

## INSTITUTIONAL DISTINCTIVENESS; THE ROLE OF UNIQUE SELLING PROPOSITIONS IN EDUCATIONAL MARKETING

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**Abstract** : *This study explores the important aspects of the uniqueness of educational institutions through the concept of Unique Selling Propositions (USP) in the context of effective marketing. Using a qualitative approach, this study aims to explore how a well-defined USP can serve as a differentiation tool for educational institutions and influence the decisions taken by prospective students and parents. The data collection process was carried out through in-depth interviews with various stakeholders, including educators and parents, and analysis of marketing documents implemented by the institution. The study's results revealed that a clear USP not only enhances the institution's image but also significantly contributes to increased enrollment and student loyalty. The emphasis on aspects such as innovation in the curriculum, an inclusive learning environment, and a track record of successful graduates has been shown to positively impact attracting a wider audience. This study presents a new perspective on the significance of USP in educational marketing strategies. It underlines the need for ongoing evaluation to ensure that the strategy remains relevant and effective in the face of the dynamics of the ever-changing educational market needs.*

**Keywords** : *Uniqueness of Institutions; Unique Selling Propositions; Education Marketing.*

**Abstrak** : *Penelitian ini mengeksplorasi aspek-aspek penting keunikan lembaga pendidikan melalui konsep Unique Selling Propositions (USP) dalam konteks pemasaran yang efektif. Dengan menggunakan pendekatan kualitatif, penelitian ini bertujuan untuk mengeksplorasi bagaimana USP yang didefinisikan dengan baik dapat berfungsi sebagai alat pembeda bagi lembaga pendidikan dan memengaruhi keputusan yang diambil oleh calon siswa dan orang tua. Proses pengumpulan data dilakukan melalui wawancara mendalam dengan berbagai pemangku kepentingan, termasuk pendidik dan orang tua, serta analisis dokumen pemasaran yang diterapkan oleh lembaga. Hasil penelitian mengungkapkan bahwa USP yang jelas tidak hanya meningkatkan citra lembaga tetapi juga berkontribusi secara signifikan terhadap peningkatan pendaftaran dan loyalitas siswa. Penekanan pada aspek-aspek seperti inovasi dalam kurikulum, lingkungan belajar yang inklusif, dan rekam jejak lulusan yang sukses telah terbukti berdampak positif dalam menarik khalayak yang lebih luas. Penelitian ini menyajikan perspektif baru tentang pentingnya USP dalam strategi pemasaran pendidikan. Hal ini menggarisbawahi perlunya evaluasi berkelanjutan untuk memastikan bahwa strategi tersebut tetap relevan dan efektif dalam menghadapi dinamika kebutuhan pasar pendidikan yang terus berubah.*

**Kata Kunci** : *Keunikan Lembaga; Proposisi Penjualan Unik; Pemasaran Pendidikan.*

## INTRODUCTION

Educational institutions have their challenges in marketing their services amidst increasingly competitive competition. One of the factors that makes an institution able to attract the attention of prospective students and parents is its uniqueness or institutional distinction. This distinction is implemented through a Unique Selling Proposition (USP), which is a characteristic or advantage that other institutions do not possess. This uniqueness can be in the form of a special teaching method, a different learning approach, or values the institution upholds. The application of USP in educational marketing allows institutions to highlight the uniqueness that distinguishes them from competitors, thereby increasing public appeal and trust (Caldieraro & Cunha, 2022). Therefore, understanding the role of institutional distinction in marketing strategy is important so that educational institutions can gain wider attention and strengthen their position in the ever-growing education sector.

The study of institutional distinction in educational marketing has attracted the attention of researchers, considering the variety of approaches that can be used to highlight the uniqueness of educational institutions amidst increasingly tight competition. This topic is important because of the complexity and variability of factors that influence public acceptance of certain educational institutions, including social, cultural, and value aspects upheld by each institution. Several previous studies, such as those conducted by Klausmann (Klausmann & Papula, 2024) and Vernay (Vernay et al., 2022), show that elements such as academic reputation, innovation in curriculum, and distinctive approaches to learning can differentiate one institution from another and shape public perceptions of its excellence. However, while these studies provide insight into the importance of institutional distinction, the emphasis on formulating specific marketing strategies based on the uniqueness of each institution still needs to be expanded to provide more applicable guidance. Thus, further studies are needed to better understand how educational institutions can develop and implement USPs effectively and how these strategies can help increase the attractiveness and credibility of institutions in the eyes of prospective students and parents.

This study aims to address the gap in the literature on institutional distinction in educational marketing, with a particular emphasis on applying the Unique Selling Proposition (USP) as an effective strategic tool. Previous studies have generally only explored general factors that influence public perception of educational institutions, such as academic reputation or infrastructural resources, without deeply examining how unique institutional distinction can be leveraged to attract prospective students and parents. Therefore, this study seeks to identify the core elements of USP that can strengthen an institution's attractiveness and explore practical approaches to implementing these

elements in educational marketing (Su et al., 2024). This is in line with the understanding that the competitive strength of educational institutions depends not only on academic quality but also on their ability to demonstrate uniqueness that is relevant and attractive to prospective students and families. By providing a deeper perspective on the role of USP in shaping institutional distinction, this study is expected to enrich the literature with strategic and applicable insights for educational institutions seeking to differentiate themselves in the marketplace (Dowling et al., 2023).

The researcher's discussion was based on the idea that its implementation is to explore managerial solutions that go beyond conventional marketing strategies in education. In marketing educational institutions, traditional approaches often focus on improving facilities or academic programs without examining how institutions can build more personal and relevant distinctions for prospective students and families (Rine et al., 2021). This study aims to show that the planned implementation of USP, which includes understanding the needs, values and expectations of the target community, can offer a more holistic guide in shaping institutional appeal (Sutisna & Tessa H, 2023). Through this approach, the researcher intends to explain how USP strategies tailored to market needs can support effective differentiation in the education sector. Thus, this study is expected to pave the way for educational institutions to design and implement more inclusive and distinction-based marketing strategies, contributing to the institution's competitiveness and public trust.

## **METHOD**

This study focuses on applying the Unique Selling Proposition (USP) in educational institution marketing, with particular attention to the perspectives of marketing managers, educators, and prospective parents. The barriers identified in this study cover operational or policy issues and touch on the perceptions and attitudes held by stakeholders regarding the attractiveness of educational institutions. This study explores how negative views of USP and a lack of understanding of the importance of institutional distinction can influence parents' decisions when choosing an educational institution and finding effective interventions to overcome these barriers. In an increasingly competitive education sector, it is important to investigate how increased understanding and changing attitudes can contribute to more efficient and inclusive marketing strategies.

This study adopted a qualitative approach with a case study design to examine the barriers faced in implementing USP. This method was chosen because it allows researchers to gain an in-depth and contextual understanding of the challenges faced by educational institutions and the diverse views of marketing managers, educators, and parents. Through this approach, the study seeks to explore how stakeholders' attitudes and views influence support for institutional marketing and identify factors that contribute to the challenges

(Noor Z., 2015). In this way, this study is expected to provide deeper insights into how the individuals involved perceive and give meaning to the obstacles they face.

To uncover the research focus on barriers to implementing USP, researchers collected data from individuals and parties with in-depth knowledge of educational institution marketing (Soesana et al., 2023). The data in this study were categorized into two main groups: first, data on barriers to marketing covering practical aspects and attitudes towards USP, and second, data on the implications of implemented interventions, such as training for marketing managers and awareness campaigns for parents. Therefore, the main data sources in this study included interviews with marketing managers, educators, and parents, as well as related documentation. This approach ensured that the data collected described the challenges in general and provided an in-depth analysis of how attitudes and understandings could influence the implementation of the institution's marketing strategy.

Data collection in this study applied in-depth interview techniques, focus group discussions, and documentation (Waruwu, 2023). In-depth interviews were conducted to explore the perspectives, knowledge and experiences of marketing managers, educators and parents regarding barriers and support for USP. Focus group discussions aimed to gain a broader understanding of the views of various stakeholders regarding the effectiveness of institutional marketing. Documentation provided relevant secondary data, such as marketing reports, educational activity records and policies. Thus, these techniques were combined to present a comprehensive picture of USP implementation and the challenges faced in marketing educational institutions.

The collected data was analysed using a technique developed by Miles, Huberman, and Saldana (2014), which includes the steps of data condensation, data display, and verification. This method allows researchers to systematically manage, analyze, and verify data to ensure the accuracy and reliability of findings related to barriers to USP implementation. Data management began with collecting interview results and focus groups, which were then condensed and grouped based on key themes, such as marketing managers' attitudes, educators' views, and practical challenges. The analysis used matrices and graphs to visualize key findings, while verification was carried out through source triangulation and member checking to ensure consistency and validity of the results. With this approach, researchers ensured that the findings regarding barriers and supports for educational institution marketing were accurate and reliable, providing an in-depth picture of the factors influencing USP implementation in this context.

## RESULT AND DISCUSSION

In the context of increasingly competitive education, the success of institutions in attracting prospective students and parents is highly dependent on the management of their Unique Selling Proposition (USP). The results of this discussion reveal two crucial aspects:

first, the importance of perceptions held by marketing managers, educators, and parents that can influence the implementation of USP, creating a bridge between the value offered by the institution and the expectations of the community. Second, emphasising the institution's uniqueness is an effective attraction strategy, where institutions that showcase innovation and superior programs will be more successful in differentiating themselves from competitors. Combining a deep understanding of perception and an emphasis on uniqueness is key for educational institutions to achieve success and inclusivity in an increasingly competitive education system.

### 1. The Significance of Perception in Implementing Unique Selling Proposition (USP)

One of the interesting findings of this study is that the perceptions held by marketing managers, educators, and parents profoundly influence the success of implementing Unique Selling Propositions (USPs) in educational institutions. When negative perceptions arise, it is often due to a lack of clarity regarding the value offered by the USP, thus creating doubts in supporting the marketing efforts undertaken (Bathmaker & Orr, 2020). Through the interviews, it is clear that many parents feel confused when choosing an educational institution because the information they receive is not transparent enough to understand the offered advantages. On the other hand, educators unsure about communicating USPs to parents can worsen this situation, resulting in a lack of involvement from those supporting them.

In this context, educational institutions must take the initiative to improve comprehensive understanding among all stakeholders. Educational programs designed to provide a deeper understanding of the benefits and uniqueness of USP are expected to change perceptions and make them more positive. By building a solid understanding, educational institutions can inspire a strong attitude of support, which will further strengthen their marketing appeal. This process will build a closer relationship between the institution and parents and create a solid foundation for the institution's long-term development (Norris, 2021).

The following research data shows the Significance of Perception in the Implementation of Unique Selling Proposition (USP);

**Table 1: Interview Result Data The Significance of Perception in Implementing Unique Selling Proposition (USP)**

Interview Result Data	Coding	Resources
<i>I only learned about this school's unique programs after attending a seminar held by the school in the community. It was interesting to see how they explained their vision and mission, but I feel like many other parents still do not fully understand the advantages offered.</i>	Level of Public Awareness	Parents of Students

<i>Previously, I had only heard about this school from friends and had no idea they had such an innovative educational approach. After seeing the presentation about their Unique Selling Proposition (USP), I feel more confident and interested in enrolling my child.</i>	Level of Public Awareness	Prospective Students
<i>As a parent, I am very satisfied with the services provided by this school, especially the support they offer for children with special needs. I feel that the school cares about our child's development and tries to provide the best.</i>	Level of Parental Satisfaction as Educational Partners	Parents of Students
<i>I have been part of the school committee for several years, and my experience shows that communication between the school and parents is very important. I am quite satisfied with the attention given, but sometimes, we are not involved enough in the decision-making process.</i>	Level of Parental Satisfaction as Educational Partners	Chairman of the School Committee
<i>This year, we recorded a significant increase in new student enrollments, which was a result of our successful marketing campaign highlighting our Unique Selling Proposition (USP).</i>	New Student Enrollment Ratio	Student Admissions Staff
<i>Our open house activity was very successful in attracting the attention of many parents and prospective students. We showcased various excellent programs and testimonials from students and alumni who shared their positive experiences, which gave parents additional confidence in choosing our school.</i>	New Student Enrollment Ratio	Headmaster
<i>As teachers, we strongly support this institution's USP and believe that this is the right step to increase the school's attractiveness. However, we feel that there is an urgent need for more training related to implementing the USP in daily teaching practice.</i>	Constructive Feedback from Educators	Teaching Staff
<i>Our perception as educators is very important in shaping the success of USP. Although we received positive feedback from parents about USP, we also felt the need to hear more from them.</i>	Constructive Feedback from Educators	Head of Program

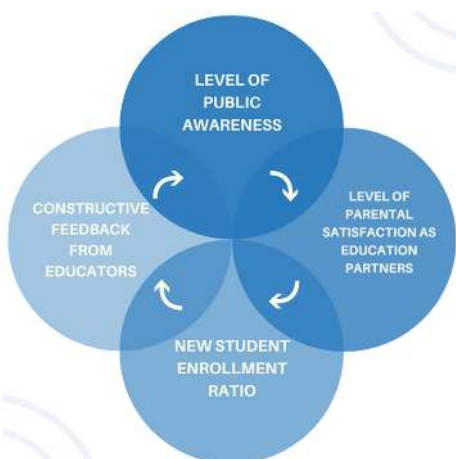
Observation results from interviews showed an increase in public awareness of the unique programs offered by the school. Several parents who previously did not know the advantages of the school expressed their interest after attending a seminar held in the community (Taylor & Teo, 2022). However, there is still concern that not all parents fully understand the values offered, indicating that there is room for further strengthening of communication. Regarding satisfaction, parents said they highly value the support given to children, especially those with special needs. However, there is a wish that parents could be more involved in the decision-making process. On the other hand, a significant increase in new student enrolments resulted from effective marketing campaigns,

especially during open house events showcasing the school's flagship programmes and positive testimonials from students and alumni. This suggests that efforts to introduce the school's Unique Selling Proposition (USP) have paid off. However, educators expressed the need for additional training in implementing the USP in everyday teaching practice. Their feedback and input from parents were crucial to ensuring that the USP is effectively internalised and enhances the overall appeal of the school.

Table 1 contains 4 forms of Perception Significance in Implementing Unique Selling Proposition (USP). Thus, the data explains the findings as follows; *First*, the Level of Public Awareness. From the findings, data shows that the level of public awareness of the unique programs offered by this school still needs to be improved. Although some parents began to realize the advantages after attending the seminar, many still do not fully understand the values carried by the school (McDermid, 2020). This was revealed from a statement by a parent who felt a lack of understanding among the community about the school's vision and mission. In addition, a prospective student revealed that before getting direct information about the Unique Selling Proposition (USP), the prospective student had only heard about the school from his friends and felt less confident. However, the parents felt more interested in enrolling their children after the presentation. This finding reflects the need for more effective socialization efforts so that the community is more familiar with and understands the programs offered. *Second*, the Level of Parental Satisfaction as Educational Partners

The interview results indicated that the level of parental satisfaction with the educational services at this school was quite positive. One parent expressed high satisfaction with the support provided for children with special needs, indicating that the school does care about student development. However, the Chair of the School Committee expressed concern about the lack of parental involvement in decision-making, although he was satisfied with the existing communication. This suggests that although parents feel well served, they would like more opportunities to contribute to the educational process, which could improve the relationship between the school and parents (Long & Magerko, 2020). *Third*, New Student Enrollment Ratio. A significant increase in new student enrollments indicates the school's success in attracting public interest. Admissions staff noted that the results of a marketing campaign highlighting the school's Unique Selling Proposition (USP) positively impacted enrollment numbers. In addition, a successful open house event was also a contribution, and many parents and prospective students were impressed with the excellent programs and positive testimonials from alumni and students presented at the event. This enrollment increase reflects the marketing strategy's effectiveness and the cultivation of a positive image in the community (Rajas et al., 2022). *Fourth*, Constructive Feedback from Educators. From the interviews with the teaching staff, it was revealed that support for the USP of this institution was very strong. They felt that implementing the USP was the right step to

increase the school's attractiveness. However, there was a clear demand for more training related to implementing the USP in daily teaching practice, indicating an awareness of the importance of professional development (Monalisa, 2023). In addition, the Head of Program emphasized the importance of listening to feedback from parents to strengthen relationships and improve the success of USP. This shows that there is a collective awareness among educators to continue to adapt and innovate in supporting a better educational environment.



**Figure 1: Significance of Perception in Implementing Unique Selling Proposition (USP)**

From the findings that have been described, it can be concluded that public awareness of the uniqueness of the educational program in this school still needs to be improved, although there are already some parents who have begun to recognize and understand the values offered. The level of satisfaction of parents as educational partners shows positive results, where they appreciate the support provided by the school, but also want more involvement in the decision-making process (Andina-Diaz, 2020). The increase in the enrollment ratio of new students demonstrates the success of the marketing campaign and the appeal of the school's flagship program. Feedback from educators confirms support for the school's Unique Selling Proposition (USP), with the expectation of further training to support more effective implementation. Overall, these findings illustrate the positive dynamics in the relationship between the school and the community, as well as the challenges that need to be addressed to achieve greater success in education.

## 2. Institutional Uniqueness as an Attraction Strategy

The findings of this study also highlight that educational institutions that are able to showcase their uniqueness through prominent USPs will be more successful in

attracting the attention of prospective students and parents. Institutions that consistently promote their excellence, both through modern communication channels and direct marketing activities, succeed in creating a positive image in the eyes of the public. In contrast, educational institutions that fail to highlight their uniqueness often get caught up in increasingly fierce competition (Syifa et al., 2024).

In this context, institutions that implement innovative learning methods, such as STEM-based education (Science, Technology, Engineering, and Mathematics). This uniqueness not only attracts parents, but also provides real added value for students who are preparing to face challenges in the digital era. By emphasizing USPs that focus on innovation and academic excellence, educational institutions can create strong differentiation in the education market (George-Reyes et al., 2024). Therefore, it is imperative for educational institutions to continuously adapt and update their programs to align with societal expectations, as well as actively promote their USPs to increase interest from prospective students and parents.

The following research data shows the Uniqueness of Institutions as an Attraction Strategy;

**Table 1: Interview Result Data of Institutional Uniqueness as an Attraction Strategy**

Interview Result Data	Coding	Resources
<i>In our school, we adopt a different approach to learning by utilizing technology in the classroom. We have a STEM program that integrates science, technology, engineering, and mathematics, which makes students more engaged in the learning process.</i>	Differentiation of Educational Programs	Headmaster
<i>This program creates a sense of belonging among students and parents, which leads to increased interest in joining our school. We often hear parents say that they chose this school because of the programs that are different from other schools.</i>	Differentiation of Educational Programs	Parents of Students
<i>I am very satisfied with the education my child received here. Since he entered, we felt that this school does not only focus on academics, but also on character development and social skills.</i>	Student Retention Rate	Parents of Students
<i>Every year, we conduct a satisfaction survey with students and parents. The results show that 90% of students are satisfied with their learning experience and plan to continue their education at this school. We make continuous efforts to improve the quality of learning and facilities. Student retention is very important, because it shows that we are successfully meeting their expectations.</i>	Student Retention Rate	Student Coordinator

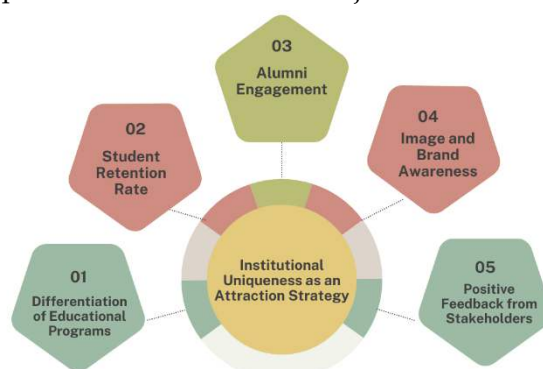
<i>After graduating, I felt a strong bond with the institution. We are actively involved in alumni activities, such as mentoring programs for juniors. We also hold an annual reunion event that invites all alumni to gather and share experiences.</i>	Alumni Involvement	Alumni
<i>Our school actively invites alumni to participate in various events. We have an 'Alumni Guest Speaker' program where alumni share their experiences and career tips with students. This not only inspires students but also strengthens our relationship with alumni. They feel valued and involved, which in turn improves the image of the school in the eyes of the community.</i>	Alumni Involvement	Alumni Development Staff
<i>Our school image is very strong, and I believe it is due to our efforts in building positive brand awareness. We use social media and website to promote various activities and student achievements. In every event, we involve parents and the community, so they feel part of the educational journey here.</i>	Image and Brand Awareness	Educator
<i>In an effort to strengthen the school's image, we launched a marketing campaign that emphasized the unique values we offer. We conducted a survey to gauge public perception of the school and found that many recognized us as an innovative and quality institution.</i>	Image and Brand Awareness	Marketing Manager
<i>We feel that this school really prepares students for the world of work. The feedback we have given to the school has always been positive, and we believe that the curriculum they implement, especially in terms of practical skills, has contributed to the quality of students we receive.</i>	Positive Feedback from Stakeholders	Industry Partners
<i>In our supervision, we always note the good performance of this school. The feedback we receive from parents and students shows that they are very satisfied with the educational programs offered.</i>	Positive Feedback from Stakeholders	Education Supervisor

Observation results from interviews showed that the school successfully implemented an innovative approach to learning through the integration of technology in the STEM program, which increased student engagement. The principal noted that the program created a sense of ownership among students and parents, contributing to increased interest in joining. Many parents expressed satisfaction with the education their children received, especially in character development and social skills (Skills et al.,

2024). Annual surveys show that 90% of students are satisfied and plan to continue their education at the school, reflecting a high retention rate. Alumni engagement through mentoring programs and reunion events also reinforce the school's positive image. Efforts to build image and brand awareness through social media and marketing campaigns have proven effective, with positive feedback from industry partners and education regulators confirming the quality of education. This shows that the school is successful not only in its educational programs, but also in creating strong relationships with all stakeholders.

Table 1 as above contains 5 forms of Institutional Uniqueness as an Attraction Strategy. Thus, the data explains the findings as follows; First, Differentiation of Educational Programs. From the data obtained, it appears that the implementation of a learning approach that utilizes technology and STEM programs in this school has succeeded in increasing student engagement in the learning process. Principals and parents noted that these unique programs are not only interesting for students, but also create a stronger sense of belonging among them, thus encouraging more parents to choose this school as a place of education for their children (Harvey et al., 2020). *Second*, Student Retention Rate. The survey results showed that 90% of students were satisfied with the learning experience they received, and many of them planned to continue their education at the school. This satisfaction comes not only from the academic aspect, but also from the development of character and social skills (Fraillon et al., 2020). The Student Coordinator emphasized the importance of continuous efforts in improving the quality of learning and facilities, which directly contribute to student retention rates. *Third*, Alumni Involvement. Alumni involvement in the school is very visible through mentoring programs and annual reunions. Alumni feel a strong bond with the institution and contribute by sharing their experiences with students (Fahrurrazi, 2024). Activities such as the 'Alumni Guest Speaker' program provide inspiration and strengthen the relationship between alumni and the school, thereby improving the school's image in the eyes of the community. *Fourth*, Image and Brand Awareness. A strong school image is the result of active efforts in building brand awareness through social media and websites. Educators said that the participation of parents and the community in every educational event helps strengthen the positive image of the school (Lokarieva & Chorna, 2022). In addition, surveys conducted showed that the community recognized the school as an innovative and quality institution, which contributed to its appeal among prospective students and parents. *Fifth*, Positive Feedback from Stakeholders. Feedback received from various stakeholders, including industry partners and education supervisors, indicates that the school is successful in preparing students for the world of work. Education supervisors noted the school's good performance, while industry partners provided positive feedback on the quality of students produced (Dabi & Golga,

2024). This indicates that the curriculum implemented is not only relevant, but also focuses on developing practical skills needed in the job market.



**Figure 2: Institutional Uniqueness as an Attraction Strategy**

From the findings that have been described, it can be concluded that the implementation of educational program differentiation in this school has had a significant positive impact on student engagement and student satisfaction. The high student retention rate, with 90% of students planning to continue their education at this school, reflects the institution's success in meeting their expectations through character development and social skills that are balanced with academics. Active alumni involvement, both through mentoring programs and reunion events, not only strengthens the relationship between alumni and the school but also improves the institution's image in the eyes of the community. Efforts to build brand awareness through social media and community participation have created a strong and positive image, while feedback from various stakeholders shows that this school is effective in preparing students for the world of work (Zameer et al., 2020). All these findings emphasize the importance of integrating various aspects in creating an educational environment that is innovative, inclusive, and responsive to the needs of students and the community.

The significance of perception in the implementation of Unique Selling Proposition (USP) in the world of education shows a very important impact, especially in increasing the attractiveness of institutions to prospective students and parents. The transformation of the educational paradigm that emphasizes the uniqueness of programs and innovative teaching approaches can influence the way society views and assesses the institution (Bittner et al., 2020). By putting forward a clear USP, institutions not only explain the values they offer but also create a strong differentiation from other schools. This is especially relevant in the context of competition in the education sector, where many choices are available and parents and students are increasingly discerning in choosing a place to study that suits their needs

and expectations. Thus, a deep understanding of the public perception of the institution's USP is key to attracting attention and building strong relationships with the community.

Educational institutions that successfully emphasize their uniqueness tend to develop a more inclusive and adaptive approach to students' needs. This is seen in the application of innovative teaching methods, which not only focus on academic aspects but also on the development of students' social and emotional skills. Thus, this inclusive approach not only benefits children with special needs, but also enriches the learning experience for all students. Success in creating a supportive and inclusive learning environment has a positive impact on students' motivation to actively participate in the learning process, which in turn improves overall learning outcomes (Hafni et al., 2020). Through effective implementation of USP, institutions can create a positive image that strengthens public trust in the quality of education offered.

Furthermore, the importance of effective USP implementation also reflects the responsiveness of the institution to the needs and expectations of the community. By listening to feedback from students, parents, and alumni, institutions can continue to adapt and develop programs that are relevant to the demands of the times. This process not only helps in increasing stakeholder satisfaction but also strengthens the institution's reputation as a provider of quality and innovative education (Konovalova & Mitrofanova, 2021). This is in line with the understanding that education is a dynamic process, where students' needs can change over time. Thus, institutions that are able to implement USP well will not only attract more new students but also create a more engaged and supportive community, which contributes to long-term success.

The successful of USP implementation can be a foundation for institutions to build partnership networks with various parties, including industry and communities. This collaboration allows institutions to offer more useful and relevant programs, and expand opportunities for students to face real-world challenges (Raghupathi & Raghupathi, 2020). In addition, strengthening the positive image of institutions through effective implementation of USP will strengthen their position in the education market. Thus, the uniqueness carried by the institution is not only an attraction for prospective students but also a determining factor in creating broader and more sustainable educational success. Success in implementing appropriate USP can lead educational institutions on a more promising path, both in terms of improving the quality of education and in creating a positive social impact in society.

Institutional uniqueness as an attraction strategy shows a significant impact on public perception and parents' decisions in choosing a school for their children. In today's era of easily accessible information, people are increasingly critical in assessing the educational options available. Therefore, institutions that are able to highlight the

uniqueness of their programs and approaches have a greater chance of attracting the attention of parents and students. Through innovative programs such as STEM integration and technology-based learning approaches, institutions not only differentiate themselves from other schools but also create a strong attraction for students and parents (González-pérez & Ramírez-montoya, 2022). This indicates that an educational institution needs to do more than just offer quality education; they need to be able to effectively communicate the strengths and values they offer to prospective students and parents.

This uniqueness is also reflected in the involvement of parents and alumni who actively participate in various school activities, which in turn increases the sense of belonging and community around the institution. This involvement shows that parents and alumni feel connected to the school, which not only functions as an educational institution but also as an integral part of their community. By creating programs that invite parents and alumni to contribute, institutions can build a strong network of support, improve the school's reputation in the community, and create a more inclusive and collaborative atmosphere (Ozkan & Umdu Topsakal, 2021). This, in turn, can help attract more new students who are looking for a learning environment that is not only educational but also supports their social and emotional development.

The results of the study showed that institutions that emphasize unique values in marketing and communication, such as through social media and promotional campaigns, are able to increase brand awareness and appeal in the eyes of the public. In the context of education, effective communication about the specific advantages and characteristics offered by the institution is essential to building trust and confidence among parents. When institutions successfully convey consistent and relevant messages about their mission and vision, they not only attract the attention of prospective students but also strengthen the bond between the school and the community (Turkel, 2023). This creates broader support for the educational programs offered, which in turn has a positive impact on public perception of the quality of education provided by the institution.

The implications of these findings suggest that institutional uniqueness plays a significant role in enhancing the school's image, creating an inclusive environment, and supporting students' academic and social development. In an increasingly competitive education landscape, institutions that are able to clearly highlight their uniqueness have a significant advantage. The success of institutions in attracting attention and building strong relationships with the community can contribute to their competitiveness in the ever-evolving education market. An approach that highlights uniqueness also supports educational marketing theory that emphasizes the importance of differentiation in attracting

consumer interest and attention (Davis et al., 2020). Thus, strengthening the uniqueness of the institution as an attraction strategy not only increases the number of new student enrollments but also contributes to the long-term success of the institution in meeting the increasingly complex educational needs of the community. This success is not only measured by the number of students who enroll but also by the level of satisfaction and loyalty shown by parents, students, and alumni towards the institution.

## CONCLUSION

In an increasingly competitive education era, the uniqueness of educational institutions plays a crucial role in attracting the attention of prospective students and parents. The concept of Unique Selling Propositions (USP) is central to an institution's marketing strategy, where a clear and well-defined USP can differentiate an institution from its competitors. Amidst the wide range of choices available, this study shows that emphasizing USPs not only enhances the image of the institution but also has a significant influence on prospective students' decisions in choosing an institution that suits their expectations and needs. By exploring differentiating elements, such as innovative approaches to teaching, superior facilities, and a track record of successful graduates, educational institutions can create a compelling and deep narrative in the minds of their audiences.

The implications of this research are significant, as they underscore the need to develop a USP that not only reflects an institution's core values, but is also relevant to the changing needs and expectations of society. An effective USP can encompass a range of aspects, such as an innovative curriculum, an inclusive learning environment, and strong support for students' personal and academic development. By emphasizing these strengths in their marketing efforts, educational institutions can build stronger and more sustainable relationships with prospective students, parents, and alumni. This not only contributes to increased enrollment numbers, but also increases loyalty and support from the wider community.

While these findings provide valuable insights, there are several challenges that need to be addressed in implementing USPs. First, the consistency and relevance of USPs to changing societal needs and educational market dynamics are crucial. In this context, institutions need to actively evaluate and adapt their USPs to stay in line with the expectations of prospective students and parents. Furthermore, this study suggests the importance of periodically evaluating the effectiveness of USP-based marketing strategies. Through this approach, institutions can ensure that they are not only meeting current expectations but also adapting and evolving over time. Therefore, further studies are needed to explore how institutional uniqueness can be integrated into broader marketing practices,

creating a more inclusive and sustainable educational environment, and meeting the demands of the changing times.

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