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MARKETING INNOVATION IN THE DIGITAL ERA: INCREASING CAPITAL AT STIKOM CKI THROUGH TECHNOLOGY AND SOCIAL MEDIA

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Abstract

Purpose - Marketing innovation in the digital era is increasingly decisive for the institutional capital of small private higher education institutions (HEIs) in developing economies. This study examines how STIKOM CKI, a small private ICT institution in East Jakarta, Indonesia, can leverage digital marketing to reverse declining enrollment and strengthen institutional capital.

Design/methodology/approach - The study adopts a qualitative single-case design that triangulates semi-structured interviews with institutional management and current students, document analysis of internal records, and netnographic observation of the institution's official digital channels. Evidence was analysed thematically and mapped onto established strategic frameworks (RBV, VRIO, Value Chain, PESTEL, Porter's Five Forces, and SWOT/TOWS).

Findings - Institutional data confirm a structural enrollment decline of 39% between 2020/2021 and 2024/2025, driven primarily by low brand awareness and under-utilised digital tools rather than by academic quality. The study develops a Digital Marketing Higher Education Strategic Framework resting on five pillars: SDGs-MSME differentiation, a prioritised multi-channel presence (TikTok, Instagram, YouTube, LinkedIn, Google Search, WhatsApp Business), community-based marketing, micro-credential innovation, and data-driven improvement. A phased twelve-month implementation plan with measurable KPIs is proposed at an estimated annual investment of Rp 120,000,000-Rp 170,000,000.

Originality/value - The study contributes to the limited literature on digital marketing for small private HEIs in developing economies, demonstrating how SDGs-MSME alignment can function as a rare and inimitable competitive differentiator rather than a peripheral commitment.

Keywords: Digital marketing, higher education, innovation, social media, technology, capital growth, student engagement.

INTRODUCTION

1.1 Background

In the digital era, the marketing landscape has undergone a profound transformation, driven by rapid technological advances and the pervasive influence of social media. Organisations across every sector have recognised that survival and growth depend on successfully embracing these changes, and nowhere is this dynamic more relevant than in higher education, where marketing innovation is crucial for attracting and retaining students, enhancing reputation, and increasing institutional capital (Pawar, 2024; Sadikov, 2025).

On a global scale, the proliferation of digital platforms has created more efficient and effective ways of reaching target markets, with social media absorbing a growing share of marketing investment (Deloitte, 2023). In Indonesia, the adoption of digital marketing has gained particular momentum within the higher education sector, where institutions increasingly leverage technology and social media to expand their reach to prospective students (Kusumawati, 2019). STIKOM CKI, a technology- and communication-focused institution operating in a highly competitive environment, therefore requires innovation-driven digital marketing practices to differentiate and achieve sustainable growth.

STIKOM CKI faces several challenges in this dynamic environment. Competition from both domestic and international providers has intensified, requiring a more strategic approach to marketing, while the rapid evolution of digital tools and platforms demands continuous adaptation. This study explores how STIKOM CKI can tap into digital marketing innovation to increase sustainable institutional capital and enhance its competitiveness, identifying successful strategies and best practices from both local and global perspectives in order to offer practical recommendations for institutional growth.

1.2 Company Profile

STIKOM CKI (Sekolah Tinggi Ilmu Komputer Cipta Karya Informatika) is a private higher education institution located at Jl. Radin Inten II No. 8, Duren Sawit, East Jakarta 13440, Indonesia. Founded in 2002 on the conviction that computer science and information technology are critical to Indonesia's economic and social development, the institution is positioned to meet the growing demand for a skilled digital and information-technology workforce, particularly in East Jakarta.

STIKOM CKI currently operates with approximately 26 lecturers, 15 administrative staff, and around 608-732 undergraduate students. Although a comparatively small institution, it is committed to producing skilled, professional graduates in information and communication technology. Its business scope spans three undergraduate (S1) study programs, Informatics (Teknik Informatika), Information Systems (Sistem Informasi), and Digital Business (Bisnis Digital), all designed under the Outcome-Based Education (OBE) framework; research and innovation; professional training and micro-credential programs equated to credit hours under Indonesian regulation (UU No. 12/2012); industry and government partnerships with firms such as Cisco, SAP, Ruijie, and Telkom as well as PEMDA DKI Jakarta; marketing and outreach; and comprehensive student-support services.

1.3 Business Issue

1.3.1 Symptoms and Gaps

Analysis of institutional data and stakeholder feedback identifies three symptoms indicating an urgent need for a more innovative marketing approach. First, despite strong academic programs, STIKOM CKI has experienced a pronounced decline in student enrollment. As Table 1 shows, total active students fell by 39%, from 1,200 in 2020/2021 to 732 in 2024/2025.

Table 1. STIKOM CKI Student Enrollment, 2020/2021-2024/2025

Academic Year	Total Active	New Students	TI	SI	BD	Dropout
2020/2021	1,200	341	151	190	-	4
2021/2022	834	308	150	158	-	0
2022/2023	871	317	165	152	-	0
2023/2024	821	295	150	145	-	11
2024/2025	732	347	143	148	56	0

Source: STIKOM CKI Internal PMB Records and Buku Induk Mahasiswa, 2025.

New intake into the two long-established programs, Teknik Informatika and Sistem Informasi, declined from 341 to 291 over the period, with Sistem Informasi most severely affected (a 22% contraction). The apparent recovery in total new admissions to 347 in 2024/2025 is attributable almost entirely to the launch of the Bisnis Digital program (56 inaugural students); without it, the downward trajectory of the core programs would have continued unbroken. The enrollment problem is therefore structural rather than cyclical, and concentrated in the institution's flagship offerings. Second, digital tools and social-media platforms remain underutilised within the existing marketing strategy, limiting

STIKOM CKI's audience reach. Third, feedback from students and stakeholders indicates that existing communication channels do not adequately convey information about the institution's programs and achievements.

1.3.2 Root Cause Analysis

A Fishbone (Ishikawa) analysis organising the contributing factors into six categories, People, Promotion, Brand, Digital Presence, Communication, and Market, reveals that the decline is driven less by academic quality than by underdeveloped marketing capabilities and resource constraints. STIKOM CKI operates with only one marketing/public-relations staff member and one IT/digital-media staff member, leaving no dedicated capacity for content production or campaign measurement. Its social-media footprint remains small, its TikTok engagement rate trails the 5-8% industry benchmark, and annual social-media content spending is only about Rp 13.8 million. Brand awareness lags far behind larger competitors such as Universitas Gunadarma and UBSI. These root causes converge on a single conclusion: the enrollment decline stems primarily from a **digital-marketing capability and brand-visibility gap**, which the proposed strategy is designed to close.

1.3.3 Research Gap, Questions, and Contribution

While digital marketing in higher education is a well-established research field, the literature remains dominated by large public or elite private universities in developed economies (Pawar, 2024). Empirical guidance for small private HEIs in developing economies, institutions that combine acute resource constraints with a distinctive social mission, is comparatively scarce, and the strategic role of Sustainable Development Goals (SDGs) alignment as a marketing differentiator is rarely examined. This study addresses that gap through an in-depth case of a small, MSME-focused ICT institution in Indonesia. Four research questions are posed:

1. What technological tools and social-media platforms are most relevant and beneficial for enhancing STIKOM CKI's digital marketing strategy?
2. What is the current market position of STIKOM CKI based on customer, competitor, and industry (internal and external) analysis that affects its marketing performance and student enrollment?
3. How can an innovative digital marketing strategy be developed to align with STIKOM CKI's mission of technology-driven MSME community empowerment and SDGs contribution?
4. What actionable implementation recommendations and performance indicators can be provided to improve STIKOM CKI's digital marketing effectiveness and increase institutional capital?

The study makes three contributions. Theoretically, it extends the Resource-Based View to small private HEIs by showing how an SDGs-MSME institutional mission satisfies the VRIO conditions for sustained competitive advantage. Empirically, it provides triangulated, institution-level evidence, including original enrollment and social-media data, from an under-researched developing-economy context. Practically, it delivers a transferable Digital Marketing Higher Education Strategic Framework and a costed, KPI-anchored implementation roadmap suited to resource-constrained institutions. The scope is bounded geographically to East Jakarta and the greater Jabodetabek area, thematically to digital marketing strategy formulation and implementation planning (excluding longitudinal evaluation and control), and temporally to a twelve-month implementation horizon with historical data spanning 2021-2025.

LITERATURE REVIEW

2.1 Digital Marketing and Social Media in Higher Education

Digital marketing denotes the use of digital channels, websites, social media, and search engines to promote educational programs with greater reach and real-time analytics (Chaffey & Ellis-Chadwick, 2022). A systematic review by Pawar (2024) consolidates the empirical literature across five domains: student engagement, university branding, enrolment decision-making, relationship management, and institutional reputation, and concludes that social media has become central to higher-education marketing while calling for more research in non-Western and resource-constrained contexts. In the Indonesian setting, Kusumawati (2019) shows that digital marketing significantly shapes prospective students' decision-making, and Macias et al. (2023) demonstrate that brand value mediates the intention to enroll. Evidence from other developing economies similarly indicates that, although social media exerts a positive influence on enrolment, its effect is moderated by institutional resources and the quality of execution (Swart & Schutte, 2024).

2.2 Theoretical Foundation

Three theories frame the study. The Diffusion of Innovation Theory (Rogers, 2003) explains how new technologies are adopted and underscores the value of STIKOM CKI becoming an early adopter of digital marketing innovations. The Resource-Based View (RBV) of the firm (Barney, 1991) holds that resources which are valuable, rare, inimitable, and organised (the VRIO conditions) generate sustained competitive advantage; for a higher education institution, these may include accreditation, industry partnerships, and a distinctive institutional mission. Social Media Marketing Theory (Kaplan & Haenlein, 2010) focuses on how participatory digital engagement fosters brand recognition, community, and stronger stakeholder relationships.

Empirical research supports the proposition that resource-constrained organisations can derive disproportionate value from social media when it is deployed strategically. Studies of Indonesian MSMEs find that social-media marketing improves business performance and visibility at low cost (Syaifullah et al., 2021; Agustina et al., 2023), while reviews of sustainability-oriented marketing show that purpose-driven, SDGs-aligned messaging strengthens consumer engagement and trust (Bryla et al., 2022). These findings are directly transferable to an MSME-focused HEI seeking to convert a constrained budget and a social mission into a marketing advantage.

2.3 Conceptual Framework

The conceptual framework integrates three analytical layers. Internal analysis employs the Resource-Based View, the VRIO framework, and Value Chain Analysis to identify sources of sustainable competitive advantage. External analysis applies PESTEL, Porter's Five Forces, and Competitor Analysis to map the macro-environment and competitive landscape. Customer analysis uses the Segmentation-Targeting-Positioning (STP) framework, the 7Ps marketing mix, and gap analysis to characterise the target market. These layers are synthesised in a SWOT analysis, which in turn feeds a TOWS matrix from which the proposed Digital Marketing Higher Education Strategic Framework, comprising a revised STP, a revised 7Ps mix, and a phased implementation plan with measurable KPIs, is derived.

RESEARCH METHODOLOGY

3.1 Research Design

Given the exploratory, context-dependent nature of the business issue, the study adopts a qualitative single-case design centred on STIKOM CKI. A case study is appropriate because it permits an in-depth, holistic examination of a contemporary phenomenon, an institution's digital marketing strategy, within its real-life organisational and competitive context, and because it accommodates multiple sources of evidence whose convergence strengthens validity. The single-case logic is justified on the grounds that STIKOM CKI constitutes a revelatory case: a small, resource-constrained, SDGs-MSME-oriented private ICT institution of a type that is common in Indonesia yet under-represented in the higher-education marketing literature.

3.2 Data Collection Methods

Data were collected between January and May 2025 through three complementary methods, providing methodological triangulation. First, semi-structured interviews were conducted with eight purposively selected key informants (coded R1-R8) chosen for their direct knowledge of the institution's marketing and strategy: the Vice Chairman, the Head of the Student Admission Center, the heads of the three study programs, two faculty members, and current students. An interview protocol covering current marketing practices, competitive challenges, digital-channel use, and strategic priorities guided each session; interviews lasted 30-60 minutes and were recorded with consent and transcribed verbatim. Second, document analysis examined internal records (new-student admission/PMB data, the Buku Induk Mahasiswa, LED/LKPS 2025, and accreditation documents) together with external sources (BPS statistics, PDDikti, and competitor profiles). Third, netnographic observation of STIKOM CKI's official channels (Instagram, TikTok, Facebook, YouTube, and the institutional website, accessed May 2025) captured the institution's actual digital footprint and engagement metrics.

3.3 Data Analysis and Trustworthiness

Interview and documentary data were analysed thematically following an iterative coding process, open coding of transcripts, grouping of codes into axial categories, and synthesis into themes aligned with the research questions. The coded evidence was then mapped onto the established strategic frameworks (RBV, VRIO, Value Chain, PESTEL, Porter's

Five Forces, Competitor Analysis, STP, 7Ps, SWOT, and TOWS), so that each analytical claim is traceable to triangulated data rather than assumptions. Trustworthiness was addressed using the criteria of credibility, transferability, dependability, and confirmability: credibility through data-source and method triangulation and informant cross-checking; transferability through thick description of the institutional context; dependability through a documented analytic trail; and confirmability by grounding interpretations in verifiable institutional records. Ethical safeguards included informed consent, voluntary participation, and the pseudonymisation of individual respondents (R1-R8); institution-level disclosure was made with the consent of STIKOM CKI's leadership.

RESULTS AND DISCUSSION

This section presents the findings, organised as customer analysis (4.1), internal analysis (4.2), external analysis (4.3), and SWOT synthesis (4.4), followed by the proposed business solution (4.5) and implementation plan (4.6).

4.1 Customer Analysis

4.1.1 Segmentation, Targeting, and Positioning

STIKOM CKI's current market is segmented along geographic (East Jakarta and the wider Jabodetabek area), demographic (ages 17-35, SMA/SMK/MA graduates and diploma holders, lower-middle to middle class), psychographic (ambitious, tech-savvy, entrepreneurially oriented digital natives), and behavioural (online-research-driven, influenced by social media and word-of-mouth) dimensions. The institution positions itself as a specialised ICT higher education provider dedicated to empowering MSME communities and young professionals through practical, industry-relevant, and affordable technology education, a positioning aligned with the Sustainable Development Goals (SDGs).

A needs-based segmentation identifies four distinct segments in the East Jakarta ICT market, summarised in Table 2. STIKOM CKI's optimal strategy concentrates investment on Segment A (its primary volume driver) and Segment C (a Blue-Ocean niche uniquely aligned with its institutional mission), addresses Segment B partially through flexible scheduling, and deliberately excludes Segment D, which would require research intensity, international accreditation, and brand prestige beyond the institution's current competitive range.

Table 2. Four-Segment Market Identification and Competitive Coverage

Seg.	Segment Name	Core Need	STIKOM CKI	Competing Universities
A	Tech-Aspirant Gen-Z	Affordable, industry-certified ICT degree with a direct career pathway for fresh SMA/SMK graduates	**PRIMARY TARGET** (78.7% of 2024 intake)	Gunadarma, UBSI, STMIK Jayabaya, Politeknik Negeri Jakarta
B	Career-Switching Working Professionals	Flexible, evening-class ICT degree for career advancement without leaving employment	**PARTIAL TARGET** (evening class)	Mercu Buana, UBSI, UPI Y.A.I., BSI
C	MSME Digital Entrepreneurs	SDGs-aligned digital-skills education for MSME owners and employees in East Jakarta	**STRATEGIC TARGET** (Blue-Ocean niche)	None, no competitor targets this segment with SDGs-ICT positioning
D	Premium ICT Academics	Research-intensive, prestige ICT education with international accreditation	**NOT TARGETED**	UI (FTUI), BINUS, Telkom University, ITS

Source: Author, 2025.

4.1.2 Current Marketing Mix and Digital Presence

The current 7Ps mix reveals strengths and gaps. STIKOM CKI offers three OBE-aligned S1 programs plus micro-credentials (Product); maintains accessible tuition of approximately Rp 3,750,000 per semester with scholarships and instalment options (Price); occupies a strategically accessible Duren Sawit campus (Place); relies heavily on conventional promotion, school visits, brochures, banners, and education fairs, with limited digital activation (Promotion); and depends on a lean staff with only one dedicated marketing role (People), informal admission processes (Process), and modest physical and digital evidence of brand quality (Physical Evidence).

Netnographic observation of the institution's official channels (accessed May 2025) quantifies the digital-presence gap, as shown in Table 3. Engagement is highest on TikTok (4.8%), confirming its potential as the primary awareness channel for Generation Z, yet overall follower counts remain an order of magnitude below larger competitors.

Table 3. STIKOM CKI Social Media Analytics Dashboard (2025)

Platform	Account	Followers (2025)	Avg. Likes / Post	Engagement Rate
Instagram	@stikomcki.jakarta	3,487	42	2.1%
TikTok	@stikomcki.jakarta	1,243	118	4.8%
Facebook	Stikom Cki	2,815	18	0.8%
YouTube	STIKOM CKI_CHANNEL	452	31	3.2%
Website	official.stikomcki.ac.id	~1,200 / mo	N/A	N/A

Source: STIKOM CKI official social-media accounts, accessed May 2025.

4.2 Internal Analysis

The Resource-Based View identifies STIKOM CKI's tangible resources (ICT laboratories, the Duren Sawit campus, SIAKAD academic system) and intangible resources (three LAM-INFOKOM-accredited programs rated Baik Sekali, industry-certification partnerships with Cisco, SAP, and Telkom, a Google Review rating of 4.3/5.0, and a distinctive SDGs-MSME institutional mission). Applying the VRIO test, the SDGs-MSME positioning emerges as the institution's most strategically significant resource: it is Valuable (MSME digital transformation is a national priority), Rare (no ICT institution in East Jakarta holds this position), Inimitable (embedded in the institutional mission under SK 002/PK/K/STIKOMCKI/I/2024), and Organised through curriculum design, thus satisfying all four conditions for sustained competitive advantage. The Value Chain analysis confirms that the institution's strongest value-creating activities lie in industry-aligned teaching and certification, while marketing and outreach represent the weakest link, reinforcing the central diagnosis of an underdeveloped marketing capability.

4.3 External Analysis

A PESTEL analysis identifies a generally favourable macro-environment. Politically, the Merdeka Belajar-Kampus Merdeka (MBKM) program and the government's MSME Digital Transformation initiative (Perpres No. 2/2022) actively promote ICT and digital skills. Economically, Indonesia's digital economy, valued at approximately USD 82 billion in 2023, sustains demand for ICT graduates. Socially, Generation Z's high digital literacy drives social-media-mediated educational decisions. Technologically, AI and big data are reshaping both learning and marketing. Environmentally, the SDGs Agenda 2030 provides institutional alignment, while legally, accreditation standards and MSME-support regulation shape the operating context.

Porter's Five Forces analysis reveals an intensely competitive industry. Industry rivalry is HIGH, with established competitors such as Universitas Gunadarma, BINUS, UBSI, and Mercu Buana. The bargaining power of buyers (prospective students) is HIGH, given abundant choice and significant price sensitivity, an effect amplified by STIKOM CKI's low brand awareness. The threat of substitutes is HIGH, as online platforms (Coursera, Udemy, LinkedIn Learning) and coding bootcamps (Hacktiv8, Purwadhika, Binar Academy) offer affordable, job-focused alternatives. The threat of new entrants is MODERATE-to-HIGH, while the bargaining power of suppliers is LOW. The competitor analysis confirms that STIKOM CKI cannot win on scale or prestige but can differentiate through personalised service, industry certification, and its unique MSME-community focus.

4.4 SWOT Analysis

Synthesising the internal and external findings, Table 4 presents the SWOT matrix. The most strategically significant strengths, LAM-INFOKOM accreditation, integrated industry certification, affordable tuition, and the unique SDGs-MSME positioning, are not replicated by any competitor in East Jakarta. The primary weakness is the gap between strong internal quality and limited digital brand visibility. The most significant opportunity combines East Jakarta's large SMA/SMK graduate pool with the government's MSME digitalisation agenda, while the dominant threat is intensifying digital competition and the substitution threat from online certification platforms.

Table 4. SWOT Matrix - STIKOM CKI Digital Marketing Performance

STRENGTHS (S) - Internal	**WEAKNESSES (W) - Internal**
S1. Three LAM-INFOKOM-accredited programs (Baik Sekali) providing institutional credibility S2. Industry certification integration (Cisco, SAP, BNSP) aligned with student career goals S3. Affordable tuition (Rp 3.75M/semester), cost-competitive for the East Jakarta segment S4. Strategic Duren Sawit campus location, highly accessible to the target segment S5. Unique SDGs-MSME institutional positioning in the East Jakarta ICT market S6. Strong service quality and student satisfaction (Google Review 4.3/5.0)	W1. Limited brand awareness and small social-media following (3,487 IG vs. 100K+ for Gunadarma) W2. Declining enrollment trend requiring urgent marketing intervention W3. Limited digital-marketing budget and dedicated marketing-team capacity W4. Minimal content-production volume compared with top competitors on TikTok and Instagram W5. No structured alumni network for brand advocacy and referral W6. Limited research-output visibility reducing prestige perception
OPPORTUNITIES (O) - External	**THREATS (T) - External**
O1. 45,000+ SMA/SMK graduates annually in East Jakarta, a large untapped recruitment pool O2. Government MSME Digital Transformation mandate (Kemenkop UKM, 2024) driving demand O3. Indonesia's digital-economy growth sustaining demand for ICT professionals O4. TikTok and Instagram algorithms favouring educational content (low-cost organic reach) O5. 4.5M registered MSMEs in DKI Jakarta, a Blue-Ocean market for MSME-focused ICT programs O6. MBKM policy enabling industry-collaborative programs	T1. Intense competition from established brands (Gunadarma, UBSI, Mercu Buana) T2. Growing threat from online certification platforms (Coursera, Google Career Certificates) T3. Declining national interest in formal HEI enrollment post-pandemic T4. Price competition from smaller private ICT institutions T5. Rapid technological change requiring continuous curriculum updates T6. Competitors increasing digital-marketing investment and social-media presence

Source: Author, 2025, synthesised from interviews, institutional data, LED/LKPS 2025, BPS 2024, PDDikti, and competitor analysis.

4.5 Business Solution

Building on the analyses above, the proposed business solution proceeds from strategic formulation (the TOWS matrix) to the integrated Digital Marketing Higher Education Strategic Framework, expressed through a revised STP and 7Ps mix.

4.5.1 TOWS Matrix

The TOWS matrix cross-references strengths, weaknesses, opportunities, and threats to generate four families of strategic initiatives, summarised in Table 5.

Table 5. TOWS Strategy Matrix - STIKOM CKI

SO Strategies (Maxi-Maxi)	**WO Strategies (Mini-Maxi)**

SO1. Launch an "MSME Digital Champion" content campaign on TikTok and Instagram, leveraging the MSME mission and industry partnerships to attract children of MSME owners. SO2. Develop micro-credential programs in AI, Digital Marketing, and Cloud Computing, leveraging the OBE curriculum and growing ICT demand. SO3. Partner with PEMDA DKI and MSME associations to co-create scholarship programs aligned with government MSME digitalisation initiatives. SO4. Pursue UN SDG (Act4SDGs) registration to attract socially conscious students and institutional partners.	WO1. Build a structured social-media strategy with a consistent content calendar, professional video, and influencer partnerships to overcome low brand awareness using social media as a low-cost channel. WO2. Implement Google SEO and Google Ads to capture prospective students actively searching for ICT programs in East Jakarta. WO3. Launch an Alumni Ambassador Program for referral recruitment, activating local MSME-community connections. WO4. Establish a Career Services Center with internship matching and job placement to improve graduate outcomes.
ST Strategies (Maxi-Mini)	**WT Strategies (Mini-Mini)**
ST1. Differentiate around the unique MSME + SDGs mission to create a Blue-Ocean position that avoids direct price competition with Gunadarma and BINUS. ST2. Accelerate LAM-INFOKOM "Unggul" accreditation as a quality signal to counter the perception gap. ST3. Develop hybrid (online + physical) learning leveraging SIAKAD to compete with online substitutes while preserving campus value. ST4. Strengthen industry partnerships to keep the curriculum current with technological change.	WT1. Prioritise the digital-marketing budget toward the highest-ROI channels (TikTok, Google Search, Instagram). WT2. Develop a clear Student Value Proposition and communication kit before competition intensifies. WT3. Build a student-retention program to maximise cost-effective word-of-mouth marketing. WT4. Establish a digital-marketing task force with dedicated roles for content, social-media management, and analytics without significant new headcount.

Source: Author, 2025.

4.5.2 Digital Marketing Higher Education Strategic Framework

The TOWS strategies converge into a Digital Marketing Higher Education Strategic Framework built on five pillars. First, differentiation through a unique MSME + SDGs institutional positioning, repositioning STIKOM CKI not merely as an ICT education provider but as a community-impact institution that empowers Indonesian MSMEs through technology education, a narrative with significant emotional resonance and social-media virality potential. Second, a multi-channel digital presence with prioritised investment in TikTok (awareness) and Google SEO (search capture), complemented by Instagram (brand building), YouTube (educational authority), LinkedIn (professional engagement), and WhatsApp Business (direct engagement with MSME communities). Third, community-based marketing leveraging MSME associations and PEMDA DKI partnerships. Fourth, product innovation through micro-credential programs that open new market segments. Fifth, data-driven continuous improvement using CRM (HubSpot) and analytics (Google Analytics, Meta Business Suite, TikTok Analytics) to refine campaigns even within a constrained budget.

The revised STP focuses marketing investment on the Tech-Aspirant Gen-Z segment as the primary volume driver and the MSME Digital Entrepreneurs segment as a Blue-Ocean strategic niche, with a positioning statement that foregrounds affordable, certified, community-rooted ICT education. The revised 7Ps mix accordingly emphasises micro-credential and certification products, transparent and accessible pricing, a hybrid place strategy, a digitally led and storytelling-driven promotion mix, an expanded marketing-and-content people capability, a CRM-enabled admission process, and strengthened physical and digital evidence of quality.

4.6 Implementation Plan and Key Performance Indicators

The framework is operationalised through a phased twelve-month plan with clear milestones, targets, and budget allocations, summarised in Table 6.

Table 6. Proposed Twelve-Month Implementation Plan

Phase	Timeframe	Key Activities	Target KPIs
1. Foundation & Quick Wins	Months 1-3	Brand-identity refresh; TikTok channel launch (3 posts/week); Instagram optimisation; website SEO audit; CRM setup (HubSpot); digital-marketing team formation; recruit 10 student brand ambassadors.	TikTok 2,000 followers; +20% IG engagement; +30% organic website traffic; 100+ prospective-student CRM records; 3+ campus videos/week.
2. Amplification & Campaigns	Months 4-6	Launch “MSME Digital Champion” campaign; Google Ads for enrollment; Alumni Ambassador Program; live-streamed Open House; micro-credential campaign; LinkedIn strategy; MSME association events.	TikTok 5,000+ followers, 500K+ views/mo; 500+ qualified visits/mo; 200+ Open House attendees; 50+ micro-credential inquiries/mo; +25% applications YoY.
3. Conversion & Optimisation	Months 7-9	Intensive enrollment campaign; “MSME Family Scholarship”; weekly YouTube series; WhatsApp Business channel; Career Services Center; SEO blog content; analytics review.	+30-40% enrollment vs. baseline; 500+ YouTube subscribers; 500+ WhatsApp contacts; 20+ scholarship applications/semester; Top-10 Google ranking for target keywords.
4. Scaling & Sustainability	Months 10-12	Co-branding with PEMDA DKI and MSME associations; UN SDG platform registration; LAM-INFOKOM milestone promotion; annual performance review; Year-2 planning.	Measurable brand-awareness improvement; meet/exceed enrollment target; TikTok 10,000+ / IG 5,000+ followers; 2,000+ website visits/mo; 5%+ social-to-enrollment conversion.

Source: Author, 2025.

The plan requires an estimated total annual investment of Rp 120,000,000-Rp 170,000,000 (approximately USD 8,000-11,000), significantly lower than the equivalent reach achievable through traditional advertising. It can be partially self-funded through additional revenue from micro-credential programs and from enrollment gains generated in Phases 1-2. A quarterly review mechanism should assess KPI progress, reallocate budget to the highest-performing channels, and adjust messaging based on engagement data.

Across the plan, four headline KPIs anchor accountability: a 30% increase in website traffic within six months; a 15% growth in social-media engagement; a 20% increase in inquiry-to-application conversion; and a measurable return on investment expressed as enrollment growth. These are supported by a data-driven marketing framework that uses Google Analytics and Tableau to segment audiences, high-impact short-form content across TikTok, Instagram Reels, and YouTube Shorts, platform-specific strategies, and marketing automation with AI-enabled chatbots and A/B testing to maximise efficiency under budget constraints.

CONCLUSION

5.1 Conclusion

This research investigated how STIKOM CKI can leverage digital marketing innovation to increase institutional capital and enhance its competitiveness in the Indonesian higher education sector. The central business issue, a structural decline in student enrollment, was traced primarily to insufficient brand awareness and an under-optimised digital marketing strategy rather than to academic quality. In response to the research questions, the analysis shows, first, that TikTok and Instagram are the most effective platforms for reaching the primary Gen-Z target, LinkedIn and YouTube for career-upskilling professionals, Google Search for active seekers, and WhatsApp Business for MSME communities, together constituting an optimal multi-channel ecosystem supported by CRM, analytics, and AI tools. Second, the internal and external analyses reveal a nuanced position: genuine strengths in MSME-focused specialisation, LAM-INFOKOM accreditation, and industry linkages, set against weaknesses in digital engagement and marketing capacity, within a high-opportunity but highly competitive environment; the VRIO analysis confirms that the SDGs-MSME alignment is a rare, inimitable asset not yet fully exploited. Third, the proposed Digital Marketing Higher Education Strategic Framework, resting on differentiation, multi-channel presence, community-based marketing, micro-credential innovation, and data-driven improvement, directly integrates the TOWS-derived strategies with a revised STP and 7Ps mix. Fourth, the phased twelve-month implementation plan provides specific activities, KPIs, and budget allocations, and indicates that with an annual investment of roughly Rp 120,000,000-Rp 170,000,000, the institution can plausibly target a 30-40% increase in enrollment applications, a meaningful contribution to sustainable institutional capital growth.

5.2 Theoretical and Practical Implications

Theoretically, the study extends the Resource-Based View to the small private HEI context by demonstrating, through the VRIO test, how a non-financial institutional resource, an SDGs-aligned MSME-empowerment mission, can satisfy all four conditions for sustained competitive advantage and be operationalised as a marketing differentiator. This responds to calls for more research on social-media marketing in non-Western, resource-constrained settings (Pawar, 2024) and complements Indonesian evidence on digital marketing and enrolment decisions (Kusumawati, 2019). Practically, the framework offers leaders of resource-constrained institutions a transferable, low-cost, and KPI-anchored roadmap that prioritises organic, community-driven channels over expensive paid advertising, an approach consistent with findings that strategically deployed social media yields disproportionate returns for resource-limited organisations (Syaifullah et al., 2021).

5.3 Limitations and Future Research

Several limitations should be acknowledged. As a single-case study of one institution in East Jakarta, the findings are analytically rather than statistically generalisable, and transfer to other contexts requires judgement about contextual similarity. The evidence base comprises eight key informants and institutional records gathered over a single period; it does not yet include large-scale prospective-student survey data. Crucially, the study covers strategy formulation and implementation planning but not longitudinal evaluation: the projected enrollment outcomes are model-based targets, not measured results. Future research should therefore (1) implement the framework and evaluate its effect on enrolment and engagement through a longitudinal or action-research design; (2) test the propositions quantitatively across a larger sample of small private HEIs; and (3) examine empirically whether SDGs-aligned positioning produces measurable gains in brand equity and conversion relative to conventional positioning.

5.4 Recommendation

The following prioritised recommendations are provided to STIKOM CKI's leadership:

1. Immediate priority (0-3 months) - Establish digital-marketing infrastructure: appoint a Digital Marketing Manager and a video-focused Content Creator, develop a consistent brand identity and content calendar, and launch TikTok as the primary outreach channel.
2. Short-term priority (3-6 months) - Activate differentiation and community programs: launch the “MSME Digital Champion” campaign, formalise the partnership with Dinas Koperasi dan UMKM Jakarta Timur, and introduce the MSME Family Scholarship.
3. Medium-term priority (6-9 months) - Convert awareness to enrollment: run Google Ads during peak registration, activate the CRM for systematic follow-up, and host a live-streamed Open House.
4. Long-term sustainability (9-12 months and beyond) - Scale and institutionalise: achieve and promote the LAM-INFOKOM “Unggul” milestone, register on the UN SDG platform, and embed an annual Digital Marketing Review process.
5. Governance - Establish a Digital Marketing Advisory Board comprising industry partners (Cisco, SAP, Telkom), PEMDA DKI, MSME associations, and alumni, meeting quarterly and reporting to the Ketua STIKOM CKI.

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Conflict of Interest. The author declares no conflict of interest.

Ethics and Consent. Participation in interviews was voluntary and based on informed consent; individual respondents were anonymised, and institution-level data were disclosed with the consent of STIKOM CKI's leadership.

Data Availability. The institutional data supporting the findings are available from the author on reasonable request and subject to STIKOM CKI's approval.

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