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BUILDING BRAND IDENTITY IN NON-FORMAL EDUCATION FOR VULNERABLE WOMEN IN WEST JAVA ON THE EFFECTIVITY OF THE PROGRAM USING THE PDCL MODEL

Atalia Praratya¹, Susanne Dida², Dadang Sugiana³, Purwanti Hadisiwi⁴

^{1,2,3,4}Faculty of Communication Science, Padjadjaran University, Indonesia

¹atalia19001@mail.unpad.ac.id

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ABSTRACT

The aim of the research is find out the effectivity of the PDCL branding model on the implementation of the "Sekoper Cinta" program. This research employs quantitative and qualitative approach. The data collection instruments used is questionnaire, depth interview, direct involved observation and documents study. The respondents under study are as much as 100 members selected using the purposive method, and 4 (four) outstanding informants. The quantitative data is analyzed using the path analysis; while the qualitative data is analyzed using the text analysis method. The research findings show that the stages of branding that have been carried out successfully to increase the effectivity of the program. Simultaneously, the independent variables of positioning the brand, delivering the brand performance, communicating the brand and leveraging the brand equity effect on the effectivity of the program significantly. Partially, the positioning the brand affects the effectivity of the program significantly, delivering the brand performance affects the effectivity of the program significantly, communicating the brand affects the effectivity of the program significantly and leveraging the brand equity on the effectivity of the program affects the effectivity of the program significantly. Applications of this study: The most influential factor on the effectivity of the program originates from the leveraging the brand equity.

INTRODUCTION

“*Sekoper Cinta*” is not a strange word in the ears of West Java women. The Women's School Reaches Dreams and Ideals is a main program of the West Java Provincial Government in empowering women so that West Java women become knowledgeable, skilled, independent and resilient. Women and children in Indonesia are still a community group that is lagging behind in various aspects of development, even though gender equality must be a principle in implementing the achievement of SDGs (Sustainable Development Goals). There are still gaps in access, participation, control, and benefits especially experienced by women to be the challenge of the government to accelerate women's empowerment programs to pursue the progress of men. The central government encourages all stakeholders, both at the central and regional levels to implement gender mainstreaming. This becomes a strategy to achieve gender equality and Justice through policies and programs that take into account the experiences, aspirations, needs and problems of women and men in the planning, implementation, monitoring and evaluation of all policies and programs in various life sector and development sector. Accordingly, the “*Sekoper Cinta*” program is the implementation of the gender priority conducted by the Government of West Java Province, Indonesia.

The 2019 state statistical data shows that West Java has a population of 48,683,861 people with a total of 24,031,252 women and 24,652,609 men. However, the West Java Gender Development Index is only 89.19%, the lowest among the major provinces in Indonesia (Ministry of Women's Empowerment and Child Protection, 2019). West Java itself has a low level of quality and knowledge of women so that it becomes one of the triggers for various other social problems such as high infant and maternal mortality rates, stunting, child marriage, divorce, trafficking, and domestic violence. Various programs to improve the quality and knowledge of women have been carried out by the Government of the Province of West Java, but have not completely succeeded in overcoming these women's problems.

On the one hand, educated women play a very important role in the Provincial Government of West Java, but on the other hand, special schools for women are relatively rare, even though women continue their higher education at public schools or public universities. Because of that, *Sekoper Cinta* is a solution for women to get a more applicable non-formal education, so that it can be a provision for them to enter the world of work, be entrepreneurial, or become good housewives. Likewise, the *Sekoper Cinta* program can be a program that provides opportunities for young mothers to develop skills that are useful in developing the community economy for West Java Province. Therefore, the role of the Government in assisting the *Sekoper Cinta* program is very important, so that women in West Java have a means to develop themselves and increase their concern in helping the Provincial Government improve the community economy.

Based on this, at the end of 2018 the Provincial Government of West Java created an alternative program to solve various social problems of women through non-formal education, namely the “*Sekoper Cinta*” Program (Women's Schools Reach Dreams). This program was chosen to be a brand that is expected to be well embedded in the minds of the people of West Java, especially West Java women who are the target of this program. As Tudor (2013) stated in her research “Nonformal education programs arose out of a need in the Third World countries to compensate for the inability and failure of the formal educational systems to reach out to a vast majority of the people”

To be able to plant a brand well in the minds of the target audience, then the effort needed to be built by the brand owner, in this case the Government of West Java Province. Therefore, the aim of this research is to find out how the Government of West Java creates, builds and maintains the “*Sekoper Cinta*” brand in the minds of the target audience, namely women in West Java using the PDCL brand method.

LITERATURE REVIEW

Similar to early brand definitions, which equated the brand with visual elements (McAlexander, Schouten, & Koenig, 2002) also the earliest brand identity classifications equated brand identity with visual identity (Jankovic, 2012). Although visual identity has enormous importance in brand building, it represents only one component among all the other elements that make up a brand identity (Ekinici & Hosany, 2006). The brand iceberg represents the current view in brand identity theory, separating brand identity into visible and invisible parts, of which the invisible is increasingly important (Wang & Yang, 2008).

Because of the importance of this topic, several building blocks of brand identity have been proposed, of which the most focused on the building blocks of corporate brand identity (Lemmetyinen & Go, 2010). In addition, academics have focused primarily on product brands (Suryati & Krisna, 2015) and only slightly on other types of brands, such as destination brands (Balakrishnan, Nekhili, & Lewis, 2011). A comprehensive overview of the building blocks of brand identity is presented in table 1. The building blocks of brand identity differ markedly among the authors, as they all come together to propose 42 building blocks of brand identity.

The most cited models of brand identity are (Ekinici & Hosany, 2006) which emerged a decade ago but are still widely used today by academics and practitioners. However, because of our belief, Azam (2016) present the most comprehensive conceptualizations of brand identity, as they emphasize the importance of all the key stakeholders who define, operate and implement the brand. Furthermore, they are the only authors to expose experiences as an integral part of the brand identity. Therefore, understanding their brand identity can occur with a few minor adjustments used to develop the brand identity of all types of brands, not just country brands, as suggested in their paper.

A set of new brand identity building blocks, which include elements, proposed by most of the authors. The building blocks for the proposed brand identity are the vision, mission, values, personality, and core competencies that are clearly visible in the most reviewed brand identity models. Vision represents the reason for the brand's existence and embodies its core values (Sukirno & Siengthai, 2011). Mission is seen as the most essential element of the brand philosophy (Chien, Cornwell, & Pappu, 2011; Kooli, Zidi, & Jamrah, 2019). Values must communicate functional, emotional or self-expressive benefits to deliver value and build brand-stakeholder relationships (Su & Tong, 2015). On the other hand, the personality of a brand is a set of human traits associated with a brand (Gertner, 2010). Brand personality enables brands to build relationships with people who share the same personality characteristics and therefore serves the basis for the brand-consumer relationship (Ahmad, Abdullah, Tamam, & Bolong, 2013). Core competencies are strong, likeable and unique brand associations or attributes. They must be derived from the brand's vision and values (O'Reilly, 2009).

Because functional and emotional value enables stakeholders to recognize the promised brand experience (Tynan, McKechnie, & Chhuon, 2010) we believe that brand experience should also be incorporated into the brand identity. Given that today's brands are no longer perceived as social objects but socially constructed with consumer participation (Izgar, 2019; Lumbiganon et al., 2016) major emphasis should also be placed on building brand relationships (Redondo, 2012). A recent belief is that a defined brand identity is a promise of unique experiences and relationships between the brand and its stakeholders (Eng & Spickett-Jones, 2009). Stakeholders today are seen as not only co-creators of brand experiences and relationships, but must also contribute to the creation of brand identities. We therefore believe experiential promises and relationships should also be considered the building blocks of brand identity. Therefore, our proposed

brand identity model consists of a vision, mission, values, personality, core competencies, experience and brand relationships. Further, as emphasized in recent branding literature, brands must be communicated not only through visual elements, but also through brand stories written for each major stakeholder group (Saraniemi, 2010).

The process of creating, building, and maintaining a brand according to Putri (2016). Putri explained that branding is a process to create, build, and maintain a brand, where branding must be able to attract and create loyal targets by promoting the value, image, prestige, or lifestyle of the brand.

While Lemmetyinen and Go (2010) said that branding undergoes an evolutionary process that can be described in terms of temporal phases on the one hand, and according to the different levels of cooperation between the actors on the other. The process is the initial, the integrative and the identification phases. Furthermore, brand management for industrial goods and services, according to Kotler and Armstrong (2018) represents a unique and effective opportunity for establishing enduring, competitive advantages.

The terms of brand and branding are two different things. According to Roper & Fill, brand is a name, term, sign, symbol or design or a combination of these intended to identify the goods or services of one seller or group of sellers, and to differentiate them from those of competitors (Roper & Fill, 2012; Tulunay Ateş, 2019) while according to Anholt (2006) states that a brand is a product, service, or organization combined with name, identity and reputation, while branding is understood as a process of designing plans and telling names and identities in order to build or manage reputation and build brand identity so become more competitive. Branding is not only limited to carrying out promotional activities, but branding must be seen as an integrated and continuous process that is integrated with all marketing activities creating characteristics, identifying differentiation, positive images, and increasing competitive advantage (Kavaratzis & Kalandides, 2015). Branding is not only centered on an item / service, but also many types such as Educational Branding, Cultural Branding, Product Branding, Geographic Branding, Personal Branding, and Corporate Branding.

Therefore, building a brand that matches the goals to be achieved is one important thing. The same is true for the program concerned. It is very important for the West Java Provincial Government to develop the program brand so that it is embedded very well and positively in the minds of the people of West Java, especially West Java women who are the targets of the that program. Aaker (2011) states that the key to building a successful brand is understanding how to develop a brand identity and express its identity effectively. The PDCL model was developed by Aaker to build a brand (branding). The PDCL model consists of Positioning the Brand, Delivering the Brand Performance, Communicating the Brand Message and Leveraging the Brand Equity. Therefore, this study will use the PDCL model to reveal how the West Java Provincial Government branding the “*Sekoper cinta*” program as a non-formal school that aims to empower women so that West Javanese women become knowledgeable, skilled, independent and resilient.

There are some definitions concerning with the non formal education. UNESCO (1987) defined the non-formal education as several inter-related concepts, including adult education, continuing education, lifelong education, recurrent education and community education. Ivanova (2016) defines “non-formal education as a part of general education, which gives students the required tools for cognition and creativity. It allows them to fully realize their self-potential and to set their own professional and personal goals.”

The goals of the non formal education as suggested by Unesco-Iiep and Hoppers (2006) are as follows:” (1) to provide an outlay of the meanings and roles of non-formal education that stem from different intellectual and ideological perspectives; (2) to present

a review of a range of current manifestations of non-formal education and their significance in educational and socioeconomic contexts; (3) to indicate key areas of articulation between non-formal forms of education and the educational field as a whole; and (4) to identify sets of pertinent issues that are relevant for policy development and planning and for further research and development work on non-formal education, but within the context of the (basic) education system as a whole”.

The non formal education has the following characteristics according to Joel (2019) as quoted by Unesco-Iiep and Hoppers (2006): “seen as concentration for the poor, a learning by doing approach, high level of flexibility, and a constant pre-occupation to adapt learning activities to the changing needs of the users ”

Furthermore, the non formal education will be successful depends on three matters: a) human resource competencies owned, b) institutional regulations, and c) supporting facilities (Ishak & Christensen, 2002).

In conclusion from those definitions, it can be summarized that the non formal education refers to several inter-related concepts that allows long life education, relates to community, focuses on creativity and flexibility of the participants.

METHODOLOGY

Branding conducted by the Government of West Java Province can be revealed using a mixed method approach. The quantitative data are obtained from 100 program members using a purposive sampling technique; while the qualitative data are obtained from interviews, directly involved observations, document analysis, and visual data analysis. Interviews were conducted to all key informants in this study, namely the daily chairperson of the program organizing team, the Head of West Java Office of Women's Empowerment for Child and Family Planning Protection, Ir. Poppy Sophia Bakur, MEP .; the program leader team, dr. Siska Gerfianti, M.HKes, Sp.DLP .; and the Coordinator of the Program Division, Mumung S. Maman, ST. MM. The data analysis is carried out using path analysis for the quantitative data; and the text analysis is used for the qualitative data. According to Narimawati and Gracia (2020) the path analysis is useful to analyze several independent variables' effects on one or more dependent variables both partially and simultaneously. In this research, the goals of using the path analysis is to find out the simultaneous and partial effects of the PDCL components, namely positioning the brand, delivering the brand performance, communicating the brand and leveraging the brand equity on the effectivity of the program.

RESULT AND DISCUSSION

Qualitative findings

The results show that the stages of branding that has been carried out successfully to increase the effectivity of the program. The program branding has reached at the stage of leveraging the PDCL branding method. The features found in non-formal schools are different from formal schools in general. The target of the program is vulnerable women over 18 years old regardless of their formal educational background, learning modules are made by competent institutions in their respective fields according to the themes and sub themes of the discussion, study time is 2 (two) hours per week, flexible learning locations are conducted anywhere, it can be in the home and mosques. The real attribute can be seen from the use of the name of the program, "*Sekoper Cinta*" which stands for "school of women achieves the dream and life". Besides that, the use of color in logo is dominated by the purple color which is identical to the color of the woman and the logo itself is a feature that distinguishes the program from other programs (Lopez, Grey, Hiller, & Chen, 2015).

Judging from its function, the program concerned is expected to be a place to increase women's knowledge and insights in various aspects of life, especially those that are closely related to women's daily lives. Targets to be achieved are increasing gender development index related to Gender Equality. While the benefits of this program West Java women will have knowledge related to gender equality, ethics and etiquette in everyday life, family health, disaster management and environmental preservation so that they are finally able to apply in everyday life and be able to think critically and express opinions (Samarakoon & Parinduri, 2015).

The research result in line with Ekinci and Hosany (2006) which emerged a decade ago but are still widely used today by academics and practitioners. However, because of our belief, Azam (2016) present the most comprehensive conceptualizations of brand identity, as they emphasize the importance of all the key stakeholders who define, operate and implement the brand. Furthermore, they are the only authors to expose experiences as an integral part of the brand identity. Therefore, understanding their brand identity can occur with a few minor adjustments used to develop the brand identity of all types of brands, not just country brands, as suggested in their paper.

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In conclusion, the stages of positioning the brand, delivering the brand performance, communicating the brand and leveraging the brand equity have been implemented successfully from the point of view of the PDCL branding model. This qualitative finding is strengthened from the quantitative research findings.

Quantitative findings

The findings of quantitative research concerning branding activities are as follows: Simultaneously, the independent variables of positioning the brand, delivering the brand performance, communicating the brand and leveraging the brand equity affect on the effectivity of the program significantly as much as 0.735 and as much as 0.265 is affected by other factors outside this study. The effect is significant because the probability value as much as 0.000 is less than 0.05. This means that around 73,5% the success of the “*Sekoper Cinta*” program is affected by those four components in branding process, namely positioning, delivering, communicating and leveraging the program. While partial effects of each independent variable on the effectivity program dependent variable are as follows.

- First, positioning the brand affects the effectivity of the program as much as 0.675. The effect is significant because the probability value as much as 0.002 is less than 0.05. It means that the value of the effectivity of the program will increase as much as 0,675 when the value of the positioning the brand undergoes one unit change. In other words, it can be said that when the activities of positioning the program increase; accordingly, the more effective the result is.
- Second, delivering the brand performance affects the effectivity of the program as much as 0.686. The effect is significant because the probability value as much as 0.001 is less than 0.05. It means that the value of the effectivity of the program will increase as much as 0,686 when the value of the brand performance undergoes one

unit change. In other words, it can be said that when the activities of delivering the program increase; accordingly, the more effective the result is.

- Third, communicating the brand affects the effectivity of the program as much as 0.758. The effect is significant because the probability value as much as 0.000 is less than 0.05. It means that the value of the effectivity of the program will increase as much as 0,758 when the value of the communicating the brand undergoes one unit change. In other words, it can be said that when the activities of communicating the program increase; accordingly, the more effective the result is.
- Fourth, leveraging the brand equity affects the effectivity of the program as much as 0.759. The effect is significant because the probability value as much as 0.000 is less than 0.05. It means that the value of the effectivity of the program will increase as much as 0,759 when the value of the leveraging the brand equity undergoes one unit change. In other words, it can be said that when the activities of leveraging the program increase; accordingly, the more effective the result is.

It can be summarized in the following table

Table 1: Sequence of Contribution of the PDCL Components on the Effectivity of the Program

Sequence	PDCL Components	Amount of Effect	Effect Significance
First	Positioning	0,675	Significant
Second	Delivering	0.686	Significant
Third	Communicating	0.758	Significant
Fourth	Leveraging	0.759	Significant

From the above table 1, it can be said that phases of each process contributes the success of the implementation of the program. From the value of amount of the effect, it can be stated that the leveraging the program is the most important factor to implement the program's success; the second one is communicating the program, the third one is delivering the program, and the last one is positioning the program. It can be concluded that each program has inter-related process that support the success of the implementation of the "Sekoper Cinta" non formal education program respectively. This can be understood as when the program positioning is followed by the next process, namely delivering to the target audience, communicating activities within the program and leveraging it, the program will not be successfully implemented.

The research result in line with Sukirno research that vision represents the reason for the brand's existence and embodies its core values (Sukirno & Siengthai, 2011). Mission is seen as the most essential element of the brand philosophy (Chien et al., 2011). Values must communicate functional, emotional or self-expressive benefits to deliver value and build brand-stakeholder relationships (Su & Tong, 2015). On the other hand, the personality of a brand is a set of human traits associated with a brand (Gertner, 2010). Brand personality enables brands to build relationships with people who share the same personality characteristics and therefore serves the basis for the brand-consumer relationship (Ahmad et al., 2013). Core competencies are strong, likeable and unique brand associations or attributes. They must be derived from the brand's vision and values (O'Reilly, 2009)

Thus, both the quantitative and qualitative researches that have been undergone prove that the PDCL branding method applied in the current study of the "Sekoper Cinta" non formal education program in West Java Province is effective to be used in analyzing the effectivity of the on going process of the program starting from the initial process up to the final one (Hamdan, 2005).

Research limitation

Scientific writing written based on research still has limitations. From the PDCL model developed by Kumar and Ghodeswar (2015) this paper only employed limited number of respondents. Therefore, the researcher must continue to conduct further research on the large scale that can be conducted for the current researchers and for other researchers in order to find out deeper and wider findings that can be generalized to all populations of the program members.

Scholar implications

This research has practical and academic implications. The results of this study on the “*Sekoper Cinta*” branding are able to provide input to the West Java Provincial Government as an evaluation material, especially in the communication process carried out in the program so that this program can be known by a wider audience and more stakeholders involving to support a long-term program. Besides this research can be used as a reference for other researchers who will examine similar themes related to branding and can also be used as a reference for other local governments who are interested in implementing similar programs.

Originality study

This research uses the PDCL model developed by Bhimrao M. Ghodeswar and published in his article entitled “*Building brand identity in competitive markets: a conceptual model*”, but the originality of this research is still maintained. That is because the research conducted by Ghodeswar discusses the conceptual framework in the form of a PCDL model to build a brand based on literature review and case studies from very prominent brands in India, whereas in this study the PCDL model is applied to the non-formal school program developed by the Government of West Java Province of Indonesia, which has never been studied by anyone before.

CONCLUSION

From the findings above, the conclusions are as follows:

- The stages of positioning the brand, delivering the brand performance, communicating the brand and leveraging the brand equity have been implemented successfully from the point of view of the PDCL branding model.
- Simultaneously, the positioning the brand, delivering the brand performance, communicating the brand and leveraging the brand equity on the effectivity of the program affect the effectivity of the program significantly.
- The positioning the brand affects the effectivity of the program significantly
- Delivering the brand performance affects the effectivity of the program significantly
- Communicating the brand affects the effectivity of the program significantly
- Leveraging the brand equity on the effectivity of the program affects the effectivity of the program significantly.

RECOMMENDATION

The present researchers recommend for further study on this topic on wider and deeper research that will done in the future in order to obtain more generalized and accurate findings on this subject.

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