry.

Brand image develops due to the collective impact of brand associations and consumer perceptions (Engel & Miniard, 1993). When discussing the image of higher education institutions noted that the university's reputation is the most important factor for

selection decisions, especially in the absence of such experience on reducing perceived risk (Beckwith & Leman, 1975); (Hill & Neely, 1988); (Levitt, 1986); (Nicolls et., 1995). Good image, quality and recognition are the best sources of competitive advantage (Aaker, 1989); (Fombrunn, 1996). (Pitta and Katsanis, 1995).

Therefore, as proposed by Cubillo along with prestige and financial incentives, we also use quality and acceptance as image constructs in our research (Cubillo et al., 2006). The most important thing is that branding in the service industry helps in reducing the perceived risk associated with purchasing decisions and also helps in reducing search costs. The literature review helps in establishing the fact that awareness creates acceptance and acceptance of any brand in combination with the development of quality, full brand image strength, and full power image would create brand equity in the service industry.

The purpose of this study is to map out the nature or characteristics of college education service (especially university) at Vocational Universities) at the Vocational Faculty of Brawijaya University through measuring brand awareness, image, and satisfaction. In line with (Valitov, 2014). A university brand development is based on the key success factors of the educational institution. The university

brand creation and realization process consists of the following six stages: The brand idea generation stage, the brand positioning stage, the comparative analysis stage of existing brands, the brand strategy determination stage, the marketing testing stage, and the brand policy implementation stage. The marketing testing stage is a stage that must be carried out before the brand enters the market. Marketing testing allows educational institutions to choose the best brand among several possible variants. Testing allows universities to evaluate the brand's attractiveness to consumers of educational services, the level of efficiency of communication with the target audience, the perception of certain brand attributes, and the importance of the benefits it proposes. This study made measurements to map brand awareness, image, satisfaction, perceptions of brand attributes, and attractiveness (weaknesses and strengths) of the Vocational Faculty of Brawijaya University.

Respondents in this study were prospective students of Vocational Education at Brawijaya University; in this study, what meant by *customers* are candidate students, which means grade 12 high school/ vocational school students who have planned to continue their education in college and new students of UB Vocational Studies. Since the object of research is students as candidate students, one of the brand elements

Tabel 1 Profil

| No | Base | Percentage | Total | | | |
|----------------------|--------------------------------------|------------|-------|----|--------------------------------|--------|
| Gender | | | | | | |
| 1 | Male | 32% | 100% | 6 | Politeknik Negeri Malang | 0,40% |
| 2 | Female | 68% | | 7 | Universitas Brawijaya | 88,15% |
| Origin of Department | | | | 8 | Universitas Bojonegoro | 0,20% |
| 1 | Akuntansi | 2,18% | | 9 | Universitas Diponegoro | 0,20% |
| 2 | Bahasa | 2,41% | | 10 | Universitas Gadjah Mada | 3,21% |
| 3 | Desain | 1,61% | | 11 | Universitas Indonesia | 0,20% |
| 4 | IPA | 46,59% | | 12 | Universitas Islam Lamongan | 0,20% |
| 5 | Keagamaan | 0,40% | | 13 | Universitas Muhammdiyah Malang | 0,20% |
| 6 | Multimedia | 2,01% | 100% | 14 | Universitas Negeri Malang | 1,61% |
| 7 | Pemasaran | 1,00% | | 15 | Universitas Negeri Surabaya | 1,61% |
| 8 | Perhotelan | 1,00% | | 16 | Universitas Negeri Yogyakarta | 0,20% |
| 9 | Teknik | 4,02% | | 17 | Universitas Padjajaran | 0,20% |
| 10 | Administrasi Bisnis | 0,60% | | 18 | Universitas Sebelas Maret | 0,40% |
| 11 | Agribisnis Perikanan Air Tawar | 0,20% | | 19 | UPN | 0,20% |
| 12 | Analisis Pengajuan Laboratorium | 0,20% | | 20 | Universitas Airlangga | 0,60% |
| 13 | Farmasi | 0,20% | | | | |
| 14 | Kecantikan | 0,20% | | | | |
| 15 | Perkantoran | 1,41% | | | | |
| 16 | Perpajakan | 0,40% | | | | |
| 17 | Seni | 0,20% | | | | |
| 18 | Tata Boga | 0,40% | | | | |
| 19 | Usaha Perjalanan Wisata | 0,40% | | | | |
| 20 | IPS | 33,53% | | | | |
| 21 | Perbankan | 0,40% | | | | |
| Expected College | | | | | | |
| 1 | Institut Teknologi Bandung | 1,00% | | | | |
| 2 | Institut Teknologi Sepuluh November | 0,40% | | | | |
| 3 | ISI Surakarta | 0,20% | | | | |
| 4 | Politeknik Kesehatan Kemenkes Malang | 0,60% | | | | |
| 5 | Politeknik Manufaktur Astra | 0,20% | | | | |

Source: Research Result, 2021

of equity, namely customer loyalty, is only formed by customers.

There were also profiles of respondents who had filled out the questionnaire for this study. The gender distribution were 162 men or 32%, and 337 female respondents, or 68%. The female respondents dominates the interest in the Vocational Education University of Brawijaya. There is also the profile of respondents coming from public schools, which divided into two

categories of science and social studies majors; for applicants from social studies, 33% still dominate those interested in studying at UB Vocational Education. Others are from various majors from Vocational High School.

According to Aaker, this brand awareness is embedded in the minds of consumers, starting from Recognition = to recognize, to recall = improvement, top of mind = top of mind, unaware of brand = not aware of the brand. Recognition and unawareness are two perceptions about the brand; when someone wants to buy an item, they know the brand, while those unaware do not care about it. Brand recall is someone who can mention the brand of a product group, while the top of mind means one brand that is in the minds of consumers, and the majority are focused on certain brands (Alama, 2007).

Universities gain fame and prestige through their history, successful professional careers of graduates, famous lecturers working within those universities. Each of these university brands is closely related in the consumers' minds, with specific benefits determining their choice (Valitov, 2014).

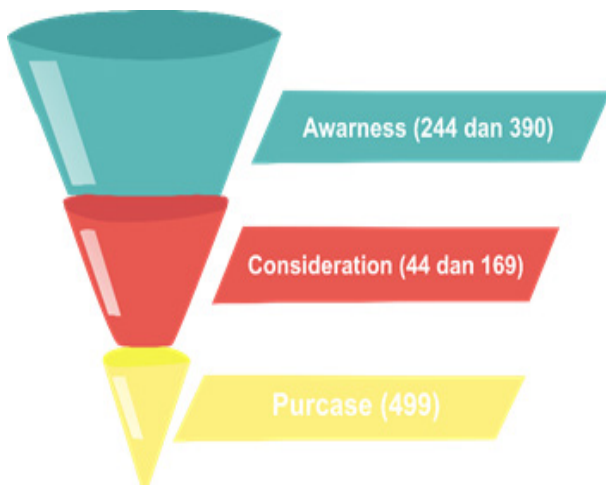
Aaker says brand awareness means the ability of a potential buyer to recognize or recall that a brand is part of a certain product category (Rangkuti, 2008). Brand awareness is the ability of customers to recognize or recall a

brand and associate it with a particular product category (Sadat, 2009). Hence, a customer with brand awareness can automatically recall a brand and associate it with a particular product category without assistance. The highest brand awareness is characterized by placing the brand at the highest level in customers' minds.

Brand awareness is reflected in the consumer's ability to identify the brand in different situations. The consumers' ability will also be determined by the degree of motivation. When consumers are in buying situation with high motivation, consumers will need more time in the decision-making process to get more time to become familiar with the brand, for example, buying cars or durable products (Ferrinadewi, 2008).

Brand awareness can be interpreted as consumer awareness of the existence of a brand name in their minds when consumers think of a product category (recognition) and the name is easily remembered for that category (recall) (Ferrinadewi, 2008).

Based on some of the understandings and explanations regarding brand awareness from the several figures above, brand awareness can be interpreted as the ability of consumers to recognize a brand or how strong the brand is embedded in consumers' memories when they are thinking about a particular product category and how it is easy for the name to appear and



Source: Research Result, 2021

Figure 2 Awareness, consideration, and purchase

also includes the specificity of the product such as its type, slogan, and features.

Meanwhile, in branding process of Vocational Education Brawijaya University some things need to be arranged including awareness, consideration, and purchase. First is on awareness is seeing through those who know about the Vocational Education of Brawijaya University as result of a questionnaire regarding the ranking measurement of Vocational Education of Brawijaya University and 'names of universities that are known/familiar/ previously known, shows that Vocational Education at Brawijaya University received high ratings, 244 and 390. From these numbers, it can be interpreted that most respondents knew the name Vocational UB as the best school to continue study. Second is

on consideration, respondents are assessed on how much they agree with education outside of Brawijaya University Vocational Education as a consideration of choice, with the result (graph 15) of the highest assessment, the lowest point is 44, and the highest point is 169. It can be interpreted that the respondent, besides knowing UB Vocational, they choose UB Vocational as one of the considerations in choosing their further study. The third on is on purchase, which covers students who ultimately chose to enter and study at UB Vocational Education, namely as many as 499 respondents.

The conclusion from Brand Awareness regarding the selection or assessment of Vocational Education as a place to continue education or study at College from 499 new candidate students or candidate students who choose to become UB Vocational students comes from 390 respondents who know Vocations and as many as 169 respondents who consider UB Vocational as their choice to continue their studies.

Based on the discussion and study, the following matters need to be considered: Image is an important part of Vocational Education at Brawijaya University. Educational image is in the form of brand excellence of Higher Education, including superior input, process, output, outcome, learning infrastructure, and cultural or quality excellence. To improve



Source: Research Result, 2021

Figure 3 The Impression of Vocational Education At University of Brawijaya

the image of higher education, the Vocational Education academic community needs to carry out school marketing, including positioning, differentiation, and branding the advantages and uniqueness of Vocational Education to stakeholders. The positive image formed through marketing will benefit the academic community by increasing interest, public confidence, and trust in the Vocational Education of Brawijaya University. The implications of the actual condition of the unfavorable image of Vocational Education and demands to improve the image of vocational education are; first, the academic community needs to carry out intensive and innovative campaign so that external stakeholders could have different view on vocational education image, as image material is marketing product excellence which includes positioning, differentiation, and

branding of Vocational Education of Brawijaya University, the academic community must have the courage to change the school's vision and mission to focus on improving graduate excellence (output and outcome) and building the quality of Brawijaya University Vocational education with differentiation from other vocational education.

Meanwhile, to understand the branding image of the impression of vocational education at Brawijaya University, respondents were asked to fill out an open questionnaire regarding the impression of the name of Vocational Education at Brawijaya University.

Some answers to the questions from the questionnaires that Brawijaya University Vocational Education is the best vocational study, some 190 respondents answered with excellent or 38%. Respondents also refer to a

study programs that are various and in line with millennial jobs with 95 respondents or 19%. Other answers include: Suitable for those who want to apply for their expertise, as many as 87 respondents, or 17%. Respondents also finds that graduates are having higher chance to go directly to work in the industry, with as many as 74 respondents, or 15 % confirm this. In addition it is also found that having more practicum than theory is another reason of choosing vocational study with as many as 53 respondents, or 11%.

From the result of graphic 2, it can be summed up that Vocational UB has a pretty good impression or image in the eyes of the respondents, namely prospective students. Even though only 38% only mentioned UB Vocational School with the best impression, the other half mentioned a more specific impression, including knowing that UB Vocational School is a choice of special college that adapt competencies to industry or prepare a job ready graduates, with 15%; other choices gave the impression or image that the learning process in Vocational UB has more practicum sessions.

Studies on consumer satisfaction highlight mainly the influence of hopes, performance, and affect in addition to equity. Satisfaction with the product is like service or product excellence, service or product hospitality, practice design, perceived value, and customer relationship advantages. Customer Satisfaction is something

that the firm product performance is according to the customer's requirement. In the same way, some other researchers said that customer loyalty and customer satisfaction is a separate entity. Satisfaction is something that people say about the product (Abbas et al., 2021).

According to factors related to the university's performance (including the service, process, and physical evidence) and its image affect students' perceptions (Erdogmus & Ergun, 2016). Performance-related factors can be listed as (a) education, (b) teaching staff, (c) course variety, (d) graduate employment, (e) general social environment, (f) peer-to-peer compatibility, and (g) general Physical environment. On the other hand, image factors include the general image and reputation of the university. To be successful, universities must outperform others in all or some of these dimensions.

In the UB Vocational case example, satisfaction is measured by comparing the quality factors, the lack of UB Vocational with consideration factors, and the impression of UB Vocational. The results of these measurements can be seen in Table 2 below.

The next question of the questionnaire is: 'Quality Score of UB Vocational' to assess the quality of UB Vocational Education by respondents who are preparing for college and need a lot of information and considerations,

Table 2 Satisfaction

| VOCATIONAL EDUCATION QUALITY FACTORS | | Total |
|---|--------|------------|
| Educators/Lectures | | 187 |
| Facilities and Infrastructure Supporting Practice | | 132 |
| Academic Curriculum and Activities | | 102 |
| Cooperation with the Company | | 78 |
| UB'S VOCATIONAL EDUCATION LACK | | Total |
| Lack of Promotion to Introduce UB Vocational | | 53 |
| There are still many accreditation areas of interest below A | | 60 |
| lack of D4 Programs | | 94 |
| It is difficult to do extensions/level shifts | | 125 |
| The building is outside the UB area | | 167 |
| VOCATIONAL EDUCATION FACTORS | Amount | Percentage |
| Educators/Lectures | 187 | 37,47% |
| Facilities and Infrastructure Supporting Practice | 132 | 26,45% |
| Academic Curriculum and Activities | 102 | 20,44% |
| Cooperation with the Company | 78 | 15,63% |
| Total | 499 | 100% |
| UB'S VOCATIONAL EDUCATION LACK | Amount | Percentage |
| Lack of Promotion to Introduce UB Vocational | 53 | 10,62% |
| There are still many accreditation areas of interest below A | 60 | 12,02% |
| lack of D4 Programs | 94 | 18,84% |
| It is difficult to do extensions/level shifts | 125 | 25,05% |
| The building is outside the UB area | 167 | 33,47% |
| Total | 499 | 100% |
| UB VOCATIONAL CONSIDERATION POINTS | | Total |
| Point 1 | | 44 |
| Point 2 | | 169 |
| Point 3 | | 203 |
| Point 4 | | 82 |
| IMPRESSION OF KNOWING UB VOCATIONAL | | Total |
| The Best, Good, and Great Vocational | | 190 |
| Study Programs Are Diverse and In Accordance with Millennial Age Jobs | | 95 |
| Suitable in Select for the Application of Skills | | 87 |
| Work Direct Pass | | 74 |
| Having Courses That Have More Practice than Theory | | 53 |
| UB VOCATIONAL CONSIDERATION POINTS | Amount | Percentage |
| Point 1 | 44 | 8,84% |
| Point 2 | 169 | 33,94% |
| Point 3 | 203 | 40,76% |
| Point 4 | 82 | 16,47% |
| Total | 498 | 100% |
| IMPRESSION OF KNOWING UB VOCATIONAL | | Amount |
| | | Percentage |

| | | |
|--|-----|--------|
| The Best, Good, and Great Vocational | 190 | 38,08% |
| Study Programs Are Diverse and In Accordance with | 95 | 19,04% |
| Millennial Age Jobs | | |
| Suitable in Select for the Application of Skills | 87 | 17,43% |
| Work Direct Pass | 74 | 14,83% |
| Having Courses That Have More Practice than Theory | 53 | 10,62% |
| Total | 499 | 100% |

Source: Research Result, 2021

with the lowest score being one and the highest score being 10. The results of respondents' answers showed that more than 166 respondents or 33% gave a value of 8 for the quality of education in UB Vocational Education, a value of 9 out of 155 respondents, or 31%, a value of 10 out of 114 respondents, or 23%, and a value of 7 out of 47 respondents or by 8%.

The following questionnaire question is: 'Advantages of UB Vocational Education', which is based on respondents from graduates to provide information for those preparing to choose a university. We mapped the top 5 from the respondents' answers, including ready-to-work as the top advantage of UB Vocational education based on respondents, more than 214 or 35%. Good accreditation gains 109 respondents, or 18%. The facility is 105 respondents or 17%. Do not know, as many as 48 respondents or 8%. And the graduates themselves, as many as 48 respondents or 8%.

Meanwhile, to understand the branding of the Brawijaya University Vocational Education

by asking respondents to mention weaknesses regarding UB Vocational Education from all respondents, we have mapped out the five answers with the highest choice results, which are more or less as follows—lack of promotion to introduce UV Vocational as many as 53 respondents or as much as 11%. There are still many areas of interest accredited under A, with as many as 60 respondents or 12%. Lack of D4 program as many as 94 respondents or 19%. It is difficult to do extensions or change levels as many as 125 respondents or 25%. The building is outside the UB, with 167 respondents, or 33%.

The following questionnaire question is: 'How much do you agree that UB Vocational Education will meet the expectations of an ideal University.' The intention is to assess how many people agree with their choice of UB Vocational Education as an ideal university, with a rating system of 1 being the lowest or disagree and four being the highest or strongly agree. The result of respondents' answers or choices shows

that answers based on choices show as many as 300 respondents strongly agree, or 60%, 182 respondents agree, or 36%; 15 respondents disagree, or 3%; and one respondent strongly disagrees, or 0%.

From the Satisfaction table, it can be seen that the comparison between quality factors, the lack of UB Vocational with consideration factors, and the impression that UB Vocational has an enough balanced acquisition result. Nevertheless, if one looks at the quality of education closely, the percentage is more significant in terms of teaching staff, facilities, and infrastructure. Vocational UB gets quite a large percentage for the deficiency section with the choice of building problems. At the same time, the advantages section also has a more significant percentage, but it is not evenly distributed. Most of them gave the best UB Vocational impression answer choice of 38%.

Overall, most of the respondents, who are candidate students who will continue their studies in college, measured the brand awareness of Vocational UB with the result that most of them already know the name of Vocational UB. In addition, it has made UB Vocational Education a consideration in their choice of higher education that will be a place for respondents to study. In Brand Image or Vocational Image of UB gives quite good results; most of the respondents have the impression

that UB Vocational is in line with the image formed, namely as an applied college institution that has more practicum curriculum than theory, prepares graduates who are ready to work and have links and match with the working and industry world. The satisfaction factor has good results. Namely, there are quality factors of UB Vocational that as well-known by respondents. They are teaching staff, curriculum, facilities, and collaboration with a fairly large and even percentage, with good impression, which discussed in the brand image dimension. Even though there are still deficiencies that are well known by respondents or in accordance with reality, namely regarding location, a transfer program, choice of lecture level, and lack of promotion with an even percentage and not more significant than the quality factor, the answers choice regarding these deficiencies can be used as a basis for improving and forming a better brand of Brawijaya University Vocational Education in the following years. From the questionnaire and research results, it can be concluded that the respondents are quite satisfied with the Brawijaya University Vocational Education and have even more expectations, and it is quite fulfilling in aspect of satisfaction; In addition, it can also be supported by some data from questionnaire results that measure ranking, consideration, and measurement of expectations. Although the respondents are still

considering the choice of college other than UB Vocational, other factors still support UB Vocational brand satisfaction.

Meanwhile, the results for measuring expectations are as follows: Able to work immediately after graduation with as many as 175 respondents, or 35%. Seeking knowledge and achievements, as many as 84 respondents, or 17%. Getting proper facilities and infrastructure, as many as 85 respondents, or 17%; mastering the area of expertise owned by as many as 100 respondents, or 20%; being successful and valuable in the community, by as many as 55 respondents, or 11%.

Consumer satisfaction highlights the influence of expectation, performance, and impression, in addition to equity, on satisfaction. Likewise, UB Vocational satisfaction is complemented by considerations, expectations, and impressions from respondents' support in the form of understanding the advantages and quality factors of UB Vocational Education.

CONCLUSION

The main objective of this study is to assess the determinants of university brand loyalty by mapping out the characteristics regarding respondents' reaction to higher education services (especially universities) at the Vocational Faculty of Brawijaya University

through measuring brand awareness, image and satisfaction regarding the Vocational Faculty of Brawijaya University. Some conclusion can be drawn as follow. First, the profile of respondents from Vocational Education at Brawijaya University known to high school students. Secondly, Brand Awareness regarding the selection or assessment of Vocational education as a place to continue education or study at Higher Education is coming from candidate students from 499 respondents or prospective students who choose to become UB Vocational students who consider UB Vocational as their choice to continue their studies. The third is Brand Image, which is related to UB Vocational Education which produced the best UB Vocational and work-ready graduates gaining 38% approval. To understand branding image about the impression of Vocational Education at Brawijaya University get the result such as the best vocational, excellent for 190 respondents or 38%. Study programs that are various and in line with millennial jobs are 95 respondents or 19%. Suitable for those who want to apply for their expertise, as many as 87 respondents, or 17%. After graduating directly to work, as many as 74 respondents, or 15 %. There are 53 respondents, or 11%, in having more practicum than theory.

The fourth section, satisfaction with the Value of the Quality of Vocational Education

at Brawijaya University; the objective is to assess the quality of Vocational Education at Brawijaya University; the respondents are pretty satisfied. In measuring the Satisfaction section of Brawijaya University Vocational Education is considered very important to map several educational attributes with the question 'Advantages of Brawijaya University Vocational' to know the advantages of UB Vocational Education according to respondents from the track record of graduates to provide information for those who are preparing to choose a college. The results include the quality of lectures, facilities, curriculum, and collaboration, which are considered necessary in the satisfaction section.

Suggestions that can be given based on research are as follow. First, the level of awareness as measured by top-of-mind Vocational Education in Brawijaya University brand recall ranks, so this low brand recall requires that Vocational Education in Brawijaya University must often remind candidate students of the existence of Brawijaya University Vocational Education with various integrated marketing communication programs. Brawijaya University Vocational Education must pay more attention to and sharpen the various attributes associated with Brawijaya University Vocational Education with programs that support each other and relate one attribute

to another. Second, the Brawijaya University Vocational Education should maintain the factors associated significantly with the brand equity of Vocational Education of Brawijaya University, namely teaching staff, modern facilities, curriculum, and collaboration so that it can be used as a real competitive advantage related to brand equity. Third, four indicators of the quality of higher education, those students expect most are the quality of lectures, curriculum, cooperation, and complete and modern facilities. Consequently, Brawijaya University Vocational Education improves these four main indicators with various relevant policies. Fourth, the questionnaire questions regarding the shortcomings or weaknesses of Brawijaya University Vocational Education are lack of promotion to introduce UB Vocational and the location of building, which is located outside the Brawijaya University campus area.

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