



Genre Analysis of University Brochures: A Comparison Between UISU and UMSU Using the MOVE and STEP Model

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ABSTRACT

This study analyzes the promotional brochures of two universities, Universitas Islam Sumatera Utara (UISU) and Universitas Muhammadiyah Sumatera Utara (UMSU), using Askehave and Nielson's (2005) framework for move analysis. The framework identifies nine moves, including attracting attention, greeting, identifying the sender, detailing content, and establishing contact, among others. The analysis reveals both similarities and differences in how these institutions present themselves to prospective students. Both brochures use visually appealing designs, structured layouts, and detailed content to engage readers and emphasize institutional credibility. UISU's brochure prioritizes practical details, such as scholarships, facilities, and operational transparency, aiming to provide prospective students with comprehensive and actionable information. Conversely, UMSU's brochure emphasizes its "Grade A" accreditation, Islamic values, and unique identity, positioning itself as a prestigious institution in Sumatera. The findings highlight how higher education institutions employ tailored strategies in their promotional materials to address the needs and aspirations of their target audiences. This study provides valuable insights into effective communication practices in higher education marketing, emphasizing the importance of balancing institutional goals with audience expectations.

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INTRODUCTION

School is an important factor in determining one's future, and a campus serves as a vital platform for those who have completed high school to continue their education. Campuses not only provide an academic environment but also offer various facilities that help students develop their overall potential (Smith, 2020). Many universities employ diverse strategies to attract new students. According to

Johnson (2019), one such strategy is distributing brochures that contain detailed information about study programs, facilities, advantages, and job opportunities. These brochures help convince high school students to choose the university as their place of study.

A brochure is a type of printed media, such as a sheet or booklet, used to convey information about a specific product, service, or promotion. Brochures, as one of the tools of marketing communication, are designed with an attractive visual layout and concise yet engaging information (Brown, 2021). According to White (2020), brochures remain a useful promotional tool even in the digital era. Unlike digital media, brochures provide a tangible, physical experience that can engage potential customers more personally. Moreover, brochures are often utilized at events like exhibitions, seminars, or open houses (Green, 2019). These events allow prospective customers to access essential information directly without relying on an internet connection. Brochures can be particularly effective when combined with digital and print marketing strategies.

University marketing plays a crucial role in building a positive institutional image and attracting prospective students (Taylor, 2022). Today, nearly every university has an official platform, such as a website, to disseminate information about activities, study programs, academic facilities, scholarship opportunities, and other related topics (Johnson, 2021). These websites serve as central information hubs for prospective students from various regions. Additionally, universities use social media to interact directly with prospective students and share engaging content, such as alumni testimonials, campus vlogs, and university introduction webinars (Lee, 2020). Some universities even offer virtual tours, consultations with faculty members, and interactive digital promotional materials to provide deeper insights into campus life.

This study examines the brochures of private universities in Medan, North Sumatra, Indonesia, focusing on two institutions: Universitas Muhammadiyah Sumatera Utara (UMSU) and Universitas Islam Sumatera Utara (UISU). Brochures, as promotional tools, play a vital role in attracting student interest by providing information on study programs, facilities, activities, and university advantages. This study employs the Genre Analysis approach developed by Bhatia (1993), which focuses on the concepts of "Move" and "Step" to analyze the structure and communication patterns in brochures.

According to Bhatia (1993), each Move serves a specific purpose within a genre, such as attracting attention, providing information, or persuading readers. A Move is a unit of text with a defined communicative purpose, contributing to the overall goal of the text. For instance, a university brochure might include a Move that introduces the institution, provides details about study programs, or invites readers to enrol. Steps are smaller subunits of a Move that support or clarify its function. For example, a Move promoting a study program may include Steps

detailing accreditation, facilities, or career opportunities for graduates.

The Move and Step method helps determine how information in the brochure is structured to achieve specific communicative goals. A Move serves as a major rhetorical element with a specific purpose, while Steps act as supporting elements that elaborate or explain the Move. This study aims to identify the communication strategies used and evaluate the extent to which the brochures of the two universities capture attention and provide information to prospective students.

By applying the Move and Step approach to brochure analysis, we can better understand how rhetorical structure and language are used to achieve promotional objectives. This analysis also helps identify the target audience for the brochure. For example, it can reveal whether the content is tailored toward prospective students seeking superior study programs, modern facilities, or a unique academic atmosphere. Key Moves, such as the university introduction or descriptions of study programs, are supported by Steps like motivational language, facility details, or emphasis on university achievements. Furthermore, the choice of engaging and persuasive language in brochures helps establish an emotional connection with prospective students. This analysis offers a clearer picture of how effectively the promotion aligns with the needs and expectations of its audience.

This study seeks to address two key research questions. Firstly, it examines how the Move and Step structures are utilized in the promotional brochures of Universitas Muhammadiyah Sumatera Utara (UMSU) and Universitas Islam Sumatera Utara (UISU). Secondly, it explores the similarities and differences in the Move and Step patterns found in the promotional brochures of these two universities.

LITERATURE REVIEW

The commercialization of higher education reflects a significant shift in how universities operate, particularly in the era of globalization and neoliberalism. Higher education is now viewed not only as a public instrument to enhance societal welfare but also as a commodity available for purchase in the global market (Hemsley-Brown & Oplatka, 2006). This shift is driven by the increasing reliance of students, especially international students, on tuition fees as a primary source of income for universities and the decreasing availability of state funding. Consequently, universities worldwide compete to promote their programs, facilities, and strengths to attract both local and international students.

In this context, students are seen as consumers, while universities function as providers of educational services that must meet market demands. Marginson (2006) highlights that commercialization has given rise to a "global position market," where higher education institutions are evaluated based on academic reputation, program quality, and international appeal. This dynamic pushes universities to prioritize features such as modern facilities, graduate career prospects, study abroad

opportunities, and vibrant campus life. Stories conveyed through promotional materials like brochures, websites, and advertisements are designed to appeal to the emotional and rational needs of students and their families.

However, this approach has drawn criticism. Naidoo (2010) cautions that commercialization can shift higher education away from its foundational values, such as critical thinking and social engagement, toward being a tool for enhancing individual economic status. Critics argue that this commercial orientation risks exacerbating societal inequalities and limiting access to higher education for underprivileged groups. Furthermore, commercialization tends to reinforce a global hierarchy in higher education, where wealthier institutions garner greater attention and resources than their less privileged counterparts.

Universities often use brochures as a strategic tool to promote their institutional values within the global market. These brochures function not only as sources of information but also as persuasive tools aimed at shaping prospective students' perceptions. Brochures commonly emphasize professionalism, inclusivity, and international appeal to engage audiences on both rational and emotional levels.

Genre analysis provides insights into how university brochures are constructed as effective communication tools. Swales (1990) defines a genre as a category of communicative events with specific purposes governed by generally accepted conventions. University brochures can thus be viewed as a genre of literature designed to promote educational institutions, provide information about academic programs, and build emotional connections with prospective students. In this role, brochures serve a rhetorical function, combining information delivery with compelling narratives to engage and captivate their audience.

Certain patterns emerge in university brochures. For instance, the informational structure often begins with a statement of the institution's vision or mission, followed by details of distinguished programs, campus facilities, and international opportunities. While the language used is typically formal, it remains communicative and accessible. Visual elements also play a crucial role; images of multicultural students, state-of-the-art facilities, and lively campus activities are frequently employed to create an inclusive and appealing image of the university.

Linguistic features in university brochures are another focus of genre analysis. Research indicates that the language commonly emphasizes the institution's strengths, employing terms like "best," "renowned," or "leading." Additionally, storytelling techniques are often used to highlight the positive experiences of alumni, aiming to enhance the emotional appeal of the institution and build trust among prospective students.

University brochures also reflect branding efforts within the context of globalization and international competition. Through these materials, universities seek to establish unique identities that differentiate them from competitors. This is often achieved by emphasizing values such as community service, sustainability, and

innovation. Brochures are crafted to showcase the culture and principles of the institution, appealing to international students seeking progressive and inclusive educational environments.

Using a genre approach to analyze university brochures allows us to uncover how educational institutions employ strategic communication to capture the attention of their target audience. This method also sheds light on how universities craft narratives that both reflect reality and shape public perceptions of the ideal higher education experience. Genre analysis is thus an essential tool for understanding the dynamics of communication in the commercialization of higher education and the interaction between institutions and prospective students.

METHOD

This study employs a qualitative descriptive approach to analyze the promotional brochures of Universitas Islam Sumatera Utara (UISU) and Universitas Muhammadiyah Sumatera Utara (UMSU). The analysis is guided by Askehave and Nielson's (2005) framework, which classifies promotional texts into nine distinct moves: Attracting Attention, Greeting, Identifying Sender, Indicating Content Structure, Detailing Content, Establishing Credentials, Establishing Contact, Establishing a Discourse Community, and Promoting an External Organization. The primary data for the study consist of official brochures from both universities, collected during their respective student admission campaigns for the 2023/2024 period for UISU and the 2020/2021 period for UMSU. These brochures were selected to ensure a representative comparison of promotional strategies utilized by the two institutions.

The analysis was carried out in three key stages. First, textual and visual elements from the brochures were identified and categorized based on the framework to determine how each move was implemented. Second, the implementation of these moves was compared to identify similarities and differences in the promotional strategies of UISU and UMSU, with a particular focus on unique features, structural organization, and areas of emphasis. Finally, the findings were interpreted to evaluate how well these strategies align with the universities' institutional goals and address the needs of their target audience. Special attention was given to how the brochures communicate credibility, foster inclusivity, and highlight community engagement as core aspects of the universities' branding efforts.

RESULTS AND DISCUSSION

RESULTS

To analyze the brochures of Universitas Islam Sumatera Utara (UISU) and Universitas Muhammadiyah Sumatera Utara (UMSU), Askehave and Nielson's (2005) model was applied. Below is a detailed examination of each move, highlighting the

similarities and differences between the two brochures.

1. Analysis of UISU'S Brochure

Askehave and Nielson's (2005) analysis framework was employed as the basis for investigating the moves and steps of each university's brochures in this study. This framework provides a structured approach to evaluating promotional texts, as illustrated in the figure below.

Table 1. Move and Step (Askehave And Neilson's Model, 2005)

Move	Step
Move 1	Attracting attention
Move 2	Greeting
Move 3	Identifying sender
Move 4	Indicating content structure
Move 5	Detailing (selected) content
Move 6	Establishing credentials
Move 7	Establishing contact
Move 8	Establishing a (discourse) community
Move 9	Promoting an external organization



Figure 1. UISU Brochure



Figure 2. UISU Brochure

Move 1: Attracting Attention

The objective of this move is to grab the attention of prospective students through visually striking and persuasive elements. In the case of UISU's brochure, Move 1 focuses on "Attracting Attention" and includes several steps. Step 1 involves identifying the university's name, logo, and slogan. The name "Universitas Islam Sumatera Utara" is prominently displayed to establish brand recognition. The slogan "Gratis WIFI! Super Cepat!" appeals directly to students' practical needs, highlighting the availability of high-speed internet, which is a significant motivator for modern students. Additionally, the mention of "Penerimaan Mahasiswa Baru TA. 2023/2024" serves as a

clear call to action, encouraging prospective students to explore enrollment opportunities. The brochure further enhances its appeal through vibrant visuals of students and campus facilities, making it visually engaging and effective in attracting attention.

Move 2: Greeting

The brochures establish a welcoming tone by employing strategies under Move 2: Greeting. Step 1 focuses on displaying friendly images of students, which symbolize inclusiveness and a sense of community, making prospective students feel represented and valued. Step 2 incorporates phrases such as "*Penerimaan Mahasiswa Baru*" (New Student Admissions) to establish a direct and personal connection with potential applicants. These elements work together to create a warm and inviting atmosphere that appeals to the target audience.

Move 3: Identifying Sender

The objective of this move is to clearly identify the sender of the brochure to establish authority and authenticity. Under Move 3: Identifying Sender, Step 1 emphasizes the university's name, "Universitas Islam Sumatera Utara," which is prominently displayed both in text and visually to ensure recognition and credibility. Step 2 elaborates on the institution's leadership by listing prominent figures such as the rector, vice-rectors, and chairpersons, reinforcing the university's authority and trustworthiness. Additionally, detailed address and contact information, including campus locations, phone numbers, email, website, and a QR code, are provided to ensure easy accessibility for prospective students and their families.

Move 4: Indicating Content Structure

The brochure follows a logical and accessible layout under Move 4: Indicating Content Structure. Step 1 organizes the content into clear sections such as "*Beasiswa*" (Scholarships), "*Fasilitas*" (Facilities), "*Kegiatan Mahasiswa*" (Student Activities), and "*Visi & Misi*" (Vision & Mission), making it easy for readers to navigate and locate specific information. Step 2 enhances readability with the use of clear headers and bullet points, which streamline the flow of information and ensure that key details are presented in an organized and user-friendly manner.

Move 5: Detailing (Selected) Content

The brochures provide comprehensive details under Move 5: Detailing Content. Step 1 highlights various scholarship opportunities, including those for academic excellence, Qur'an memorization, and government programs such as KIP, showcasing the university's support for diverse student needs. Step 2 emphasizes modern amenities like libraries, dormitories, laboratories, and sports facilities, which reflect the institution's commitment to providing a conducive learning

environment. Step 3 promotes vibrant student activities, including organizations such as BEM, UKM, and HMPS, fostering a strong sense of community and engagement among students. Step 4 presents a transparent breakdown of tuition fees and additional charges for both undergraduate and postgraduate programs, ensuring financial clarity for prospective students. Finally, Step 5 provides operational hours for office services, ensuring applicants have clear information for their inquiries and needs.

Move 6: Establishing Credentials

UISU builds trust and authority under Move 6: Establishing Credentials. Step 1 highlights the university's accreditation status, BAN-PT Grade B, to establish its credibility and reliability in academic standards. Step 2 presents its vision of being an Islamic, reliable, and esteemed university, aligning with its core values and mission. Step 3 showcases notable achievements, such as scholarships for top-performing students, further reinforcing its reputation for academic excellence and support for outstanding individuals.

Move 7: Establishing Contact

The brochures provide extensive contact options under Move 7: Establishing Contact. Step 1 ensures accessibility by offering multiple phone numbers for direct inquiries, allowing prospective students to easily reach the institution for further information. Step 2 enhances the university's digital presence by including links to social media platforms such as Facebook, Instagram, and YouTube, catering to tech-savvy audiences and encouraging engagement through digital channels. Step 3 facilitates quick and convenient access to information by incorporating QR codes that direct users to the official website and registration portal, streamlining the process for applicants.

Move 8: Establishing a (Discourse) Community

The brochure emphasizes community building under Move 8: Establishing a (Discourse) Community. Step 1 highlights the university's values and culture by offering cost reductions for athletes, *tahfiz* (Qur'an memorizers), and students entering through the KIP college program. These initiatives showcase the university's commitment to fostering an inclusive and supportive community that values diversity, talent, and accessibility.

Move 9: Promoting an External Organization

The brochure highlights external affiliations under Move 9: Promoting an External Organization. Step 1 emphasizes collaborations and partnerships by displaying the logos of external partners, such as the Merdeka Campus educational institution. This inclusion not only enhances the university's credibility but also showcases its commitment to providing diverse opportunities through strategic alliances with

reputable organizations.

2. Analysis of UMSU'S Brochure



Figure 3. UMSU Brochure

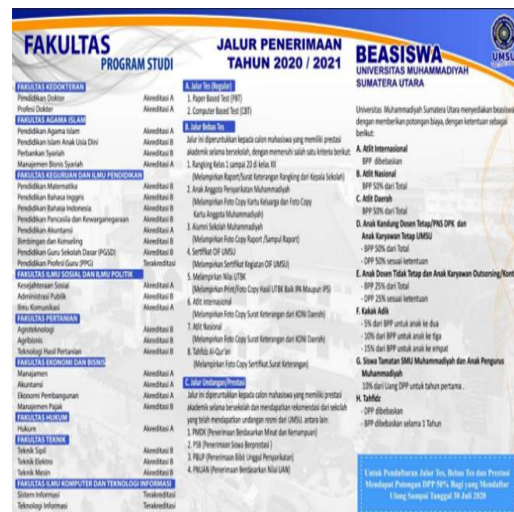


Figure 4. UMSU Brochure

Move 1: Attracting Attention

The objective of this move is to grab the reader's interest through visuals, colors, and slogans. Under Move 1: Attracting Attention in UMSU's brochure, Step 1 employs bold and vibrant colors such as blue, yellow, and orange, making the design visually appealing and instantly noticeable. The university's logo and an image of the campus serve as focal points, creating a strong first impression. Additionally, the inclusion of the accreditation badge ("A") highlights the institution's credibility, reinforced by the statement "Satu-satunya Perguruan Tinggi Swasta Terakreditasi di Sumatera" (The only private higher education institution accredited in Sumatera), further capturing the reader's attention and establishing trust.

Move 2: Greeting

The objective of this move is to acknowledge the audience and establish a friendly tone. Under Move 2: Greeting in UMSU's brochure, Step 1 utilizes visuals showcasing achievements and activities, presenting a vibrant and inclusive environment. Step 2 incorporates phrases like "Pendaftaran Online" (Online Registration) and "Menerima Mahasiswa Baru" (Accepting New Students), creating a call to action without directly including a verbal greeting. The analysis reveals that, while the brochure does not explicitly offer a verbal welcome, it successfully establishes a warm and inviting tone through visuals of students, faculty, and campus activities, which reflect an engaging and approachable atmosphere.

Move 3: Identifying Sender

The objective of this move is to clearly indicate the sender or organization. Under Move 3: Identifying Sender in UMSU's brochure, Step 1 effectively establishes the

sender's identity as Universitas Muhammadiyah Sumatera Utara (UMSU). This is achieved through the prominent display of the university's name and logo, along with multiple mentions throughout the text. Additionally, the brochure provides essential contact details, including the university's website and phone numbers, ensuring easy access to information for prospective students.

Move 4: Indicating Content Structure

The objective of this move is to provide an overview of the brochure's content, guiding readers through its structure. Under Move 4: Indicating Content Structure in UMSU's brochure, Step 1 employs clear section headings such as "*Beasiswa*" (Scholarships), "*Fakultas/Program Studi*" (Faculties/Study Programs), and "*Alur Pendaftaran*" (Admission Process) to organize the information effectively. Step 2 breaks down content into bullet points and numbered lists, enabling readers to scan and find relevant details quickly. Step 3 uses visual cues, including capitalized words and color blocks (e.g., blue), to structure content visually and highlight key information, such as "*Jalur Pendaftaran*" (Admission Path) and "*Jalur Bebas Tes*" (Test-Free Path). Step 4 ensures a logical order of information, starting with specific details like programs and the admission process and concluding with a call to action, such as contact information or application instructions. Finally, Step 5 provides navigational aids through the brochure's folding structure, which facilitates easy access to information in a logical sequence, even though page numbers are not included.

Move 5: Detailing (Selected) Content

The objective of this move is to elaborate on specific topics relevant to the audience. Under Move 5: Detailing Content in UMSU's brochure, Step 1 highlights the university's vision and mission, emphasizing its commitment to Islamic values and academic excellence. Step 2 provides a comprehensive list of various faculties and their respective accreditation levels, appealing to prospective students by showcasing diverse academic options aligned with their interests. Step 3 breaks down detailed information about scholarship opportunities, including types of financial aid and eligibility criteria, which are crucial factors for prospective students in making informed decisions. Step 4 outlines a step-by-step registration process using an illustrated format, making it user-friendly and accessible for applicants. This structured approach ensures that key details are clearly communicated and relevant to the audience's needs.

Move 6: Establishing Credentials

The objective of this move is to build trust and demonstrate authority. Under Move 6: Establishing Credentials in UMSU's brochure, Step 1 prominently displays the university's "A" accreditation to establish credibility and showcase its academic excellence. Step 2 emphasizes UMSU's unique position by stating that it is "the only private university in Sumatra with this accreditation," setting it apart from competitors.

Step 3 further reinforces the university's reliability by highlighting specific achievements, such as detailed faculty accreditations, which demonstrate the institution's commitment to maintaining high academic standards. This approach effectively communicates UMSU's authority and trustworthiness to prospective students.

Move 7: Establishing Contact

The objective of this move is to provide ways for the audience to get in touch. Under Move 7: Establishing Contact in UMSU's brochure, Step 1 lists phone numbers for inquiries, ensuring prospective students can easily reach the institution for additional information. Step 2 includes detailed website and address information, offering clear directions for those seeking further engagement with the university. Step 3 prominently displays social media icons at the bottom of the brochure, encouraging easy connection through platforms like Instagram, Facebook, and YouTube. These elements collectively create multiple avenues for interaction, enhancing accessibility and engagement with prospective students.

Move 8: Establishing a (Discourse) Community

The objective of this move is to invite readers to be part of a shared group or vision. Under Move 8: Establishing (Discourse) Community in UMSU's brochure, Step 1 highlights the university's values and culture by offering cost reductions for specific groups. These include athletes, biological children of lecturers, siblings, high school graduates from Muhammadiyah schools, tahfiz (Qur'an memorizers), and children of Muhammadiyah administrators. These initiatives emphasize inclusivity and community support, encouraging prospective students to feel connected to the university's vision and shared values.

Move 9: Promoting an External Organization

The objective of this move is to highlight partnerships or associations with other entities. However, this move is less prominent in UMSU's brochure. The focus primarily remains on UMSU and its internal programs, with minimal or no explicit promotion of external organizations or partnerships. This indicates that the brochure prioritizes showcasing the university's independent strengths and offerings rather than collaborations with other entities.

DISCUSSION

Using Askehave and Nielson's (2005) approach, the UISU brochure captures attention by emphasizing practical benefits through its slogan, "Free WIFI! Super Cepat!" and vibrant imagery designed to appeal to student needs. On the other hand, UMSU focuses on professionalism and academic excellence, showcasing its "A" accreditation badge prominently alongside bold colors. This approach aims to establish trust and

highlight academic achievements, setting a different tone compared to UISU's more student-centered appeal.

Both brochures create a welcoming atmosphere through their use of imagery. UISU highlights community by featuring friendly images of students, fostering a sense of inclusivity. In contrast, UMSU emphasizes faculty and campus activities, showcasing achievements and accomplishments. Additionally, UISU uses a direct and approachable phrase, "New Student Admissions," while UMSU opts for a more formal and logistical tone with "Online Registration."

The brochures effectively establish the sender's identity to build credibility and trust. UISU enhances authority by including details about the rector and department heads, further reinforcing its institutional credibility. UMSU, in comparison, focuses on displaying its name, logo, and contact details, which are sufficient for identification but lack the additional leadership information provided by UISU.

In terms of content structure, both brochures are organized for easy navigation. UISU adopts a simple approach, focusing on concise organization with fewer steps. Meanwhile, UMSU adds more design features, such as visually distinct sections and color-coded elements, which enhance readability and make the content more visually appealing. This difference reflects UMSU's focus on providing a detailed and user-friendly experience.

When detailing selected content, the brochures prioritize different areas. UISU emphasizes a well-rounded student experience by highlighting scholarships, student activities, facilities, fees, and office hours. UMSU, however, focuses more on academic and organizational values, showcasing its vision, mission, programs offered, scholarship opportunities, and a clear registration process.

Both brochures establish their credentials effectively but differ in emphasis (Smith, 2020). UMSU prominently displays its "A" accreditation and highlights its unique position as the only private university in Sumatra with this distinction, focusing on achievements. UISU, on the other hand, emphasizes its "B" accreditation while also highlighting its vision, values, and opportunities such as scholarships, presenting a more value-driven approach.

The contact options in both brochures are comprehensive and accessible (Taylor, 2022). UISU provides multiple phone numbers, QR codes for quick access, and social media links to encourage engagement. Similarly, UMSU includes phone numbers, website details, and social media icons, ensuring prospective students can easily connect with the institution through various platforms.

Community building is a key focus for both brochures, as they highlight their values and culture. UISU offers cost reductions for athletes, tahfiz students, and recipients of government scholarships such as KIP, emphasizing inclusivity. Likewise, UMSU extends discounts to athletes, children of lecturers, siblings, graduates of Muhammadiyah high schools, tahfiz students, and children of Muhammadiyah administrators, reflecting its commitment to shared values and community support.

Lastly, while UISU's brochure highlights collaborations with external organizations by displaying logos of partners such as Merdeka Campus, UMSU focuses more on its internal programs and values. Despite this, both brochures emphasize their credibility, albeit through different approaches, with UISU leveraging its partnerships and UMSU focusing on its unique academic offerings.

CONCLUSION

The Islamic University of North Sumatra (UISU) and the Muhammadiyah University of North Sumatra (UMSU) use different approaches to convey messages to prospective students, as revealed by an analysis using the Move and Steps model by Askehave and Nielson (2005). Each university highlights different aspects aligned with their principles and goals, although both effectively use attractive visual elements to capture attention. UISU's brochure focuses on students' practical needs, showcasing amenities such as "Free WIFI! Super Fast!" and featuring photos of students to create an inclusive and welcoming environment. By emphasizing information about scholarships, student activities, and campus facilities, UISU highlights the overall student experience rather than focusing solely on academic achievement.

In contrast, UMSU underscores its academic excellence by prominently displaying its "A" accreditation badge and using professional colors. Through the presentation of its vision, mission, programs, and formal registration information, UMSU places a stronger emphasis on academic values. While UISU provides more details about the university's leadership, UMSU prioritizes its contact details and logo. Both brochures effectively establish credibility, but they differ in their content structure. UMSU employs design elements to distinguish and organize information visually, whereas UISU opts for a simpler layout with clear organization.

Both universities emphasize their values in fostering a sense of community. UISU offers lower fees for athletes, KIP scholarship recipients, and children of Muhammadiyah lecturers, highlighting inclusivity and affordability. Similarly, UMSU provides discounts for children of lecturers and Muhammadiyah alumni, strengthening internal relationships within its community. Additionally, UISU's brochure highlights external collaborations with organizations such as Merdeka Campus, while UMSU places less emphasis on external partnerships. Despite these differences in approach and level of detail, both brochures successfully build trust and credibility while providing prospective students with clear insights into what they can expect from each institution.

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