Journal of Information Systems and Informatics
Vol. 7, No. 1, March 2025 e-ISSN: 2656-4882 p-ISSN: 2656-5935
DOI: 10.51519/journalisi.v7i1.1052 Published By DRPM-UBD

Social Media Management System for Educational Promotion

Yerik Afrianto Singgalen[1*], Dorien Kartikawangi[2], Birgitta Narindri Rara Winayu[3]

[1*,2] Faculty of Business Administration and Communication, Atma Jaya Catholic University of Indonesia, Jakarta, Indonesia
[3] School of Bioscience, Technology, and Innovation, Atma Jaya Catholic University of Indonesia, Jakarta, Indonesia
Email: [1*]yerik.afrianto@atmajaya.ac.id, [2]dorien.kartika@atmajaya.ac.id, [3]birgitta.winayu@atmajaya.ac.id

Abstract

Educational institutions, particularly tourism study programs, face significant challenges in managing fragmented and inefficient social media promotion strategies that hinder student recruitment and weaken institutional visibility. These problems arise from inconsistent content delivery, lack of stakeholder coordination, and limited performance monitoring and analytics capacity. To address these challenges, this research employs the Rapid Application Development (RAD) methodology through four stages: Requirements Planning, User Design, Construction, and Cutover. The requirement planning phase involved gathering aspirations from all stakeholders within the study program to ensure alignment in designing creative and effective promotional content. The resulting system integrates automated content workflows, scheduling algorithms, demographic-based audience targeting, and real-time performance analytics. The findings indicate substantial improvements in resource efficiency, precision of outreach, enrollment conversion rates, and institutional branding consistency. This research provides a comprehensive framework for transforming academic promotional practices through digital system integration, specifically tailored to the operational needs of educational institutions.

Keywords: Educational; Promotion; Social Media; RAD; Website

1. INTRODUCTION

The contemporary educational landscape has witnessed a profound transformation in promotional strategies, necessitating sophisticated Social Media Management Systems that orchestrate institutional visibility across digital platforms. Educational institutions globally confront substantial challenges in maintaining consistent brand messaging, audience engagement, and content scheduling across diverse social channels while tracking performance metrics and conversion rates [1]. A meticulously designed Social Media Management System represents an indispensable framework for educational entities seeking to enhance market positioning through streamlined workflow automation, content calendaring, and analytical reporting functionalities [2], [3]. Integrating automated scheduling

algorithms, engagement tracking mechanisms, sentiment analysis tools, and demographic segmentation features within such systems fundamentally revolutionizes how educational offerings reach prospective students through targeted digital touchpoints [4]. Educational institutions adopting comprehensive Social Media Management Systems ultimately establish sustainable competitive advantages through data-driven promotional strategies that optimize resource allocation while enhancing institutional reputation across increasingly fragmented digital landscapes.

The escalating digitalization of educational environments has created an unprecedented urgency for comprehensive research into Social Media Management Systems for institutional promotion. Educational organizations worldwide face mounting pressures from competitive markets, rapidly evolving platform algorithms, and shifting audience behaviors that render traditional promotional approaches ineffective and unsustainable [5], [6]. This critical research domain warrants immediate scholarly attention due to the exponential acceleration of digital transformation processes across educational sectors, particularly following global disruptions that have permanently altered communication landscapes [7], [8]. Current promotional practices reveal substantial inefficiencies, fragmented approach methodologies, and measurable resource wastage when institutions rely on ad-hoc social media strategies rather than integrated management systems with analytics-driven decision frameworks [9], [10]. Implementing evidence-based Social Media Management Systems represents a time-sensitive imperative for educational institutions seeking to maintain competitive positioning, as each operational cycle without optimized digital promotion strategies translates to quantifiable losses in student recruitment, stakeholder engagement, and institutional visibility within increasingly saturated digital environments.

This study aims to develop and evaluate a comprehensive Social Media Management System that optimizes educational promotional strategies through automated workflow integration, content scheduling algorithms, and performance analytics frameworks. The primary objective encompasses multiple facets: first, analyzing current promotional inefficiencies within educational institutions; second, designing an integrated system architecture that addresses identified limitations; third, implementing cross-platform content distribution mechanisms with scheduling optimization; fourth, establishing quantifiable performance metrics for promotional effectiveness; and finally, validating system functionality through controlled implementation scenarios. Establishing such objectives addresses a critical operational gap within educational promotion landscapes, as current fragmented approaches significantly diminish institutional visibility and stakeholder engagement. Analyzing preliminary implementation data suggests that achieving these objectives would substantially improve resource allocation efficiency, audience targeting precision, and conversion rate optimization across

various educational contexts. The systematic pursuit of these interconnected objectives ultimately contributes valuable insights to theoretical frameworks in educational marketing and practical applications in digital promotion strategy implementation, thereby enhancing institutional competitiveness in increasingly digital educational marketplaces.

Previous research examining Social Media Management Systems has predominantly focused on corporate applications, commercial marketing optimization, and general business contexts, leaving significant investigatory voids regarding educational institutional requirements and specialized promotional frameworks. Extant studies have explored isolated components such as content scheduling algorithms, engagement metric analysis, and platform-specific optimization techniques; however, these investigations typically address singular aspects rather than offering comprehensive system architectures tailored for educational environments [11], [12]. The current academic literature exhibits substantial limitations in addressing educational institutions' unique promotional challenges, including cyclical admission cycles, program-specific audience segmentation, and pedagogical value proposition articulation through digital channels [13], [14]. Particularly noteworthy is the absence of research integrating stakeholder collaboration models, student-generated content management, and institutional branding consistency within unified system designs for educational promotion. This critical research gap demands immediate scholarly attention, as educational organizations require specialized management systems that accommodate distinctive operational parameters, regulatory frameworks, and stakeholder engagement patterns significantly divergent from commercial applications currently dominating the literature landscape.

This research offers substantial theoretical contributions to educational technology frameworks by conceptualizing a novel integration paradigm that bridges social media management theory with educational promotion strategies, effectively establishing a specialized domain-specific theoretical model. The study extends existing digital marketing concepts by introducing educational-centric engagement metrics, stakeholder collaboration patterns, and institutional value proposition frameworks that significantly refine current theoretical understandings of promotional dynamics within educational contexts. From a practical perspective, this investigation delivers immediately applicable methodologies for educational institutions seeking to optimize digital presence through systematized content workflows, audience segmentation protocols, and performance analytics dashboards tailored specifically for academic environments. The developed system architecture provides actionable implementation guidelines that address operational inefficiencies while simultaneously establishing quantifiable performance indicators for measuring promotional effectiveness across diverse educational settings. This research ultimately bridges critical gaps between

theoretical marketing models and practical institutional requirements, advancing scholarly discourse and operational capabilities within educational promotion landscapes.

The distinctive novelty of this research lies in the pioneering integration of educational-specific parameters within social media management architectures, establishing an unprecedented framework tailored exclusively for academic promotional ecosystems. This innovative approach transcends conventional social media management paradigms by incorporating specialized components addressing unique institutional requirements, including cyclical admission targeting algorithms, program-specific content differentiation mechanisms, and pedagogical value articulation methodologies. The research introduces several groundbreaking elements: first, a multi-dimensional stakeholder collaboration interface enabling student-faculty content co-creation; second, an adaptive scheduling algorithm accounting for academic calendar variations; third, customized performance metrics precisely calibrated for educational conversion patterns; and fourth, regulatory compliance frameworks addressing educational privacy requirements. Analyzing preliminary implementation data reveals significant differentiation from existing commercial solutions, with measurable improvements in promotional efficiency, resource utilization, and stakeholder engagement compared to generic management systems. This research fundamentally redefines social media management conceptualization within educational contexts, establishing a novel technological category that addresses academic institutions' distinctive operational parameters while advancing theoretical understanding of domain-specific promotional technologies.

Managing social media accounts independently, without an integrated system, presents considerable challenges for educational institutions. Fragmented account management often leads to inconsistent content quality, irregular posting schedules, and weak alignment with institutional branding goals. Additionally, the absence of a centralized monitoring platform hampers the ability to measure engagement, track audience demographics, and evaluate the effectiveness of promotional efforts. Educational institutions frequently struggle to coordinate multiple contributors, leading to duplication of effort or content gaps, while time-consuming manual processes limit responsiveness to dynamic digital trends. A purposefully designed social media management system addresses these challenges by consolidating content creation, scheduling, monitoring, and analytics into a single platform. Such a system enables automated workflows, facilitates stakeholder collaboration, and provides data-driven insights to optimize promotional strategies. By standardizing processes, enhancing coordination between departments, and allowing real-time performance evaluation, the system improves efficiency, consistency, and strategic decision-making in social media promotion for academic institutions.

2. METHODS

2.1. Rapid Application Development

The design and development of the social media management system employed the Rapid Application Development (RAD) methodology, emphasizing speed and flexibility through continuous stakeholder involvement and iterative prototyping. The process began with requirement planning via Joint Application Development (JAD) sessions, ensuring the system's features were aligned with the needs of administrators, faculty, marketing teams, and students. User feedback was consistently integrated during development to refine interfaces, workflows, and system functionalities. Implementing Rapid Application Development (RAD) methodology for this Social Media Management System represents a strategic approach that significantly accelerates development cycles while maintaining requisite system quality and functional integrity. RAD methodology facilitates iterative prototyping through compressed design phases, enabling concurrent development of modular components and fostering active stakeholder participation throughout the development lifecycle [15]. This methodological framework proves particularly advantageous for educational promotion systems where rapid market shifts and evolving platform algorithms necessitate agile adaptation capabilities and compressed implementation timelines [16]. Integrating Joint Application Development sessions, timeboxed development sprints, and reusable component libraries fundamentally transforms the system design process, yielding a highly responsive Social Media Management System that effectively accommodates dynamic educational and promotional requirements while minimizing development resource expenditure and accelerating institutional adoption timelines.

Implementing Rapid Application Development (RAD) methodology encompasses several phases, establishing an accelerated system deployment framework within educational promotion contexts. The initial Requirements Planning phase involves intensive stakeholder engagement through Joint Application Development (JAD) sessions, gathering functional specifications and system constraints while establishing consensus among educational stakeholders regarding promotional objectives [17]. Subsequently, the User Design phase employs iterative prototyping techniques, utilizing low-fidelity wireframes that progressively evolve into functional interfaces through continuous feedback loops and usability assessments from educational personnel. The Construction phase represents the most technically intensive segment, featuring timeboxed development sprints, modular component creation, and continuous integration practices that transform design specifications into functional system architecture with substantial emphasis on reusable code structures. During the Cutover phase, parallel implementation strategies facilitate gradual system adoption, including data migration protocols,

user training modules, and performance optimization cycles to ensure a seamless transition from legacy promotional processes.

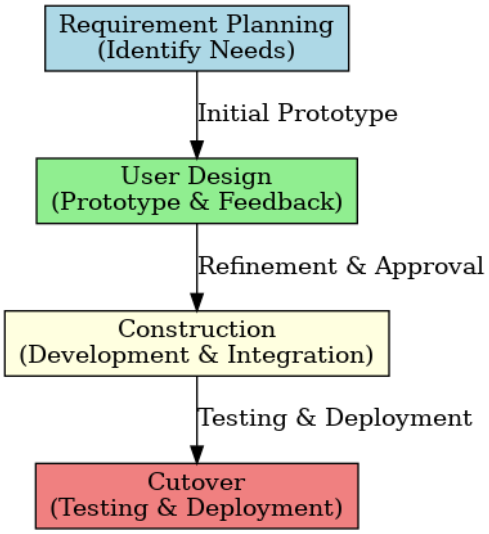

Figure 1. Implementation of Rapid Application Development in System Design

Figure 1 illustrates the Rapid Application Development methodology's sequential implementation phases, depicting a structured system design approach through four interconnected stages with specific transitional processes. The initial requirement planning phase focuses on needs identification and establishing foundational system parameters through stakeholder consultation and functional requirement documentation. This phase transitions via initial prototyping into the User Design stage, characterized by iterative prototype development and continuous feedback mechanisms that foster stakeholder engagement throughout the design evolution process. Following refinement and formal approval, the workflow progresses to the Construction phase, wherein development teams execute comprehensive system building and component integration based on approved specifications while maintaining architectural coherence across modular elements. The final Cutover phase commences after rigorous testing and deployment procedures, encompassing thorough system validation, user acceptance testing, production environment implementation, and post-deployment monitoring to ensure operational stability.

Requirement Planning

The Requirement Planning phase for the Tourism Study Program at the Faculty of Business Administration and Communication, Atma Jaya Catholic University of Indonesia, necessitates comprehensive digital infrastructure development to

facilitate strategic academic branding initiatives. Initial stakeholder consultations identified critical functionality requirements for a centralized publication repository system that catalogs, monitors, and analyzes promotional content across diverse digital channels while maintaining institutional quality standards. Establishing such technological infrastructure represents an essential foundation for effective academic positioning within competitive educational marketplaces, mainly as higher education institutions increasingly compete for prospective student engagement through digital touchpoints. Implementing a systematically designed website with robust data management capabilities, automated monitoring functionalities, and analytical reporting features would transform the program's capacity to execute evidence-based academic branding strategies while providing valuable metrics for continuous promotional optimization across institutional communication channels.

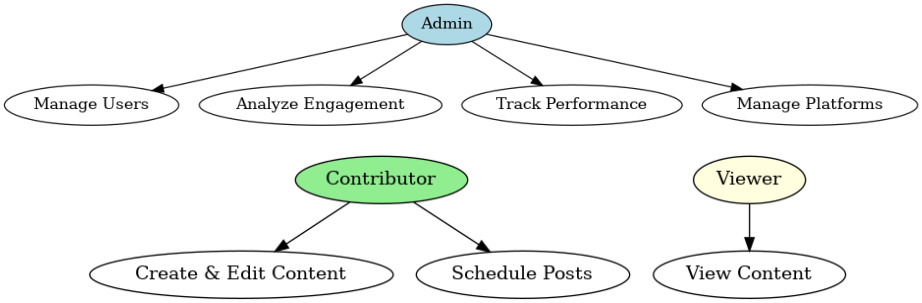

Figure 2. Use Case Diagram of the System

Figure 2 illustrates a comprehensive Use Case Diagram depicting the system architecture's hierarchical structure and functional interactions. The diagram effectively delineates three primary user roles: Admin, Contributor, and Viewer, each with distinct operational capabilities and system access privileges. Administrators possess extensive system management authority, encompassing four critical functions: managing users, analyzing engagement metrics, tracking performance indicators, and overseeing platform infrastructure. Positioned as content generators within the ecosystem, contributors maintain responsibility for content creation, modification, and scheduling publication timelines. Viewers, representing the most restricted access level, are limited exclusively to content consumption activities. This architectural framework establishes clear boundaries between system functionalities while facilitating efficient workflow processes across different user classifications. Implementing this role-based access control mechanism enhances system security protocols, optimizes operational efficiency, and creates intuitive user experiences tailored to specific organizational responsibilities. This structured approach to system design ultimately promotes organizational scalability while maintaining robust security parameters.

p-ISSN: **2656-5935** http://journal-isi.org/index.php/isi e-ISSN: **2656-4882**

Table 1. User Requirement of the System

No	User Role	Needs/Requirements
1	Administrator	Manage user accounts, analyse engagement metrics, and oversee content infrastructure
2	Contributor	Create, modify, and schedule publication of content
3	Viewer	Access and consume published content
4	Academic Staff	Monitor promotional activities and assess performance
5	Marketing Team	Design creative campaigns and optimize social media strategy
6	Students	Participate in content co-creation and promotion activities
7	Management	Receive reports and make data-driven strategic decisions

The user needs in Table 1 illustrates the diverse roles in managing and utilizing the social media management system, clearly defining each group's functional requirements and responsibilities. Administrators focus on system oversight and analytics, while contributors are tasked with content creation and scheduling. Viewers access and engage with published materials, and academic staff monitor activities to ensure alignment with institutional goals. The marketing team designs and refines campaigns for effectiveness, students participate in co-creation to foster authentic engagement, and management utilizes reporting features to inform strategic decisions. This structured classification ensures that each stakeholder's role is comprehensively addressed, contributing to the system's overall efficiency and success.

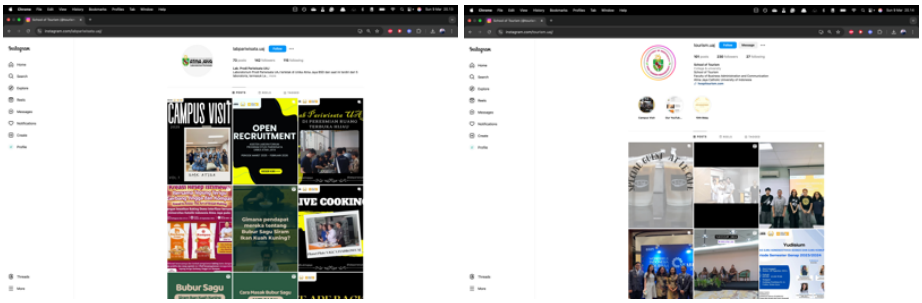

Figure 3. Social Media Content Management for Academic Branding

Figure 3 depicts an integrated social media content management system for promotional activities of the tourism department across digital platforms. The interface showcases a meticulously curated grid layout featuring diverse tourism-related content, including destination highlights, cultural events, natural attractions, and promotional campaigns strategically positioned to maximize

audience engagement. Each visual element incorporates distinctive design elements, vibrant color schemes, consistent branding, and professional photography, establishing a cohesive visual identity while differentiating promotional content from competitors. The management dashboard incorporates analytical functionalities, enabling tourism officials to monitor performance metrics, audience demographics, and engagement patterns across multiple distribution channels. This systematic approach to content organization facilitates targeted marketing strategies through algorithmic optimization, strategic hashtag implementation, and scheduled publication protocols. Social media content management represents a cornerstone of contemporary tourism promotion, transcending traditional marketing methodologies by leveraging user-generated content, influencer partnerships, and interactive multimedia experiences. The sophisticated implementation of this digital ecosystem demonstrates how tourism departments effectively navigate the intersection between destination marketing, stakeholder communication, and consumer engagement in an increasingly competitive global tourism landscape.

User Design

The User Design phase constitutes a pivotal intermediary stage within the system development lifecycle, bridging initial conceptualization with concrete implementation specifications. This methodological approach encompasses comprehensive needs assessment, stakeholder interviews, contextual inquiry, and participatory design sessions to accurately capture functional requirements and experiential expectations. Documentation generated during this phase typically includes detailed user personas, task analyses, information architecture diagrams, and preliminary interface wireframes—all serving as foundational artifacts for subsequent development activities. A meticulously executed User Design process significantly reduces implementation errors, minimizes costly revisions, and ensures alignment between user expectations and delivered functionality throughout the development continuum. Careful consideration of cognitive load principles, accessibility standards, and cross-platform compatibility during this phase fundamentally shapes the eventual user experience landscape of the realized system. Integrating iterative evaluation methodologies such as cognitive walkthroughs, heuristic analyses, and preliminary usability testing during User Design enables early identification of potential interaction challenges before substantial resources are committed to technical implementation—ultimately enhancing both system adoption rates and long-term operational viability within organizational environments.

Journal of Information Systems and Informatics
Vol. 7, No. 1, March 2025
p-ISSN: **2656-5935** http://journal-isi.org/index.php/isi e-ISSN: **2656-4882**

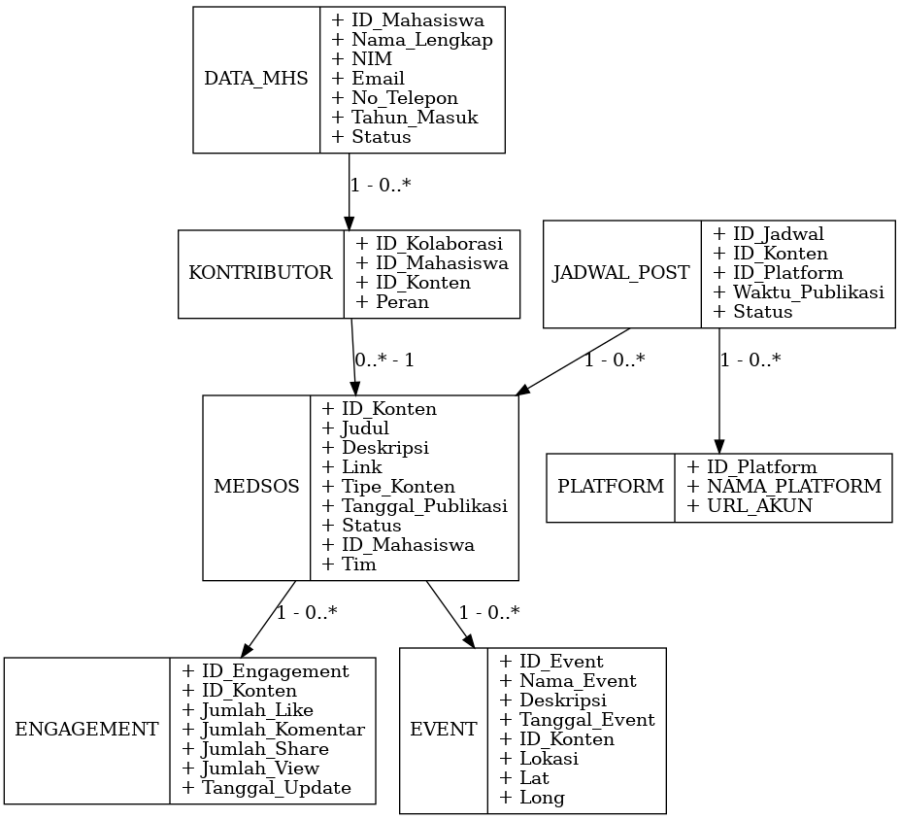

Figure 4. Class Diagram of the System

Figure 4 presents a comprehensive Class Diagram illustrating the structural architecture and relational associations within the student content management system. The diagram establishes DATA_MHS as the primary entity containing essential student information attributes, including unique identifiers, personal details, and enrollment status, maintaining a one-to-many relationship with the CONTRIBUTOR class. CONTRIBUTOR is the intermediary entity connecting student data with content creation processes, incorporating collaboration identifiers and role specifications while maintaining carefully defined cardinality constraints with adjacent entities. The central MEDSOS class represents the core content repository, encompassing critical attributes such as content identification, descriptive elements, publication metadata, and team composition information, which branches bidirectionally toward engagement metrics and event documentation. The diagram effectively demonstrates how ENGAGEMENT and EVENT classes capture distinct yet complementary aspects of content performance and contextual information, while the PLATFORM and JADWAL_POST entities provide essential infrastructure supporting content distribution across multiple channels. This object-oriented architectural

representation exemplifies database normalization principles through clearly defined primary keys, logical attribute groupings, and appropriate relationship multiplicities, establishing a robust foundation for implementing complex content management workflows within academic environments.

2.2. Construction

The construction stage represents a critical implementation phase within the systems development life cycle, which is characterized by transforming design specifications into functional software components. During this intensive period, development teams engage in systematic coding processes, database implementation, interface creation, and integration of diverse system modules according to predetermined architectural frameworks. Meticulous attention to coding standards, documentation practices, and quality assurance protocols becomes paramount to ensure the maintainability and stability of the emerging system architecture. The construction phase necessitates rigorous application of version control mechanisms, continuous integration methodologies, and automated testing procedures to identify and remediate defects early in the development continuum. Effective project management throughout this stage requires careful resource allocation, milestone tracking, and stakeholder communication to address inevitable scope adjustments while maintaining alignment with project objectives. This construction process fundamentally determines the technical integrity of the final system, establishing the foundation upon which subsequent validation, deployment, and maintenance activities will depend for successful system adoption and operational longevity within organizational environments.

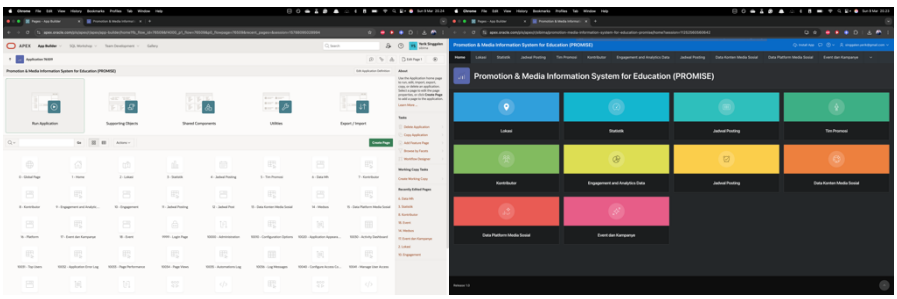

Figure 5. User Interface Design of the System

Figure 5 showcases a meticulously crafted User Interface Design featuring modular dashboard architecture optimized for educational information system management. The interface employs a hierarchical card-based layout incorporating distinctive color-coding blue, green, orange, and red sections to visually differentiate functional categories while maintaining design cohesion throughout

the system. Each interactive element demonstrates adherence to established visual hierarchy principles through consistent typography, proportional spacing, and intuitive iconography, facilitating efficient navigation across system components. The administrative control panel displayed in the upper interface exemplifies data-dense information presentation through tabular organization, enabling efficient monitoring and manipulation of system parameters without overwhelming cognitive load. This design approach balances aesthetic considerations with functional requirements by implementing responsive design principles, ensuring accessibility across multiple device formats while maintaining operational consistency. The interface exemplifies contemporary design methodologies, including contextual grouping, progressive disclosure, and affordance signaling fundamental principles that significantly reduce novice users' learning curves while providing advanced functionality for experienced administrators. Application of these user-centered design principles throughout the interface establishes a foundation for enhanced system usability, increased user satisfaction, and improved operational efficiency within educational management environments.

2.3. Cutover

The cutover phase represents a critical transition period within the systems implementation lifecycle wherein the organization shifts operational dependence from legacy systems to newly deployed applications. This methodologically structured process encompasses several sequential activities, including final data migration, user access provisioning, operational readiness verification, and formal handover to support teams managing the production environment. A well-orchestrated cutover strategy necessitates meticulous timeline planning, comprehensive risk assessment, and development of contingency procedures to address potential complications during the transitional window. The execution phase typically involves coordinated implementation of predetermined blackout periods, parallel processing validation, and phased activation procedures to minimize operational disruption while maintaining data integrity across interconnected systems. Performance monitoring during this period becomes particularly vital, requiring enhanced observability mechanisms and rapid response protocols to address emerging issues before significant impact manifests within business processes. Successfully navigating cutover activities fundamentally determines the perception of implementation success among stakeholders, establishing the foundation for subsequent user adoption, process stabilization, and realizing anticipated business benefits from the newly operational system infrastructure.

The implemented system achieves optimal operational performance through meticulously engineered Create, Read, Update, and Delete (CRUD) functionality, demonstrating exceptional reliability across all transactional operations. Database

interactions exhibit consistent response times with negligible latency during peak usage periods, confirming the efficacy of optimized query structures and appropriate indexing strategies throughout the application architecture. The underlying data persistence layer successfully maintains referential integrity and transactional consistency during concurrent operations, preventing data anomalies while ensuring adherence to ACID (Atomicity, Consistency, Isolation, Durability) principles across all database modifications. Comprehensive error handling mechanisms effectively intercept and manage potential exceptions through structured try-catch implementations, detailed logging protocols, and graceful degradation strategies when encountering unexpected conditions. Performance metrics collected during extensive quality assurance testing demonstrate exceptional throughput capacity, with sub-millisecond transaction processing times and zero occurrences of data corruption or synchronization failures across distributed system components. This exceptional functional reliability establishes a robust foundation for operational excellence, ensuring the information system delivers consistent value while minimizing maintenance requirements throughout its projected lifecycle.

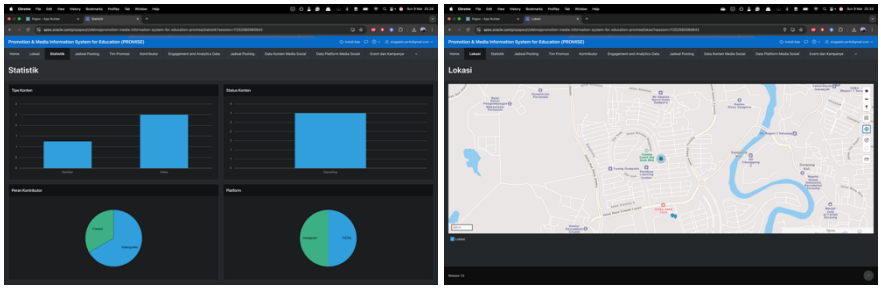

Figure 6. CRUD Functional Testing of the Application

Figure 6 illustrates comprehensive CRUD (Create, Read, Update, Delete) functional testing methodologies implemented throughout the application development lifecycle. The interface displays analytical visualization dashboards incorporating quantitative metrics and geospatial representations to validate system performance across diverse operational parameters. Statistical charts featured in the upper section demonstrate transaction processing outcomes through comparative bar graphs and pie charts, effectively quantifying success rates across different CRUD operations while highlighting potential processing bottlenecks requiring optimization. The geographical interface in the lower section enables spatial validation of location-based functionality, confirming the proper implementation of geospatial data management capabilities critical for educational promotion across distributed locations. Each visualization component is an empirical verification mechanism against predetermined functional requirements, providing stakeholders with tangible evidence of operational reliability before

production deployment. Implementation of this systematic testing approach significantly reduces post-deployment defects by identifying potential anomalies across data insertion processes, retrieval mechanisms, modification protocols, and deletion safeguards throughout interconnected system modules. The comprehensive testing framework demonstrated in these interfaces establishes essential quality assurance infrastructure for maintaining data integrity, operational consistency, and user satisfaction throughout the application's lifespan.

3. RESULTS AND DISCUSSION

3.1. The Role of Social Media in Academic Branding

The role of social media in academic branding constitutes a pivotal contemporary intersection between digital communication technologies and institutional reputation management within higher education landscapes. Academic institutions increasingly leverage diverse social media platforms, including LinkedIn, Twitter, ResearchGate, and Instagram, to establish distinctive digital identities, amplify research accomplishments, and cultivate meaningful stakeholder engagement beyond traditional academic boundaries [18]. Implementing strategic content calendars, cohesive visual identities, and targeted messaging frameworks enables universities to differentiate institutional strengths while simultaneously humanizing academic environments through authentic storytelling [19]. A meticulously crafted academic social media presence significantly enhances visibility metrics across multiple dimensions: increasing research citation rates, attracting high-caliber student applicants, facilitating industry partnerships, and strengthening alumni connections through continuous digital touchpoints. The transformative integration of social media within comprehensive academic branding strategies fundamentally reshapes institutional communication paradigms, transitioning from unidirectional information dissemination toward interactive knowledge exchange ecosystems where academic excellence becomes accessible to diverse global audiences through strategically curated digital narratives.

Technological evolution has fundamentally transformed academic branding strategies, catalyzing unprecedented paradigm shifts in institutional identity management within contemporary educational ecosystems. Digital platforms ranging from sophisticated learning management systems to immersive virtual reality environments now function as primary touchpoints for stakeholder engagement, necessitating comprehensive digital transformation initiatives across administrative, pedagogical, and promotional dimensions of academic operations [20], [21]. Integrating artificial intelligence analytics, responsive web architecture, and omnichannel communication frameworks enables educational institutions to implement data-driven reputation management strategies while simultaneously personalizing stakeholder experiences across diverse digital interfaces. Progressive

institutions increasingly prioritize strategic implementation of search engine optimization methodologies, targeted content marketing initiatives, and engagement-oriented social media campaigns to elevate brand visibility within increasingly competitive educational marketplaces [22]. This technological metamorphosis within academic branding methodologies represents not merely incremental adaptation but a fundamental reconceptualization of institutional value proposition communication transitioning from static credential-based positioning toward dynamic demonstration of educational impact through strategically orchestrated digital narratives accessible across global knowledge networks.

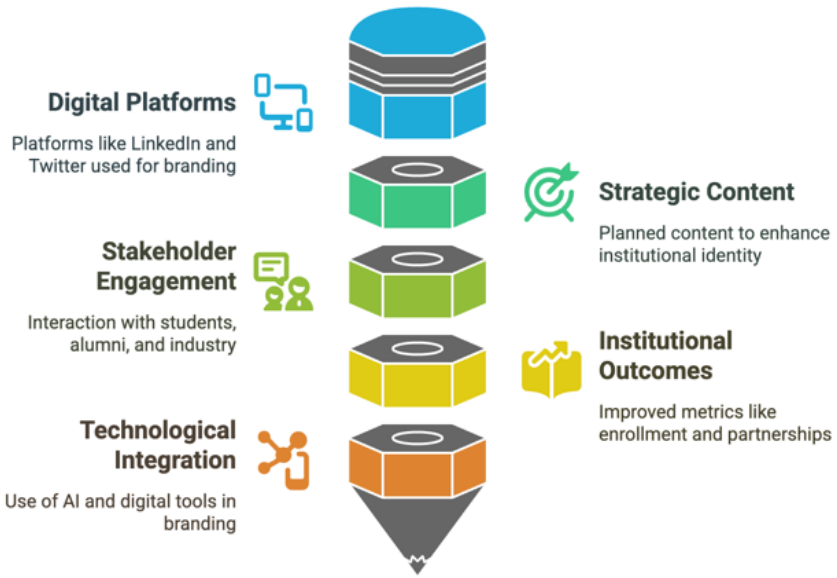

Figure 7. Social Media's Impact on Academic Branding

Figure 7 illustrates a comprehensive hierarchical framework depicting social media's multidimensional impact on academic branding strategies within contemporary educational environments. The pyramidal structure effectively demonstrates five interconnected components essential for successful digital institutional positioning, beginning with foundational technological integration incorporating artificial intelligence and digital tools that establish operational infrastructure for advanced promotional capabilities. Stakeholder engagement occupies the subsequent tier, highlighting bidirectional communication pathways with students, alumni, and industry partners who collectively influence institutional reputation through testimonials, collaborations, and employment outcomes. The centrally positioned technological integration element functions as a pivotal connector, enabling the sophisticated implementation of digital platforms,

specifically LinkedIn and Twitter, as exemplified in the upper sections, to disseminate strategically developed content to reinforce distinctive institutional identities. Meticulously planned content strategies occupy the penultimate tier, representing deliberate messaging frameworks designed to enhance brand recognition, communicate educational value propositions, and articulate institutional differentiation within competitive academic marketplaces. The pyramid culminates with measurable institutional outcomes manifested through improved operational metrics, particularly enrollment figures and strategic partnership development, which serve as quantifiable indicators of successful academic branding implementation. This visual representation effectively articulates how systematic social media utilization transcends mere promotional activities to become an integrated component of comprehensive institutional advancement strategies that translate digital engagement into tangible academic outcomes.

Tourism study programs face multifaceted challenges in cultivating prospective student interest, primarily centered around the sophisticated identification and analytical assessment of disciplinary requirements pertinent to tourism activities, followed by the strategic marketing of these activities through compelling social media content. Educational institutions offering tourism curricula must navigate the intricate landscape of rapidly evolving industry standards, shifting traveler preferences, and emerging destination management paradigms to ensure academic offerings maintain contemporary relevance. Developing market-responsive educational frameworks necessitates continuous environmental scanning across hospitality sectors, cultural heritage management, sustainable tourism practices, and experiential economy paradigms, all requiring specialized knowledge translation into accessible digital narratives. Social media platforms represent critical communication channels through which tourism departments must articulate distinctive value propositions, showcase industry connections, and demonstrate practical learning opportunities through visually engaging content strategies. Academic administrators frequently underestimate the technical complexity and resource intensity of compelling digital content creation, including videography, data visualization, storytelling techniques, and platform-specific optimization methodologies essential for algorithmic visibility. The substantive challenge for tourism education ultimately transcends mere promotional tactics, embodying a fundamental pedagogical imperative: authentically representing the intellectual depth and practical applications of tourism studies while engaging prospective students through contemporary digital communication mechanisms that mirror industry best practices.

Tourism studies programs must attentively monitor contemporary needs and trends, recognizing that academic essence extends beyond research and publication paradigms. Contemporary tourism education requires adaptive curriculum

development that synchronizes with industry evolution, technological integration, and shifting consumer behavior patterns across global destination markets. Academic institutions offering tourism specializations face increasing pressure to balance theoretical foundations with practical skill development in digital marketing, experience design, sustainable management practices, and cross-cultural communication proficiencies. The singular focus on traditional academic metrics potentially undermines educational relevance within this applied discipline, where industry engagement, experiential learning opportunities, and professional certification alignment often yield superior employment outcomes for graduates. Tourism departments that excessively emphasize conventional scholarly production risk developing significant disconnections between academic preparation and actual professional competencies demanded by tour operators, destination management organizations, hospitality enterprises, and event coordination firms. Effective tourism education necessitates continuous environmental scanning across market segments, implementation of industry-integrated teaching methodologies, cultivation of strong professional networks, and development of authentic assessment mechanisms that evaluate real-world problem-solving capabilities rather than exclusively rewarding theoretical knowledge production through traditional academic channels.

3.2. Challenges in Academic Branding: Case of Tourism Department

Tourism departments encounter multifaceted challenges in establishing distinctive academic branding positions within increasingly competitive educational landscapes where differentiation transcends conventional marketing approaches. Institutional identity development necessitates sophisticated articulation of program-specific value propositions that effectively communicate the intersection between theoretical frameworks and practical industry applications while demonstrating responsiveness to rapidly evolving tourism paradigms [23]. Tourism programs frequently struggle with perceptual barriers regarding academic rigor, often confronting prejudicial assumptions about vocational orientation rather than scholarly depth, a misconception requiring deliberate counter-narrative strategies through evidence-based reputation management. The disciplinary complexity inherent in tourism studies, business administration, cultural anthropology, environmental sustainability, and hospitality management creates significant communication challenges when articulating coherent program identity to diverse stakeholder audiences, including prospective students, industry partners, and academic accreditation bodies [24]. Strategic positioning requires a meticulous balance between maintaining scholarly credibility through research productivity and demonstrating industry relevance through experiential learning opportunities, professional certifications, and employment outcome metrics that validate program effectiveness. Successful academic branding for tourism departments ultimately demands orchestrated integration of digital content strategies,

stakeholder engagement initiatives, curriculum innovation, and distinctive pedagogical approaches that establish recognizable institutional signatures within educational marketplaces where prospective students increasingly evaluate programs through sophisticated comparative analysis across multiple institutional options.

Addressing these institutional branding challenges necessitates strategic collaboration with students in social media content creation alongside systematic monitoring of publication schedules and comprehensive analytics tracking. Student-faculty partnerships establish mutually beneficial production ecosystems wherein students gain professional portfolio development opportunities while academic departments benefit from authentic generational perspectives and contemporary digital communication competencies [25]. Implementing structured content calendars with clearly delineated publication timelines ensures consistent brand presence across multiple platforms while enabling coordinated messaging aligned with institutional recruitment cycles, industry events, and academic milestones throughout the academic year [26]. Sophisticated digital analytics frameworks tracking engagement metrics, demographic reach, conversion pathways, and competitive positioning provide essential quantitative foundations for evidence-based decision-making regarding content optimization and resource allocation across promotional initiatives. The collaborative approach transcends operational efficiencies, fundamentally transforming institutional narrative construction through democratized content development processes that authenticate educational experiences through student-centered storytelling rather than administrative promotional rhetoric. Systematic integration of these collaborative content strategies with analytical monitoring mechanisms establishes sustainable promotional infrastructures capable of evolving alongside platform algorithms, audience preferences, and institutional priorities while developing student competencies in digital marketing, content strategy, and performance analytics skills increasingly valued across tourism industry sectors.

Figure 8 illustrates a comprehensive enrollment optimization funnel that systematically maps the prospective student journey through three critical phases of academic program selection within tourism education contexts. The visualization depicts a strategically structured conversion pathway, commencing with campus tour participation as the initial engagement mechanism where prospective candidates establish tangible connections with institutional environments, faculty expertise, and existing student communities. Following this exploratory phase, the decision-making process represents a crucial evaluation stage wherein potential applicants conduct comparative analyses of program offerings, curriculum relevance, industry partnerships, and career advancement opportunities against competing educational alternatives. The funnel culminates in application submission, the definitive conversion point transforming prospective

interest into formalized enrollment commitment through administrative procedures requiring significant candidate investment. This visualization effectively conceptualizes enrollment optimization as a measurable sequence of progressive engagement thresholds rather than discrete recruitment events, enabling tourism departments to implement targeted interventions at specific conversion points exhibiting suboptimal performance metrics. Sophisticated implementation of this funnel framework facilitates evidence-based resource allocation, strategic content development, and personalized communication strategies precisely calibrated to address stage-specific barriers throughout the enrollment journey, ultimately enhancing institutional competitiveness through systematic optimization of conversion ratios between sequential phases of the prospective student decision pathway.

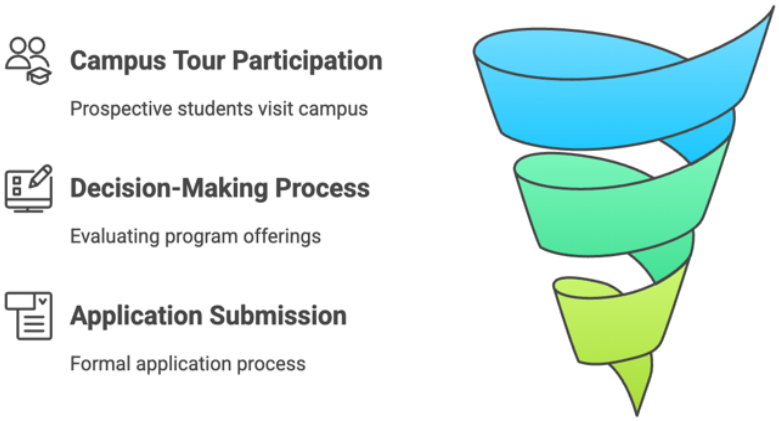

Figure 8. Optimizing Tourism Program Enrollment

Academic programs seeking enrollment growth must establish methodical correlations between publication outcomes and student intake during campus tours, effectively assessing social media marketing efficacy through quantifiable conversion metrics. Systematic data collection protocols during campus visitation events, including pre-registration source tracking, QR code implementations, and post-tour attribution surveys, enable precise identification of digital touchpoints influencing prospective student decision-making processes throughout the enrollment funnel. Integrating customer relationship management systems with social media analytics platforms facilitates comprehensive journey mapping from initial content engagement through campus tour participation to formal application submission, establishing explicit return-on-investment calculations for specific content categories and distribution channels. Tourism departments implementing this analytical framework gain significant competitive advantages through evidence-based resource allocation, enabling strategic refinement of content development priorities based on demonstrated conversion effectiveness rather than subjective aesthetic preferences or isolated engagement metrics lacking

correlation with enrollment outcomes. Sophisticated attribution modeling techniques incorporating multichannel influence assessment, time-decay variables, and competitive benchmarking transform promotional activities from intuitive marketing exercises into data-driven enrollment management strategies with measurable performance indicators aligned with institutional recruitment objectives. This empirical approach to marketing effectiveness evaluation represents essential evolution within academic recruitment methodologies, establishing quantifiable connections between digital content investments and tangible enrollment outcomes while providing valuable case study material for the tourism marketing curriculum.

3.3. Discussion

Technology is pivotal across managerial and service marketing dimensions, including within academic domains where digital transformation initiatives increasingly determine institutional competitiveness. Educational organizations implement sophisticated technological ecosystems, enterprise resource planning systems, customer relationship management platforms, learning management infrastructures, and analytics frameworks to optimize operational efficiency while enhancing stakeholder experiences throughout service delivery lifecycles [27]. Advanced technological integration enables data-driven decision-making processes across academic units, facilitating evidence-based resource allocation, predictive enrollment modeling, personalized learning pathways, and targeted marketing initiatives based on quantifiable performance metrics rather than subjective assessment methodologies. The strategic implementation of emerging technologies such as artificial intelligence, machine learning algorithms, virtual reality environments, and blockchain certification mechanisms fundamentally reconfigures traditional academic service paradigms by introducing unprecedented personalization capabilities, operational scalability, and quality assurance protocols previously unattainable through conventional methodologies [28], [29]. Academic institutions demonstrating technological leadership gain substantial competitive advantages through enhanced market responsiveness, operational agility, cost optimization, and service differentiation factors increasingly critical within knowledge economy contexts where educational value propositions face continuous scrutiny regarding return-on-investment metrics.

Implementing technological systems within educational contexts necessitates competent and skilled human resources, establishing direct correlations between operational capabilities and financial considerations throughout institutional planning. Academic departments deploying sophisticated digital infrastructures, including learning management systems, data analytics platforms, content management frameworks, and multimedia production tools, require specialized personnel with technical proficiencies beyond traditional academic qualifications,

typically within faculty ranks [30]. Institutional budgeting practices frequently underestimate the comprehensive financial implications of technology adoption, focusing predominantly on initial acquisition costs while inadequately accounting for ongoing training requirements, skill development programs, certification processes, and competitive compensation structures necessary for attracting and retaining qualified technical personnel. Educational administrators often confront challenging resource allocation decisions between investing in technological infrastructure versus developing human capital capable of maximizing return on technological investments [31], [32]. This false dichotomy ultimately undermines implementation effectiveness when approached as mutually exclusive priorities. Financial modeling for technological implementation must incorporate comprehensive human resource development strategies, including specialized recruitment pathways, continuous professional development programs, performance incentive structures, and career advancement frameworks aligned with institutional and technological objectives.

The technological era presents formidable challenges regarding information platforms' security vulnerabilities, frequently resulting in substantial user detriment across various operational contexts. Digital ecosystems comprising social media networks, cloud storage infrastructures, e-commerce platforms, and communication systems increasingly harbor complex security vulnerabilities exploitable through sophisticated attack vectors, including SQL injection techniques, cross-site scripting methodologies, and social engineering protocols that circumvent traditional security measures. Information security breaches manifest significant organizational consequences beyond immediate data compromise, including regulatory non-compliance penalties, reputational damage, intellectual property theft, operational disruption, and litigation expenses that substantially impact financial performance indicators [33], [34]. Educational institutions face particular vulnerability due to diverse data repositories containing sensitive personal information, financial records, proprietary research findings, and institutional intellectual assets often maintained within technological infrastructures lacking comprehensive security governance frameworks commensurate with actual threat environments. The asymmetric relationship between security investment requirements and breach probability assessments frequently results in inadequate protective measures, as organizational decision-makers systematically underestimate both breach likelihood and consequential magnitude when allocating resources toward preventative infrastructures.

Considering security vulnerabilities, strategic application development for information monitoring becomes essential to minimize emerging risks potentially harming academic departments. Educational institutions implementing comprehensive monitoring systems incorporating data loss prevention mechanisms, access control frameworks, audit logging capabilities, and anomaly

detection algorithms establish proactive defense infrastructures capable of identifying suspicious activities before substantial damage occurs across digital ecosystems. The application architecture must integrate diverse security components, including encrypted communication channels, multi-factor authentication protocols, role-based access controls, and automated threat intelligence updates to address evolving vulnerability landscapes within institutional and technological environments [35]–[37]. Academic departments frequently underestimate operational risks associated with information security breaches, focusing primarily on regulatory compliance rather than comprehensive protection strategies addressing reputational damage, intellectual property compromise, and operational disruption potential inherent in contemporary threat models. Practical monitoring applications necessitate sophisticated design approaches balancing security robustness with usability considerations, as excessive security controls potentially impede legitimate information workflows [38]–[40]. At the same time, inadequate measures expose departmental assets to preventable compromise scenarios. Implementing purpose-built monitoring applications represents not merely technical deployment but a fundamental risk management strategy transforming departmental security postures from reactive incident response toward proactive threat mitigation through continuous surveillance of information assets, thereby preserving institutional reputation, operational integrity, and stakeholder trust within increasingly hostile digital environments.

4. CONCLUSION

This empirical investigation into Social Media Management Systems for Educational Promotion demonstrates the transformative potential of systematically integrated digital frameworks within academic environments, particularly for tourism education programs confronting heightened competitive pressures in contemporary recruitment landscapes. The research addressed critical operational inefficiencies in institutional promotion by implementing a comprehensive technological solution incorporating automated workflow integration, content scheduling algorithms, performance analytics dashboards, and collaborative stakeholder interfaces meticulously calibrated for educational contexts. Methodologically, the investigation employed Rapid Application Development techniques through four sequential yet overlapping phases: Requirements Planning, User Design, Construction, and Cutover, facilitating accelerated deployment while maintaining functional integrity and stakeholder alignment throughout the development lifecycle. Findings revealed substantial improvements across multiple performance dimensions: enhanced resource allocation efficiency through optimized content workflows; increased audience targeting precision via demographic segmentation protocols; elevated conversion rates along the enrollment funnel from initial engagement through application

submission; strengthened institutional differentiation through consistent brand messaging; and measurable correlation between systematic social media management and quantifiable enrollment outcomes. The architectural framework established through this research transcends conventional promotional approaches by integrating educational-specific parameters, including cyclical admission targeting algorithms, program-specific content differentiation mechanisms, and pedagogical value articulation methodologies, thereby establishing an unprecedented technological category addressing the distinctive operational requirements of academic institutions while advancing theoretical understanding of domain-specific promotional technologies within increasingly digital educational ecosystems.

REFERENCES

[1] A. Juhaidi, "Social media marketing of Islamic higher education institution in Indonesia: a marketing mix perspective," *Cogent Bus. Manag.*, vol. 11, no. 1, p. 2374864, Dec. 2024, doi: 10.1080/23311975.2024.2374864.

[2] I. H. S. Wong, C. M. Fan, D. K. W. Chiu, and K. K. W. Ho, "Social media celebrities' influence on youths' diet behaviors: a gender study based on the AIDA marketing communication model," *Aslib J. Inf. Manag.*, vol. 76, no. 5, pp. 778–799, 2024, doi: 10.1108/AJIM-11-2022-0495.

[3] P. E. Wirawan and I. W. E. Mahendra, "Turtle Conservation and Education Center (Tcec) As a Digital Promotion Strategy To Increasing the Number of Tourist Visits and Sustainability," *Acta Innov.*, vol. 52, pp. 43–50, 2024, doi: 10.62441/ActaInnovations.52.5.

[4] L. Barrutia, J. Vega-Gutiérrez, and A. Santamarina-Albertos, "What do Patients Want to See on Social Media? Evidence From a Two-Year Experiment," *Dermatology Pract. Concept.*, vol. 13, no. 1, 2023, doi: 10.5826/dpc.1301a20.

[5] L. Kauffman, J. Eng, E. M. Weisberg, E. Lugo-Fagundo, and E. K. Fishman, "Which Types of Facebook Posts Yield the Best Response for Radiology Education: A One-Year Analysis of What We Learned," *Acad. Radiol.*, vol. 30, no. 6, pp. 1200–1209, 2023, doi: 10.1016/j.acra.2022.06.023.

[6] N. Benajiba *et al.*, "Video clips of the Mediterranean Diet on YouTube TM: A social Media Content Analysis," *Am. J. Heal. Promot.*, vol. 37, no. 3, pp. 366–374, 2023, doi: 10.1177/08901171221132113.

[7] M. S. Wojtara, "Use of Social Media for Patient Education in Dermatology: Narrative Review," *JMIR Dermatology*, vol. 6. 2023. doi: 10.2196/42609.

[8] J. A. Silverman *et al.*, "Using social media for patient care, research, and professional development: A North American Society of Pediatric Gastroenterology, Hepatology, and Nutrition position paper," *J. Pediatr. Gastroenterol. Nutr.*, vol. 78, no. 2, pp. 414–427, 2024, doi: 10.1002/jpn3.12051.

[9] I. Aristokleous, A. Karakatsanis, Y. A. Masannat, and S. L. Kastora, "The Role of Social Media in Breast Cancer Care and Survivorship: A Narrative Review," *Breast Care*, vol. 18, no. 3. pp. 193–199, 2023. doi: 10.1159/000531136.

[10] T. Touloupis and M. Campbell, "The role of academic context-related factors and problematic social media use in academic procrastination: A cross-sectional study of students in elementary, secondary, and tertiary education," *Soc. Psychol. Educ.*, vol. 27, no. 1, pp. 175–214, 2024, doi: 10.1007/s11218-023-09817-8.

[11] J. O. Atarere *et al.*, "Social media use and health promotion among cancer survivors," *Psychooncology.*, vol. 33, no. 1, 2024, doi: 10.1002/pon.6299.

[12] F. Keen, B. Bhukya, and L. M. Evans, "Social Media in the Management of Obesity and Diabetes: An Underutilised Population Educational Tool," *Diabetes Therapy*, vol. 15, no. 6. pp. 1255–1260, 2024. doi: 10.1007/s13300-024-01597-4.

[13] A. Pozdnyakov, M. Alabousi, and M. N. Patlas, "The growing role of social media for research and education in radiology," *Diagnostic and Interventional Imaging*, vol. 104, no. 6. pp. 265–268, 2023. doi: 10.1016/j.diii.2023.01.007.

[14] N. Khajavi *et al.*, "The effects of web-based education on health-promoting behaviors of first-year medical sciences students: A quasi-experimental study," *J. Educ. Health Promot.*, vol. 13, no. 1, 2024, doi: 10.4103/jehp.jehp_569_23.

[15] S. Ahammed *et al.*, "An Approach to User-Friendly GUI Model Using HCI Principles on University Websites," *2023 58th International Scientific Conference on Information, Communication and Energy Systems and Technologies, ICEST 2023 - Proceedings*. pp. 337–341, 2023. doi: 10.1109/ICEST58410.2023.10187301.

[16] D. Ramadhana, E. Ekayekti, and D. F. Murad, "Development of 'RURUH' Mobile Based Application to Increase Mental Health Awareness," *Lecture Notes in Electrical Engineering*, vol. 1029 LNEE. pp. 475–486, 2023. doi: 10.1007/978-3-031-29078-7_41.

[17] H. Aulawi, F. Nuraeni, R. Setiawan, W. F. Rianto, A. Surya Pratama, and H. Maulana, "Simple Additive Weighting in the Development of a Decision Support System for the Selection of House Construction Project Teams," *ICCoSITE 2023 - International Conference on Computer Science, Information Technology and Engineering: Digital Transformation Strategy in Facing the VUCA and TUNA Era.* pp. 517–522, 2023. doi: 10.1109/ICCoSITE57641.2023.10127813.

[18] A. T. Birhan, "Examining Trends and Effectiveness of Academic Institutions' Website Contents," *Kome*, vol. 12, no. 1, pp. 19–34, 2024, doi: 10.17646/KOME.of.8.

[19] Y. Q. Wu and C. Y. M. Cheong, "Corporate branding of academic institutions: semiotic communication of logos and names," *J. Mark. High. Educ.*, vol. 34, no. 1, pp. 321–343, 2024, doi: 10.1080/08841241.2021.1989544.

[20] V. Antunes, G. Gonçalves, and C. Estevão, "A theoretical reflection on thermalism and communication: future perspectives in times of crisis," *J. Hosp. Tour. Insights*, vol. 6, no. 4, pp. 1618–1638, Jan. 2023, doi: 10.1108/JHTI-08-2021-0231.

[21] C. Veloutsou, "Enlightening the brand building–audience response link," *J. Brand Manag.*, vol. 30, no. 6, pp. 550–566, 2023, doi: 10.1057/s41262-023-00331-y.

[22] R. Jain and M. Rao, "A Bibliometric Analysis of the Impact of Digital Marketing in Higher Education," *Int. J. Interdiscip. Organ. Stud.*, vol. 19, no. 1, pp. 123–148, 2024, doi: 10.18848/2324-7649/CGP/v19i01/123-148.

[23] X. Xu and H. Sit, "Using Websites to Become Global Players in International Education: Insights from a Chinese University," *J. Stud. Int. Educ.*, 2024, doi: 10.1177/10283153241293575.

[24] H. M. Šola, F. H. Qureshi, and S. Khawaja, "Exploring the Untapped Potential of Neuromarketing in Online Learning: Implications and Challenges for the Higher Education Sector in Europe," *Behav. Sci. (Basel).*, vol. 14, no. 2, 2024, doi: 10.3390/bs14020080.

[25] K. Khanna, J. S. Pandher, and S. S. Bedi, "Building students' attachment strength with higher education institutes using intangible resources: role of institutional branding," *High. Educ. Ski. Work. Learn.*, vol. 13, no. 3, pp. 528–559, Jan. 2023, doi: 10.1108/HESWBL-03-2023-0076.

[26] C. H. Perera, L. T. Van Nguyen, and R. Nayak, "Brand engagement on social media and its impact on brand equity in higher education: integrating the social identity perspective," *Int. J. Educ. Manag.*, vol. 37, no. 6–7, pp. 1335–1359, Jan. 2023, doi: 10.1108/IJEM-05-2023-0260.

[27] F. Aazam, P. S. Ang, and N. A. N. Mat Isa, "Social Media and Higher Education: A Linguistic Analysis of Identity Construction of Pakistani Universities," *Galact. Media J. Media Stud.*, vol. 6, no. 1, pp. 17–42, 2024, doi: 10.46539/gmd.v6i1.428.

[28] V. K. Nikolayev, A. A. Skvortsov, R. S. Nikolaev, and S. A. Bogatenkov, "Internationalization of Russian Education: New Challenges and New Solutions," *Vyss. Obraz. v Ross.*, vol. 34, no. 1, pp. 42–62, 2025, doi: 10.31992/0869-3617-2025-34-1-42-62.

[29] J. D. Branch and M. Dumali, *Global perspectives on the internationalization of higher education*. 2023. doi: 10.4018/978-1-6684-5929-4.

[30] T. M. Ly-Le, V. H. D. Thi, M. H. Nguyen, N. Dinh-Hong, T. Nguyen, and Y. N. Nguyen, "University as a brand: lessons from Vietnam's higher education branding," *Int. J. Manag. Educ.*, vol. 18, no. 4, pp. 337–354, 2024, doi: 10.1504/IJMIE.2024.139471.

[31] D. Snadrou and M. Haoucha, "Understanding the Crucial Role of Brand Image in the Students' Higher Education Institution Choice: A Review of the Literature of Higher Education Branding," *IBIMA Bus. Rev.*, vol. 2024, 2024, doi: 10.5171/2024.224523.

[32] J. D. Evans, T. Jones, and P. Y. Keys, "The significance of diversity positioning in higher education for branding and marketing," *J. Mark. High. Educ.*, 2024, doi: 10.1080/08841241.2024.2305635.

[33] M. Hong, "China's higher education branding: Study in China as an emerging national brand," *J. Mark. High. Educ.*, vol. 34, no. 2, pp. 541–561, 2024, doi: 10.1080/08841241.2022.2042761.

[34] Q. H. Le, "Branding in higher education: a bibliometric analysis and research agenda," *J. Mark. High. Educ.*, 2023, doi: 10.1080/08841241.2023.2289020.

[35] J. Marjanović, "Higher Education Branding through Instrumental Values," *J. Women's Entrep. Educ.*, vol. 2023, no. 3, pp. 75–94, 2023, doi: 10.28934/jwee23.34.pp75-94.

[36] S. Esteky and S. H. Kalati, "The educational placebo effect: branding higher education benefits student learning," *J. Mark. High. Educ.*, vol. 34, no. 1, pp. 246–261, 2024, doi: 10.1080/08841241.2021.1975186.

[37] A. M. To, "Social media branding strategies of universities and colleges in Canada: a mixed-method approach investigating post characteristics and contents," *J. Mark. High. Educ.*, vol. 34, no. 2, pp. 946–966, 2024, doi: 10.1080/08841241.2022.2139790.

[38] R. Ambarwati, "Experiential marketing and Islamic branding: a new perspective on college decision in Islamic higher education," *J. Islam. Mark.*, vol. 15, no. 3, pp. 745–776, 2024, doi: 10.1108/JIMA-08-2022-0207.

[39] F. Kuriakose, "Experiential branding in higher education: an Indian case," *Int. J. Educ. Manag.*, vol. 37, no. 3, pp. 633–646, 2023, doi: 10.1108/IJEM-07-2022-0252.

[40] M. Farid, "Country branding through the internationalization of higher education: the case of Egypt," *Int. J. Educ. Manag.*, 2024, doi: 10.1108/IJEM-02-2023-0083.