

COLLABORATION STRATEGY FACULTY OF ECONOMIC AND BUSSINESS UNIVERSITAS NEGERI SURABAYA INDONESIA TO BECOME A FACULTY WITH A GLOBAL REPUTATION

Han Tantri Hardini¹, Susanti², Fitriana Rahmawati³, Fitriah Dwi Susilowati⁴,
Irwan Adimas Ganda Saputra⁵, Farij Ibadil Maula⁶

¹²³⁴⁵⁶Universitas Negeri Surabaya

E-mail: ¹⁾hanhardini@unesa.ac.id, ²⁾susanti@unesa.ac.id, ³⁾fitrianaarahmawati@unesa.ac.id,
⁴⁾fitriahsusilowati@unesa.ac.id, ⁵⁾irwansaputra@unesa.ac.id, ⁶⁾farijmaula@unesa.ac.id

Submitted: 01 August 2025	Revised: 13 August 2025	Accepted: 29 October 2025
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Abstract

This research aims to determine the form of cooperation development between the Unesa Faculty of Economics and Business and partners from various institutions both domestically and abroad in order to achieve a Faculty with a global reputation. The research method used is a qualitative method where data collection is carried out by conducting in-depth interviews, observation, documentation and Focus Group discussions. The results of this research show that the development of partnership cooperation between the Faculty of Economics and Business, Universitas Negeri Surabaya, Indonesia with domestic and foreign partners includes education, research and community service. Educational activities in the form of lecturer and student exchanges, seminars, proceedings, guest lectures, visiting lecturers/professors, curriculum benchmarking. Collaboration in the field of research takes the form of joint research, joint publication, joint editor and journal reviewer. Collaboration in the field of community service takes the form of outreach activities, training, mentoring and demonstration activities related to partner needs. So far this collaboration has shown a significant positive impact. The results of the research findings can add theoretical and methodological studies to the repertoire of scientific development regarding the study of the importance of collaboration in an organization, especially for higher education institutions. The contribution of this research adds to the study of the importance of cooperation, not only for the benefit of both parties but also for having an impact on the progress of institutions and society. Contribution for educational institutions, both formal and non-formal, to continue to build partnerships and to socialize the importance of cooperation to increase institutional progress, building more networks to strengthen cooperation. The practical implication of this research is that the Faculty of Economics and Business continues to strive for collaborative networks with the aim of increasing and strengthening collaboration networks in accordance with the vision and mission of the Unesa Faculty of Economics and Business. Priority programs in the context of achieving a global reputation can be used as main topics for collaboration with partners. This implication also adds to the study for educational and non-educational institutions that by collaborating, relationships are created to share knowledge, experience and resources to achieve common goals and contribute to the development of society and the nation.

Keywords: *Collaboration, Partnership, Global Reputation.*

1. INTRODUCTION

Universitas Negeri Surabaya (Unesa), as a state university, possesses a substantial pool of human resources with diverse academic backgrounds across various disciplines, supported by highly adequate facilities. This positions Unesa to effectively carry out the Three Pillars of Higher Education (Tridharma Perguruan Tinggi), namely education and teaching, research, and community service. Through these pillars, Unesa contributes to national development via collaboration with institutional partners both at the national and international levels.

Aware of the importance of aligning with its vision, mission, goals, strategic programs, and policy directions, Unesa continuously strengthens its cooperation networks with various stakeholders at both the national and global levels. This effort aims to enhance the effectiveness, efficiency, productivity, creativity, innovation, and relevance of the implementation of the Three Pillars, thereby improving the quality and competitiveness of higher education.

In general, this aligns with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 14 of 2014, which states that cooperation in higher education aims to improve the effectiveness, efficiency, productivity, creativity, innovation, quality, and relevance of Tridharma activities to enhance the nation's global competitiveness.

Specifically, the objectives of Unesa's collaboration initiatives include: (a) Improving the quality and quantity of Unesa's overall performance, as well as that of its faculties, institutions, and units; (b) Establishing collaborative networks with various stakeholders, both domestic and international, as a strategic step toward pioneering and developing mutually beneficial programs; and (c) Leveraging and enhancing Unesa's financial performance through partnerships that are based on the principles of equality, mutual respect, and mutual benefit (mutualistic profit-sharing) (Unesa Collaboration Guidelines, 2021).

In line with these goals, all faculties within Unesa actively engage in various collaborative initiatives, including the Faculty of Economics and Business (FEB), Universitas Negeri Surabaya. Every collaborative activity carried out by FEB Unesa with its partners is supported by formal documentation in the form of a Memorandum of Agreement (MoA) and a corresponding Implementation Arrangement (IA).

As of 2024, the number of collaborative activities at FEB Unesa continues to grow, both with domestic and international partners. Data shows that in 2024, FEB Unesa has successfully recorded 2,959 domestic cooperation agreements and 136 international cooperation documents, reflecting its strong commitment to global academic and institutional engagement.

The Faculty of Economics and Business (FEB) at Universitas Negeri Surabaya (Unesa) holds significant opportunities to enhance cooperation not only in terms of quantity but also in quality, with both domestic and international partners. To maintain strong relationships with partners, cooperation must be carried out in a systematic and institutionalized manner. This includes the planning, implementation, monitoring and evaluation, as well as the management of information and documentation related to collaborative activities - ensuring that all processes are conducted in a transparent, accountable, and responsive way, in alignment with the vision and mission of FEB Unesa.

There is a need for a specific guideline that can serve as a reference for all stakeholders. Currently, Unesa has established general collaboration guidelines. However, to realize the vision and mission of FEB Unesa for the period 2024–2028, it is necessary to establish a robust cooperation system that also supports the achievement of Key Performance Indicator 6 (IKU 6).

In addition to the existing guidelines, FEB Unesa can further strengthen its collaboration efforts by preparing an academic manuscript in the form of a Strategic Cooperation Plan for 2024–2028, and an Operational Cooperation Plan for 2024.

The existence of a five-year Strategic Cooperation Plan will provide a clear roadmap and serve as additional guidance for study programs in establishing partnerships with both domestic and international entities. This strategic plan will also serve as the basis for evaluating and reporting on FEB's cooperation performance both annually and over the five-year period, through the implementation of the Operational Cooperation Work Plan.

Moreover, based on the results of a cooperation survey, it is evident that many partners are willing to continue and expand their collaboration with FEB Unesa in the future. Therefore, a well-designed cooperation strategy and implementation framework are needed to ensure mutually beneficial relationships, which will be reflected in both the Strategic and Operational Cooperation Plans. In this regard, the research team—consisting of members from the FEB Unesa collaboration unit is committed to developing the academic manuscript for the FEB Unesa Strategic Cooperation Plan 2024–2028, along with the Operational Cooperation Plan for 2024. The research problem formulation of this study is: How can the cooperation development of the Faculty of Economics and Business, Universitas Negeri Surabaya, be effectively implemented during the period of 2024–2028?

2. THEORETICAL REVIEW

Social Network Theory

In order to explore how the Faculty of Economics and Business at Universitas Negeri Surabaya can enhance its global reputation, this research is based on the Social Network Theory. According to K. Lin & Lu (2011) and Z. Lin et al. (2021), Social Network Theory provides a systematic perspective on the connections between individuals and social entities in academic contexts. This perspective is essential for understanding the dynamics of potential collaborations and how networking can support the achievement of a desired global reputation.

Specifically, Social Network Theory enables researchers to identify and map, in detail, the existing collaboration networks between faculty members, academic staff, students, and external partners such as educational institutions and business entities (Obstfeld, 2015; Xia, 2021). Analyzing the structure of these social networks not only reveals the strengths and weaknesses of current collaborations but also identifies opportunities to expand the network to the international level. This analysis takes into account the strategic position of the faculty within the global academic network and how

interactions within that network can be optimized to increase visibility and influence on a global scale.

Furthermore, Social Network Theory provides a framework for analyzing the social dynamics and communication patterns within these collaborative networks (Bennion, 2020; N. Lin, 1999). It involves a deep understanding of how information, power, and ideas flow through these networks, and how the structure of social connections can influence the diffusion of innovation and the development of sustainable collaborations.

In the context of global reputation initiatives, such understanding is crucial for designing effective communication and knowledge exchange strategies among all involved stakeholders (K. Lin & Lu, 2011; N. Lin, 1999; Z. Lin et al., 2021). Therefore, this research does not merely examine the technical and structural aspects of academic collaboration networks, but also emphasizes the importance of social and communicative elements in building a strong global reputation. Through this approach, it is expected that the faculty can optimize collaboration, expand its international network, and ultimately strengthen its role in achieving world-class academic performance.

Collaboration

Deep cooperation within higher education institutions, such as the Faculty of Economics and Business at Surabaya State University, is a collaborative process involving two or more entities aiming to achieve mutually beneficial and sustainable outcomes (Atta-Owusu & Dahl, 2021; D. Zhang et al., 2022; Zhe et al., 2021). This collaboration begins with an exploration phase, during which strategic needs and objectives are identified, and potential partners with aligned visions, missions, and goals are assessed (Chuan et al., 2020; Johnston & Johnston, 2022).

The agreement stage involves negotiating and defining the objectives, scope, roles, and responsibilities of each party, as well as drafting and signing official documents that outline all aspects of the collaboration, including rights and obligations, dispute resolution mechanisms, and the duration and termination of the agreement. Once the agreement is finalized, the program preparation stage is carried out by developing a work plan that includes objectives, targets, implementation methods, and required resources, along with key performance indicators to measure the program's success.

The implementation phase includes coordination and execution of activities according to the agreed plans, managing human, financial, and material resources. The evaluation stage involves continuous monitoring and assessment of the collaboration's progress, along with reporting and feedback for future improvement. The final stage, reporting, consists of documenting the outcomes and impacts of the collaboration, including performance evaluations and target achievements, and disseminating information to all relevant stakeholders for transparency and accountability.

The foundational principles of such cooperation include openness and transparency, mutual understanding and tolerance, effectiveness and efficiency, creativity and innovation, as well as quality and relevance. These principles align with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 14 of 2014, which emphasizes that university collaborations should enhance the effectiveness, efficiency, productivity, creativity, innovation, quality, and relevance of the implementation of the Tri Dharma of Higher Education to increase national competitiveness. By adhering to these principles, collaborations initiated by the Faculty of Economics and Business at Surabaya State University are expected to be effective, efficient, and significantly contribute to achieving global recognition.

Borah et al. (2020) and Chen et al. (2020) confirm that collaboration is a key element in the strategic development of higher education institutions aiming for a superior global reputation. The Faculty of Economics and Business, Surabaya State University, can leverage collaborations to enhance competitiveness and excellence on an international level. Collaboration improves the quality of education and research through knowledge and experience exchange with global academic institutions. Access to broader resources such as advanced research facilities and cutting-edge technology enriches both the teaching and research processes (Shi et al., 2019; Studies & Khafaga, 2021; M. Zhang et al., 2020).

Global collaboration also expands international networks and partnerships, opening opportunities for joint projects, conferences, and international publications. Student and staff exchange programs with overseas institutions not only broaden international experience but also introduce new perspectives into the curriculum and research (Newell et al., 2020; Polese & Vincenza, 2020). Publishing in high-impact journals and participating in international conferences increases the academic visibility and reputation of universities. International accreditation further enhances institutional credibility and attractiveness to global students and staff (Lima et al., 2021; Pauer et al., 2020).

Collaborative efforts also enable the development of globally relevant curricula that reflect current trends and international industry needs. Innovations in teaching, introduced through partnerships with international experts and institutions, elevate the quality of learning and the appeal of academic programs (Chen et al., 2020; Johnston & Johnston, 2022; Kolade et al., 2022). Collaborations with multinational corporations and global institutions create internship and job opportunities for students while ensuring curriculum relevance to global market demands. A strong international alumni network also serves as a valuable asset for students seeking global career opportunities (Borah et al., 2020; Polese & Vincenza, 2020; D. Zhang et al., 2022). By building a strong reputation and credibility, collaborations enhance international student recruitment. Support services such as scholarships, orientation programs, and international student services further enrich the learning experience. By integrating collaboration into its institutional development strategy,

the Faculty can strengthen its global presence and build a reputation as a leading and innovative institution benefiting not only the university as a whole but also its students, staff, and local community.

Global Reputation

The global reputation of the Faculty of Economics and Business, Surabaya State University refers to the positive perception and international recognition accorded to the faculty. This includes recognition of the scientific contributions made by its lecturers and researchers, as well as excellence in teaching and academic innovation (Dominic et al., 2021; Lomer et al., 2023). Furthermore, global reputation is reflected in the faculty's level of engagement in international collaborations, academic exchanges, and partnerships with foreign educational institutions and industry partners (Mater & Faculty, 2019; Watkins, 2021). Student achievements in international competitions and the global recognition of graduate quality also serve as key indicators. In addition, positive perceptions from international stakeholders such as alumni, industry representatives, and the global community regarding the faculty's vision, mission, and contributions to the development of global economics and business, form an essential part of global reputation assessments (Dominic et al., 2021; Lomer et al., 2023). Thus, global reputation not only signifies the extent of recognition but also reflects the positive impact and influence the faculty exerts internationally in higher education, research, and community service in the fields of economics and business.

The importance of global reputation in higher education has been extensively discussed in academic literature. Mater & Faculty (2019) and Watkins (2021) emphasize that global reputation significantly influences public and stakeholder perceptions and has broad implications for both operational and strategic functions. Mateus & Acosta (2022) and Shobaki et al. (2020) highlight the critical role of global reputation in attracting top academic talent and international students, as well as in enabling institutions to engage in cross-border research collaborations. In practical terms, a strong global reputation enables universities to attract more international students, thereby enhancing cultural and intellectual diversity on campus. Research by Abdelbadie et al. (2024) and Escandon-Barbosa et al. (2023) suggests that such diversity enriches the learning environment and introduces varied global perspectives that benefit both students and faculty.

Global reputation is also closely associated with the overall quality of education provided. Institutions with a strong global standing tend to demonstrate higher teaching standards, innovative curricula, and advanced research facilities, all of which positively influence student learning outcomes (Fernandes et al., 2022; Lomer et al., 2023; Shahjahan et al., 2020). From a research and innovation perspective, a well-established reputation opens doors to wider international research networks (Dominic et al., 2021; Mater & Faculty, 2019). Shobaki et al. (2020) found that highly reputable institutions are more frequently invited to participate in impactful global research projects, thereby increasing their visibility

and scholarly influence. These collaborations also enhance institutional academic prestige and contribute to solving complex global challenges, such as climate change and sustainability.

In addition, global reputation carries significant economic implications. Studies by Dominic et al. (2021), Mater & Faculty (2019), and Watkins (2021) reveal that institutions with stronger reputations tend to attract greater investments and research funding, thus helping them maintain a competitive edge in the global higher education landscape. Such investments not only benefit the institutions but also stimulate regional and national economic development and innovation.

Strategically, global reputation enables universities to play a more influential role in shaping global education policy and human development initiatives. According to Miotto et al. (2019), institutions with strong reputations are frequently regarded as centers of excellence and policy thought leaders, contributing critical insights to governments and international organizations in designing inclusive and effective global education strategies. A strong reputation also enhances the ability of universities to establish strategic partnerships with industries and communities. Mateus & Acosta (2022) argue that such institutions are more likely to attract industry collaboration in designing curricula aligned with global workforce demands and in developing innovative solutions to global socio-economic issues.

In conclusion, global reputation is not merely a matter of prestige; it encompasses broader impacts on the advancement of knowledge, innovation, economic growth, and the resolution of global challenges. Therefore, building and sustaining a strong global reputation should be regarded as a strategic imperative for universities in today's highly interconnected world.

2. RESEARCH METHOD

2.1 Research Methodology

This research is a qualitative study aimed at developing a collaboration development strategy for FEB Unesa for the period 2024–2028. The study will be conducted from January to December 2024 at the Faculty of Economics and Business, Universitas Negeri Surabaya (FEB Unesa). The research subjects consist of lecturers, study program coordinators within FEB Unesa, and faculty leadership (i.e., the Dean of FEB Unesa). Informants are selected based on their relevance and ability to represent the objectives of the study, using a purposive sampling technique. The data collection techniques employed in this study include:

2.2 Data Analysis Techniques

The data analysis in this study uses triangulation, which involves cross-checking data obtained through different methods and from various sources. Repeated observations and interviews with the same informants will be compared for consistency and validated with field observations. The results are synthesized into key points that form the basis of the Strategic Plan and Operational Plan drafts. A descriptive qualitative approach is employed to present and interpret data. Similarities in opinions from multiple sources will be identified and, where applicable, quantitative summaries (e.g., percentages, frequencies, averages) will be used to support the findings.

3. RESULTS AND DISCUSSION

Development of FEB Unesa's Collaboration

The development of collaboration at the Faculty of Economics and Business, Universitas Negeri Surabaya (FEB Unesa), can be observed through the planning of partnership expansion, the direction of cooperation development, the types of collaboration partners, and the sustainability mechanisms of these partnerships.

Development of Collaboration Partners

To explore data related to the development of collaboration partners at FEB Unesa, the research team conducted interviews with faculty leadership and relevant stakeholders. The vision, mission, long-term goals, and strategic objectives of both the university and faculty serve as the foundation for collaboration efforts. One of the key strategies is the identification and classification of strategic partners who can provide meaningful contributions to institutional advancement.

Based on the results of interviews and discussions involving university leaders, faculty management, the collaboration team, and study program coordinators, a consensus was reached regarding the collaboration development targets. Specifically, the collaboration development at FEB Unesa is directed toward 12 types of partners with table following :

Table 1 – FEB Unesa Collaboration Partner Development Targets

No.	Partner Category at 2024-2029
1	Cooperation with multinational companies
2	Cooperation with nationally accredited companies, state-owned enterprises (BUMN), and/or regionally-owned enterprises (BUMD)
3	Collaboration with global technology companies
4	Cooperation with technology startups (startup companies)
5	Cooperation with world-class non-profit organizations
6	Cooperation with multilateral institutions/organizations
7	Collaborations with top international universities listed in QS Top 200 by subject
8	Collaborations with top domestic universities listed in QS Top 200 by subject
9	Collaborations with government agencies
10	Collaborations with hospitals
11	Collaborations with government, private, national, and international research institutions
12	Collaborations with nationally reputable cultural institutions

Source: Processed researcher (2024)

In table the that target partner cooperation every year based on 12 categories partner cooperation. FEB Unesa endeavor achieve partner targets cooperation every year with open accept partners and efforts expand networking to partner new For increase reputation of FEB Unesa in reach vision mission that has been arranged.

The table outlines the target number of partnership collaborations each year based on 12 categories of partner types. FEB Unesa strives to achieve these annual partnership targets by openly welcoming collaborators and continuously expanding its network to new partners, in order to enhance FEB Unesa's reputation and support the achievement of its established vision and mission

Directions for Cooperation Development

The development direction of FEB Unesa's collaboration with partners is based on mutual benefit between both parties and aligned with their respective visions and missions, particularly the vision and mission of FEB Unesa to achieve a global reputation. The cooperation development is focused on supporting the realization of FEB Unesa's vision through the implementation of the *Tri Dharma* of Higher Education: education, research, and community service. These collaborations are categorized into three levels: local, national, and international

A. Directions for Development of Local/Regional Level Cooperation

- Developing partnerships with local/regional government institutions at the district, city, or provincial levels
- Developing partnerships with educational institutions at the district, city, or provincial levels
- Developing partnerships with state-owned enterprises (SOEs) or private companies operating at the district, city, or provincial levels
- Developing partnerships with hospitals, foundations, non-profit organizations, and similar institutions at the district, city, or provincial levels
- Developing partnerships with local/regional research and innovation institutions
- Developing partnerships with village-owned enterprises (*BUMDes*) and similar community-based institutions

B. Directions for Development of National Level Cooperation

- Developing partnerships with central government institutions, ministries, and related agencies
- Developing partnerships with educational institutions at the national level (universities, schools, etc.)
- Developing partnerships with leading universities listed in the QS Top 200 by subject within Indonesia
- Developing partnerships with national-level SOEs, private companies, global tech start-ups, multinational corporations, and similar organizations
- Developing partnerships with national-level hospitals, foundations, and non-profit organizations
- Developing partnerships with national research and innovation institutions
- Developing partnerships with reputable cultural institutions at the national level

C. Directions for Development of International Level Cooperation

- Developing partnerships with international institutions
- Developing partnerships with international or overseas educational institutions
- Developing partnerships with international SOEs, private sector organizations, start-ups, and similar entities
- Developing partnerships with world-class hospitals, foundations, and non-profit organizations at the international level
- Developing partnerships with international research and innovation institutions
- Developing partnerships with top universities abroad listed in the QS Top 200 by subject

The percentage plan for local, national, and international cooperation development from 2024 to 2028, based on the results of the study, is presented as follows:

Table 1 – Directions for Cooperation Development at FEB Unesa

Level	Number of study programs developing cooperation				
	2024	2025	2026	2027	2028
Local / Regional	15	15	15	15	15
National	15	15	15	15	15
International	15	15	15	15	15

Source : processed researcher (2024)

Strategic Collaboration Plan of FEB Unesa 2024–2028

The Strategic Collaboration Plan of the Faculty of Economics and Business (FEB) at Universitas Negeri Surabaya (Unesa) for the period 2024–2028 outlines the goals, objectives, strategies, policies, programs, and collaborative activities across the study programs within FEB Unesa. This plan is aligned with Unesa's Vision and Mission, FEB Unesa's Vision and Mission, Unesa's Strategic Plan, FEB Unesa's Strategic Plan, and Key Performance Indicators (KPI 6) for managing collaborations over the next five years.

The outcomes of this Strategic Collaboration Plan are expected to serve as a reference and guide for FEB Unesa in achieving agreed-upon collaboration targets. In developing the Strategic Collaboration Plan 2024–2028, the research team considered and reviewed Unesa's and FEB Unesa's Vision and Mission statements, the Collaboration Guidelines Book, and the legal basis for institutional collaboration. A questionnaire was also distributed to gather information regarding the collaboration needs of FEB and its study programs, followed by input collection, the drafting of the strategic plan based on the planned timeline, a Forum Group Discussion (FGD), and a revision phase incorporating feedback from FEB Unesa leadership. The legal basis for the Strategic Plan and Operational Plan (Renop) 2024–2028 includes:

1. Article 4, paragraph 4 of the 1945 Constitution of the Republic of Indonesia.
2. Law No. 20 of 2003 concerning the National Education System.
3. Law No. 12 of 2012 concerning Higher Education.
4. Government Regulation No. 4 of 2014 concerning the Organization of Higher Education and University Governance.

Operational Collaboration Plan of FEB Unesa 2024

The existence of an annual Operational Collaboration Plan is crucial to provide clear guidance for the development of faculties and study programs, ensuring that yearly achievements can be measured using rational indicators. The 2024 Operational Collaboration Plan outlines the goals, objectives, strategies, policies, programs, and collaborative activities of FEB Unesa for the year 2024. This operational plan refers to the Vision and Mission of Unesa and FEB Unesa, Unesa's Strategic Plan, and Key Performance Indicators (KPI 6) to organize and assess collaborations over the year.

In preparing the 2024 Operational Collaboration Plan, the research team referred to the Vision and Mission of both Unesa and FEB Unesa, the Collaboration Guidelines Book, and the legal foundations for institutional collaboration. They also distributed a questionnaire to identify collaboration needs from FEB and its study programs, collected input, drafted the operational plan based on the established timeline, conducted a Forum Group Discussion, and revised the plan according to feedback from the FEB Unesa leadership.

Unesa Collaboration Partner survey results

Survey results satisfaction partner FEB Unesa collaboration as base development FEB Unesa collaboration. Survey satisfaction partner cooperation spread through questionnaire online to partner FEB Unesa collaboration. Following is results survey satisfaction partner FEB Unesa collaboration total respondents totaling 150 respondents. Collaboration consists from cooperation in the field education, research and service to public as well as cooperation in the field others are profitable second split party. Following is information on cooperation data that has been carried out filled in by partners .



Figure 1 – Collaboration Type Diagram

Based on Figure 1 above, it can be concluded that most respondents who completed the survey indicated collaboration in the field of education. Educational collaboration includes both academic and non-academic activities related to learning and instruction. The study programs within FEB Unesa have implemented various educational activities in partnership with external institutions, including lecturer and student exchange programs, Community Service-Based Learning (KKNT), the *Merdeka Belajar Kampus Merdeka* (MBKM) program, teaching practice (PLP), seminars, workshops, and more. In the fields of research and community service (PKM), each study program at FEB Unesa carries out at least one collaborative activity per year. Beyond that, other forms of cooperation continue to generate mutual benefits for both parties involved. The partner satisfaction survey consisted of several statement items grouped into three dimensions: quality, benefits, and partner satisfaction including sustainability of the partnership. The detailed survey results filled out by partners are presented in the following pie charts and bar charts:

Survey About Quality

1. Existence of Cooperation Documents

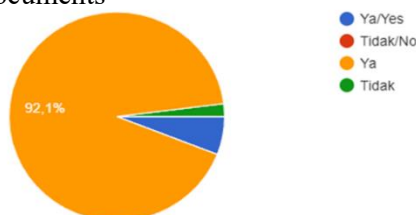


Figure 2 – Existence Collaboration Document

2. Purpose of Work The same stated with clear in document cooperation (MoU/ MoA /IA) is appropriate with aims , objectives and targets institution

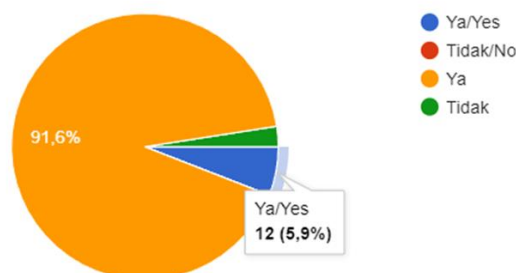


Figure 3 – Clarity Collaboration Document

3. Availability adequate facilities and infrastructure for agreed activities in document cooperation (MoU/ MoA /IA).

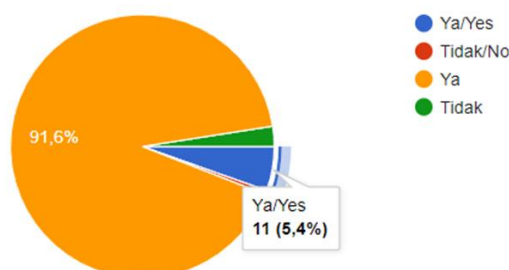
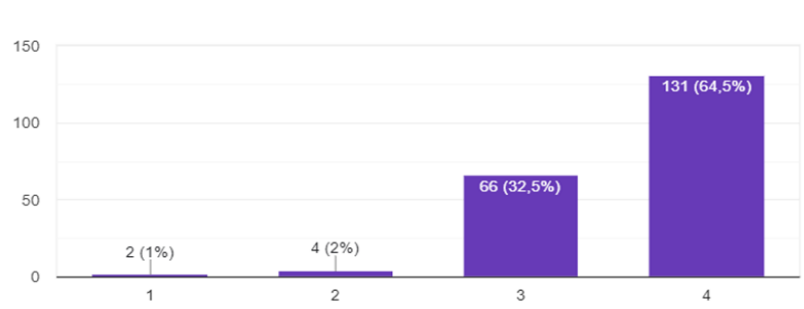


Figure 4 – Availability of Facilities and Infrastructure in accordance with fill Collaboration Document

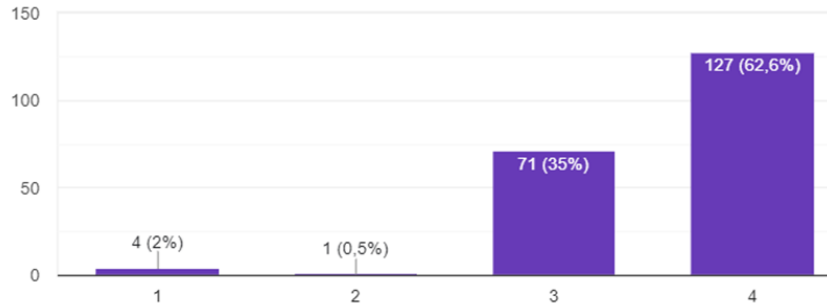
Based on pie charts above , partner fill in with answer yes on 3 questions related with question about quality quality . So that can concluded that partner give positive response related with exists activity collaboration carried out with the study program Selingkung FEB Unesa . Response positive partners about quality quality of FEB Unesa become part from development stated cooperation in Strategic Plan and Renop Cooperation for 2024-2028 .

Survey About Benefits of Collaboration

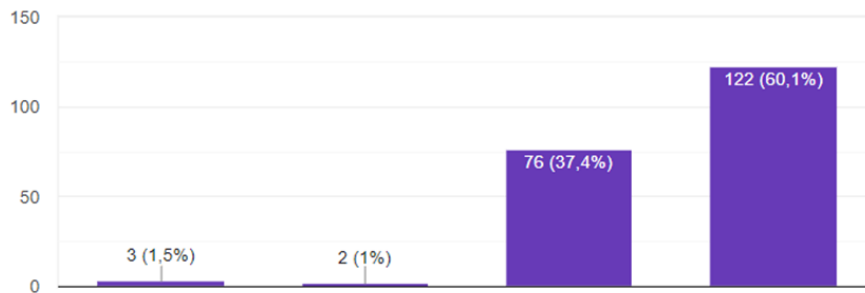
1. Collaboration has occurred implemented in accordance with stated activities in document cooperation (MoU/ MoA /IA).



2. Collaboration partners get benefit from cooperation with FEB Unesa

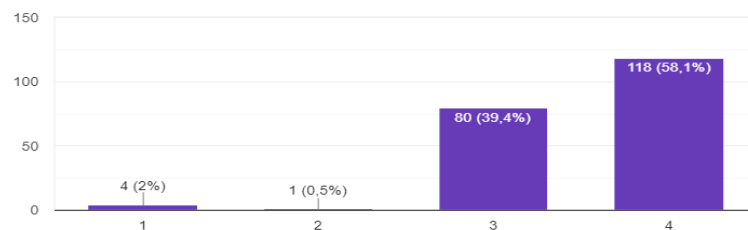


3. Agreements made related results cooperation profitable second split party

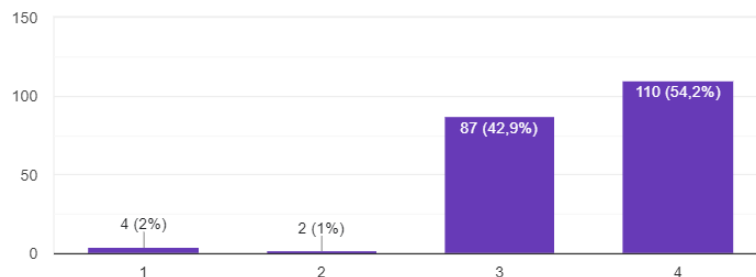


Based on bar charts above, shown with assessment at points 4 and 3 so can concluded that the partners get positive benefits with exists activity cooperation together with FEB Unesa. Positive benefits obtained by partners so become points important in development FEB Unesa collaboration. Survey About Sustainability of Cooperation

1. Partners will collaborate again with FEB Unesa



2. M partners will collaborate on an ongoing basis with FEB Unesa



Based on the bar diagram regarding sustainability above, shown by the assessment at points 4 and 3, it can be concluded that the partners gave a positive response to the collaborative activities to continue partnering and collaborating with FEB Unesa. Sustainability of cooperation is an important point in developing cooperation in 2024-2028.

4. DISCUSSION

The results of this study strengthen and expand existing empirical evidence on the determinants of savings behavior in the Islamic rural bank (BPR) industry. Consistent with Schmitt's (2003) experiential theory, these findings confirm that customer experience significantly influences trust and savings decisions. This underscores the crucial role of multidimensional service interactions encompassing sensory, emotional, cognitive, and relational aspects in shaping customer commitment and behavioral intentions in a Sharia-compliant financial context.

Furthermore, the significant and positive influence of trust on saving decisions is consistent with the Theory of Planned Behavior (Ajzen, 1991), which states that behavioral intentions are strongly influenced by the level of trust and perceived credibility of an institution. This study advances this theoretical framework by empirically validating trust not only as a direct determinant of saving behavior but also as a mediating construct that channels the impact of customer experience into concrete financial actions.

In contrast, this analysis revealed that personal selling did not significantly influence trust or savings decisions directly. This finding challenges the conventional assumption articulated by Firmansyah (2020), which emphasizes the persuasive power of face-to-face marketing communications. A plausible explanation, supported by Maharani and Sudigdo (2024), is that interpersonal communication alone may not be sufficient to drive financial commitment unless it is embedded in a consistent quality experience and institutional credibility.

The unique contribution of this study lies in its integrative validation of trust as a central mechanism in customer decision-making. While previous studies often examine personal selling, customer experience, and trust separately, this study offers a comprehensive structural model that reflects the operational characteristics of BPRS institutions. The research findings indicate that long-term savings intentions are more effectively driven by trust cultivated through consistent, value-based customer experiences, rather than transactional promotional strategies. Thus, this study provides theoretical and practical insights into improving customer savings decisions through building trust based on customer experience within the framework of Islamic People's Banks.

CONCLUSION

Development cooperation is part of the Faculty's efforts to improve the quality and quantity of FEB Unesa's collaborations, as well as to enhance the faculty's reputation in order to realize its vision and mission. The direction, development plans, and cooperation

mechanisms need to be well-planned to optimize partnership initiatives. A strategic plan must be carefully designed, as it serves as a management tool to analyze current conditions and project future developments of FEB Unesa. An operational plan is also essential, as it provides a detailed breakdown of how the strategic plan will be implemented within one year. Therefore, the preparation of both the strategic and operational plans requires Focus Group Discussions (FGDs) and strategic review meetings on cooperation. Survey results are also necessary to evaluate past collaborations and to assist in drafting the strategic plan, operational plan, and in determining the development of cooperation programs for 2024–2028.

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