

THE WAY OF ACADEMICS COMPETENCY TO BECOME A UNIVERSITY BRAND IN THE ASIAN CONTEXT

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Abstract. Higher education has a significant contribution to improving the quality of human resources (HR) in Indonesia. Padjadjaran University (UNPAD), Bandung Institute of Technology (ITB), and the University of Indonesia (UI) as significant universities in Indonesia also played a role in facing ASIA Community. In this regard, this study aims to describe the role of UNPAD, ITB, and UI in improving the quality of education to face ASIA Community. This study presents different institutional characteristics of the three institutions as a representation of the state of higher education in Indonesia. The theory used to examine the theme of this research uses the Social Welfare perspective, especially the Social Development Theory and the perspective of International Relations with the Epistemic Community Theory. The research method is qualitative research using case study techniques. Data sources include primary data through independent interviews and secondary data with descriptive analysis. The results of this study indicate that the three universities have prepared to face ASIA Community. From the aspects of vision and mission; rules; governance guidelines; student body; human Resources; infrastructure; Three Pillars of Higher Education comprising Education and international cooperation.

Keywords: Higher Education, ASIA Community

I. INTRODUCTION

Indonesia and Asian countries in 2015 will face ASIA community. In this regard, every country must prepare human resources in the labor market competition in the Asian region. Competition for skilled labor among ASEAN member countries will require a competitive quality workforce. The quality of the workforce support by the quality of education reside in each country so that the country's human resources are ready to compete in the ASEAN labor market. Moreover, vice versa if the quality of education is low, resulting human resources will be challenging to compete in the labor market.

Based on these situations, universities have an essential role to play in competing for human resources. Universities provide quality workers who have the abilities and competencies needed by the market. Besides, quality universities will also be able to produce leaders and thinkers who determine the direction of the nation in the future. The determining factors to improve the quality of higher education in facing the ASEAN Community include vision and mission; rules; governance guidelines; student body; human Resources; infrastructure; Tri Dharma College; international cooperation; visiting lecture; and Asian issues. All of these factors are the basis for the management of higher education.

Given the competitive landscape in the higher education environment, it is crucial for universities to adopt strategies that create a competitive advantage for them. Universities must use their resources efficiently to achieve this goal. Creating a positive brand image is one such strategy. This study conceptualizes the university brand image as inheritance, service quality, and trust and investigates their relationship with student satisfaction. It also investigates the role of university reputation as a mediating variable.

The fundamental strategy for universities to maneuver in demanding competitive environments is to create a different brand image for themselves. Unique brand images

can positively influence their reputation, which can have a significant influence on students' experience in universities (Berry, 2010). A good reputation acts as a positive signal for prospective students, creating a differentiating factor for universities. The combination of a right brand image and a good reputation must contribute to increasing the level of student satisfaction, which in turn will generate positive words and brand loyalty. In the process, the university will create differentiating factors for itself, contributing to its competitive advantage.

Current university trends to be involved in marketing and branding programs. Motivation is often to improve the university's reputation and to have a positive influence on university rankings. It is not clear whether branding has succeeded with little evidence in the ranking to support this program (Bunzel, 2007). Although universities are increasingly competing for international students, little has to write about the influence of crosscultural values on international education brand positioning (Gray, 2003).

While there are several studies on branding and reputation in the context of higher education, the two research streams are mostly independent. Given that there is substantial marketing investment in building a company's brand image and reputation, this is a field that needs to investigate. Also, the effects of these factors on the level of student satisfaction need to investigate so that universities can develop strategic approaches to meet the needs of these critical stakeholders. The strategic approach will help universities allocate their scarce resources optimally, thereby increasing their capabilities, resulting in better returns. Satisfied stakeholders - students, in turn, give back both in real and intangible forms. They remain loyal - they recommend their alma mater to other prospective students, spread their brand names through positive words, and return to other titles — finally, alumni who succeed in giving back through donations, donations and other forms of funding.

The governance of a college depends on these factors integrate. If one of the factors is not right, then it will harm

other factors and certainly cause the governance of a university to be less comfortable. Therefore, governance is the central point in this research. The benefits of research in this study are seen, theoretically, and practically. Both of these see as the main things in the description of the benefits of this research. The details describe as follows:

1. Theoretical benefits

This research was carried out inter-disciplinary, thus contributing to the development of the science of international relations from the study of regional cooperation and non-state actors, social welfare sciences from social development studies, and state administration science from education policy studies.

2. Practical benefits

The results of this study contribute to university governance in Indonesia. Both from the Directorate General of Higher Education Ministry of Education and Culture and Universities in Indonesia.

II. METHOD

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Social development and communities are very wide ranging from local areas to the state level, which is related to economic and industrial development. The need for social and economic development refers to widespread poverty. The issues associated with economic and social development are health, disability, education, women's roles, industrialization, urbanization, and those related to problems such as crime, divorce, and family disharmony. The government seeks to increase economic activity in a region/country to fight poverty, as a consequence of improvements on the economic, social, and political side. Social and community development is a strategy that is closely related to these consequences.

Some current social oriented approaches suggest a stronger role in social development. Development activities base on local and original conditions from the region focus on local communities which emphasize specifically local development through education. One main focus on the role of volunteers or non-governmental organizations as leaders in social development gives freedom to external development efforts from centralized government control, which includes political action and involves professionals. So that NGOs can cooperate with the government, people's organizations, to guide the approach to the poor.

Social development aims to influence larger groups such as communities or communities and social relations that occur in society. Social development is a process, meaning not as in psychodynamic theory, where social development focuses on the interaction of communication, actions, perceptions of the community, and their responses. In social development, the process is more focused on ideas/ideas where the intervention continues from an interconnected and organized plan.

Midgley categorizes social development strategies in the three elements mentioned above, which are then operated into three levels in the community as follows:

1. Individual strategies focus on helping people to be more independent and independent.

2. Collective strategies focus on communitarians.

3. The government is also responsible for development.

The National Education System Law Number 20 of 2003 states the improvement of the national education system from the previous curriculum. The law is a guideline for a sustainable national education system, guaranteeing the fulfillment of people's needs for quality human resources. In the era of market openness, considering the quality of human resources in Indonesia is below other countries, including in ASEAN countries. A platform needs in the form of a national education system that can create human resources capable of competing with the global world.

In the case of higher education institutions or organizations, the system means elements in interconnected tertiary institutions, which carry out joint activities to facilitate the flow of information in higher education aim. To obtain one standard information, shared decisions, opinions, goals and target in building school life as a whole and thoroughly (Darmoyo, 2008).

III. DISCUSSION

The discussion of governance in an organization cannot separate from the value system. In this case, essential questions about what is called the value system in higher education, how it relates to the college management system, how it relates to the organizational structure that can support the process of adding value to users, how it relates to the leadership style of the rector and deans and so on. This picture becomes an underlying assumption that universities need to have a shared value, which is mostly on the development and dissemination of knowledge.

In this value system, there is a possibility that a university still does not have shared values that focus on developing science, so it fails to provide a strong foundation in providing added value to its users. The logic of simple thinking can capture this meaning, when a university does not have definite values related to the service and support functions of education, research, and service activities it can potential reduce performance.

Higher education is a party that has a considerable influence in determining policy. In public policy studies, universities include in the epistemic community. Universities have several professionals who can solve problems as a reference for policymakers. To see the involvement of universities in international relations, primarily regional integration, they can see the roots of international relations itself, namely political science. Also, it can see the benefits for higher education institutions that utilize existing regional (even global) integration by internationalization.

If seen from the history of internationalization of higher education, according to Knight and de Wit, it is indeed inseparable from the existing regional integration. For example, NAFTA, which makes internationalization in the US and Canada easier or the European Union that makes universities in Germany, England, Switzerland, and France more accept international students. Knight and De Wit expressed this in the aspects of political economy, culture, and increasing institutional capacity where all can

contribute positively. Internationalization is a way for increasing the competitiveness of a college.

Concerning this study, universities in Indonesia can benefit from the occurrence of regional integration through the ASEAN Community in 2015. Through internationalization with the right strategy, universities in Indonesia can act as epistemic communities that determine the development of knowledge in Indonesia and even globally while playing a role in progress nation economically, culturally, and politically.

IV. CONCLUSIONS

In practical terms, regional integration is a way of dealing with globalization. For example, the European Union makes secure regional integration so that it can become a member of the G-20 even though four-member countries have not yet entered to increase European influence in taking on the G-20.

Meanwhile, from a theoretical point of view, regional integration is a joint arrangement of forces in maintaining regional stability and facing global dynamics. Through its perspective, which is functionalism, David Mitrany discusses regional integration from the existing functions and continues to accumulate so that it becomes a greater force than before. Mitrany took the example of the European Economic Community (EEC), European Coal and Steel Community (ECSC), and Euratom (European Atomic Energy) as the foundation of European integration.

When viewed from the history of ASEAN regional integration, it tends to be a top-down approach. Regional collaborations that lead to regional integration are from hard politics to low politics. The advantage of this mechanism is to have reliable political power. Meanwhile, the weakness is the lack of commitment and hard work in carrying out regional integration.

In this study, integration in the field of education is an advanced stage towards a higher stage of integration in ASEAN. Education is a sector that belongs to low politics. Where the study, if it becomes the beginning of the stage of integration, can be seen by the perspective of functionalism and neo-functionalism or if this is only the next stage of the existing political agreement, it can see through another perspective.

The most influential educational strengths are Finland and South Korea, followed by three countries in Asia, namely Hong Kong, Japan, and Singapore. Britain, which is considered a single system, is also rated "above average," better than the Netherlands, New Zealand, Canada, and Ireland. The four countries are also above the middle ranking group, including the United States, Germany, and France. This comparison is taken based on tests conducted every three or four years in various fields, including

mathematics, science, and literature. It provides a picture that has declined in recent years. However, its main objective is to provide a multidimensional view of the achievements in the world of education and create a data bank that will update in a Pearson project called Learning Curve.

After observing from a successful education system, the study concluded that spending is essential, but it is more important to have a culture that supports education. The study states that costs are a straightforward measure, but the more complex impact is people's behavior towards education, it can make a big difference. The success of Asian countries in this ranking reflects the high value of education and parents' expectations. It can be a significant factor when families migrate to other countries, Pearson said. There are many differences between the top two countries, namely Finland and South Korea, according to the report, but the same factor is the belief in social trust in the importance of education and "moral goals."

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