

Short Communication

Global Issues in Digital-Based Education Marketing for World Class Education at Universitas Internasional Batam

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Abstract. This study explores the global digital marketing strategies implemented by Universitas Internasional Batam (UIB) in its pursuit of World Class Education (WCE). Employing a qualitative descriptive approach, the research analyzes UIB's efforts to expand its international reach through multilingual website development, participation in global mobility programs such as Erasmus and AIESEC, and active digital campaigns across social media platforms. Findings reveal key challenges including limited multilingual content, insufficient digital marketing infrastructure and human resources, and a lack of differentiated international academic programs and sustainable collaborations. Despite these challenges, UIB demonstrates strategic progress through capacity-building initiatives, accreditation efforts, and enhanced global partnerships. The study highlights the importance of integrating digital innovation with local cultural values (glocalization), strengthening international academic networks, and adopting data-driven marketing approaches. The results provide valuable insights for higher education institutions aiming to compete effectively in the increasingly globalized digital education market.

Keywords: Digital Education Marketing, World Class Education, Higher Education Marketing.

1. Introduction

The development of information and communication technology over the past two decades has transformed the global landscape of education [1]. Higher education is no longer a local endeavor, but increasingly driven by the forces of globalization that demand quality, accessibility, and international competitiveness. The concept of *World Class Education* (WCE) has emerged as a new paradigm that emphasizes academic excellence, innovation, and the global capacity of educational institutions. According to Oleksiyenko et al. [2], world-class education reflects the integration of high academic standards with an institution's ability to establish dynamic and productive international networks.

In this context, Universitas Internasional Batam (UIB), a private university strategically located in Indonesia's border region, plays a significant role in responding to global challenges. Its proximity to Singapore and Malaysia presents major opportunities to attract international students, expand international partnerships, and strengthen its positioning in the global higher education market [3]. Education marketing has evolved from conventional approaches into a digitally driven strategy. Digitalization not only facilitates broader and faster communication, but also enables personalized academic services and more effective promotional efforts [4]. In this realm, the use of social media,

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customer relationship management (CRM) systems, online learning platforms, and interactive university websites serve as key elements in digital education marketing strategies [5].

Global issues encountered in digital education marketing include digital disparities among countries, data security, global competition, and cultural adaptation in cross-border communication [6]. UIB addresses these challenges by developing digital strategies rooted in local values while being presented in a globally relevant manner. This effort aligns with Kotler and Fox's perspective that education marketing strategies must blend institutional uniqueness with global market demands. Global marketing in higher education is also closely related to brand positioning. According to Aledo-Ruiz et al. [7], strengthening institutional image is a dominant factor in attracting international students. Therefore, UIB's digital marketing strategy should focus on building a strong institutional identity through international scientific publications, cross-country academic collaborations, and international accreditation [8]. In addition, the integration of technologies such as AI, big data, and analytics into marketing strategies has become increasingly crucial. According to Aithal et al. [9], the universities of the future are those capable of combining cutting-edge technologies with humanistic values and social relevance. Therefore, UIB must develop a digital marketing intelligence system that can analyze prospective student behavior, market preferences, and global trends in education. The use of foreign languages in marketing communication is also a key factor in the success of such strategies.

In his book, Cheng states that "Global marketing strategy must reflect linguistic diversity and cultural sensitivity to gain trust and engagement from international stakeholders." This multilingual communication strategy enables UIB to effectively reach and engage with global communities. In practice, digital marketing in the education sector must take into account international ethical norms and regulatory frameworks. According to Filho et al. [10], there is an urgent need for global governance in higher education that upholds the principles of equity, transparency, and accountability in the use of digital technologies. UIB's long-term strategy toward becoming a World Class Education (WCE) institution involves three core elements: strengthening digital human resource competencies, reforming data-driven institutional policies, and developing sustainable international partnerships. A global cultural orientation is also required among all academic stakeholders to ensure that this transformation is not superficial, but instead embedded in the organizational culture [11].

Higher education marketing must also align with the Sustainable Development Goals (SDGs). As emphasized by UNESCO in *"Education for Sustainable Development: A Roadmap,"* higher education institutions are expected to contribute to sustainable development through transformative learning and international collaboration. Digital transformation in education marketing also encourages the emergence of experience-based learning ecosystems. In this case, marketing is no longer solely about promoting academic programs but also about delivering the student experience, campus lifestyle, and globally competitive alumni networks. Therefore, the development of immersive digital content—such as virtual campus tours, testimonials from international students, and online learning simulations—becomes a vital aspect of digital promotion [12].

UIB needs to emphasize academic excellence while strengthening local values within a global framework. The concept of *glocalization*—a blend of global and local perspectives—is emphasized in Robertson's study, which argues that institutions capable of preserving their local identity while remaining open to globalization possess a unique appeal in the international education market. UIB can realize this by highlighting its

strengths in maritime studies, cross-border business, or digital entrepreneurship, which are relevant both locally and globally.

It is also important for UIB to understand the preferences of prospective international students, who increasingly prioritize learning flexibility, quality assurance, and post-graduation employability. Therefore, the university must be able to integrate international competency certifications into its curriculum and establish a digital career center connected to global companies. Effective marketing must clearly and convincingly communicate these advantages [13]. Academic credibility and institutional reputation serve as the foundation for building trust in the global education market. As noted by Kwiek [14], scientific publications, international rankings, and research collaborations are key indicators in higher education marketing. UIB can enhance its reputation by developing reputable international journals and expanding student and faculty exchange programs. Social media plays a central role in today's education marketing landscape. Platforms such as Instagram, YouTube, TikTok, and LinkedIn allow institutions to reach younger generations directly through adaptive and authentic communication styles. In this context, UIB should establish a digital creative team that understands algorithms, visual trends, and the psychology of its target audience to improve engagement and increase student enrollment conversion.

Adapting to metaverse technologies is also becoming part of global education marketing strategies. Leading institutions like Harvard and Stanford have begun exploring learning and marketing in virtual environments. UIB can seize this opportunity by hosting virtual student fairs, creating a digital twin of the campus, or offering interactive VR-based training as a form of global differentiation. Equally important is the understanding of cross-border education promotion policies and regulations, such as the General Data Protection Regulation (GDPR) in Europe or academic immigration policies in ASEAN. Ignoring international legal aspects can severely impact an institution's credibility and prospective students' trust. UIB must ensure that all its digital strategies comply with ethical principles and international legal standards. To support its WCE strategy sustainably, UIB should implement data-driven monitoring and evaluation of all digital marketing campaigns [15]. This includes measuring KPIs such as conversion rate, engagement rate, bounce rate, and return on investment (ROI) across each marketing channel. Data-based decision-making will strengthen the university's ability to adapt its promotional strategies to global market dynamics.

The success of digital marketing strategies also depends heavily on transformative leadership at the university level [16]. Visionary, collaborative, and tech-adaptive leadership is essential for this transformation. The rector and university leadership must act as agents of change—not only driving digitalization but also embedding a culture of innovation throughout the institution. Ultimately, the success of UIB's global education marketing strategy will depend on synergy among university units—including faculties, IT centers, public relations, and internationalization offices. Education marketing is no longer the responsibility of a single department, but rather a cross-institutional strategy that is systematically integrated into the university's vision of becoming a World Class Education institution. In conclusion, UIB's efforts to develop Global Digital Education Marketing represent a strategic move aligned with current global dynamics. Digital transformation is not merely a marketing tool, but a structural framework that will shape the future direction and quality of higher education.

2. Method

This study employed a descriptive qualitative approach to gain an in-depth understanding of digital-based education marketing strategies within the framework of World Class Education (WCE) at Universitas Internasional Batam (UIB). This approach was selected because it enables contextual and holistic exploration of phenomena, particularly in explaining the dynamics of global marketing, which are not only quantitative but also qualitative in terms of values, strategies, and perceptions. Data collection was carried out using three main techniques: documentation study, semi-structured interviews, and digital content observation. First, the documentation study involved reviewing various official sources such as the university's main website, official social media platforms (Instagram, YouTube, LinkedIn, and Facebook), as well as international campus publications including journals, bulletins, and digital prospectuses.

Second, semi-structured interviews were conducted to enrich the data with first-hand insights from internal stakeholders involved in internationalization and global marketing efforts. In this case, the researcher interviewed three international lecturers who are actively engaged in exchange programs, global research collaborations, and international-based teaching. Third, direct observation was conducted on UIB's digital content, especially those targeted at the global market. This included analysis of promotional videos, visual materials on social media, the design interface of UIB's international website, and the narrative structure used in promotional campaigns. The collected data were analyzed using thematic analysis, which involved three key stages: data reduction, thematic categorization, and conclusion drawing [17].

3. Results and Discussion

3.1 Key Issues in Global Education Marketing at UIB

This section presents findings related to the key issues in global education marketing strategies at Universitas Internasional Batam (UIB). As a higher education institution embracing the *world-class education* concept, UIB strives to leverage digital platforms to reach international markets. However, in practice, several challenges persist, ranging from technological barriers and global competition to the preferences of prospective international students and the internal readiness of the institution. Through a qualitative approach, the findings were analyzed based on interviews with university stakeholders and documentation of UIB's international programs. The discussion focuses on how UIB strategically and adaptively responds to these challenges through digital innovation, international branding, and the strengthening of global academic networks.

3.1.1 Lack of Differentiation in International Programs

One of the primary obstacles in UIB's global education marketing strategy lies in the limited offerings that reflect genuine international program differentiation. Based on in-depth interviews with the Vice Rector for Academic Affairs, it was acknowledged that efforts to develop dual degree programs, student exchanges, and cross-border academic collaborations are embedded in the university's vision. However, implementation remains sporadic and has not been evenly adopted across all study programs. Several departments are still in the early stages of exploring partnerships, with no formal integration of international standards such as the *Association to Advance Collegiate Schools of Business* (AACSB) for business, the *Accreditation Board for Engineering and Technology* (ABET) for engineering, or the *European Credit Transfer and Accumulation System* (ECTS) widely adopted by European universities.

Furthermore, observations of UIB's official website reveal that promotional materials and academic information do not explicitly showcase the competitive advantages of its international programs. There is a lack of strong visual and descriptive content highlighting unique program features, international recognition, or cross-cultural experiences that might attract foreign students. In the context of intense global competition, universities must be able to clearly present a unique value proposition, including an emphasis on globalized curricula, international certifications, visiting lecturers from abroad, and global alumni networks. The absence of these elements in both academic programs and digital promotions diminishes UIB's visibility among other institutions that have more thoroughly integrated international approaches into their academic offerings. This creates a gap between the "international" image conveyed by the institution's name and the reality of its largely domestic academic structure. As a result, the university's appeal to the international market remains limited, and opportunities to attract students—particularly from Southeast Asia and East Asia—have yet to be fully optimized.

Additional interviews with academic staff and administrators of UIB's international programs revealed several technical barriers, including a lack of administrative support familiar with foreign accreditation frameworks, limited strategic international partners, and difficulties in designing collaborative curricula that meet both local and international standards. Moreover, internal coordination among units to develop a roadmap for program internationalization remains weak, and there are insufficient incentive systems for faculty and departments that successfully initiate concrete international partnerships. It is therefore essential to recognize that without a strong academic differentiation at the global level, UIB will face significant challenges in entering the international higher education market, which prioritizes innovation, flexibility, and global recognition. Strategic actions are required to develop internationally benchmarked curricula, increase the number of cross-border collaborative programs, and reposition UIB's academic communications to emphasize its global value across public platforms. Program differentiation is not merely a branding element—it is a reflection of the institution's readiness to deliver education that meets the demands of the 21st century.

3.1.2 Limited Multilingual Digital Branding

The digital promotion efforts of Universitas Internasional Batam (UIB) remain predominantly local in nature, characterized by the dominant use of Bahasa Indonesia across nearly all of its primary communication channels. From the official website and social media platforms such as Instagram and YouTube to digital brochures distributed via promotional networks, most content is presented in a single language. This presents a significant barrier to reaching international prospective students—especially amid the demands of globalization and intense competition in the global higher education market. According to interviews with UIB's Digital Public Relations team, there is a strong internal awareness of the importance of multilingualism in digital marketing strategies. The team stated that plans have been developed to expand language offerings, particularly in English, Mandarin, and Japanese—languages that are dominant in the Asia-Pacific region. However, the lack of professionally trained foreign-language personnel and limited budget allocations remain key obstacles to the realization of this plan. Furthermore, the absence of a dedicated content translation division or partnerships with native speakers has also hindered progress toward a more inclusive global marketing approach.

Observations of UIB's official website and institutional Instagram account support these findings. English-language content appears only occasionally and is typically limited to technical or administrative notices, such as announcements for international

admissions. Key content—such as program descriptions, testimonials from international students, and visual narratives of campus life—lacks translated versions tailored to international audiences. Moreover, there is currently no content available in Mandarin or Japanese, which are vital for reaching prospective students from China, Taiwan, and Japan—countries that contribute significantly to international student mobility.

In the context of pursuing World Class Education (WCE), multilingual communication is not merely a technical feature but a symbol of openness, inclusivity, and institutional readiness to engage in global competition. Language is the first bridge in cross-cultural communication, and the absence of foreign-language options may signal a lack of openness to global communities. Effective digital marketing in the global era requires not only literal translation but also cultural adaptation that reflects an understanding of international values, communication styles, and audience preferences [18]. Therefore, UIB must develop a structured multilingual communication strategy. This can begin with translating all key promotional materials into English and Mandarin, accompanied by internal training for the public relations team in cross-cultural digital communication. In the short term, collaborating with active international students or alumni to serve as digital brand ambassadors can be an effective approach. Technologies such as AI-based translation tools—with human curation—and multilingual content design platforms can also be used to accelerate this process while maintaining cost-efficiency.

3.1.3 Suboptimal Infrastructure and Human Resources in Digital Marketing

Interviews with the head of UIB's Information and Communication Technology unit revealed that the management of social media and digital marketing is not yet conducted by a fully professional, dedicated team. Most content managers are non-IT staff members who lack specific certifications in international digital marketing, such as Google Digital Garage, HubSpot Certification, or Facebook Blueprint. Supporting infrastructure—such as content production studios, digital campaign management systems, and analytics software—is also still limited. These conditions have resulted in UIB's digital marketing strategies falling short in effectively building a strong and consistent global image. This is a critical shortcoming in today's higher education landscape, where digital branding and global positioning are essential elements in achieving competitive advantage. Without adequate infrastructure and professionally trained personnel, UIB's efforts to market itself as a globally competitive institution remain constrained by internal technical limitations.

3.1.4 Challenges in Building International Reputation

Based on interviews with the Head of the Information and Communication Technology (ICT) Unit at Universitas Internasional Batam (UIB), it was revealed that the management of social media and digital marketing activities is still not handled by a dedicated and professionally competent team. Currently, digital content management responsibilities are often held by non-IT staff who also carry out other administrative duties. Most of these individuals do not have specific backgrounds or globally recognized professional certifications in digital marketing, such as Google Digital Garage, HubSpot Inbound Marketing Certification, or Meta Blueprint (formerly Facebook Blueprint). This lack of specialized technical expertise directly impacts the quality, consistency, and outreach of the marketing content produced.

In addition to human resources limitations, the absence of adequate digital infrastructure presents a significant barrier. Facilities for content production—such as mini studios for promotional videos, professional audiovisual equipment, and supporting

software like Adobe Creative Cloud, Hootsuite, or AI-based analytics tools—are either unavailable or underutilized.

Moreover, integrated digital campaign management systems that sync lead data and user behavior (such as cloud-based Customer Relationship Management/CRM tools) have not yet been implemented. As a result, digital campaigns tend to be ad hoc, data-poor, and lack consistently measurable Key Performance Indicators (KPIs). Without professional digital marketing management, UIB will struggle to penetrate the international market, which is already highly digital-savvy [19]. Prospective students abroad now use platforms such as LinkedIn, Instagram, YouTube, and even TikTok to evaluate the credibility and campus life of the universities they consider. Therefore, the quality of digital storytelling and visual consistency becomes crucial. Furthermore, the lack of integration between digital marketing strategies and internal academic systems hampers the conversion of online viewers into enrolled students, as there is no automated lead follow-up system in place.

3.1.5 Lack of Sustainable International Collaboration

Although Universitas Internasional Batam (UIB) has signed numerous Memorandums of Understanding (MoUs) with foreign institutions, the actual realization of these collaborations remains very limited. According to an interview with the Head of the International Cooperation Bureau at UIB, most MoUs have not yet evolved into substantial or sustainable programs such as joint research, international internships, joint curriculum development, or visiting professor initiatives that could enhance academic quality while strengthening global networks. Many of the international partnerships established have stalled at the initial stages, often remaining ceremonial or limited to institutional visits without follow-up. This points to a disconnect between the signed cooperation agreements and their practical implementation. A review of UIB's international activities over the past two years shows that the number of student and faculty exchange programs has stagnated or even declined. Activities such as faculty exchanges, co-authored international publications in reputable journals, and cross-border seminars are rarely observed in official reports or digital publications by UIB.

This lack of follow-through poses a major challenge to building a global, dynamic, and integrative higher education ecosystem, as demanded by the World Class University (WCU) framework. Without active involvement in real international academic activities, the university will find it difficult to gain recognition from global ranking bodies such as QS or Times Higher Education, which place strong emphasis on indicators like international outlook—including the number of international students and staff, as well as the frequency and quality of cross-border collaborations. This situation also affects external perception. Prospective international students, global academic partners, and even foreign governments may view unrealized partnerships as a sign of institutional weakness in building international credibility.

Moreover, opportunities for UIB's students and faculty to gain intercultural academic exposure, international experience, and access to global academic resources remain very limited. Several contributing factors to this stagnation include the absence of a strong monitoring and evaluation system for MoU implementation, insufficient budget allocation for international mobility, and the lack of structured planning to integrate international partnerships into curriculum and research development. Additionally, the absence of a cross-functional task force to follow up on MoUs with implementable programs presents a major strategic challenge.

3.2 UIB's Strategy Towards World Class Education (WCE)

3.2.1 Development of a Multilingual Website

As an initial step in expanding its reach to the international market, Universitas Internasional Batam (UIB) has initiated the development of an official institutional website in English [20]. This initiative is part of the university's broader digital globalization strategy aimed at increasing the visibility and accessibility of academic information for prospective international students—particularly from Southeast Asia, East Asia, and other potential partner countries. Recognizing that digital presence is a key entry point for global perception of a higher education institution, UIB identifies multilingual website development as one of the readiness indicators for becoming a World Class University (WCU). Based on direct observation of UIB's official website, it was found that the homepage, several academic program descriptions, and international service menus are now available in English. However, certain content—such as the latest news, academic calendar, and detailed curricula—has yet to be fully translated or regularly updated. This results in a limited user experience for international audiences and creates an impression of inconsistency in the delivery of information, which ideally should be universal and comprehensive. In interviews with the site administrators—particularly those from the ICT and International Public Relations units—it was explained that the website development is part of UIB's long-term digital internationalization roadmap. The team stated that content in Mandarin and Japanese is currently being developed and will be launched gradually in line with the university's strategic collaborations with institutions in China and Japan.

This effort clearly reflects UIB's awareness of the importance of digital presence in supporting the achievement of global indicators, especially in the era of borderless learning. A multilingual university website not only functions as a communication tool but also symbolizes institutional openness to multiculturalism and academic pluralism. Moreover, the website's appearance and content play a significant role in the assessment process of international organizations, both in global university rankings such as QS and THE, and in building partnerships with donor agencies and foreign universities [21]. Nevertheless, a key challenge going forward is to ensure that the multilingual content provided is not merely symbolic or procedural. Foreign-language versions of the website must go beyond literal translation and reflect a holistic institutional narrative—highlighting academic values, program excellence, support facilities, and vibrant campus life that promotes global inclusiveness. The user interface (UI) and user journey of international students must also be considered to ensure ease, speed, and contextual relevance in navigating information.

To achieve this, multilingual website management requires a professional editorial team consisting of academic translators, content strategists, and UI/UX designers who understand the needs of international target audiences. Additionally, the use of a content management system (CMS) that supports multilingual integration and automated content updates will help maintain the continuity and quality of information. Equally important, the multilingual website must be optimized for international Search Engine Optimization (SEO) to compete effectively in global search engines and appear on international education directories such as StudyPortals, EduCanada, or the ASEAN Higher Education Network.

3.2.2 Active Participation in Erasmus and AIESEC Programs

In an effort to strengthen curriculum internationalization and enhance cross-border academic mobility, Universitas Internasional Batam (UIB) has taken progressive steps through active participation in global exchange programs such as Erasmus+ and AIESEC. These programs serve as strategic platforms for students and academic staff to

gain direct international experience and expand institutional networks with higher education institutions in Europe and Southeast Asia. UIB's involvement in these programs demonstrates the institution's commitment to addressing the challenges of educational globalization while reinforcing its position within the international higher education ecosystem [22].

Based on interviews with the UIB International Affairs Office (KUI), it was revealed that since 2022, UIB has successfully sent student delegations to partner countries including Belgium, Poland, Thailand, and Malaysia under the student mobility scheme. Conversely, UIB has also hosted international students participating in short exchange programs and international summer schools. Through Erasmus+, UIB students gain not only cross-campus academic learning but also cultural and social experiences that enrich their global perspectives. Meanwhile, AIESEC enables students to engage in social activities, entrepreneurship, and international professional projects with broad impacts, including sustainable development and community empowerment. The implementation of these programs yields significant positive impacts for both individual participants and the institution. For students, participation in global mobility enhances soft skills, intercultural communication abilities, and competitiveness in the international job market. Institutionally, these programs contribute to increased international exposure, broaden academic collaboration networks, and strengthen the campus's recognition on the global stage. These activities also positively influence internationalization indicators in global university rankings such as QS Stars and THE Impact Rankings [23].

However, the implementation of mobility programs faces several challenges requiring serious attention. Major obstacles include administrative issues related to permissions, credit recognition (credit transfer), and integration of learning outcomes into UIB's academic system. Financial constraints also pose significant barriers, particularly for students from lower-middle-income backgrounds who wish to participate but are limited by living and cross-border transportation costs. Although some scholarship schemes exist, their availability remains insufficient to support mass participation.

Equally important is the academic and language readiness of students, which remains a challenge. According to KUI evaluations, many participants lack adequate English proficiency or experience learning system gaps while studying abroad. This highlights the necessity for more intensive pre-departure training programs covering language skills, intercultural awareness, and global academic understanding.

3.2.3 Digital Campaigns through Social Media

Universitas Internasional Batam (UIB) has demonstrated a concrete commitment to building its international image through optimized digital campaigns across various social media platforms, including Instagram, LinkedIn, YouTube, and Facebook. This digital strategy aims to reach global audiences, particularly prospective international students and global partners, by employing strong visual and narrative approaches. The main focus of the campaigns is on dynamic, professional, and inspiring content that not only showcases the institution's academic excellence but also reinforces UIB's identity as a multicultural and inclusive campus. Direct observation of UIB's official Instagram account (@uib_official) reveals consistent publication of multilingual content highlighting student diversity, international exchange activities, and promotion of Indonesian culture as a unique value-add in the global context. The visual narratives employed are emotional and educational, creating the impression that UIB is an institution open to diversity and ready to compete on a global level.

This strategy aligns with digital storytelling trends, where educational institutions convey values and achievements through relatable stories accessible to international audiences [24]. On LinkedIn, UIB emphasizes building a professional institutional image by promoting research collaborations, industry relations, and participation in international academic and business forums. UIB's presence on LinkedIn is crucial as the platform is widely accessed by industry partners, academics, donors, and global education policymakers. Meanwhile, UIB's YouTube channel serves as an audiovisual documentation medium showcasing international seminars, public lectures, and testimonials from international students in both long and short video formats. Such content provides visual trust and strengthens brand authenticity, both key elements in establishing institutional credibility in the digital realm. Nevertheless, the effectiveness of these digital campaigns faces challenges regarding content production continuity, cross-platform integration, and the use of data analytics to objectively measure and evaluate campaign impacts.

Interviews with the UIB Digital Public Relations team revealed that not all content is currently created based on audience behavior analysis or platform algorithms, resulting in promotional strategies that tend to be generic and not fully adaptive to the dynamics of international user interests. Additionally, despite campaigns being conducted in English, the dominance of Bahasa Indonesia in captions and graphic designs reduces potential penetration into non-Indonesian speaking global markets. To ensure the sustainability of UIB's digital campaigns in the long term, consistency in editorial content planning, strategic social media calendars, and involvement of professional creative teams knowledgeable in educational digital marketing are essential. Furthermore, cross-platform integration must be designed synergistically so that the conveyed messages do not fragment and are capable of delivering a cohesive brand experience to the audience. UIB also needs to develop an internal analytics dashboard to measure engagement rates, reach, conversions, and demographic preferences as a basis for data-driven marketing decisions.

3.2.4 Internal Training for Digital Marketing Human Resources

UIB recognizes the importance of strengthening human resource (HR) capacity to support globally standardized digital marketing. Therefore, the university regularly conducts internal training covering topics such as Search Engine Optimization (SEO), digital branding, social media management, and the use of Google Analytics. These trainings involve young lecturers, public relations staff, and digital content managers. In an interview with the UIB Human Resource Development Institute (LPSPDM), it was stated that some staff members have participated in national workshops and are in the process of obtaining digital marketing certifications from international institutions such as Google and HubSpot. The goal of this strategy is to build a professional digital marketing team that is adaptive to global trends and capable of competing in the international education market. However, the intensity and reach of these trainings need to be enhanced, including through collaborations with global practitioners and benchmarking against institutions that have excelled in digital transformation.

3.2.5 Strengthening Position Through International Accreditation and Publication

Besides digital strategies and international mobility, UIB is also striving to strengthen its position by encouraging study programs to pursue international accreditation. In an interview with the Chairperson of UIB's Institute for Quality Assurance and Institutional Development (LPQMI), it was stated that several study programs are in the early assessment stages for international recognition, such as ISO

21001, AUN-QA, and others. Meanwhile, lecturers are encouraged to actively publish scientific articles in reputable Scopus and Web of Science journals, which are key indicators in the World Class University Index. These efforts demonstrate that UIB understands that internal academic quality and research form the foundation of a strong international image. With increased quantity and quality of international publications and recognition from global accreditation bodies, UIB's chances of entering rankings such as QS Asia or THE will become more attainable in the coming years.

4. Conclusion

Universitas Internasional Batam (UIB) faces several challenges in implementing a global digital education marketing strategy to achieve World Class Education, including limitations in multilingual content, underdeveloped marketing infrastructure and human resources, as well as insufficient international academic program differentiation and sustainable collaborations. However, UIB has made progress through developing a multilingual website, actively participating in international mobility programs such as Erasmus and AIESEC, running intensive digital campaigns, and strengthening human resources and international accreditation. The success of these strategies depends largely on UIB's ability to integrate digital innovation with local values globally, enhance international networks, and improve internal capacity through training and data-driven evaluation systems, positioning UIB as a competitive and internationally recognized higher education institution at both regional and global levels.

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