

Marketing Performance Of Private Universities: A Study In South Sumatra And Lampung Provinces

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Abstract

In the context of increasingly tight competition in the world of education, especially higher education, this is the basis for this research to investigate the influence of distinctive capabilities, customer requirements, and value creation on the marketing performance of higher education institutions in LLDIKTI Region II in the cities of Lampung and Palembang. To analyze the structural model, this research uses partial least squares structural equation modeling (PLS-SEM). The research results show that distinctive capabilities, customer requirements, and value creation have a significant direct influence on marketing performance. Based on these findings, universities need to focus on developing strong and unique distinctive capabilities to differentiate themselves from competitors, involving investment in human resources, facilities, and exceptional academic programs. secondly, actively interact with students and other stakeholders to understand their needs and ensure satisfaction of customer demands, including curriculum updates and supporting services. Lastly, continue to encourage innovation and value creation in their services. This research provides an important contribution in understanding the factors that influence higher education marketing performance, which can help higher education institutions in developing more effective marketing strategies to face increasingly fierce competition in the world of higher education.

Keywords: marketing performance, distinctive capabilities, customer requirements, value creation.

1. Introduction

The quality of human resources plays an important role in the development of a nation, and efforts to improve it through education are the key to progress. In this era of globalization, trade in the education sector is also becoming increasingly important, thus encouraging intense competition on an international scale. Investments in the education sector are now increasingly popular, especially among business people who see it as an industry that will provide benefits both financially and socially. Educational institutions are institutions that operate in noble industries that carry a dual mission, namely profit and social.

The above conditions were strengthened by the World Trade Organization (WTO) ratification of trade regulations for 12 service sectors, one of which was the education services sector. This shows that the education sector is included in the services sector traded between countries in the world which leads to liberalization and internationalization. Changes in the educational environment that lead to liberalization and internationalization in the service sector have triggered increasingly fierce competition in the education services industry. This competition occurs across countries, even across continents. Globalization demands policy changes and new technologies which in turn will have an impact on an

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increasingly competitive climate in the service industry (Lovelock & Wright, 1999). In facing globalization which has an impact on intense competition in the field of education, universities must rethink effective strategies in marketing the values they have to society, especially students.

Thoughts on marketing performance in its development explain that consumer orientation is not enough. An organization can collaborate with consumers in value creation to meet the complexity of needs (Prahald & Ramaswamy, 2014). Furthermore, business actors need to recognize consumer needs or demands (customer requirements) to develop the ability to offer better educational products and services (Pan, 2017; Martin, Javalgi, & Cavusgil, 2017). Therefore, higher education managers are required to have the ability to offer educational products or services that have advantages compared to those provided by other universities. Implementing strategies that suit student demands will produce superior customer value in the form of low relative costs or unique benefits. Superior customer value will be a special attraction for students in meeting their hopes and needs (Davicik & Sharma, 2016).

The current level of competition between universities, especially private universities, in obtaining new students is very tight. This is a major problem for several PTS organizers (Soegoto, 2011). This competition requires private universities to have competitiveness which is also determined by the university's ability to develop marketing concepts to be applied in competition and achieve predetermined goals (Cann & George, 2004). According to (Liefner, 2003a) institutions that can survive and win competition in the global market are institutions that are able to offer superior value and in accordance with customer desires. In order to meet customer needs, it is necessary to carry out a business-oriented strategy by considering the organization's capabilities (Sok & O'Cass, 2011).

One strategy to increase university competitiveness is to formulate and apply the concept of university marketing (Maringe, 2005). As stated, universities need to design market-oriented activities because with a market-oriented concept, universities are relatively easy to obtain non-government funding (Maydeu-Olivares & Lado, 2003). Market orientation strategies include positional advantages that are directed at a specific market segment and designed to achieve a certain position in the minds of buyers (Boone & Kurtz, 2012). The implementation of business strategies in higher education can be seen from the efforts of each campus to attract the interest of prospective students which is done by offering different advantages that are special (special) compared to other campuses as its competitors. Besides that, consideration shows the beliefs, hopes and demands of students as consumers of the university they choose (Dixon & Edwards, 2002). Students' views on PTS in college are the key to the success of PTS in building positional advantages through various innovations (value creation) so that they are able to produce positive performance in society, especially students as consumers who utilize educational services at these PTS (Julia Vauterin, Linnanen, & Marttila, 2012). Furthermore, the internal conditions of educational institutions in Indonesia are also influenced by financial aspects, administrative systems and the strategy chosen by the organization.

The development of the number of private university students in each province indicates that there is diversity in the demands of students as consumers in choosing private universities that suit their wants and needs. The ability of universities to highlight their advantages and create innovative value in meeting customer demands can increase public trust in their institutions, so that positional advantages will be built.

A prospective student's decision to choose a place of study at a university now means that the student has purchased higher education services. The decision to choose a university as a place of study is an investment decision. The investment must benefit consumers after

graduating from college. This is because apart from requiring large costs, studying at university also takes quite a long time. Therefore, prospective students will choose universities that attract interest and are able to produce graduates/alumni who can be absorbed by business people and the public in society.

In the midst of increasingly fierce competition in universities, as previously explained, it is important for universities to carry out good marketing strategies. So that it can increase the number of students and improve the quality of private universities through their level of accreditation. Universities can market to audiences by considering unique capabilities, consumer reactions and value creation. Based on the introductory explanation above, this research aims to determine the influence of distinctive capabilities, customer requirements and value creation on marketing performance in the context of regional II Higher Education Service Institutions. Thus, this research aims to provide a deeper understanding of the importance of these elements in achieving competitive advantage in an increasingly competitive higher education market.

2. Literature Review

Professional management of higher education is aimed at improving marketing performance. Marketing performance is a measure of achievement obtained from the overall marketing activity process of an organization (Cravens, FitzHugh, & Piercy, 2011; Payne, 2000). Furthermore, Muthaly & Roostika (2010) revealed that in the world of higher education marketing performance can be measured from a management perspective as well as from a consumer perspective. Higher education marketing performance from a management perspective focuses on internal institutional sources, while a consumer perspective focuses on analyzing external factors of the institution. Both have their own advantages which can explain how effective an organization's activities are in interacting with consumers.

Positional advantage in this research is based on the Resource-Advantage Theory on Competition (R-A Theory) which is a general theory of competition that explains the competition process (Hunt & Morgan, 1995). The process of winning an organization's competition requires a combination of low costs with a high level of customer satisfaction. This view is supported by (Narver & Slater, 1990) which states that customers continue to increase their demand for quality and services at lower costs. The implication of the R-A Theory is that a university has unique selling points and is communicated repeatedly to its stakeholders to create a positive reputation for the institution. For example, universities provide graduation requirements for students to have a certain TOEFL score and the availability of a Career Development Center to facilitate students and alumni.

Higher education institutions' efforts to attract their target market require a high level of competitive advantage, which can only be achieved through the willingness and ability to explore available resources (Ramachandran, 2010; Vylacil, 2010). Marketing performance can be optimized when it meets the aspects needed, desired and requested by consumers (Grundy, 2012). In addition to the ability to understand customer needs, a higher education institution can gain a competitive advantage by having unique internal resources compared to its competitors and implementing strategies that increase customer value and profitability (Barney & Clark, 2016).

The business strategy of higher education institutions can be seen from their efforts to attract prospective students by offering certain advantages compared to their competitors. These considerations reflect students' beliefs, hopes and demands for the higher education institutions they choose (Dixon & Edwards, 2002). Students' perceptions of the higher education institutions where they study are very important for building positional advantages through innovation, value creation, and achieving positive performance in society, especially among students as consumers of educational services (Julia Vauterin et

al., 2012). Apart from that, the internal conditions of educational institutions in Indonesia are influenced by financial aspects and administrative systems. In order to meet customer needs, it is necessary to carry out a business-oriented strategy by considering the organization's capabilities (Sok & O'Cass, 2011).

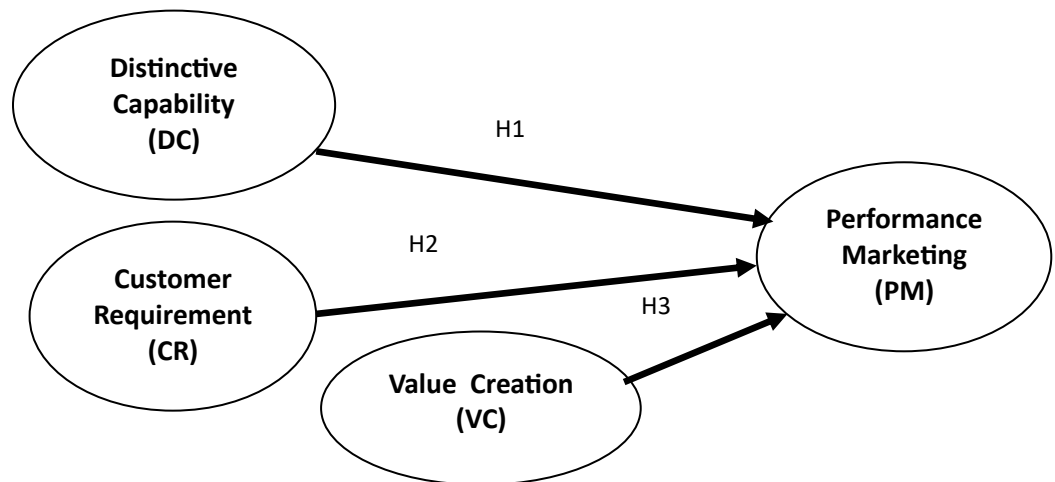
Related to research on positional advantages and marketing performance of higher education institutions has already been carried out. Among other things, research by Liefner (2003) and Saunila, Pekkola, & Ukko (2014), concluded that changes in the allocation of intangible resources (innovation capabilities) have an effect on marketing performance. Furthermore, different research results obtained by Widjajanti, Sugiyanto, & Marka (2017) show that social capital and human capital do not have a significant effect on marketing performance. A study by Hamali, Hidayat, & Darman (2017) revealed that product innovation has no effect on marketing performance.

Research by Nguyen & LeBlanc (2010), Archambault (2008), and Huang, Binney, & Hede (2010) found that marketing performance is influenced by consumer satisfaction in the form of service to consumer demands. Then a study conducted by Kotler, et.al (2013) concluded that understanding market needs or consumer demands determines the success of marketing performance. Different findings were obtained in research (Setyawati, 2013) that market orientation and competitive advantage do not have a significant effect on marketing performance. A study conducted by (Rahmawati, Darsono, & Setyowati, 2019) revealed that entrepreneurial orientation has no effect on marketing performance.

Then research (Neesham & Freeman, 2016) revealed that value creation has a positive effect on marketing performance. Different findings were produced in the studies of Daud (2016) and Jodi (2016) which found an insignificant influence between the variables of service quality, service innovation and customer orientation on marketing performance. Regarding positional advantage on marketing performance, Martin, Javalgi, & Cavusgil (2017) found that positional advantage had an effect on marketing performance.

The results of previous studies regarding special capability variables, customer demands and their influence on marketing performance show that there is a research gap where there are still differences in the findings obtained. This phenomenon is an interesting thing to study further and in depth in relation to the positional advantage model which is built from the special capabilities of universities, understanding customer (student) demands, and the institution's ability to create value.

Referring to the theory of competitive advantage put forward by Day (2020) where in research value creation is considered to be able to mediate the relationship between the source of advantage and the performance outcomes, this research aims to prove empirically how value creation can mediate the relationship between special capabilities and customer demands, and on the marketing performance of universities in the context of private universities in the LLDIKTI Region II environment. Based on the problem formulation, a hypothesis was formulated in this research, namely, the first hypothesis is that distinctive capabilities, customer requirements and value creation influence marketing performance.



Based on the problem formulation that has been described, the theoretical review and the results of the empirical research above, a hypothesis can be formulated in this research. Hypothesis (1) Distinctive Capability influences the marketing performance of private universities in South Sumatra and Lampung, Hypothesis (2) Customer Requirement influences marketing performance in South Sumatra and Lampung, Hypothesis (3) Value Creation influences marketing performance in South Sumatra and Lampung.

3. Research Methods

3.1 Data

This research uses data from secondary sources, such as the Forlap Dikti website and scientific publications, as well as primary data collected through questionnaire instruments. Primary data collection was carried out through surveys and questionnaires which were distributed directly to respondents, including head of study programs, public relations officers, and students at private universities in the provinces of South Sumatra and Lampung. This research took a sample of 95 active universities in the region, taking into account that the majority of universities are in the provincial capitals of Bandar Lampung and Palembang which are the main research objects. This data will be used to analyze the influence of distinctive capabilities, consumer requirements and value creation on marketing performance at private universities in Indonesian Region II Higher Education Service Institutions.

The variables in this research consist of endogenous variables, namely Marketing Performance which considers the target acquisition of new students each year, the quality and absorption capacity of graduates by companies towards campus graduates. and exogenous variables, namely special capabilities which consider the dimensions of tangible resources, intangible resources and organizational capabilities. The consumer requirement variable is based on fulfilling university quality demands, job opportunity demands and campus location demands and finally the construct that will be used as a measuring tool for value creation, among others, is based on customer focus and business domain.

3.2 Analysis Techniques

This research tests the hypothesis using partial least squares structural equation modeling (PLS-SEM), which is a statistical tool for estimating cause-and-effect relationships between variables. This study is a reflective model and the assessment of measurement and structural models is measured in SEM. To analyze the structural model in this research, two

main stages were carried out. The first stage is to check the reliability of the construct by testing the reliability and convergent validity and discriminant validity of the construct. In the second stage, a structural model is developed to test the hypothesis. This research uses PLS-SEM because this approach is a nonparametric approach to evaluate latent constructs in path models through multivariate methods. PLS-SEM was used due to the exploratory nature of the research being researched. Additionally, PLS-SEM can compute complex models that explore mediation pathways. Based on the aims and hypotheses that have been formulated, the equations in this research are formulated in equations 1 and 2.

$$PM = \beta_0 + \beta_1 DC + \beta_2 CR + \beta_3 VC + e \quad (1)$$

Where PM is the notation for the dependent variable marketing performance. β_0 is the coefficient of the constant while $\beta_{1,2,3}$ are the coefficients of the independent variables consisting of distinctive capabilities (DC), consumer requirements (CR) and value creation (VC). Finally, e is the standard error in this research model.

4. Research Results and Discussion

4.1 Research Result

The results of the first stage of testing which examines the reliability of the construct in describing this research model are described in this section. The first stage, which is the measurement model evaluation stage, consists of convergent validity and construct reliability tests as well as discriminant validity tests. The results of the Convergent Validity test are measured by Outer Loading ($OL > 0.50$) and Average Variance Extracted ($AVE > 0.50$) while the reliability test or internal consistency of the construct is measured by Cronbach's Alpha ($\alpha > 0.60$) and Composite Reability ($CR > 0.70$). The results of the convergent validity and construct reliability tests in this study are shown in Table 1.

Table 1. Construct Validity and Reliability Test

Construct Description	Outer Loading	AVE	CR	Cronbach's Alpha			
DC11	0.722	0.553	0.917	0.898			
DC12	0.775						
DC13	0.810						
DC21	0.688						
DC22	0.778						
DC23	0.787						
DC31	0.657						
DC32	0.696						
DC33	0.762						
CR11	0.822				0.646	0.942	0.931
CR12	0.815						
CR13	0.810						
CR21	0.850						
CR22	0.852						
CR23	0.798						
CR31	0.845						
CR32	0.744						
CR33	0.684						
VC11	0.802	0.626	0.909	0.88			
VC12	0.792						
VC13	0.821						
VC21	0.826						

VC22	0.779			
VC23	0.724			
PM11	0.797	0.601	0.931	0.915
PM12	0.838			
PM13	0.842			
PM21	0.863			
PM22	0.842			
PM23	0.805			
PM31	0.647			
PM32	0.684			
PM33	0.616			

Source: SEM-PLS estimation output (2023)

In Table 1, the outer loading, AVE, CR and Cronbach's Alpha values are very satisfactory for the SEM-PLS model. In other words, the criteria for internal consistency and convergent validity are met. All outer loadings are still above the cut-off value (0.50), all AVEs are greater than 0.50, all CRs are above 0.70, and all Cronbach's Alphas are above 0.60 (cut-off values). So, we can continue the evaluation stage to the discriminant validity test, the results of which are shown in Table 2.

Table 2. Discriminant Validity Test Results

Panel A: Cross Loading				
Construct Description	DC	CR	VC	PM
DC11	(0.722)	-0.032	-0.098	0.095
DC12	(0.775)	-0.046	-0.272	0.074
DC13	(0.810)	0.020	-0.046	0.087
DC21	(0.688)	-0.043	-0.013	-0.114
DC22	(0.778)	-0.072	-0.020	0.057
DC23	(0.787)	0.078	-0.077	-0.088
DC31	(0.657)	0.001	0.205	-0.021
DC32	(0.696)	-0.050	0.222	-0.065
DC33	(0.762)	0.133	0.149	-0.045
CR11	0.108	(0.822)	-0.109	-0.036
CR12	-0.025	(0.815)	0.000	-0.004
CR13	0.092	(0.810)	-0.144	0.033
CR21	-0.111	(0.850)	0.085	0.057
CR22	-0.055	(0.852)	0.076	0.006
CR23	0.045	(0.798)	-0.046	0.043
CR31	0.065	(0.845)	-0.077	0.073
CR32	-0.043	(0.744)	0.148	-0.085
CR33	-0.089	(0.684)	0.088	-0.118
VC11	0.246	-0.039	(0.802)	0.013
VC12	0.376	0.047	(0.792)	-0.032
VC13	-0.198	-0.017	(0.821)	-0.094
VC21	-0.047	-0.051	(0.826)	0.070
VC22	-0.229	0.041	(0.779)	-0.063
VC23	-0.161	0.025	(0.724)	0.114
PM11	0.026	-0.094	0.085	(0.797)
PM12	-0.050	0.001	0.031	(0.838)
PM13	-0.144	-0.088	0.069	(0.842)
PM21	-0.088	-0.009	0.119	(0.863)
PM22	-0.116	0.036	0.182	(0.842)
PM23	0.022	-0.053	0.031	(0.805)
PM31	0.318	0.030	-0.397	(0.647)
PM32	0.081	0.117	-0.135	(0.684)

PM33	0.060	0.111	-0.136	(0.616)
Panel B: Fornell Lacker criteria				
DC	(0.743)			
CR	0.145	(0.804)		
VC	0.725	0.218	(0.791)	
PM	0.444	0.355	0.499	(0.776)

Source: SEM-PLS estimation output (2023)

In Table 2 Panel A, it can be seen that each outer loading in the specified construct has a value that is greater than the outer loading in the other constructs (which are in brackets). It is concluded that the discriminant validity of the SEM-PLS model is met. Then in Panel B which shows the results of the Fornell Lacker criteria, it can be seen that each row of the matrix produces a value for the \sqrt{AVE} construct which has a value greater than the correlation values of the two different constructs. It is also concluded that the discriminant validity of the SEM-PLS model is met and model analysis can proceed to structural model evaluation.

Table 3. Path Relationships Between Constructs

Path Hypothesis	Estimate	P-value	Results
H _{a1} : DC -> PM	0.235	<0.001*	Significant
H _{a2} : CR -> PM	0.296	<0.001*	Significant
H _{a3} : VC -> PM	0.284	<0.001*	Significant

Note: * denote the two-tail statistical significance at 5%.

Source: SEM-PLS estimation output (2023)

After fulfilling the requirements of the convergent validity test, construct reliability and discriminant validity test, the researcher continued the model processing to the structural model evaluation stage which consisted of analysis of the coefficient of determination and hypothesis analysis based on the magnitude and significance of the path coefficients and equations formed. The results of construct processing become a model in this research which is then summarized in Table 3 which is then formulated into the previous equation 1 model to become equation 2.

$$PM = 0.235 DC + 0.296 CR + 0.284 VC + e, R^2 = 0.376 \quad (2)$$

The coefficient of determination (R-Square, R²) in this study is 0.376, meaning that the diversity of endogenous marketing performance constructs can be explained by the exogenous constructs of distinctive capabilities, consumer requirements and value creation simultaneously at 37.6% and the remaining 62.4% is explained by other constructs that are not included in the equation model are represented by structural error.

In the structural equation, the test results show that there is a significant direct influence of distinctive capabilities on marketing performance with a coefficient of 0.235. Apart from that, a direct influence of consumer requirements on marketing performance was also found with a coefficient value of 0.296. Finally, the value creation variable was also found to have a positive direct relationship with a coefficient of 0.284 and was significant to marketing performance.

4.2 Discussion

The research results show that distinctive capabilities have a significant positive direct influence on marketing performance. This indicates that the higher the distinctive capability value of an entity (such as a university), the higher the marketing performance that can be achieved. In other words, when a university has special abilities or advantages that differentiate it from its competitors (such as a unique curriculum, quality teaching staff,

good facilities), this will have a positive impact on achieving marketing goals, such as increasing attraction for students, growing numbers registrants, or excellence in recruiting quality teaching staff. These results are in line with research conducted by (Hillman, Tandberg, & Hicklin-fryar, 2015; Kaleka & Morgan, 2017; Saunila et al., 2014) which found that innovation capability, in this case indicated by changes in the allocation of intangible resources significant effect on marketing performance. Meanwhile, (Amin, Sudarwati, & Maryam, 2019) found that product innovation has a negative and significant effect on marketing performance.

The findings show that consumer requirements have a positive and significant direct influence on marketing performance. This means that the higher the level of meeting the needs and demands of students and other consumers, the higher the marketing performance that can be achieved by universities. In other words, when universities can effectively understand and meet consumer needs and demands (such as quality of education, customer service, facilities, or reasonable fees), this will increase students' and prospective students' positive perceptions of higher education, which in turn have a positive impact on marketing performance. These results support studies conducted by (Shah, Nair, & Bennett, 2013; Zebal & Goodwin, 2012) which found that marketing performance was influenced by consumer satisfaction in the form of service to consumer demands. However, (et al., 2019) revealed that entrepreneurial orientation has no effect on marketing performance.

The value creation variable was also found to have a positive and significant direct influence on marketing performance. This means that the higher a university's ability to create added value for its students and potential consumers, the better the marketing performance that can be achieved. These results are in accordance with the results obtained (Battisti, Miglietta, Nirino, & Villasalero Diaz, 2020; Neesham & Freeman, 2016) that value creation has a positive effect on marketing performance. Value creation in this context includes factors such as innovation in education, providing superior services, building strong relationships with students, or satisfying student experiences. All of this can increase the attractiveness of universities and strengthen their positive image and improve the marketing performance of universities. However, different findings were produced in the studies of Daud (2016) and Jodi (2016) which found an insignificant influence between the variables of service quality, service innovation and customer orientation on marketing performance.

Based on these findings, universities need to focus on developing strong and unique distinctive capabilities that differentiate them from competitors. This can involve investments in human resources, facilities, and exceptional academic programs. Higher education institutions should also actively interact with students and other stakeholders to understand their needs and ensure satisfaction of customer demands. This may include curriculum updates, support services, and other initiatives that enhance the student experience. Then universities also need to continue to encourage innovation and value creation in their services. This may include the development of new programs, educational technology, and creative ways to improve the quality of education and services.

5. Conclusions and Policy Implications

5.1 Conclusions

Based on the results of the structural equation analysis, it can be concluded that in the context of this research, distinctive capabilities (special capabilities), consumer requirements (customer demands), and value creation (value creation) have a significant direct influence on marketing performance. The findings provide a clear picture of how these factors play a role in improving or decreasing marketing performance in higher education settings. To achieve optimal marketing performance in a higher education environment, educational institutions need to focus on developing distinctive capabilities,

a good understanding of consumer requirements, and continuous efforts to create value creation for students. Implementing these strategies can help educational institutions compete effectively and meet customer expectations, which in turn will support good marketing performance.

5.2 Policy Implications

The results of this research provide policy implications which can be explained as follows: Practically, the role and function of PTS should be able to increase distinctive capabilities, customer requirements and value creation so that they can occupy a superior position in the market. Value creation, which is achieved through competitive strategies oriented towards marketing quality and higher education management quality, will ultimately be able to improve marketing performance. The results of this research provide empirical evidence of the influence of distinctive capability, customer requirement and value creation variables on marketing performance at private universities in South Sumatra and Lampung. Theoretically, indicators of student activity unit diversity to measure the quality dimensions of customer requirement variables are linked based on theoretical studies which have been empirically tested in this research.

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