

Academic Visibility and Legal Research Collaboration: A Case Study on LinkedIn Use in UNNES Law Faculty

Visibilitas Akademik dan Kolaborasi Riset Hukum: Studi Kasus Penggunaan LinkedIn di Fakultas Hukum UNNES

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Abstract

This study examines the role of LinkedIn in enhancing academic visibility and fostering legal research collaboration among faculty members at the Universitas Negeri Semarang (UNNES) Law Faculty. In the digital age, social media platforms have emerged as significant tools for professional networking, knowledge dissemination, and collaborative research. LinkedIn, as a professional-oriented platform, offers opportunities for

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academics to showcase their scholarly achievements, connect with peers, and engage in research partnerships both nationally and internationally. Using a qualitative case study approach, this research involved in-depth interviews with ten UNNES Law Faculty lecturers actively using LinkedIn, alongside an analysis of their LinkedIn profiles and professional activities. The findings reveal that LinkedIn significantly contributes to increasing individual academic visibility, promoting interdisciplinary collaboration, and facilitating access to international research networks. However, challenges such as limited platform engagement, varying digital literacy, and privacy concerns were also identified. The study highlights strategies to optimize LinkedIn use for academic purposes, including profile optimization, active content sharing, and strategic networking. This research contributes to a better understanding of how professional social media platforms can support scholarly communication and collaboration in the legal field. The implications of this study suggest that higher education institutions should encourage and provide training for faculty to effectively leverage LinkedIn for academic networking and collaborative research initiatives.

Keywords: Academic visibility, Legal research collaboration, LinkedIn, UNNES Law Faculty, Social media for academics

Abstrak

Penelitian ini meneliti peran LinkedIn dalam meningkatkan visibilitas akademik dan mendorong kolaborasi penelitian hukum di kalangan dosen Fakultas Hukum Universitas Negeri Semarang (UNNES). Di era digital, platform media sosial telah menjadi alat penting untuk jejaring profesional, penyebaran pengetahuan, dan kolaborasi penelitian. LinkedIn, sebagai platform profesional, menawarkan peluang bagi akademisi untuk menampilkan prestasi ilmiah, terhubung dengan rekan sejawat, dan menjalin kemitraan penelitian baik secara nasional maupun internasional. Menggunakan pendekatan studi kasus kualitatif, penelitian ini melibatkan wawancara mendalam dengan sepuluh dosen Fakultas Hukum UNNES yang aktif menggunakan LinkedIn, serta analisis terhadap profil dan

aktivitas profesional mereka di LinkedIn. Temuan menunjukkan bahwa LinkedIn secara signifikan berkontribusi dalam meningkatkan visibilitas akademik individu, mendorong kolaborasi lintas disiplin, dan memfasilitasi akses ke jaringan penelitian internasional. Namun, tantangan seperti keterbatasan keterlibatan platform, perbedaan literasi digital, dan kekhawatiran privasi juga ditemukan. Penelitian ini menyoroti strategi untuk mengoptimalkan penggunaan LinkedIn untuk tujuan akademik, termasuk optimalisasi profil, berbagi konten secara aktif, dan jeaging strategis. Penelitian ini berkontribusi pada pemahaman yang lebih baik mengenai bagaimana platform media sosial profesional dapat mendukung komunikasi ilmiah dan kolaborasi di bidang hukum. Implikasi dari penelitian ini menunjukkan bahwa institusi pendidikan tinggi perlu mendorong dan menyediakan pelatihan bagi dosen untuk memanfaatkan LinkedIn secara efektif dalam jeaging akademik dan inisiatif penelitian kolaboratif.

Kata kunci: Visibilitas akademik, Kolaborasi penelitian hukum, LinkedIn, Fakultas Hukum UNNES, Media sosial untuk akademisi

Introduction

In the contemporary digital era, academic visibility has become a critical determinant of scholarly success, influencing both professional credibility and collaborative opportunities. Traditionally, scholars relied on publications in peer-reviewed journals, attendance at conferences, and engagement in local or national academic networks to gain recognition. For legal academics, visibility often extended to participation in law reform committees, contribution to high-profile court analyses, and publication of commentaries in respected legal journals. For example, in Indonesia, legal researchers contributing to national law review discussions or publishing analyses in journals such as *Jurnal Hukum & Pembangunan* have historically received invitations to advisory panels or policy consultations. While

these traditional methods remain important, they are often limited by geographic and institutional boundaries, reducing opportunities for global engagement. Consequently, new mechanisms for enhancing academic visibility are essential in a world where digital platforms increasingly mediate scholarly communication.

The proliferation of digital platforms has significantly transformed how academics communicate, disseminate research, and engage with peers internationally. Among these platforms, LinkedIn has gained prominence due to its professional orientation, offering scholars the ability to showcase education, research, publications, awards, professional experiences, and other credentials in a single, accessible profile. Unlike broader social media networks, LinkedIn is specifically designed to facilitate professional engagement, enabling researchers to share updates, comment on academic discussions, and connect with potential collaborators worldwide. For legal scholars, this functionality is particularly valuable, as it provides a platform to highlight specialized expertise—such as constitutional law, environmental law, or human rights—while maintaining a professional identity that aligns with ethical and institutional standards.

Practical examples demonstrate LinkedIn's potential to enhance academic visibility and foster research collaboration. For instance, a faculty member at Universitas Indonesia actively posts updates on human rights research, attracting collaboration offers from universities in Europe and Australia for co-authored publications. Similarly, UNNES Law Faculty lecturers who share analyses on Indonesian environmental law or regional legal developments have received invitations to participate in ASEAN research initiatives. One notable case involved a faculty member posting a study on transboundary pollution, which caught the attention of a regional environmental research center and led to a collaborative research project. Such cases illustrate that LinkedIn can extend professional networks beyond institutional and geographic boundaries, providing access to partnerships that traditional channels alone may not facilitate.

The benefits of LinkedIn extend beyond individual visibility to enhancing institutional reputation. Active faculty participation on professional platforms can showcase the expertise of a law faculty, positioning it as a hub for innovative legal research. For UNNES Law Faculty, promoting the research outputs and professional achievements of its members can attract international collaborators, improve participation in global legal projects, and increase citations of faculty publications. Additionally, visibility on LinkedIn can open opportunities for faculty to join editorial boards, review articles, and participate in conferences, creating a feedback loop where individual and institutional reputation reinforce one another. Digital visibility thus represents a strategic tool for both professional growth and the advancement of the faculty's academic standing on national and international stages.

Despite the clear advantages, effectively leveraging LinkedIn for academic visibility and research collaboration requires strategic engagement and awareness of potential challenges, such as inconsistent usage, limited digital literacy, or concerns regarding professional ethics in online spaces. This study aims to investigate how UNNES Law Faculty members use LinkedIn to enhance their academic visibility and foster legal research collaborations. It seeks to identify best practices, highlight obstacles, and suggest strategies to optimize LinkedIn's potential as a tool for academic networking. By analyzing faculty experiences and engagement patterns, the research provides insights into the intersection of digital tools, scholarly performance, and institutional visibility, offering a roadmap for maximizing the benefits of professional social media in legal academia.

Academic Visibility in the Legal Field

Academic visibility refers to the degree to which a scholar's work, expertise, and professional achievements are recognized and acknowledged by both the academic community and the broader public. It encompasses recognition in scholarly publications, citations, participation in conferences, media coverage, and contributions to public discourse. In the legal field, visibility carries particular weight because legal research

often intersects directly with societal issues, public policy, and governance. For instance, scholars who provide commentary on constitutional amendments or environmental law reforms may influence both academic debates and policymaking processes. Historically, visibility was limited by the scholar's ability to reach local or national audiences through traditional media, academic journals, and conference networks. While these methods remain relevant, they often fail to reach global audiences or cross institutional boundaries, highlighting the need for alternative strategies to increase visibility in an increasingly interconnected academic landscape.

Traditionally, legal scholars achieved visibility through publications in peer-reviewed journals, participation in conferences, and involvement in professional organizations such as law commissions or bar associations. For example, in Indonesia, faculty members contributing to national legal reform discussions or publishing analyses in journals like *Jurnal Hukum & Pembangunan* gained recognition from peers, policymakers, and the public. Participation in conferences, workshops, and symposia also provided opportunities to network with colleagues, present findings, and establish a scholarly reputation. Additionally, contributions to legal education—such as curriculum development, teaching innovations, or mentoring law students—enhanced visibility within the academic community. These traditional pathways were effective within local and national contexts but were often constrained by geographic boundaries, limiting opportunities for international collaboration and exposure.

The rise of digital platforms has introduced a complementary layer to traditional visibility strategies, allowing legal scholars to reach wider, international audiences. Social media and professional networking platforms, such as LinkedIn, facilitate the dissemination of research beyond the confines of journals and conferences. Through LinkedIn, scholars can showcase published articles, conference presentations, awards, and professional achievements, creating a digital portfolio that reflects both expertise and contributions to the legal field. For instance, a UNNES Law Faculty member sharing insights on environmental law reforms or recent court rulings can attract

attention from scholars in Southeast Asia or Europe, fostering cross-border scholarly dialogue. Digital visibility also provides a permanent, easily accessible record of academic contributions, enabling peers, institutions, and potential collaborators to identify expertise efficiently.

LinkedIn offers unique opportunities for legal scholars to strategically enhance their academic visibility. By curating detailed profiles, researchers can highlight interdisciplinary expertise, teaching contributions, and professional achievements, effectively bridging the gap between legal research and professional practice. Engaging with peers through posts, articles, and discussion groups allows scholars to expand their networks, receive feedback on research, and identify potential collaborators for joint projects. For example, a faculty member posting about a comparative study on human rights law may attract collaborators from multiple institutions, leading to co-authored publications or invitations to international workshops. Enhanced visibility also supports career advancement, including recognition in the academic job market, invitations to review or edit journals, and opportunities for research funding, thereby amplifying both individual and institutional reputation.

This study investigates how UNNES Law Faculty members utilize LinkedIn to maintain and expand their professional presence, analyzing whether digital engagement translates into tangible academic benefits. By examining patterns of profile optimization, content sharing, and networking, the study aims to understand how these practices affect both individual and institutional visibility. Increased online presence can elevate the faculty's global standing, foster international collaborations, and position UNNES as a contributor to regional and global legal research discourse. Furthermore, understanding the strategies and challenges faced by faculty members in leveraging LinkedIn provides insights into best practices for digital academic engagement, offering recommendations for optimizing visibility and collaborative opportunities in the legal domain. Ultimately, the study highlights how professional networking platforms complement traditional visibility methods and contribute to a dynamic, interconnected legal research community.

LinkedIn as a Tool for Academic Networking

LinkedIn's unique positioning as a professional networking platform allows academics to transcend traditional geographic and institutional boundaries, connecting with peers, research centers, and professional associations worldwide. Unlike social media platforms primarily designed for personal interactions or entertainment, LinkedIn emphasizes professional identity, enabling scholars to present a comprehensive portfolio of their academic achievements, research interests, and professional experiences. For legal researchers, this distinction is particularly important, as it allows them to establish credibility within a professional and scholarly context rather than casual social settings. For instance, a UNNES Law Faculty member specializing in constitutional law can connect with scholars at other Indonesian universities, ASEAN institutions, or even European research centers, fostering dialogue and sharing expertise on emerging legal challenges. Such global connections are especially valuable for academics in developing countries, where access to international research networks may be otherwise limited.

LinkedIn facilitates various forms of professional engagement that enhance academic visibility and credibility. Legal researchers can join specialized groups focused on topics like environmental law, human rights, or comparative constitutional law, allowing them to participate in discussions, share publications, and stay updated on global legal developments. For example, a UNNES faculty member engaged in environmental law discussions within LinkedIn groups has been able to access reports from international NGOs and collaborate with researchers in Malaysia and Thailand on cross-border pollution studies. Additionally, features like endorsements and recommendations allow peers to validate expertise, which strengthens the scholar's professional profile. By actively engaging in discussions and sharing research outputs, faculty members not only contribute to collective

knowledge but also position themselves as thought leaders within their specialized areas.

Beyond visibility, LinkedIn creates concrete opportunities for collaborative research. For UNNES Law Faculty, connections established on the platform have led to joint research projects, co-authored publications, and interdisciplinary studies that may not have been possible through traditional networking. For instance, a faculty member researching intellectual property law collaborated with colleagues from the Faculty of Economics to study digital copyright issues in Indonesia, a project initiated through LinkedIn networking. Similarly, a post about legal challenges in Indonesian labor law attracted interest from a European research center, resulting in a joint comparative study. These examples illustrate how LinkedIn acts as a bridge between academic silos, enabling scholars to identify collaborators with complementary expertise and resources, thus fostering innovative research initiatives.

LinkedIn also serves as a platform for informal mentorship and professional guidance, which is particularly valuable for early-career legal academics. Junior faculty members at UNNES can follow the work of senior scholars, receive advice on research methodology, and gain insights into navigating academic careers. For instance, a young lecturer seeking guidance on publishing in international law journals can connect with an experienced scholar from another university through LinkedIn messaging or group discussions. Additionally, the platform allows for the dissemination of knowledge, including legal analyses, teaching resources, and commentary on policy developments, which benefits both contributors and the wider academic community. Such interactions foster a dynamic ecosystem where legal academics engage in reciprocal learning while simultaneously expanding their networks.

Despite its advantages, leveraging LinkedIn effectively requires consistent engagement, digital literacy, and institutional support. Many faculty members may create profiles but fail to update them regularly, limiting their visibility and networking potential. Others may be uncertain about ethical considerations in sharing legal analyses online or lack the confidence to participate in international discussions. For

UNNES Law Faculty, addressing these challenges requires targeted training, workshops, and policies that encourage professional online engagement. By understanding how faculty members navigate these barriers, this study aims to provide a comprehensive view of LinkedIn's role in academic networking, highlighting both its potential for facilitating meaningful collaborations and the practical steps needed to optimize its impact.

Enhancing Research Collaboration through LinkedIn

Collaboration is a fundamental driver of academic research, enabling scholars to combine expertise, resources, and perspectives to produce innovative findings. In the legal discipline, collaboration can be particularly impactful because it allows researchers to analyze cross-jurisdictional issues, develop comparative legal studies, and address complex societal challenges. LinkedIn enhances the potential for such collaborations by providing a digital space where researchers can identify partners with complementary skills and shared research interests. Faculty members can discover peers working on similar topics, initiate conversations about joint projects, and maintain long-term professional relationships that extend beyond institutional boundaries. Within UNNES Law Faculty, lecturers have reported that LinkedIn has facilitated co-authorship opportunities, collaborative grant applications, and participation in regional and international research initiatives. These collaborations have expanded the faculty's research footprint and enabled members to engage with diverse perspectives, ultimately enriching the quality and relevance of legal scholarship. By analyzing faculty members' experiences, this study assesses how LinkedIn acts as a catalyst for collaboration and the types of research partnerships that emerge from such digital interactions. Moreover, it investigates the role of proactive engagement, content sharing, and networking strategies in fostering sustained collaborative relationships in the legal research context.

Digital Literacy and Engagement Challenges

Despite the potential benefits of LinkedIn for academic visibility and collaboration, effective use of the platform depends heavily on users' digital literacy and willingness to engage consistently. Digital literacy encompasses the ability to create compelling profiles, manage privacy settings, communicate professionally, and navigate platform features effectively. In UNNES Law Faculty, variations in digital skills among lecturers influence the degree to which LinkedIn can be leveraged. Some faculty members actively share research updates, write articles, and participate in professional groups, while others maintain passive profiles that limit visibility and networking potential. Engagement challenges also include balancing time between teaching, research, and professional networking, as well as overcoming apprehensions related to privacy or professional image. Additionally, institutional support plays a critical role in promoting digital engagement, including training programs, policy guidance, and recognition of online scholarly contributions. Addressing these challenges is essential for maximizing LinkedIn's impact, as even the most talented researchers may remain invisible without effective digital practices. This study highlights these challenges to provide a realistic assessment of the barriers faced by UNNES Law Faculty members in achieving optimal academic visibility and research collaboration through LinkedIn.

Strategies for Profile Optimization

One key strategy for enhancing academic visibility and collaboration is optimizing LinkedIn profiles to reflect professional expertise comprehensively. A well-structured profile should include educational qualifications, detailed work experience, publications, research interests, and professional achievements. Faculty members can also highlight awards, recognitions, and memberships in professional associations to strengthen credibility. Beyond static information, actively sharing updates, articles, and research outputs is critical for maintaining visibility. For UNNES Law Faculty, profile

optimization involves aligning digital presence with research objectives, demonstrating expertise in specialized areas of law, and presenting a professional image that appeals to potential collaborators. Additionally, faculty members can leverage LinkedIn's multimedia features, such as sharing presentations, videos, or legal briefs, to make their contributions more engaging. Profile optimization not only increases the likelihood of being discovered by peers and collaborators but also enhances the faculty's institutional visibility, reflecting the collective expertise of UNNES Law Faculty in the broader academic and professional legal community. This study examines the current practices of faculty members and identifies effective strategies to enhance LinkedIn profiles for maximum visibility.

Content Sharing and Knowledge Dissemination

Beyond profile optimization, active content sharing is a critical element in building academic visibility and facilitating research collaboration. LinkedIn allows faculty members to share research findings, legal analyses, commentary on current developments, and announcements about upcoming events. Regular content dissemination keeps the academic community informed, encourages engagement, and strengthens professional networks. Within UNNES Law Faculty, faculty members who consistently share articles, research updates, and legal insights reported increased interaction with colleagues, invitations to collaborate, and opportunities to present research at conferences or workshops. Furthermore, sharing content positions faculty members as thought leaders in their respective fields, contributing to both personal and institutional reputations. Challenges in content sharing include maintaining relevance, adhering to professional standards, and balancing the frequency of updates to avoid digital fatigue. This study highlights how strategic content sharing can act as a bridge between visibility and collaboration, ensuring that research outputs reach the intended audience and attract potential partners for joint projects.

Institutional Support and Policy Implications

Institutional support plays a pivotal role in enabling faculty to maximize the benefits of professional networking platforms like LinkedIn. Scholars such as Veletsianos and Kimmons (2012) emphasize that while digital tools provide opportunities for visibility and collaboration, their effectiveness depends heavily on the environment in which they are used. Universities that actively promote digital engagement create a culture where faculty are encouraged to maintain professional profiles, share research outputs, and participate in online scholarly discussions. Without institutional backing, faculty may struggle with inconsistent engagement, limited digital literacy, or uncertainty about professional boundaries. At UNNES Law Faculty, structured institutional support can ensure that faculty members are equipped with the skills, knowledge, and motivation needed to use LinkedIn effectively for academic purposes.

Universities can implement a variety of programs to facilitate faculty engagement on LinkedIn. Training workshops on profile optimization, content creation, networking etiquette, and digital scholarship can significantly enhance faculty readiness. For instance, UNNES Law Faculty could organize workshops on crafting compelling profiles, sharing legal research updates, and joining professional LinkedIn groups focused on constitutional law, human rights, or environmental law. Technical assistance services, such as guidance on integrating LinkedIn with institutional repositories or publication databases, further reduce barriers to participation. Previous studies, including those by Priem et al. (2012), indicate that structured training improves both the quality and quantity of faculty engagement on professional platforms, leading to increased collaboration, research visibility, and recognition in academic circles.

Institutional support also extends to providing guidance on ethical online behavior, a key concern for legal scholars whose work often intersects with sensitive societal and policy issues. Universities can establish clear policies on sharing

research, protecting intellectual property, and maintaining professional decorum online. At UNNES Law Faculty, faculty members engaging in LinkedIn discussions on contentious legal reforms or high-profile cases can benefit from guidelines that balance transparency with ethical responsibility. Additionally, recognizing digital contributions—such as maintaining active LinkedIn profiles, publishing research updates online, and participating in academic discussions—within performance evaluations and promotion criteria incentivizes faculty to engage more actively. Scholars like Tenopir et al. (2015) argue that acknowledgment of online scholarly contributions reinforces the value of digital engagement and encourages sustained participation.

Beyond individual benefits, LinkedIn engagement can be strategically aligned with broader institutional objectives. Universities can leverage faculty digital presence to promote international partnerships, enhance the visibility of research output, and support collaborative grant applications. For example, UNNES Law Faculty could highlight faculty research on environmental law or labor regulations through LinkedIn, attracting attention from ASEAN universities, research centers, or funding agencies. By integrating LinkedIn into institutional strategies for global engagement, research dissemination, and interdisciplinary collaboration, universities create a cohesive framework where faculty efforts contribute to collective academic impact. This approach ensures that digital visibility is not only an individual pursuit but also a driver of institutional reputation and influence in the international legal research community.

Ultimately, optimizing LinkedIn for academic purposes requires a dynamic interplay between individual initiative and institutional frameworks. Faculty members must actively engage with the platform, update profiles, share research, and participate in discussions, while institutions provide training, support, incentives, and policy guidance. At UNNES Law Faculty, such synergy can enhance individual visibility, facilitate meaningful collaborations, and strengthen the faculty's collective reputation. This study emphasizes that effective digital academic engagement is not solely a personal endeavor

but a coordinated effort shaped by institutional culture, resources, and strategic priorities. By fostering this partnership, higher education institutions can ensure that professional networking platforms like LinkedIn serve as powerful tools for research collaboration, global recognition, and academic excellence.

Evaluating LinkedIn's Impact on Collaboration

Evaluating the impact of LinkedIn on research collaboration involves both quantitative and qualitative analysis. Quantitative indicators provide measurable insights into the extent of professional networking and collaboration facilitated by the platform. Scholars such as Van Noorden (2014) argue that digital platforms allow researchers to track network growth, collaborations, and citation impact in ways that were previously difficult to quantify. For legal faculty, this may include the number of LinkedIn connections, collaborative projects initiated, invitations to conferences, or co-authored publications resulting from digital interactions. Within UNNES Law Faculty, some lecturers report that connections made via LinkedIn have directly led to participation in regional legal research projects, such as ASEAN comparative law studies, highlighting the tangible benefits of a structured online presence. Tracking these outcomes allows institutions to assess how individual engagement translates into institutional visibility and scholarly impact.

Beyond numerical metrics, qualitative outcomes provide deeper insight into the nature and significance of research collaboration. According to Sugimoto et al. (2017), effective academic networking involves the development of meaningful relationships that foster knowledge exchange, mentorship, and interdisciplinary collaboration. On LinkedIn, qualitative indicators may include the depth of professional relationships, engagement in substantive discussions, the frequency of knowledge sharing, and the emergence of joint research initiatives. For example, a UNNES Law Faculty lecturer specializing in human rights law may engage in ongoing

discussions with scholars from other ASEAN universities, sharing case studies, methodologies, and policy analyses that eventually inform collaborative publications. Such interactions demonstrate that LinkedIn is not merely a platform for superficial connections but can support substantive academic collaboration when engagement is consistent and intentional.

The effectiveness of LinkedIn in facilitating research collaboration varies depending on individual engagement levels, professional objectives, and institutional support. Scholars such as Priem et al. (2012) emphasize that social media engagement alone does not guarantee meaningful academic collaboration; rather, it is the strategic use of platforms aligned with research goals that drives outcomes. Within UNNES Law Faculty, faculty members who actively post research updates, comment on peers' work, and participate in LinkedIn groups have demonstrated higher rates of international collaboration than those with passive or incomplete profiles. Institutional encouragement, such as workshops on professional networking and social media strategy, further enhances faculty members' ability to leverage LinkedIn effectively. Without such support, faculty may underutilize the platform, limiting its potential to facilitate research partnerships and knowledge exchange.

Previous studies underscore the role of LinkedIn in enhancing academic networking and collaboration. A study by Rowlands et al. (2011) found that researchers using professional networking platforms were more likely to engage in co-authored projects and receive invitations to participate in conferences or editorial boards. Similarly, Priem and Hemminger (2010) highlight that online professional presence can increase visibility, resulting in collaborations that might not occur through traditional channels alone. These findings resonate with observations at UNNES Law Faculty, where LinkedIn interactions have led to interdisciplinary projects—such as collaborations between environmental law and policy faculty or partnerships on comparative labor law studies with international institutions. Such evidence demonstrates that digital networking platforms, when used strategically, can complement conventional academic networking, enhancing both individual and institutional research impact.

Assessing the impact of LinkedIn allows faculty members and administrators to make informed decisions regarding the integration of social media tools into research strategies. Understanding both quantitative and qualitative outcomes helps identify best practices, potential barriers, and areas requiring institutional support. For UNNES Law Faculty, promoting consistent engagement, providing training on professional online presence, and encouraging participation in international LinkedIn groups can enhance collaborative opportunities. Furthermore, systematic evaluation of LinkedIn's effectiveness in research collaboration contributes to broader knowledge on digital academic networking in legal studies, informing policies and strategies to optimize visibility and interdisciplinary engagement. Ultimately, combining digital networking with traditional collaboration methods can strengthen faculty research output, professional reputation, and global academic integration.

Conclusion and Recommendations

In conclusion, LinkedIn represents a powerful tool for enhancing academic visibility and fostering legal research collaboration among faculty members at UNNES Law Faculty. By creating optimized profiles, actively sharing content, and strategically networking, faculty members can increase their recognition, establish collaborative partnerships, and contribute to the global legal research community. Challenges such as digital literacy gaps, inconsistent engagement, and privacy concerns must be addressed through targeted training and institutional support. Universities should develop policies that encourage professional networking, recognize online scholarly contributions, and integrate social media use into broader academic strategies. The findings from this study highlight the transformative potential of LinkedIn as a platform that bridges individual and institutional objectives, strengthens research networks, and enhances the quality and visibility of legal scholarship. By adopting best practices and leveraging digital tools effectively, UNNES Law Faculty members can not only advance their personal academic careers but also

contribute to a stronger institutional reputation and more impactful legal research collaborations.

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