

Academic Identity of Higher Education in Building Competitive Advantage

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Abstract

Academic Identity is a reflection of reputation in higher education. Its existence is a driver of competitiveness and the realization of good governance. The reason is that academic Identity has competitive characteristics that distinguish universities from other institutions and can shape public perception. Internally, a strong and consistent identity becomes a strategic value for universities. It will be an attraction and bargaining tool for external stakeholders in the global competition of higher education. This research aims to find the formulation and application of the academic Identity of higher education institutions in building competitive advantage. Methodologically, this research uses a qualitative type with a case study approach. This research was conducted at PGRI Argopuro University Jember. Researchers use data collection techniques such as in-depth interviews, document reviews, and focus group discussions. Informants involved include representatives of the foundation board, Rector, Vice Rector, Head of Study Program in each faculty, Head of Unit and external stakeholders. The data analysis that researchers use is case study analysis, which includes data identification, reduction, coding, presentation and conclusion drawing. This research produces findings: (1) The academic identity formulation process includes Socio-historical extraction, Identification of values and norms, Preservation of local wisdom, Adaptation of science and technology and strategic partnerships. (2) The application of UNIPAR academic identity is realized in two managerial frameworks: First, through policies contained in the Strategic Plan, RIP and Curriculum. Second, the internalization process for the entire community is done through professional capacity-building programs. The theoretical implication of this research is to develop a model of branding higher education institutions (HEIs) that emphasizes service-based competitive advantage. The scientific facts researchers found that academic branding in higher education has a holistic basis, including socio-historical aspects of governance, as researchers have described in the discussion.

Kata Kunci:

Identitas Akademik;
Keunggulan Bersaing;
internalisasi Nilai; Citra
Institusional; Reputasi
Akademik

Academic Identity merupakan salah satu cerminan reputasi di pendidikan tinggi. Eksistensinya menjadi pendorong daya saing dan perwujudan tata kelola yang baik. Pasalnya, identitas akademik memiliki karakteristik yang kompetitif untuk membedakan perguruan tinggi dari institusi lain dan dapat membentuk persepsi publik. Secara internal, identitas yang kuat dan konsisten, menjadi nilai strategis bagi perguruan tinggi. Pada stake holder eksternal akan menjadi daya tarik dan alat tawar dalam persaingan global pendidikan tinggi. Tujuan Riset ini adalah menemukan formulasi dan penerapan identitas akademik lembaga pendidikan tinggi dalam membangun keunggulan bersaing. Secara metodologis, Riset ini menggunakan jenis kualitatif dengan pendekatan studi kasus. Penelitian ini dilakukan di Universitas PGRI Argopuro Jember. Teknik pengumpulan data yang peneliti gunakan adalah wawancara mendalam, telaah dokumen dan Focus Group Discussion. Informan yang terlibat meliputi, Perwakilan pengurus yayasan, Rektor, Wakil Rektor, Ketua Prodi di masing-masing fakultas, Kepala Unit dan Stake holder eksternal. Analisis data yang peneliti gunakan adalah analisis studi kasus yang meliputi, identifikasi data, reduksi, coding, penyajian dan penarikan kesimpulan. Riset ini menghasilkan temuan bahwa, (1) Proses formulasi identitas akademik meliputi, Ekstraksi sosio-histori, Identifikasi nilai dan norma, Pelestarian kearifan lokal, Adaptasi

IPTEK dan kemitraan strategis. (2) Penerapan identitas akademik UNIPAR di realisasikan ke dalam dua kerangka manajerial, yaitu Pertama, melalui kebijakan yang tertuang dalam Renstra, RIP dan Kurikulum. Kedua, Proses internalisasi pada seluruh civitas melalui berbagai program pengembangan kapasitas profesional. Implikasi teoritis dari riset ini adalah mengembangkan model Branding higher education institutions (HEIs) yang menekankan pada keunggulan bersaing berbasis pelayanan. Fakta ilmiah yang peneliti temukan, bahwa branding akademik di perguruan tinggi memiliki basis holistik yang meliputi, aspek sosio-history hingga tata kelola sebagaimana telah peneliti uraikan dalam pembahasan.

INTRODUCTION

The existence of higher education is strongly influenced by academic reputation, both institutionally and personally, (Tjhie et al., 2023). Academic reputation is a reflection of quality that can contribute to the competitiveness of the institution, (Eugenius Kau Suni, 2024). The form of reputation in educational institutions can be seen from the construction of an academic identity that is created and internalized as a whole. Value, mission, work system and practical awareness are abstract entities that must be an integral part of institutional governance, (Adhim & Hakim, 2019). This academic identity in time will become an institutional distinction and encourage the realization of Competitive Advantage, (Erdem, 2023; Gordon-Isasi et al., 2022). Previous research shows that value, reputation and academic image are the basis for the formation of competitive advantage, (Adhim & Hakim, 2019; Amin et al., 2020; Ching, 2021; Djerassimovic & Villani, 2020; Erdem, 2023; Eugenius Kau Suni, 2024; Hart & Rodgers, 2023, 2023; Ikuta et al., 2021; Pinar et al., 2020; Pretorius & Macaulay, 2021; Schachter & Rich, 2011; Tjhie et al., 2023; Yaping et al., 2023).

Academic identity is a terminological visualization of the qualifications and scientific attitudes of the community by upholding freedom of thought, value, professionalism and originality of ideas, (Anikina et al., 2020; Bancroft, 2022; Benwell, 2020; Horrill, 2021; Phillips, 2022; Pretorius & Macaulay, 2021; Smith, 2022; Subedi, 2022). In the context of educational institutions, this terminology is not yet familiar, although various studies have shown that this discourse is one of the important elements in the governance system of higher education institutions, (Pinar et al., 2020). According to Yaping, there are four arguments about the importance of academic identity for universities, *First*, Guiden, Identity can be a guide for the entire academic community in determining policies, attitudes and scientific directions. *Second*, Distingsi, becomes a differentiator with other institutions that have the same scope. *Third*, identity positioning can also determine segmentation and *Fourth*, Quality Assurance, where academic identity can be a reflection of the quality assurance that will be obtained by prospective students or other stake holders, (Yaping et al., 2023).

In Indonesia, the branding and academic identity of higher education institutions is one of the bases for people's preferences in determining their study choices, (Fauzan Adhim, 2020; Pretorius & Macaulay, 2021; Riyono et al., 2023). This identity includes the individual community and the institution. The individual civitas is related to the professionalism of lecturers and education personnel, while the institution is related to the level of accreditation of the institution (Vellamo, 2023). Universities that have good accreditation must have a superior reputation, value and academic culture. This device is the academic identity of an educational institution, (Mulyoto et al., 2023). The following are some universities that have a superior reputation according to the QS WUR version in 2023.

Table 1. Superior Reputation

No	Instansi	QS WUR 2022	QS WUR 2023
1	Universitas Gadjah Mada	254	231
2	Institut Teknologi Bandung	290	235
3	Universitas Indonesia	303	248
4	Universitas Airlangga	465	369
5	Institut Pertanian Bogor	511-520	449
6	Institut Teknologi Sepuluh Nopember	751-800	701-750
7	Universitas Padjajaran	801-1000	751-800
8	Universitas Diponegoro	1001-1200	801-1000

Source : (QS WUR, 2022)

Achieving academic reputation like the universities above requires individual commitment and institutional commitment, (Djerasimovic & Villani, 2020). In addition, it requires planning attributes, value systems, productive cultures that encourage the creation of a good academic ecosystem, (Ikuta et al., 2021). The extraction of these various entities can be formulated into an academic identity in order to build the institution's competitive advantage. Theoretically, the formulation of academic identity itself can be done in the following stages: *First*, Identification of values, ideologies and norms adopted. *Second*, Formulation of vision and mission. *Third*, identity construction through institutional commitment. *Fourth*, internal individual recognition. *Fifth*, identity diffusion to various stake holders, (Borlaug et al., 2023). Building competitive advantage in higher education is determined by two factors, namely human and non-human. Human, including the capabilities and academic competence of human resources, stake holder support, and commitment to the vision of the institution. Non-humans include strategic flexibility, adoption of modern technology, service quality. institutional branding and financial potential, (Muneeb et al., 2020; Vasiliev, 2022). Aldosari explained that the university's competitive advantage strategy can be carried out through adaptation and improvement of the following aspects: [1] cost achieved through operational efficiency, [2] quality improvement through academic accreditation, research collaboration [3] flexibility through the provision of diverse programs, [4] increased creativity through the implementation of creative ideas, academic branding, and [5] output through inter-connections in the industrial world and scientific publications, (Aldosari, 2023; Alfawaire & Atan, 2021; Hart & Rodgers, 2023).

In a regional and specific context, Universitas PGRI Argopuro Jember (UNIPAR) is one of the private universities known as a campus with various uniqueness. UNIPAR has the highest number of students with disabilities throughout Indonesia, which is 179 people, (Syamsiyah & Rizal, 2023). With this condition, UNIPAR is considered a campus that is friendly to people with disabilities. The next fact is that UNIPAR is a campus with the most ethnicities and tribes in Jember Regency. This condition makes UNIPAR categorized as a university that is rich in local wisdom. These two facts make UNIPAR have segmentation, uniqueness, identity, value and special attention from the community. UNIPAR's institutional strategic steps make these attributes a Competitive Advantage in the private university environment.

The urgency of formulating academic identity for universities is based on the following four arguments: First, as an epistemological framework in building and developing scientific autonomy. Second, as a Value Base in decision making. Third, Academic Branding in the communication process with stake holders. Fourth, as a distinction with other universities in building competitiveness, (Bartholomew, 2022; Chairriawaty & Zakiah, 2020; Chea, 2024; Eugenius Kau Suni, 2024; Mogaji, 2021; Pino & Garcia, 2021). This theoretical basis is also in line with previous research that academic branding has not specifically included aspects of academic identity. The resulting formulation is still separate, between personal branding, institutional branding and has not been formulated as a whole value internalization of academic elements. The above arguments encourage researchers to conduct studies in order to find distinctive factors, dimensions and strategies for internalizing identity in personnel and institutions. This aspect is also the State of the art in this research, namely the use of Branding higher education institutions (HEIs) to create academic identity with the concept of Formulation of Academic Identity for higher education in building competitive advantage. Thus, researchers formulated two main study topics, namely the process of academic identity formulation and the strategy of implementing academic identity in building competitive advantage at PGRI Argopuro University Jember. These two focuses are also scientific objectives in providing an overview of efforts to build academic identity in higher education.

METHODS

This research uses a qualitative type with a case study approach, (John W.Creswell, 2017). The formulation step uses the Branding higher education institutions (HEIs) model which includes: 1) Create Taglines and Slogans 2) Identify Competitive Advantages, 3) Internalize to personnel 4) Build strategic communications and partnerships 5) Prepare dissemination instruments or platforms. The details of the Research Activities are described as follows:

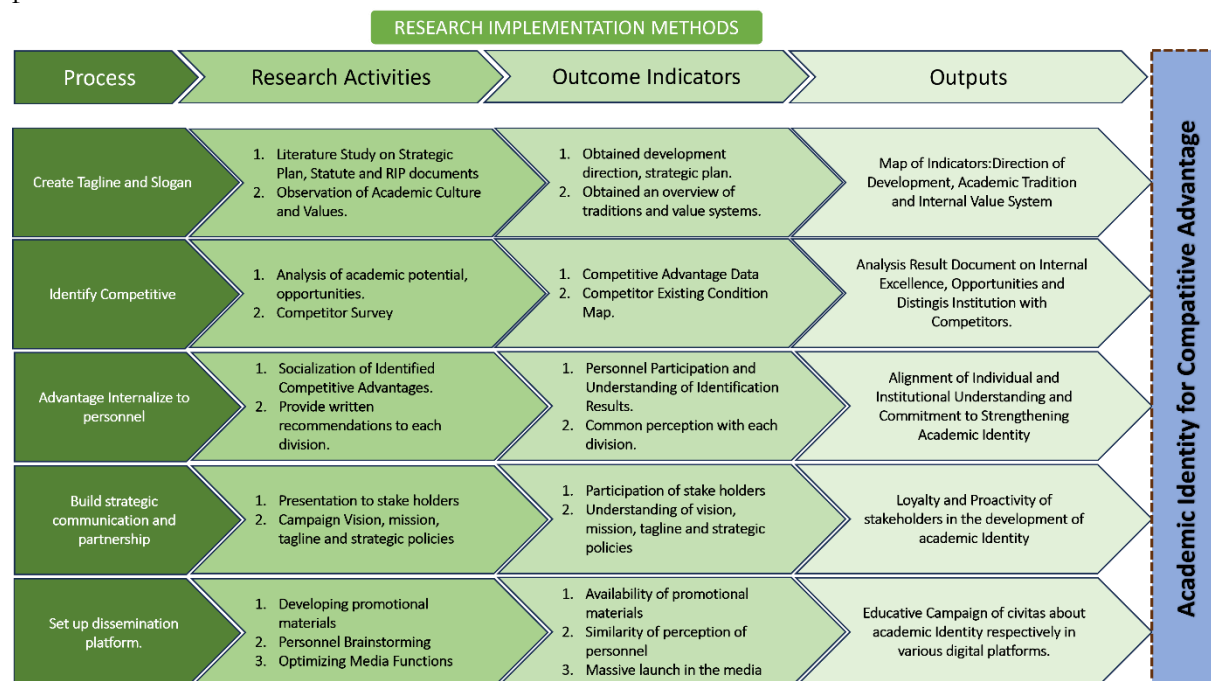


Figure 1: Research Stages and Activities

The data collection techniques that researchers used were in-depth interviews, document reviews and Focus Group Discussions. The informants involved include, (1) Foundation board representatives, related to the development master plan (RIP), socio-historical aspects. (2) Rector,

data on the strategic plan (RENSTRA) and the general development direction of the institution. (3) Vice Rector, about operational plans (RENOP) in each faculty. (4) Head of Study Program in each faculty, data on best practices and implementation of academic identity into curriculum and learning. (5) Head of Unit and external stakeholders, about the strategic role and views of stakeholders about academic identity at UNIPAR.

Data analysis in this study was carried out through five systematic stages. First, data identification by collecting information about the form, strategy, and dynamics of academic identity development at UNIPAR. Second, Data reduction, namely grouping based on the themes of UNIPAR's institutional vision, academic practices, institutional symbols, and branding strategies, then putting aside irrelevant data. Third, Coding, which is labeling the data units of branding forms and strategies, institutional values and symbols, best practices. Fourth, data is presented systematically through matrices, thematic narratives, and concept maps to connect between categories. Finally, researchers draw conclusions by formulating patterns, meanings, and main findings that represent academic identity constructed and managed for the competitive advantage of universities, (Schoch, 2020).

DISCUSSION

Academic identity in Higher Education

Conceptually, academic identity is a professional sub-identity that reflects the existence of ideas, values, beliefs and behaviors in individuals in an academic environment, (Barrow, 2023). In the higher education environment, academic identity can be manifested collectively through regulatory devices. Furthermore, the regulation is practiced jointly by the entire community. This type is known as organizational identity, (Vellamo, 2023). Ideas, values and behaviors that become professional commitments of individuals are known as personal identity (Individual identity). The intertwining and extraction of these two types of identity in an educational community is called Academic Identity. In line with this, Clegg said that the substance of academic identity includes values, academic freedom, regulations and behavior patterns, (Anikina, 2020).

The academic identity that is understood and practiced in the UNIPAR higher education environment is a collective commitment regarding the professional roles of the entire academic community which is extracted from local wisdom, socio-historical and scientific developments in accordance with the main tasks of higher education. This understanding is oriented towards efforts to build academic distinction in organizing the tridharma of higher education, namely education, research and community service, (FGD Rectorate, August 2, 2024). The terminology of local wisdom as raised above, has been stated in the university's vision and has become an institutional commitment, (UNIPAR, 2021). Socio-historical is realized in the form of partiality to disability. This is because UNIPAR is always present in providing access to vulnerable groups and groups for the realization of educational justice.

The definition of academic identity in higher education can be interpreted as an academic distinction that is extracted from ideas, values, history, culture and the development of science in organizing the tridharma of higher education as a professional responsibility by upholding scientific autonomy and academic morality. The construction of this definition is a scientific extraction of the practices of the academic community in the context of building competitive advantages in the world of education. Dimensional aspects that are built from this meaning: (1) Academic distinction or the main differentiator of the education organization. (2) Identity Formers, which include ideas, values, history, culture and science. (3) Content Concern, Tridharma of higher education. (4) Principles and Value base, which include scientific autonomy and professional morality.

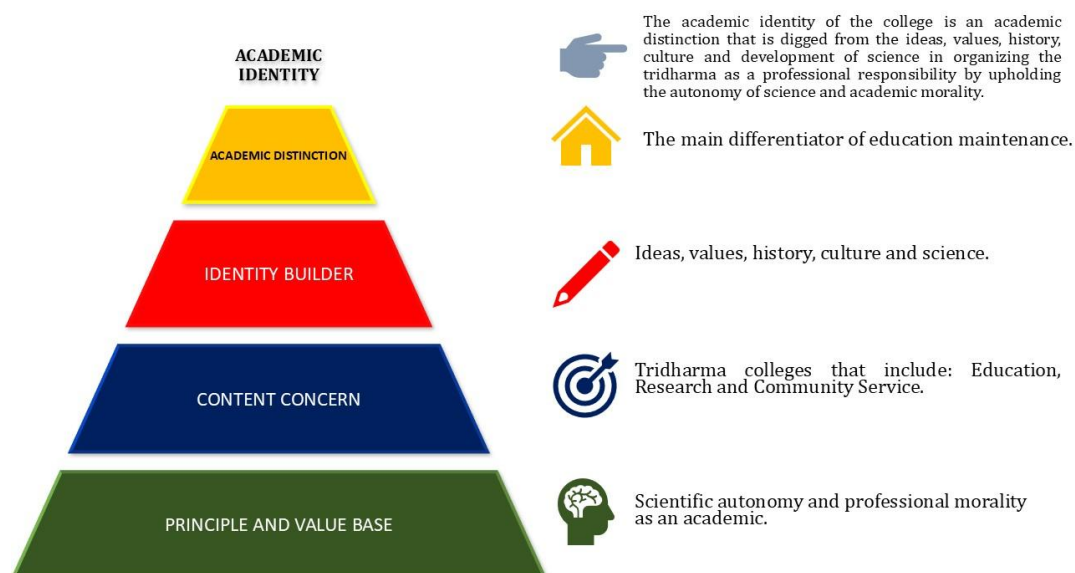


Figure 2: Dimensions of Academic Identity in Colleges

Formulating Academic Identity in Building Competitive Advantage

Higher education is an institution that has a role in providing access to the implementation of the formal learning process. In this role, dynamics and competition between institutions are possible. In this context, the existence of an educational institution will be greatly influenced by its capacity to maintain and develop the institution towards greater quality. Creating academic distinction is part of the efforts and strategies in fostering institutional competitiveness.

PGRI Argopuro University uses this strategy and effort in developing competitive capacity. This institution is designed for the benefit of bringing access to quality education that is easily accessible to all groups. This goal is also a bargaining power and is full of inclusiveness in the implementation of education. As said by the Rector of UNIPAR in his interview:

“The general purpose of organizing higher education is to carry out the Tridharma, which must be carried out by all universities. This goal can be broken down into specific goals. Since the beginning, UNIPAR has a preference for providing education for the lower middle class. In the past, the market was teachers who did not have good qualifications and competencies. Now the issues and problems are different. And one of these issues is access to education for the disabled. We then make this issue as one of our specific goals, as a form of educational inclusiveness. This is proven, we are the only higher education institution that openly accepts students with disabilities and are currently the most disability-friendly campus nationally. (WW.01.07-08-2024).

Explicitly in its institutional mission, it is explained that the existence of Universitas PGRI Argopuro Jember is intended to organize education, research and community service that is oriented towards local wisdom, entrepreneurial spirit and disability-friendly. The institutional purpose stated in the strategic plan document (RENSTRA) also emphasizes the explanation of the previous UNIPAR leadership. In the document it is written as follows: *Menyelenggarakan Tridharma yang berkualitas menggunakan pemanfaatan IPTEK, berorientasi Kearifan Lokal, berjinya Entrepreneur dan ramah Disabilitas di Tahun 2030.* (Dok. RENSTRA UNIPAR, 2021-2025).

The data above illustrates that in a segmented manner, UNIPAR has a wider academic market than other universities in Jember Regency. In the context of building competitiveness, the preferences chosen by UNIPAR have provided references for institutions in the governance of educational institutions. The reason is, this choice has become an institutional distinction and

identity attached to UNIPAR. Theoretically and empirically, creating an academic identity, both institutionally and institutionally, is done with the following formulation process:

Extraction of socio-historical institutions

Private educational institutions have historical backgrounds and social settings that surround them, (Patton, 2023). The noble values of the founders are important to be adapted to the governance system. This effort is a form and reflection of respecting history, (Brauckmann et al., 2023). In the context of extracting socio-historical aspects obtained and adapted institutionally by UNIPAR is the motivation of partiality and high attention to teacher education, (WW.02.08-08-2024). These values and motivations continue to be a priority for the internal education governance system. Especially in the institution's attitude towards institutional issues in the national teacher community, namely PGRI. The establishment of a special branch of PGRI (CABSUS) at UNIPAR is a manifestation of UNIPAR's long history in fighting for the fate of teachers in Indonesia, (FGD. 06. 10-08-2024). These two main motivations also make UNIPAR have the most teacher study programs in Jember Regency, namely eight study programs.

The socio-historical setting is a fundamental dynamic of educational institutions that acts as a controller for the potential inconsistency of institutions in formulating strategic policies. This aspect is very influential and important to be extracted and then internalized in the behavior of the entire community in the educational environment. Given, various personal interests and pragmatism will tend to pull the vision of the institution in a direction that is not in line with the original mission of the establishment of the institution.

Identification of Values and Norms

Extraction of Values and Norms is the process of adopting positive views that are firmly held and practiced individually and collectively by the entire academic community, (Sahli et al., 2023). This value guides all institutional policies in achieving the objectives of education. In a managerial context, the values and norms that form the basis for policy formulation and implementation at UNIPAR include three main values: (1) Respect, is a managerial attitude and behavior that reflects the relationship of responsibility for each community performance. (2) Cooperation, is a pattern of work between civitas to jointly carry out managerial functions in each field and division collectively, and (3) Loyalty, is a commitment to the professional position of the civitas towards the vision and interests of the institution, (FGD. 06. 10-08-2024).

These three core values and norms produce several professional performance standards that are reflected in the results of researcher interviews with the internal academic community and stake holders about the values that are practiced collectively.

Table 2: Persepsi Civitas tentang Nilai Manajerial

Divisions	Managerial Values		
	Respect	Collaboration	Loyalty
Rectorate	5	5	4
Faculty	4	5	5
Study Program	5	4	5
Administration	5	5	5

Description: 5 excellent, 4 good, 3 fair, 2 poor, and 1 very poor.

This data provides an overview of the existence of managerial values extracted and practiced in the higher education environment. The urgency of the existence of managerial values is very important to be formulated and used as guidelines in the governance of higher education institutions.

Preservation of Local Wisdom

Local wisdom is knowledge, practices and values that develop in a community and are passed down from one generation to the next, (Nasriandi et al., 2023). Strengthening local wisdom at UNIPAR is carried out in two forms, namely integrated in the curriculum and policy-making process. In the context of curriculum integration, students are required to have the competence and spirit of nationhood which is closely related to nationalism. In addition, students are also equipped with soft skills related to the ability to conduct social advocacy in agriculture. Asrarul Mais emphasized that the people of Jember and its surroundings are areas known for producing agricultural commodities. With this, at least students are able to identify the problems and potential of the agricultural sector of the surrounding community, (WW.02.08-08-2024).

The policy-making process that is intertwined with local wisdom is familial persuasive communication, which is a pattern of decision-making carried out by means of personal and measurable communications to ensure that every policy must first be understood by the entire community. In the context of educational institution governance, democratic communication in decision-making tends to be fair but potentially slow and formalistic (WW. 04. 09-08-2024). On this basis, this communication step is taken and used as a strategy in the process of making quick and precise decisions.

Adaptation of Science and Technology

The implementation of technology-based learning is a must for educational institutions. This encouragement is not only for the sake of effectiveness and acceleration of services, but also as a productivity tool and quality symbol for the institution. There is a view that one of the quality indicators of educational institutions is the presence of technological instruments in higher education governance and academic activities, (Cahyono et al., 2020). On a larger scale, technological adaptation can encourage digital transformation in higher education, (Timotheou et al., 2023).

This theoretical basis is in line with the real practice in governance at UNIPAR which has been oriented towards the adaptation of information technology in several managerial aspects. The governance of academic activities is facilitated by the SIKAD tool (<http://sikad.unipar.ac.id/>). Meanwhile, student learning activities in all study programs have been connected to various learning technology platforms. This is because UNIPAR has implemented a Hybrid learning model for several specific courses. With this, at least UNIPAR has adapted technology to three important aspects, namely learning, service and promotion of institutions, (FGD. 06. 10-08-2024).

Kinetic Partnership

Institutional relations or strategic partnerships of higher education institutions are built on three main principles, namely balanced exchange of knowledge, consistent creation of trust and involvement in the decision-making process, (Fabricio Stocker, 2020). This principle becomes UNIPAR's theoretical footing in establishing strategic partnerships with all stake holders. In practice, UNIPAR establishes strategic partnerships with external parties in three main frameworks, as shown in the following table:

Table 3: UNIPAR Kinetic Partnership Categories

Stake Holder	Scope of Cooperation	Nature of Cooperation
Higher Education	1. Implementation of Tridharma PT 2. Development of Quality Governance	Sustainable
Industry World	1. Development of Hard and Soft Skills of Students 2. Absorbing the needs of industrial human resources. 3. Teaching practitioners (MBKM)	Sustainable
Schools	1. Student Input in Higher Education. 2. Location of student internships through the Teaching Village program (MBKM).	Sustainable
Local Government	1. Collaborative KKN for Students. 2. Collaborative KKN Program Facilitator for Lecturers.	Temporal

Source: Obtained from University Cooperation Document data

UNIPAR's strategic partnerships with various universities, both in the field of research and human resource capacity building, have contributed positively to the productivity of lecturers and students. The academic reputation of lecturers is reflected in the nomination of UNIPAR lecturers in the 2024 DRTPM Grant which amounted to 15 proposals. This figure increased 114.29% from 2023 which only received 7 nominations, (Doc. LPPM. DRTPM Grant Recipients 2024). At the student level, there are 4 students who take part in the certified Idenpendet Internship Program (MSIB) in the Start up Campus Technology Industry, 2 in the student exchange program and 24 in the teaching campus program spread across various educational institutions in the Jember district area, (Doc. UNIPAR MBKM Report). This data illustrates two important aspects in the urgency of building strategic partnerships, namely improving the quality of human resources and institutional competitiveness.

The series of formulations as the researchers have described, is a managerial and conceptual distinction of academic identity for universities in building competitive advantage. A brief overview of the above description can be seen in the following figure:

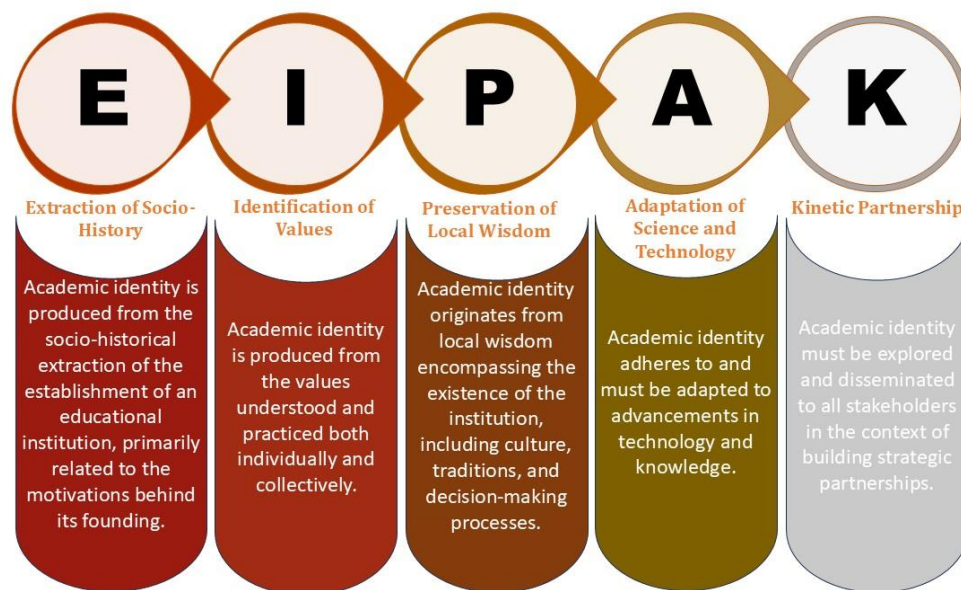


Figure 3: Academic Identity Formulation Process

The process of formulating academic identity in higher education in building competitive advantage, researchers give the acronym EIPAK - which is described (E) Extraction of socio-historical institutions, (I) Identification of Values and Norms, (P) Preservation of Local Wisdom (A) Adaptation of Science and Technology, (K) Kinetic Partnership.

Application of Academic Identity in Building Competitive Advantage

The formulation of academic identity resulting from the series as above is implemented in two forms, namely through policies and internalization of personnel. The implementation of academic identity itself is a managerial process that encourages the realization of a vision to be achieved, (Patton, 2023). The details of the implementation can be explained as follows:

Through Policy, as stated in UNIPAR's strategic plan that the academic identity that characterizes and distinguishes the institution includes three main aspects, namely local wisdom, disability and entrepreneurship. These three identities are abstracted into the entire vision and mission of all faculties and study programs in accordance with their respective fields. Especially for disability, it is complemented by the establishment of a special institution to provide services to disabilities through the Rector's decision Number: 147/PT.106/C.1/III/2019 concerning the establishment of a work unit for the Disability Service Study Center (PSLD). Meanwhile, the entrepreneurial aspect is strengthened by the establishment of several business units, ranging from UNIPAR MART, Caffe UNIPAR, Green House tobacco seeds and savings and loan cooperatives, (FGD. 06. 10-08-2024). Meanwhile, local wisdom is internalized into the curriculum and becomes a specialty in each study program.

Internalization of the Civitas, the academic identity reflected in the academic community is realized through attention to the three aspects of mainstreaming higher education governance. Each service division must have human resources who can use sign language, respect for people with disabilities and have an inclusive outlook, (WW.01.07-08-2024). With this, service capacity building is always carried out for lecturers and employees to ensure the readiness of the institution in the context of disability services. The involvement of the UNIPAR community in cultural title activities at the Jember Festival Carnaval (JFC) event is a form of internalization of local wisdom values that are always emphasized by the university. The reason is, the event contains cultural

elements that need to be understood and practiced in the community. According to Asrarul Mais, UNIPAR lecturers collaborate with cross-campus students to assist campus entrepreneurs through the Merdeka Entrepreneurship program (WMK). Attention to this aspect is also a form of implementing the institution's academic identity, (WW.02.08-08-2024)

These two forms of application of academic identity have an impact on four important aspects of higher education governance, namely: (1) Achievement of the vision and mission of the institution, (2) Improving the reputation of the institute as a form of sustainability and professionalism of the administration, (3) Best Practice for educational institutions, and (4) Competitive Excellence, which is a competitive position of the higher education institution oriented towards the quality of service, academic quality and strength of the network. An overview of the implementation of academic identity can be seen as follows:

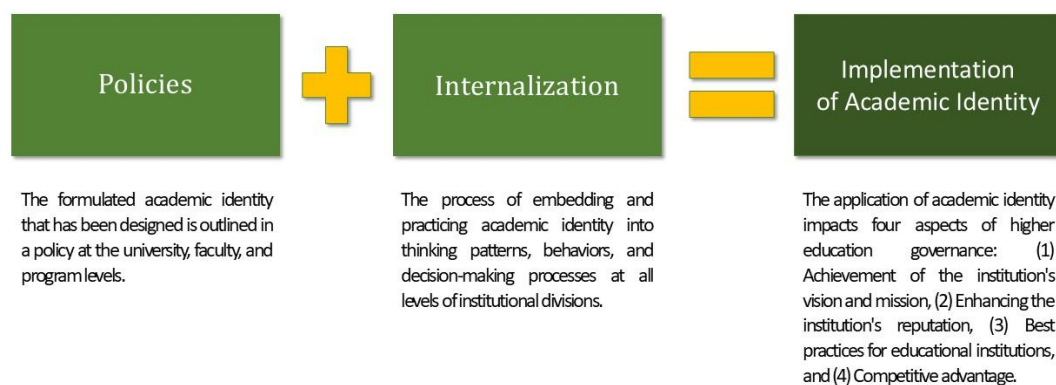


Figure 4: Implementation of Academic Identity

CONCLUSION

Based on the description that the researchers have described and in line with the objectives of this research, it can be concluded that, (1) The process of academic identity formulation includes, socio-historical extraction, identification of values and norms, preservation of local wisdom, adaptation of science and technology and strategic partnerships. (2) The application of UNIPAR's academic identity is realized in two managerial frameworks, namely First, through policies contained in the Strategic Plan, RIP and Curriculum. Second, the internalization process for the entire community through professional capacity building programs. **This finding also develops a model of branding higher education institutions (HEIs)** that emphasizes service-based competitive advantage. The scientific facts that researchers found, that academic branding in higher education has a holistic basis which includes, socio-historical aspects to governance as researchers have described in the discussion.

The results of this research are **recommended** to be replicated in the framework of academic identity formulation in other institutions in accordance with the stages and processes described in the discussion section. In addition, researchers encourage efforts to develop theoretically and practically on this discourse for the sake of scientific elaboration with various approaches. **Limitations** in this research are that quantitative measurements have not been made of the effectiveness of the findings to be practiced on a more diverse and more massive scale. This is

because this research still uses a case study approach. With this, further research needs to be carried out to become a standardized model through a research and development model.

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