

FACULTY BRANDING STRATEGY BOOTCAMP BY ENHANCING SOCIAL MEDIA PRESENCE IN HIGHER EDUCATION

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ABSTRACT

This research aims to develop and optimize the Faculty's branding strategy in Islamic higher education through social media, focusing on increasing engagement and positive image of the faculty through the bootcamp strategy. This research is driven by the importance of the role of social media in building the image of educational institutions in today's digital era, where effective communication is the key to attracting the attention of a wider audience. The method used in this study is Participatory Action Research (PAR) in the perspective of MacIsaac (1995) which allows direct involvement of the media team and the academic community of the faculty in every stage of strategy development. The findings of the study show that effective strategies to increase engagement include the use of relevant content, the organization of bootcamps for the development of media team competencies, and the involvement of the academic community as faculty brand ambassadors. The findings are expected to provide insight for social media managers, faculties, and other institutional stakeholders in designing better communication strategies and increasing a positive image through the active involvement of all related parties.

Keywords: Branding Strategy, Bootcamp, Institutional Image Management

INTRODUCTION

Branding in today's digital era has become an urgent need for various institutions including higher education institutions (Akour & Alenezi, 2022; Alenezi, 2023; Steenkamp, 2020). Competition in the education sector is getting fiercer and educational institutions are not only competing in terms of academics but also in terms of how they are recognized and recognized by society (Jannah et al., 2023; Sanjani et al., 2024; Tam et al., 2022). Branding plays an important role as a means to build identity, increase trust, and expand the reach of institutions (Anani-Bossman, 2021; Armutlu, 2023; LASKIN, 2023). Branding at the Faculty of Ushuluddin and Philosophy of Sunan Ampel State Islamic University Surabaya is a strategic means to strengthen reputation and attract the interest of prospective students, partners, and the wider community. Optimizing social media as a branding channel is an important step to ensure that the image and information about the faculty can be effectively conveyed to a wider audience.

Branding in the midst of increasingly massive technological developments based on social media has become a strategic tool in strengthening the image and reputation of the institution (Arqoub, 2023; Ayubayeva et al., 2022). Social media is not only a platform for sharing information, but also a space for two-way interaction between institutions and the public (Aziz et al., 2021; Oparaugo, 2021). Social media for higher education institutions, including faculties, opens up opportunities to establish direct communication with the academic community, students, prospective students, alumni, and the general public. Facts show that engagement on social media is able to increase audience loyalty and trust through relevant and interactive content (Anggadwita et al., 2021; Buyamin, 2022; Maulana et al., 2022).

Research related to branding and social media optimization in the higher education sector has been carried out a lot and shows various significant results. Research conducted by Mursidi et al. (2021) shows that the consistent use of social media is able to increase student attachment and positive perception of the university. A study by Iffah & Fauziyah (2021) revealed that social media plays an important role in building the image of the institution, especially among prospective students who make this platform the main source of information. Ghufron et al. (2023) examined user engagement on social media and concluded that interactions and responses from educational institution accounts increase public perception of credibility and trust. A study by Zakariyah et al. (2022) shows that institutions that are active on social media tend to have a better reputation in the eyes of the public. Several studies also emphasize the importance of social media-based branding strategies as a means to strengthen institutional identity and reach a wider audience (Rochmat et al., 2022; Roqib, 2021; Sofian et al., 2023). Meanwhile, according to a study from Hidayati et al. (2024), collaboration between institutions and students in the management of faculty's social media is able to increase a sense of belonging among students. These studies show that social media optimization is an effective strategy to support branding and engagement, especially in the scope of higher education.

Although many studies have discussed the importance of social media in the branding of educational institutions, there are still research gaps that need to be discussed further. Most previous studies have focused on institutional branding in general, while research specifically exploring more specific branding strategies has been limited. In addition, research on how public relations development through training programs or bootcamps has an impact on increasing involvement and the image of the institution has not been discussed in depth. Thus, this study offers novelty in a branding strategy approach through a bootcamp program specifically designed to improve the competence of the media team. This research is expected to be able to produce a branding strategy through the active involvement of all social media-based elements that are not only effective but also sustainable in general, as well as long-term effects on the positive image of the Faculty of Ushuluddin and Philosophy in particular.

This research aims to explore and develop social media-based branding strategies in the Faculty of Ushuluddin and Philosophy UIN Sunan Ampel Surabaya through the Faculty Branding Strategy Bootcamp program. In particular, this research will identify effective measures in increasing audience engagement as well as building a positive image of the faculty among the general public and prospective students. This study seeks to develop synergy between various elements of the academic community in supporting the branding strategy of the faculty and the media center team. The results of this study are expected to make a real contribution to enriching the literature on higher education branding and provide practical recommendations for other educational institutions that want to optimize social media as an effective branding tool.

RESEARCH METHOD

The research approach uses the Participatory Action Research (PAR) method to enable active collaboration between researchers and participants in designing, implementing, and evaluating the branding program carried out (De Oliveira, 2023). PAR was chosen because it allows participants to be directly involved in the research process and take an active role in the planning and implementation of social media-based branding strategies. As a theoretical foundation, this study refers to the concept of Socio-technical Systems (STS) developed by MacIsaac (1995) in (Fine et al., 2021), which emphasizes the importance of the simultaneous involvement of social and technical elements to solve problems. The PAR-STs approach is believed to result in a more effective and relevant solution as it considers the interaction between social media technology and faculty media team participation as key elements in branding strategies.

The research activity was focused on the Faculty Branding Strategy Bootcamp program involving participants from the Media Center Team of the Faculty of Ushuluddin and Philosophy with the support of 30 students and 5 lecturers on October 4-6, 2024. This bootcamp activity took place with two materials for several sessions, which included training, group discussions, simulations, and evaluation of branding strategies prepared by the team. These materials include academic writing and digital storming. Through intensive bootcamp-based training, participants learn basic and advanced techniques in managing social media, building content, and increasing audience engagement effectively. The presence of students and lecturers as additional participants provides diverse perspectives in developing strategies and creating synergies between elements of the academic community, making this activity more inclusive and comprehensive in the implementation of branding strategies.

The research stages are carried out based on four main stages in PAR-STS, namely planning, action, observation, and reflection (Brydon-Miller et al., 2020). At the planning stage, the faculty's media team together with researchers develop a branding strategy design, specific goals, and success indicators to be achieved. The action stage includes the implementation of various activities in the bootcamp aimed at improving the skills of the media team and exploring social media content in accordance with the values of the faculty. Furthermore, at the observation stage, the team monitors audience engagement and assesses the effectiveness of strategies that have been implemented on social media. Finally, in the reflection stage, all participants evaluate the results that have been achieved, analyze the obstacles encountered, and develop improvement plans for the implementation of future strategies, with the aim of ensuring sustainability and improving the faculty's branding strategy.

RESULT AND DISCUSSION

Strategies for Increasing Engagement and Positive Image of the Faculty

The results of the study found several main strategies that have been successfully developed to strengthen the branding of the Faculty of Ushuluddin and Philosophy through the Faculty Branding Strategy Bootcamp program. The findings of this study show that the most effective branding strategy to build a positive image of the faculty involves the approach of personal branding, digital marketing, and sustainable campaigns involving the entire academic community. These strategies are generated through discussions and collaborations in bootcamp forums between media teams, students, and lecturers, and are aligned with the faculty's vision to strengthen academic reputation and create positive relationships with society.

Personal Branding is one of the strategies that is the main concern in this study. Every member of the academic community—both lecturers, students, and alumni—is encouraged to build and maintain their self-image professionally so that it reflects the identity and values of the Faculty of Ushuluddin and Philosophy. The discussion in the bootcamp forum highlighted the importance of awareness that every community, in their every action and interaction, plays a role in bringing the faculty's good name. In this case, the participants agreed that strengthening personal branding will contribute to a positive public perception of the faculty as a whole. As part of personal branding, the faculty encourages students to be active in scientific and social activities that reflect academic excellence, such as participating in competitions, seminars, or community service activities. Meanwhile, lecturers and staff are expected to act as inspirational mentors and are active in sharing insights through scientific publications, opinion columns, and their personal social media. The discussion forum also identified that effective personal branding will encourage positive word-of-mouth (WoM), where every community that interacts with the external environment of the faculty will be an informal representative who strengthens the positive image of the faculty.

Digital marketing strategy is an important focus in strengthening faculty branding in the realm of social media. The discussions in the bootcamp highlighted several potential platforms to reach a wider audience, namely Instagram, Facebook, TikTok, YouTube, digital bulletins, and the faculty's official website. Each of these platforms is selected based on an analysis of the target audience as well as the most relevant types of content. Instagram and TikTok, for example, are used to capture the attention of young people through engaging visual content, such as short videos, infographics, and snippets of faculty activities. During the discussion, participants agreed that short videos that showcase academic life and student activities in the faculty will increase the attractiveness of prospective students and strengthen engagement with registered students. Meanwhile, YouTube is used as a medium to upload longer videos, such as seminars, podcasts, or scientific discussions, which can be accessed by a wide audience as a form of faculty academic promotion.

The bootcamp forum also identified that podcasts can be an important medium in digital marketing strategies to share insights and ideas from lecturers, students, and alumni. This podcast is expected to not only attract the attention of the general public but also serve as an informal learning space for students. The digital bulletin and the faculty's official website function as a center for information and documentation of academic activities, research, and community service, which is able to strengthen the faculty's credibility in the eyes of the public. During the discussion, the media team suggested that the website content should be updated regularly with the latest information and relevant academic articles to keep readers interested. By using this holistic digital marketing approach, the Faculty of Ushuluddin and Philosophy can build a consistent reputation that is accessible to various levels of society.

In addition to personal branding and digital marketing, campaign strategy is also one of the main findings that plays an important role in strengthening faculty branding. One of the methods agreed upon in the forum is a Word-of-Mouth (WoM)-based campaign, in which students, faculty, and alumni are expected to actively recommend faculty to their social environment. WoM is considered a strong form of campaign because it is personal and is believed to be more effective in creating a positive impression. In the discussion, the participants identified that faculty activities such as open seminars, student exhibitions, and public lectures can be a place to introduce the faculty to the outside world. Through these activities, the academic community can encourage WoM by inviting friends or colleagues from outside the faculty to attend these events.

In addition to WoM, the bootcamp forum also discusses various other potential campaigns to expand the reach of faculty branding. One of them is a collaborative campaign involving external organizations or partner institutions that have a similar vision and values. This collaborative campaign is expected to open up opportunities for mutually beneficial cooperation and introduce the faculty to a wider audience. The participants in the bootcamp also suggested that there are thematic campaigns that can be held periodically, for example Islamic literacy or philosophy campaigns that are adjusted to the academic calendar. This kind of thematic campaign can not only build the identity of the faculty but can also attract the interest of prospective students who are interested in that specific theme.

Table 1. Faculty Branding Strategy

Strategy	Description	Implementation Examples
Personal Branding	Building and maintaining the self-image of each member of the academic community to reflect the identity and values of the Faculty of Ushuluddin and Philosophy.	Students are active in scientific and social activities, lecturers as mentors and share insights through publications and personal social media.
Digital Marketing	Strengthening faculty branding through social media platforms such as Instagram, TikTok, YouTube, and the faculty's official website.	Use short videos on Instagram/TikTok to attract younger generations, and long videos on YouTube for seminars and podcasts. The content of the website is updated with relevant articles.
Kampanye Word-of-Mouth (WoM)	Use personal recommendations from students, faculty, and alumni to introduce faculty to their social environment.	Encourage the academic community to invite friends or colleagues outside the faculty to open seminars or public lectures held by the faculty.

The findings are based on Table 1, showing that a faculty branding strategy that combines personal branding, digital marketing, and WoM-based campaigns can create a strong and sustainable positive image. Through collaboration and active involvement of the academic community, the Faculty of Ushuluddin and Philosophy is expected to be able to maintain its academic reputation and increase its attractiveness in the eyes of the wider community.

The analysis of the results of this study shows that branding strategies through personal branding, digital marketing, and Word-of-Mouth (WoM) campaigns can effectively strengthen the positive image of educational institutions. Previous studies support these findings, as shown by research by Kardi et al. (2023) which found that personal branding in academic institutions helps improve public perception of the professionalism and competence of faculty members. In addition, a study conducted by Roqib (2021) states that digital marketing strategies, especially through social media, are able to increase engagement and interest of prospective students through visual and interactive content. Research conducted by Muhith et al. (2023) also emphasizes the importance of the WoM campaign in expanding the reach of academic institution promotion, especially through personal recommendations that are considered more credible by the audience (Khotimah et al., 2024; Safitri, 2024; Zaini, 2023). Thus, the results of the research strengthen previous findings but have a uniqueness by involving a collaborative approach through a bootcamp focused on the active participation of the entire academic community. This is a differentiator because the research not only explores branding strategies but also involves collective participation, which is expected to have a more sustainable impact in strengthening the branding of the Faculty of Ushuluddin and Philosophy.

Bootcamp in Media Team Competency Development

The results of the research findings show that the Faculty Branding Strategy Bootcamp program has a positive impact on the development of the competence of the media team of the Faculty of Ushuluddin and Philosophy UIN Sunan Ampel Surabaya, especially in terms of the use of technology for social media-based branding strategies. In the bootcamp activity, the participants consisting of the faculty media team, students, and lecturers received intensive training on various digital tools and platforms used to strengthen the faculty's image. The briefing included the use of the latest technology in content management on social media platforms such as Instagram, TikTok, YouTube, and Facebook. In addition, participants were also trained in the use of analytics software to measure content performance and optimize audience interaction.

The faculty's media team through the bootcamp successfully developed technical skills in the creation and management of visual and multimedia content, which is very important in today's digital world. Participants were also taught to utilize various tools to improve the quality of content, such as graphic design applications to create attractive infographics, as well as video editing software to create more interactive and weighty materials such as Figure 1 which is an image of taking videos as branding content material. One of the key findings from the forum discussion was the importance of an in-depth understanding of social media algorithms that can affect content visibility. The media team is facilitated with knowledge of how algorithms work and how to tailor content strategies to make them easier for target audiences to discover.



Figure 1. Take Video as Media Content material

In addition to the technical aspects, the bootcamp also emphasizes the importance of skills in managing data and utilizing analytics technology to improve the effectiveness of branding strategies. By leveraging analytics tools, media teams can monitor social media performance in real-time, analyze audiences, and identify emerging trends to tailor to the content being produced. This skill is very relevant to the concept of technology in the world of branding, where data is a very valuable asset for accurate information-based decision-making. With the competencies gained through this bootcamp, the faculty's media team now has a better ability to adapt to the dynamics of technological change, so that they can create and execute social media strategies that are more effective and relevant to the needs of the audience.

The findings show that this bootcamp not only focuses on improving technical skills in managing social media, but also on the ability to utilize technology in more strategic content analysis and development. This shows the importance of integration between technical competence and understanding of technology in managing branding through social media, which in turn can strengthen the image and reputation of the Faculty of Ushuluddin and Philosophy among a wider audience.

Optimizing the use of video content as a branding medium in the Faculty Branding Strategy Bootcamp has proven to be very effective in increasing audience engagement and expanding the reach of the message that the Faculty of Ushuluddin and Philosophy wants to convey. In the development of digital technology, video has become one of the most powerful communication tools due to its ability to convey messages visually and emotionally, as well as the ease of sharing on various social media platforms. Bootcamps teach media teams to use video not only as a documentation tool, but also as a means to tell inspiring stories that can move audiences. One example of this is the creation of storytelling videos about successful alumni, which successfully relate the academic and moral values taught by faculty in their career journeys. Videos like this not only serve as a promotional medium, but also build an

emotional closeness with the audience, making them more memorable and reinforcing the positive image of the faculty.

Table 2. Bootcamp Materials and Activities

Figure of Bootcamp Activities	Activity Description
Bootcamp Session 1	
	<p>On the first day of the bootcamp with <i>Academic Writing material</i>, participants were introduced to the basic concepts of effective and structured academic writing. The activity began with an opening session which contained a brief introduction to the goals and agenda of the bootcamp, as well as the expectations of the organizers for the participants.</p>
	<p>Documentation</p>
Bootcamp Session 2	
	<p>The second day of the bootcamp was focused on material entitled <i>Digital Storming</i> which aims to improve digital literacy and technology skills of participants. It began with a presentation on the latest digital technology developments and how the use of technology can support productivity, especially in the field of public relations.</p>
	<p>Documentation</p>

The media team is trained in bootcamp activities to utilize videos in describing daily campus life, student activities, and research conducted by lecturers and students. Videos featuring academic atmospheres, extracurricular activities, and research projects provide a more realistic picture of life in the faculty, providing a more in-depth perspective for prospective students and the general public. This approach is in line with visual storytelling theory, where visual content, especially videos, is used to build a more engaging narrative and touch the audience on a more personal level. In the context of branding, this video can strengthen the

perception of the quality of education, innovation, and social contribution provided by the faculty to the community.

The use of video also optimizes engagement on digital platforms, especially social media such as Instagram, YouTube, and TikTok, where video formats have a higher level of engagement compared to text or static image formats. Videos have the ability to convey more complex messages in a short amount of time, while still retaining the audience's attention. This is in line with the current digital marketing trend, where audiences prefer content that is easy to digest and can be shared immediately with others. As such, faculty media teams are not only equipped with technical skills in video editing, but also with an understanding of how to create videos that are able to attract attention, build connections with audiences, and expand faculty networks effectively. The analytics technology implemented in the bootcamp also allows the media team to measure the impact of video on engagement and the effectiveness of the message conveyed, so that it can continue to be optimized for better results.

The use of video as a branding media in the context of the Faculty Branding Strategy Bootcamp is also very relevant to the stages in the Participatory Action Research (PAR) method, which emphasizes collaboration and reflection in every step of the research. Along with the application of video in the faculty's social media strategy, the faculty's media team, consisting of students, lecturers, and media staff, plays an active role in planning, implementing, observing, and reflecting on the results of each video production activity carried out. This is closely related to the first stage in PAR, namely planning, where all bootcamp participants are involved in designing a video concept that not only strengthens the image of the faculty, but also conveys academic and social values that want to be highlighted through visual and attractive content.

The faculty's media team began to produce videos as a form of action or action with a planned theme, for example videos of successful alumni journeys, research activities, and campus life. This production process involves collaboration between students, lecturers, and the media team to produce video content that is in line with the faculty's branding goals. During this process, bootcamp participants receive technical training in using various video editing tools, selecting the right background music, as well as lighting and shooting techniques that can support the quality of the visual narrative they want to convey. This collaboration reflects the participatory approach that is at the core of the PAR method, where each participant has a voice and a role in each stage of the process.

The next stage in PAR is observation. Once a video is produced and published, the media team monitors the performance of that content on various social media platforms, such as YouTube, Instagram, and TikTok. The use of analytics technology is key in this stage to assess how engaged the audience is, the extent to which the video can reinforce the faculty's image, and how the audience responds to the content presented. By observing interaction data, such as the number of views, comments, and video shares, the media team can evaluate the extent to which the implemented strategy is successfully achieving branding goals and increasing faculty visibility on social media.

Reflection as the final stage in the PAR method, allows the media team to re-evaluate the strategies that have been implemented and make adjustments based on the data that has been analyzed. In the reflection discussion, the media team together with lecturers and students discussed the successes and challenges faced in making and disseminating videos. They also analyze feedback from the audience and evaluate the impact of the video on the faculty's image. This process of reflection is crucial in identifying improvements that can be made for future video production, as well as to improve audience engagement. This reflects the importance of the principle of iterative learning in PAR, where every cycle of action, observation, and reflection will improve the quality and effectiveness of the overall branding strategy.



Figure 2. Tahapan Branding Strategy

The application of the PAR method in the development of faculty media team competencies as shown in Figure 2, especially in the use of video as a branding tool, not only strengthens the team's technical capacity in managing content, but also provides space for active collaboration and continuous reflection. Through this process, faculty can create videos that are not only engaging and informative, but also support the achievement of broader branding goals, with deeper involvement from the academic community at every step. This PAR process also ensures that every action taken in the branding strategy is responsive to the development and needs of the audience, as well as the relevance of the technology used to maximize the effectiveness of the content.

Analysis of relevant research results shows that the implementation of social media-based branding strategies can significantly improve the image of the institution by involving active collaboration from various stakeholders in the organization. Previous research underlined that collective participation between staff, lecturers, and students in the branding process has a positive impact on public perception, especially when the strategy utilizes potentially interesting media such as video storytelling (Low, 2022; Robson, 2021; Syakir & Mahmudah, 2023). Video as a promotional medium is able to build an emotional connection with the audience, increase engagement, and foster a deeper closeness to the institution's brand (Kardi et al., 2023; Maulidia, 2023; Rodliyah, 2021). In addition, Dobija et al. (2023) the use of analytics technology for real-time monitoring of content on social media allows organizations to assess effectiveness and engagement directly, so that they can quickly adapt and optimize their content strategies according to evolving trends. Based on other studies that use a similar approach, active involvement in planning, production, and reflection at every stage of branding also strengthens the organization's commitment to the values it wants to highlight, thereby creating a positive image that is consistent and relevant to a wider audience.

Involvement of the Academic Community as Brand Ambassadors

The academic community including students, lecturers, and alumni as brand ambassadors in the Faculty Branding Strategy Bootcamp strategy certainly has an impact on improving the image and public trust in the Faculty of Ushuluddin and Philosophy UIN Sunan Ampel Surabaya. This concept is very relevant to the theory of brand ambassadors in marketing, where individuals who have emotional closeness or direct experience with an institution have an important role in building an image and increasing the credibility of a brand. Through the bootcamp, students and alumni are trained to actively participate in the creation and dissemination of branding content, both through personal stories, academic experiences, and testimonials that illustrate the excellence of the faculty from their point of view. Their engagement creates more authentic and personalized content, which in turn can build greater trust from the public.

The process of involvement of students and alumni as brand ambassadors in the faculty's social media branding strategy is strongly driven by a collaborative approach in the bootcamp. The participants were provided with training on how to create content that is relevant to their target audience, as well as how to leverage social media platforms to share their stories and experiences related to education in the faculty. Not only does this help increase audience engagement with more engaging content, but it also strengthens the relationship between faculty and students and alumni. Through their active participation, students and alumni become

representatives of the values upheld by the faculty, such as academic excellence, community service, and character development. Thus, they not only become actors in the branding process, but also agents of change that help expand the reach and increase the visibility of the faculty in the eyes of the wider community.

The involvement of students and alumni also has a positive impact on increasing audience trust and loyalty to the faculty. In the world of branding, trust is one of the main factors that influence the audience's decision to further engage with a brand. Content produced by brand ambassadors from the academic community has more weight because it comes from individuals who have had real experience in the academic environment. Their stories are considered more credible and trusted by the audience, be it prospective students, parents, or the general public. The participation of students and alumni as brand ambassadors shows that the faculty is not only focused on imagery, but also committed to involving its community in the process of positive development and change.

The engagement also increases emotional attachment with the audience, which deepens as the content is personalized. By showing the human side of the faculty through inspiring stories from students and alumni, the faculty has succeeded in creating a stronger emotional connection with the audience, making them feel closer and connected to the values they carry. Overall, the findings suggest that the involvement of students and alumni as brand ambassadors in the faculty's social media strategy not only expands the reach of the audience, but also strengthens the faculty's image and reputation in a more authentic and real-life experience-based way that the public can trust.

Previous research has confirmed that the role of students and alumni as brand ambassadors has a significant impact on building a stronger institutional image. According to a study by Ghorbanzadeh (2023), brand ambassadors from internal institutions, such as students and alumni, can increase positive perceptions of brands through active engagement and authentic testimonials. The study emphasizes that the personal experience and emotional connection between brand ambassadors and institutions makes branding messages more credible and easily accepted by audiences. In addition, other research shows that the active participation of students and alumni in branding activities can strengthen their bonds with the institution and increase brand loyalty among a wider audience, as the resulting content feels more personal and relevant (Budiharso et al., 2022; Faiz et al., 2023; Prihananto et al., 2024). This concept supports the Faculty Branding Strategy Bootcamp approach, where the involvement of the academic community as brand ambassadors not only expands the reach of the audience but also creates a more positive and deep perception of the Faculty of Ushuluddin and Philosophy of UIN Sunan Ampel Surabaya.

The findings of the study are expected to contribute to the development of faculty branding strategies through social media by highlighting the importance of personal branding, digital marketing, and Word-of-Mouth (WoM)-based campaigns. The research shows how the involvement of the academic community in building a professional self-image and the effective use of video content can strengthen the positive image of the faculty through the Faculty Branding Strategy Bootcamp program. The findings are expected to be a reference for educational institutions and the general public as a form of branding strategy.

CONCLUSION

The research found several important findings that can be implemented to increase the success of the branding strategy of the Faculty of Ushuluddin and Philosophy of UIN Sunan Ampel Surabaya on social media. First, the strategy of increasing engagement and positive image of the faculty is very important to attract the attention of the audience and strengthen public trust in the faculty. Through the use of relevant and engaging content, as well as the application of appropriate communication techniques, a better relationship can be created between the faculty and its audience. Second, bootcamps as a means of developing the competencies of media teams are very effective in equipping team members with the skills and knowledge needed to manage social media optimally. This bootcamp not only strengthens the

capacity of the media team in producing quality content, but also facilitates them in implementing strategies that are in line with the faculty's branding goals.

However, this study has several limitations that need to be considered. One of them is the limited time and resources available to thoroughly test the implementation of a branding strategy in the long term. In addition, although this study highlights the importance of the involvement of the academic community, students, and alumni as faculty brand ambassadors, the involvement still requires further development in the context of more intensive collaboration. Therefore, more research with a longer timeframe and broader resources is needed to look at the long-term impact of these strategies on faculty image and engagement on social media.

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