



# Profile Video Development for Strengthening Study Program Identity and Institutional Image

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## ABSTRACT

This study aims to examine the role of profile video production by the Communication Science Laboratory at Ahmad Dahlan University as a strategy for strengthening the identity and image of the Communication Studies Study Program in the digital era. This study employs a qualitative approach using a case study method. The ADDIE model is adopted as a framework for the development of the profile video, while data were collected through observation, in-depth interviews, documentation, and analysis of Instagram Reels Insights. The results indicate that the profile video functions as an institutional communication instrument capable of representing the laboratory's identity through the visualization of its facilities, practical activities, and student competencies. Instagram Insights data show that the videos generated 6,504 impressions, reached 2,908 accounts, generated 189 interactions, and reached 78.4% non-follower audiences. These findings demonstrate the effectiveness of profile videos in expanding the reach of institutional branding. Furthermore, the profile video contributes to increasing students' sense of pride in the laboratory facilities and strengthening perceptions of the professionalism of the Communication Studies Study Program. This study highlights the strategic role of profile videos as a visual communication instrument for strengthening the identity and image of higher education institutions in the digital era.

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## 1. Introduction

The development of digital media has changed the communication strategy of higher education institutions. Universities are no longer only required to excel academically, but also to be able to build an institutional image through digital media that is attractive, informative, and easily accessible to the public. In the context of competition between universities, audiovisual media is one of the effective communication strategies because it is able to convey messages visually, emotionally, and persuasively (Mulawarman & Yahya, 2025; Widiyaningrum et al., 2025).

The Communication Studies Laboratory of Ahmad Dahlan University has a strategic position as a media-based student practice room. However, before the rebranding process was carried out, the laboratory did not have official visual media that was able to represent the facilities, practicum activities, and student competencies professionally. This condition causes the identity of the laboratory to not be optimally conveyed to the external and internal public.



The main problem of this research is the lack of audiovisual media that is able to build the image and identity of the UAD Communication Science Laboratory professionally in the digital era. Therefore, the solution is to produce laboratory profile videos as an institutional communication medium that is able to strengthen the branding of the study program through digital distribution on various social media platforms.

**Table 1.** Literature search using Publish or Perish

| Authors                                               | Title                                                                                                                                                                                                      | Key Findings                                                                           | Research Limitations                                                                                                            |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Viki Kurniawan, Nyoman Lia Susanthi, Ni Wy Suratni    | Production Management on Boom Pro's CV in the Making of Pertamina World Super Bike (WSBK) 2021 Video Advertisement ( <a href="#">Kurniawan et al., 2022</a> )                                              | Describe the commercial video production management process                            | Focuses on production management and has not discussed the function of video as a branding medium for educational institutions. |
| Edison, Reski Pulpi Tambes                            | The role of video editors in the production of the evening chat program at Ceria TV Pekanbaru ( <a href="#">Tambes, 2020</a> )                                                                             | Explaining the editor's contribution to the quality of television programs             | Focus on the technical aspects of post-production and have not examined the impact of video on the image of the institution.    |
| Nadia Febriani, Rinda Aunillah                        | Implementation of the Use of Audiovisual Media as a Learning Tool for Tiktok Video Content Production in Jatigede District ( <a href="#">Febriani &amp; Aunillah, 2024</a> )                               | Audiovisual media effectively supports the learning process                            | Focus on learning and not discuss institutional branding.                                                                       |
| Diyah Indiyati, Hartin Nur Khusnia, Siti Chotijah     | Optimizing the tourism awareness movement through the production of tourism village promotion videos ( <a href="#">Indiyati, 2020</a> )                                                                    | Promotional videos are able to increase tourism awareness                              | The object of the research is in the form of tourism promotion, not an educational institution.                                 |
| Argiyan Dwi Pritama, Gustin Setyaningsih, Tri Mardani | Video Production Training for Online Promotional Content in Small Industries (IKM) Pekalongan Regency ( <a href="#">Pritama et al., 2020</a> )                                                             | Video production helps promote small and medium-sized businesses                       | Focus on community empowerment and business promotion.                                                                          |
| Andre, Tyrza Adelia                                   | Modification of Multimedia Development Lifecycle and Video Production Process in Making Multimedia Devices for Documentary Films: "Krupuk Amplang Balikpapan" ( <a href="#">Andre &amp; Adelia, 2022</a> ) | Explain the multimedia development process in a documentary                            | Focusing on the multimedia production process, not institutional branding.                                                      |
| Rusli Akhmad Junaedi, Enik Rukiati                    | Analysis of AIDA Elements in the Profile Video of the D4 Study Program for Jember State Polytechnic Media Production 2024 ( <a href="#">Junaedi et al., 2025</a> )                                         | Profile videos are able to attract the attention of the audience through AIDA elements | Focusing on video message analysis, not yet studying profile videos as a strategy to strengthen institutional identity.         |

A literature search using Publish or Perish shows that research on video production over the past five years has been dominated by studies of production management, promotion, audiovisual learning, and digital content production in [Table 1](#). Studies that specifically discuss profile videos as a strategy to strengthen the identity and image of higher education institutions are still limited. The research gap is an important basis for the implementation of this research.

Based on the results of the literature search, it can be seen that previous research focused more on aspects of production management, creative processes, learning media, promotion, and video message analysis. There have not been many studies that specifically place profile videos as an institutional communication instrument that functions to build identity and strengthen the image of higher education institutions through digital branding strategies.

Therefore, this research has novelty by placing the profile video of the Communication Science Laboratory of Ahmad Dahlan University not only as an audiovisual product, but as a strategic communication instrument that plays a role in strengthening the identity of the institution, forming the image of the study program, and expanding the reach of branding through digital media distribution. Thus, this research makes a theoretical contribution to the study of visual communication and branding of higher education institutions, as well as makes a practical contribution to the use of profile video as an institutional communication medium in the digital era.

Based on this description, the research question in this study is: how can the production of profile videos contribute to strengthening the identity and image of the Communication Science Study Program, Ahmad Dahlan University? This research is expected to enrich the study of visual communication, institutional branding, and the use of digital media in the context of higher education.

## 2. Method

This study uses a qualitative approach with a case study method to analyze the production of profile videos of the communication science Laboratory of Ahmad Dahlan University as a strategy to strengthen the identity and image of the Communication Studies Study Program. The qualitative approach was chosen because it was able to provide an in-depth understanding of the profile video production process, its implementation as an institutional communication medium, and its impact on the branding of the study program.

The research was carried out in the Laboratory of the Communication studies study program, Ahmad Dahlan University. The research subjects consist of the Head of the Communication Science Laboratory, active students of the Communication Science Study Program, and new students who have watched the laboratory profile video. The selection of informants was carried out using purposive sampling techniques by considering the involvement and experience of the informants in the production process and the use of profile videos.

Data collection was carried out through observation, in-depth interviews, documentation, and digital data analysis. Observations were carried out to observe laboratory facilities, learning activities, and the process of implementing profile videos in various institutional activities. In-depth interviews were conducted to obtain information about informants' perceptions of the function of profile videos as an institutional branding media. Documentation is used to collect data in the form of storyboards, video productions, activity archives, and digital publication materials. In addition, the study also utilizes Instagram Reels insight data as an indicator of the effectiveness of distribution and audience engagement on published profile videos ([Abidin et al., 2024](#); [Zarubina et al., 2024](#)).

# ADDIE MODEL

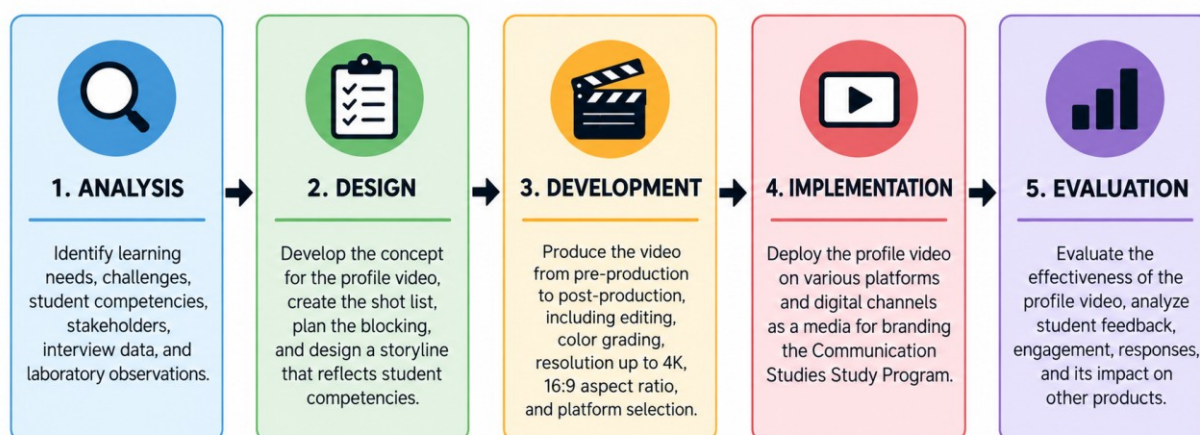


Fig. 1. ADDIE model

This study employs the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation) as a framework for analyzing the profile video development process in Fig. 1. In the analysis stage, institutional communication needs and laboratory branding needs were identified. The design stage involved developing the creative concept, preparing the storyboard and shot list, and planning the video narrative. The development stage involved the video production and post-production processes, including shooting, editing, color grading, and rendering. The implementation stage involved distributing the video through various digital platforms, such as Instagram, YouTube, the study program's website, and institutional promotional activities. The evaluation stage was conducted to assess the effectiveness of the profile video based on audience responses, interview findings, and social media Insights data (Demchenko et al., 2024; Febriani & Aunillah, 2024). Data analysis was conducted using the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing. To ensure data validity, this study employed source triangulation by comparing findings from observations, interviews, documentation, and digital analytics data. This process enabled the study to produce more comprehensive and scientifically accountable findings.

## 3. Result and Discussion

This study examines how the production of a profile video for the Communication Science Laboratory at Ahmad Dahlan University contributes to strengthening the identity and image of the Communication Studies Study Program through the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. The findings indicate that the profile video functions not only as an information medium but also as an institutional communication instrument capable of establishing a visual identity, expanding the reach of digital branding, and shaping positive audience perceptions of the study program.

### Analysis: Identifying Institutional Branding Needs

The analysis stage was conducted to identify the institutional communication needs of the Communication Science Laboratory at Ahmad Dahlan University. Based on observations and interviews, prior to the production of the profile video, the laboratory did not have an official

audiovisual medium capable of comprehensively representing its facilities, learning activities, and student competencies. Information about the laboratory was primarily obtained through interpersonal communication or students' direct experiences. The Head of the Communication Science Laboratory at Ahmad Dahlan University explained.

"So far, the laboratory actually has quite comprehensive facilities, but they are not widely known by the public. A profile video can serve as a medium to present the laboratory's identity in a more professional manner and make information about its facilities and activities more accessible to the public." (February 10, 2026, Lukman Hakim, Head of the Communication Science Laboratory).

This statement indicates a gap between the quality of the facilities available at the laboratory and the public's awareness and perception of the laboratory. This condition is consistent with the view of Muzellec & Lambkin (2006), who argue that organizations may require rebranding strategies when their existing identity is not effectively communicated to their target audiences.

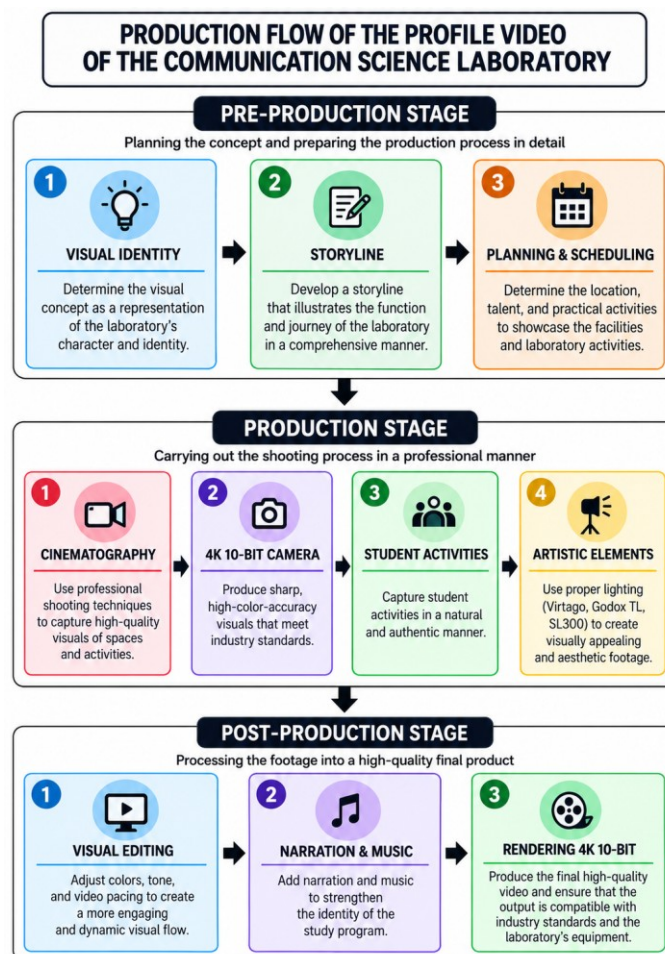
These findings also indicate that the development of digital media has transformed the way higher education institutions communicate and build their public image. Audiences increasingly engage with information presented through visual formats, making profile videos a strategic communication medium for conveying institutional identity, highlighting organizational strengths, and increasing public awareness. In this context, profile video production is not merely a promotional activity but also forms part of the institution's broader digital branding strategy.

### **Design: Designing Visual Identity as Institutional Representation**

Once the communication needs were identified, the next stage involved designing the visual concept of the profile video. At this stage, the storyboard, shot list, visual concepts, and narrative were prepared to portray the laboratory as a modern, creative, and professional learning environment in Fig. 2. The visual content included student media production activities, podcasting and broadcasting practices, public speaking and content creation activities, as well as laboratory facilities that support industry-oriented learning.

The selection and arrangement of these visual elements were based on the characteristics and competencies that the laboratory seeks to communicate to its audiences. Rather than presenting the facilities as isolated physical assets, the video integrates them with authentic student activities to demonstrate how the available resources are utilized within the learning process. The sequence of scenes was also arranged to establish a coherent narrative, beginning with an introduction to the laboratory environment, followed by the presentation of facilities and practical activities, and concluding with representations of student competencies and the broader learning experience. This approach was intended to make the institutional message more accessible while maintaining consistency between the visual presentation and the identity of the Communication Studies Study Program.

From the perspective of Ziemann (2018) theory of representation, visual elements do not merely depict reality but also contribute to the construction of meaning (Hall, 2003). Therefore, each visual element in the profile video was deliberately selected to construct the perception that the Communication Science Laboratory at Ahmad Dahlan University serves as a center for developing media competencies relevant to the needs of the creative industry. Thus, the design stage did not merely produce a visual design but also constructed a symbolic identity intended to be communicated to the audience in Fig. 2.



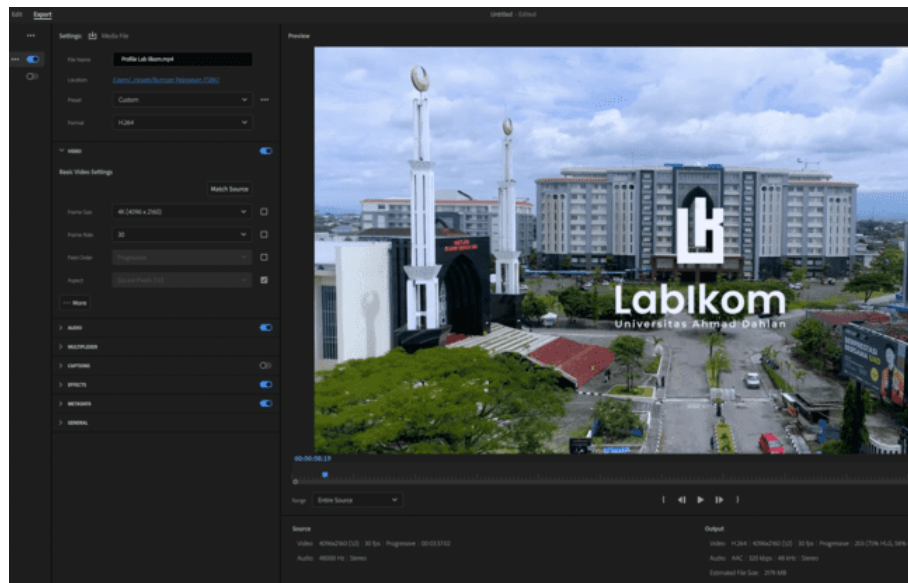
**Fig. 2. Video Production Flow of Communication Science Laboratory Profile UAD**

### **Development: Video Production as a Representation of Institutional Professionalism**

The development stage involved translating the visual concepts designed in the previous stage into a complete audiovisual product. At this stage, the production and post-production processes for the Communication Science Laboratory at Ahmad Dahlan University were conducted, including shooting, video editing, color grading, motion graphics, and audio mastering. The entire production process was designed to produce a video that was not only informative but also capable of representing the institution's identity and character in a professional manner.

The production process emphasized the consistency between the visual concept and the institutional identity established during the design stage. During the shooting process, camera angles, composition, lighting, and movement were carefully considered to highlight the laboratory facilities and student activities in an authentic and engaging manner in Fig. 3. The editing process then organized the recorded footage into a coherent visual narrative, while color grading was applied to maintain visual consistency throughout the video. Motion graphics and audio elements were incorporated to strengthen the delivery of institutional information without distracting from the primary visual content. Through this combination of technical and creative considerations, the development process transformed the planned visual concepts into an audiovisual representation that communicates the laboratory as an active, modern, and professionally managed learning environment.

This process can be understood as part of the construction of institutional professionalism through audiovisual communication. The technical quality of the video, together with the representation of authentic student activities and laboratory facilities, contributes to the way the institution is presented to external audiences. Rather than functioning solely as documentation, the completed video provides a structured visual narrative through which the characteristics and competencies of the Communication Science Laboratory can be recognized and interpreted. In this respect, audiovisual production becomes an integral component of institutional communication, in which production quality and representational content work together to support the image of the Communication Studies Study Program.



**Fig. 3. Video Editing Process**

Video production is done using audiovisual standards commonly used in the creative industry, such as 10-bit 4K resolution and 16:9 display format in Fig. 3. The selection of the technical standard aims to produce sharp, detailed visual quality and be able to display laboratory facilities optimally. In addition to the technical aspects, the production process also considers visual aesthetic aspects through image composition settings, lighting, camera movement, and consistent color selection to be able to build a professional and modern impression.

The results of the production process show that the visuals presented in the profile video function not only as documentation of the laboratory's facilities but also as a medium for representing its institutional identity. Various scenes feature the podcasting room, photography laboratory, audiovisual laboratory, editing room, and student activities related to media production. These visualizations provide a concrete representation of the practice-based learning environment and demonstrate how the laboratory supports the development of students' competencies in communication and digital media. The visual quality presented in the profile video also contributes to shaping audience perceptions of the institution. The use of carefully planned cinematographic techniques, including varied camera angles, dynamic transitions, and consistent color grading, creates a more engaging and comprehensible visual experience for the audience in Fig. 4. Thus, the video not only communicates information about the existence and facilities of the laboratory but also constructs the impression that the Communication Studies Study Program at Ahmad Dahlan University provides modern, professional, and industry-relevant facilities that respond to the current needs of the media industry.



**Fig. 4. Some snippets of profile video scenes**

These findings can be interpreted through Stuart Hall's theory of representation, which posits that media do not simply reflect reality but also construct meaning through symbols and visual representations. In the context of this study, the visualization of laboratory facilities, student activities, and the learning environment presented in the video constitutes a meaningful representation of the quality, professionalism, and credibility of the Communication Studies Study Program at Ahmad Dahlan University. The audience does not merely see the available spaces and equipment but also receives the impression that the laboratory is an active and productive learning environment that supports the development of students' skills and competencies.

The findings further indicate that audiovisual production quality is closely related to the formation of an institution's image. Higher visual quality can contribute to stronger positive perceptions among audiences. Therefore, the development process not only resulted in a profile video as an audiovisual product but also formed part of the visual communication strategy for strengthening the identity and image of the Communication Studies Study Program at Ahmad Dahlan University in the digital era.

### **Implementation: Digital Distribution and Branding Effectiveness**

The implementation stage involved utilizing the completed profile video as an institutional communication and branding medium. At this stage, the profile video of the Communication Science Laboratory at Ahmad Dahlan University was distributed through various digital platforms, including Instagram, YouTube, and the official website of the Communication Studies Study Program at Ahmad Dahlan University in Fig. 5, Fig. 6 and Fig. 7. In addition to digital distribution, the profile video was also utilized in various institutional promotional activities, including the Campus Introduction Program (P2K), school visits, new student admission campaigns, and academic events involving external audiences.

The selection of these various digital platforms was carried out to expand the reach of institutional communication and ensure that information about the laboratory can be accessed by various audience groups. Instagram was chosen because it has a high level of use among the younger generation, especially prospective students and active students. YouTube is used as a long-term video storage and distribution medium that allows audiences to access information

repeatedly. Meanwhile, the study program's website functions as an official information media that strengthens the credibility of the institution. The success of the implementation of profile videos can be seen through Instagram Reels insight data which is used as an initial indicator to measure the effectiveness of digital distribution and audience engagement with published content.



Fig. 5. Upload Profile Videos on Youtube



Fig. 6. Upload Profile Videos on Instagram

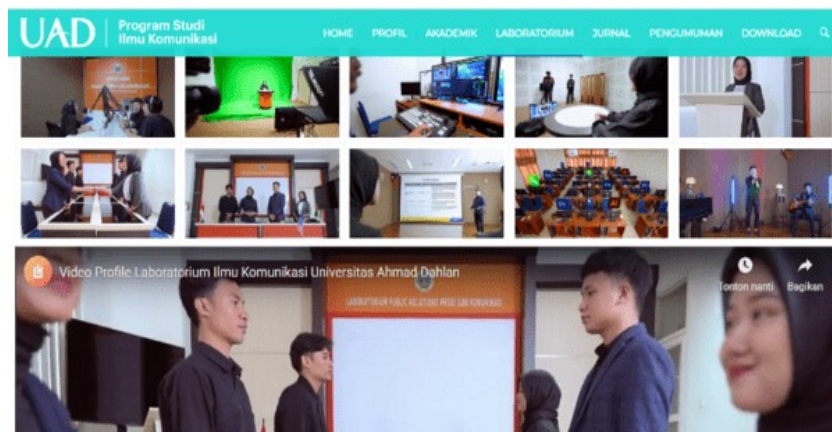


Fig. 7. Upload Profile Videos on Website

Based on the data in Table 2, profile videos received 6.504 impressions, reached 2.908 accounts, and generated 189 interactions consisting of likes, comments, shares, reposts, and saves. In addition, data shows that 78.4% of the audience comes from non-followers of the UAD Communication Studies Program's Instagram account, while only 21.6% come from account followers. The findings show that profile videos have managed to reach new audiences outside the internal community of the UAD Communication Studies Study Program. The high percentage of non-follower audiences indicates that social media algorithms are successfully distributing content to users who previously had no direct connection to the study program account. From the perspective of digital branding, this condition is an important indicator because it shows that the institution's message is not only circulating in the internal environment, but is also able to expand awareness to a wider audience.

**Table 2.** Data Insight Video Profile of the Communication Sciences Laboratory UAD

| Indicator                       | Results                       | Analysis                                                                 |
|---------------------------------|-------------------------------|--------------------------------------------------------------------------|
| Number of Impressions           | 6.504                         | Demonstrate a high level of video exposure on social media               |
| Accounts Reached                | 2,908 accounts                | Show videos successfully reach a wide audience                           |
| Total Interaction               | 189 interactions              | Shows audience engagement with content                                   |
| Likes                           | 171 likes                     | Demonstrate a positive response to the visuals and content of the video  |
| Comments                        | 3 comments                    | Indicates two-way interaction                                            |
| Shared                          | 7 times                       | Showing videos is considered interesting to share                        |
| Repost                          | 5 times                       | Demonstrate audience participation in branding distribution              |
| Saved                           | 3 times                       | Showing videos is considered to have informational value                 |
| Non-Follower Audience           | 78,4%                         | Show videos successfully reach new audiences                             |
| Audience of Followers           | 21,6%                         | Demonstrate internal audience engagement                                 |
| Watch Time                      | 16 hours 2 minutes 59 seconds | Indicates a fairly high level of content consumption                     |
| Average Watch Time              | 14 seconds                    | Showing videos is able to keep the audience's attention at the beginning |
| Reel Skip Rate                  | 66,0%                         | Lower than the average account so the video is more interesting          |
| Typical Skipper Rate of Account | 74,2%                         | Show video performance better than other content                         |

The number of impressions that reach thousands of viewers shows that the profile video format has a high level of appeal compared to the presentation of information in the form of text or static images. The audience not only received information about laboratory facilities, but also obtained a visual overview of the learning activities, academic atmosphere, and competencies developed in the Communication Studies Study Program of UAD. Thus, profile videos function as a medium that is able to convey information more comprehensively and interestingly. The effectiveness of profile videos as an institutional communication medium is also reflected in the experience of the audience who watches the video. One of the new students, Varanssa, said that:

"The lab profile video is very effective in explaining the laboratory because in each lab its functions and uses are displayed. So we're more interested in seeing the video than just reading the script." (12/02/2026, Varanssa, Communication Science Student Class of 2025)

The statement shows that audiovisual media has a better ability to convey information than text-based media. Through a combination of visual, audio, and narrative, the audience can understand the functions of each laboratory more quickly and clearly. These findings reinforce the view that audiovisual media is able to improve the effectiveness of communication because it involves more senses in the process of receiving messages. A similar opinion was also conveyed by Diajeng who stated:

"The video profile lab can really be a means of branding because the images are clear and informative so that if there are students who don't understand, they can watch it again on YouTube or Instagram." (12/02/2026, Diajeng, Communication Science Student Class of 2025)

The statement shows that profile videos have a dual function, namely as an information media as well as a branding medium. Ease of access through digital platforms allows audiences to rewatch videos at any time so that the message conveyed has a greater chance of being remembered. In addition, good visual quality also contributes to building a professional perception of the laboratory and study program. The success of profile video distribution is also influenced by content delivery strategies that match the characteristics of digital audiences. This was conveyed by Rama Putra Pratama who explained.

"Every video must have its audience. If the video is in accordance with the algorithm of viewing habits, then surely the video will reach the audience, especially if it is packaged attractively."  
(12/02/2026, Rama Putra Pratama, Communication Science Student Class of 2025)

The statement shows that the effectiveness of digital communication is not only determined by the quality of the message, but also by the ability of the content to adapt to the audience's media consumption patterns. In the context of social media, algorithms have an important role in determining how widely a piece of content can reach users. Therefore, a distribution strategy that utilizes short video formats, attractive visuals, and platform optimization is a factor that supports the successful dissemination of institutional messages.

The findings of this study show that the implementation of profile videos not only results in an increase in information reach, but also strengthens the digital branding process of the Communication Science Study Program of UAD. Profile videos have succeeded in building awareness, expanding institutional exposure to new audiences, and creating audience engagement through interaction on digital platforms. Thus, profile videos can be seen as a strategic communication instrument that is able to connect institutional identities with the public through digital media that are relevant to the characteristics of the current generation.

### Profile Video as a Brand Experience

In addition to functioning as a digital information and branding media, the profile video of the Communication Science Laboratory at Ahmad Dahlan University also creates a brand experience for the audience. The experience is formed through the audience's interaction with the various visual, audio, and narrative elements displayed in the video. In the context of institutional communication, brand experience is important because it not only influences the audience's understanding of the institution, but also shapes the perception and emotional attachment to the identity represented. Based on Table 3, audience experience is formed through three main dimensions, namely sensory experience, cognitive experience, and emotional experience.

**Table 3.** Brand Experience Analysis on Profile Videos

| Aspects of Experience | Implementation in Video              | Impact on Audience                                       |
|-----------------------|--------------------------------------|----------------------------------------------------------|
| Sensory Experience    | Visual cinematic 4K 10 bits          | Create a modern and professional feel                    |
| Cognitive Experience  | Informative and structured narrative | Help audiences understand the identity of the laboratory |
| Emotional Experience  | Upbeat music and dynamic visuals     | Building emotional closeness with the audience           |

### Sensory Experience

Sensory experiences are formed through the audiovisual quality displayed in the profile video. The use of high-resolution visuals, well-planned cinematography techniques, and consistent color compositions create a professional and modern feel (Buccino et al., 2019). In addition, the

combination of laboratory facility visuals, student activities, and dynamic background music results in a visual experience that captures the audience's attention from the beginning of the video.

In the perspective of visual communication, sensory experience serves as the starting point for the formation of perception. Audiences who receive engaging visual and audio stimuli tend to have a positive impression of the institution represented. Therefore, the quality of audiovisual in profile videos is an important factor in building the professional image of the Communication Studies Study Program of UAD ([Bender et al., 2024](#); [Derakhshanrad et al., 2024](#)).

### **Cognitive Experience**

Cognitive experiences are formed when the audience begins to process and understand the information conveyed in the video. The presentation of information about laboratory functions, learning activities, and student competencies helps the audience get a clearer picture of the role of the laboratory in supporting the educational process ([Roostika et al., 2024](#); [Y. Wang et al., 2021](#)). Through systematic visualization, the audience not only knows the existence of laboratory facilities, but also understands how they are used in academic activities. Thus, profile videos function as educational media that are able to increase the audience's understanding of the identity, advantages, and characteristics of the UAD Communication Studies Study Program.

### **Emotional Experience**

Emotional experiences arise when the audience feels affectively connected to the content being displayed. Visualization of active student activities, collaborative learning atmosphere, and representation of a productive academic environment build a positive impression on the institution ([Shahid et al., 2022](#); [Tangsupwattana, 2018](#); [Y. Wang et al., 2021](#)). These emotional experiences contribute to the formation of trust, interest, and pride in the study program. In the context of higher education, the emotional aspect is important because it can affect the perception of prospective students and active students towards the institution. The more positive the emotional experience that the audience feels, the more likely it is to form a strong and sustainable image of the institution.

According to [Brakus et al. \(2009\)](#) brand experiences are formed through sensory, cognitive, and emotional responses that arise as a result of an audience's interaction with a brand. The findings of this study show that the profile video of the UAD Communication Science Laboratory succeeded in presenting these three dimensions simultaneously. Therefore, profile videos not only function as a medium for conveying information, but also as a means that is able to build a positive experience of the audience towards the institution. Thus, profile videos contribute to strengthening the identity and image of the Communication Studies Study Program UAD through the formation of a comprehensive brand experience, both in sensory, cognitive, and emotional aspects ([Rialti et al., 2018](#); [Soedarsono et al., 2020](#)).

### **The Impact of Profile Videos on Institutional Identity and Image**

The implementation of the profile video of the Communication Studies Laboratory of Ahmad Dahlan University has a significant impact on strengthening the identity and image of the institution, both in the internal and external environment. This impact can not only be seen from the increased access to information about the laboratory, but also from the formation of a clearer perception of the character, function, and excellence of the Communication Studies Study Program of UAD.

**Table 4.** Impact of Profile Video Implementation

| Aspects           | Impact                                       | Explanation                                                           |
|-------------------|----------------------------------------------|-----------------------------------------------------------------------|
| Internal Branding | Increase student pride                       | Students feel that campus facilities are more professional            |
|                   | Increase motivation to learn                 | Media production visualization increases the spirit of work           |
|                   | New Student Orientation Media                | New students better understand the function of laboratories           |
| External Branding | Strengthening the image of the study program | The public sees the laboratory as a modern learning space             |
|                   | Increase public trust                        | Parents and prospective students get a real picture of the facilities |
|                   | Digital promotional media                    | Videos can be used for PMB and campus promotion                       |

Based on the results of the study, the internal impact can be seen from the increase in students' understanding of the function of the laboratory and the growing awareness of the role of the laboratory as a means of developing academic and professional competencies in Table 4. Before the profile video was produced, information about the facilities and functions of each laboratory was still limited so that not all students understood the use of available space and equipment. After the profile video is published, the information can be accessed more easily through digital media so that students get a more complete picture of the laboratory. This is strengthened by Putra's statement which conveys.

"After the video aired, students became more aware of the function of each room. The questions are reduced, and they come with a clear purpose." (12/02/2026, Son, Communication Science Student Class of 2025)

The statement shows that profile videos not only serve as a promotional medium, but also as an educational medium that helps audiences understand the identity of the institution more effectively. The ability of video to combine visual, audio, and narrative elements makes information easier to understand than conveying through text or verbal explanations alone. Thus, profile videos contribute to increasing student literacy regarding the facilities owned by the study program.

In addition to increasing understanding, profile videos also contribute to building institutional pride among students. The visualization of modern laboratory facilities, productive student activities, and a dynamic learning atmosphere creates a positive perception of the academic environment owned by the Communication Studies Study Program of UAD. This condition is important because the identity of the institution is not only built through formal symbols such as logos or slogans, but also through the experiences and perceptions that the members of the organization have of their institutions.

The external impact can be seen from the ability of profile videos in building the image of the Communication Studies Program of UAD in the eyes of the public. Through distribution on various digital platforms, profile videos provide visual representations that are able to show the quality of facilities, learning activities, and student competencies in real time. The audience not only receives information about the existence of the laboratory, but also gets an idea of an active, creative, and practice-based learning environment.

In the perspective of representation theory put forward by Stuart Hall, visuals displayed in the media play a role in shaping the meaning and perception of an object by the audience. In this study, the representation of the laboratory through the profile video forms the construction of the meaning that the Communication Science Study Program of UAD is an institution that has adequate

facilities, supports the development of student skills, and is relevant to the needs of the media and communication industry. This representation is the basis for the formation of a positive image among the audience.

The findings of this study also show that profile videos function as an effective digital branding instrument. Social media insight data shows that most of the audience who watch the video comes from outside the followers of the program's official account. This condition shows that the message conveyed through video has succeeded in reaching a wider public and introducing the identity of the institution to a new audience. In the context of higher education, the ability to reach external audiences is important as it relates to increasing the visibility of institutions in an increasingly competitive digital space (Dwi Septi et al., 2025; Tanjung et al., 2026).

Furthermore, the results of the study show that the impact of profile videos on the image of the institution does not only come from the delivery of information, but also from the experience felt by the audience when interacting with the video. As explained in the brand experience analysis, the combination of sensory, cognitive, and emotional experiences formed through profile videos helps create a stronger and more memorable impression. The audience not only knows information about the laboratory, but also feels the atmosphere, values, and character of the institution represented through audiovisual media (Perdana & Nurohmah, 2022; Z. Wang, 2025).

These findings reinforce the opinion of Brakus et al. (2009) who stated that a positive brand experience can increase audience attachment to a brand or institution. In the context of this research, the profile video succeeded in building an experience that supported the formation of a positive perception of the Communication Studies Study Program of UAD, thereby contributing to the strengthening of the identity and image of the institution in a sustainable manner.

Overall, the results of the study show that profile videos do not only function as audiovisual products or promotional media, but also as strategic communication instruments that are able to integrate information, education, representation, and branding functions in one media. Through this ability, profile videos contribute to strengthening the identity of the Laboratory and Communication Science Study Program of Ahmad Dahlan University while building an image of an institution that is professional, modern, and relevant to the current development of digital media.

## DISCUSSION

The findings indicate that the production of a profile video for the Communication Science Laboratory at Ahmad Dahlan University not only provides information about laboratory facilities but also functions as an institutional communication instrument for strengthening the identity of the Communication Studies Study Program. This finding is evident from the analysis stage, which identified the absence of an official audiovisual medium capable of professionally representing the laboratory's facilities, practical activities, and student competencies. As a result, the laboratory's identity had not been effectively communicated to external audiences.

The findings indicate that the need for profile video production extends beyond documentation purposes and reflects a broader need for strategic institutional communication. From an organizational communication perspective, institutional identity encompasses the values, characteristics, and distinctive attributes that need to be communicated consistently to stakeholders to foster perceptions aligned with organizational objectives. Therefore, the profile video serves as a medium that bridges the institution's internal identity with external audience perceptions.

These findings are consistent with Hall (2003) theory of representation, which explains that media do not merely reflect reality but also construct meaning through signs, symbols, and representations. In this study, the visualization of laboratory facilities, student activities, and the

learning environment does not simply present the physical conditions of the laboratory but also constructs meanings associated with the professionalism, creativity, and competencies of the Communication Studies Study Program at Ahmad Dahlan University. Thus, the profile video functions as a visual representation of institutional identity constructed through audiovisual communication.

### **Profile Video Production as a Form of Digital Branding in Higher Education**

The findings indicate that distributing the profile video through Instagram, YouTube, and the study program's official website enabled the content to reach a relatively broad audience. Instagram Insights data show that a substantial proportion of the audience consisted of non-followers of the program's official account. This finding suggests that the profile video was able to reach new audiences who previously had no direct connection with the institution through the platform.

In the context of higher education, this finding demonstrates the potential of profile videos as a digital branding instrument. Digital branding is not limited to disseminating information but also involves building brand awareness and shaping institutional image within digital environments. Through social media and other digital platforms, higher education institutions can communicate their identities, values, and distinctive attributes to broader audiences than can typically be reached through conventional promotional media.

These findings extend the results of [Kurniawan et al. \(2022\)](#), which focused on video production management, as well as the study by [Andre & Adelia \(2022\)](#), which examined the multimedia production process. Whereas previous studies primarily emphasized the technical and managerial aspects of video production, the present study demonstrates that profile video production can also serve a strategic function in constructing institutional identity and image through digital branding.

Furthermore, the digital distribution results, reflected in the number of impressions, accounts reached, and audience interactions, indicate that profile videos can function as a communication medium that is well suited to contemporary digital audience behavior. The combination of moving images, sound, narrative, and visual storytelling enables institutional information to be presented in an engaging and accessible format. Thus, profile video production can support the expansion of institutional communication beyond existing followers and audiences ([Hill & Pasaribu, 2022](#)).

### **Audience Experience as a Factor in Shaping Institutional Image**

The analysis suggests that the profile video generates multiple forms of audience experience through its visual, auditory, cognitive, and affective elements. Cinematic visual composition and supporting audio contribute to sensory engagement by creating an atmosphere that enhances viewers' attention and involvement. At the cognitive level, the presentation of laboratory facilities, functions, and learning activities enables audiences to develop a clearer understanding of the educational environment and competencies offered by the Communication Studies Study Program. Meanwhile, the portrayal of student activities, interpersonal interactions, and a productive academic atmosphere may evoke affective responses and foster a more favorable impression of the institution ([Çam & Behlil, 2023](#); [Chun & Choi, 2023](#); [Given, 2012](#)).

This interpretation is consistent with the concept of brand experience introduced by [Brakus et al. \(2009\)](#), which conceptualizes brand experience as a set of sensory, affective, behavioral, and intellectual responses arising from interactions with brand-related stimuli. Within the context of higher education, the profile video can therefore be understood as a brand-related stimulus through which audiences encounter and interpret the characteristics of the Communication Studies Study

Program. Rather than merely conveying factual information about laboratory facilities, the audiovisual presentation provides an experiential representation of the learning environment, institutional values, and student competencies.

The formation of institutional image consequently involves more than the transmission of informational content. It is also shaped by how audiences perceive and experience the messages conveyed through audiovisual media. A well-structured presentation that combines informative content, visual coherence, appropriate sound design, and representations of authentic academic activities can facilitate more meaningful audience engagement. In this regard, the profile video operates as an experiential communication medium that connects institutional identity with audience perception, thereby supporting the development of a professional and favorable image of the Communication Studies Study Program.

#### **4. Conclusion**

This study demonstrates that the production of a profile video for the Communication Science Laboratory at Ahmad Dahlan University can function as a strategic institutional communication instrument for strengthening the identity and image of the Communication Studies Study Program. By applying the ADDIE model, the profile video was developed through a systematic process encompassing analysis, design, development, implementation, and evaluation. The resulting audiovisual content represents the laboratory's facilities, learning activities, and student competencies in a professional and visually engaging manner. The findings further indicate that profile videos have strategic value beyond their function as informational and promotional media. The distribution of the profile video through digital platforms, particularly social media, enabled the study program to extend its communication reach and engage audiences beyond its existing followers. The profile video also contributed to strengthening students' sense of pride in the laboratory while supporting the external image of the study program as a modern, professional, and industry-oriented educational environment. These findings suggest that audiovisual communication can integrate institutional representation, digital branding, and audience experience into a coherent strategy for strengthening higher education identity and image.

This study contributes to the fields of visual communication and higher education branding by demonstrating how profile video production can be positioned not merely as a technical audiovisual activity but as a strategic component of institutional communication. The integration of the ADDIE model with a representation perspective provides a systematic approach to translating institutional characteristics, facilities, and competencies into visual narratives that can be communicated to external audiences through digital platforms. Future research should extend the present findings by employing quantitative and mixed-method approaches to measure the effectiveness of profile videos more systematically. In particular, future studies could examine the extent to which exposure to institutional profile videos influences prospective students' brand awareness, institutional image, perceived credibility, interest in the study program, and intention to enroll. Comparative studies involving multiple higher education institutions or different types of institutional audiovisual content would also be valuable for identifying the factors that contribute most strongly to successful digital branding. In addition, longitudinal research could examine whether the effects of profile video exposure on institutional image and prospective students' decision-making are sustained over time.

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|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Author contribution</b>  | : Aditya Aziz was responsible for the entire research project, including conceptualization, research design, methodology, data collection, data analysis, interpretation of findings, profile video development, visualization, and manuscript preparation. The author also conducted the interviews and observations, analyzed the documentation and Instagram Insights data, reviewed relevant literature, and prepared and revised the manuscript. The author read and approved the final version of the manuscript.                                                              |
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| <b>Ethics Approval</b>      | : This study involved observations, interviews, documentation, and analysis of publicly available digital analytics data related to the production and dissemination of the profile video. The research was conducted in accordance with applicable institutional research ethics principles. Prior to the interviews, participants were informed about the purpose of the study and the use of the information provided for academic purposes. Participation was voluntary, and the participants' identities and personal information were treated confidentially where applicable. |

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