
Determining Factors in the Selection of Study Program Controlled by Study Program Image: A Survey on FITK UIN Sunan Kalijaga Students from 2019 to 2022

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ABSTRACT

This study aimed to determine and analyze the relationship and the influence of decision-making factors on program selection, as controlled by program image. The study was conducted at the Faculty of Tarbiyah and Teacher Training, UIN Sunan Kalijaga Yogyakarta, with a population of 2,612 students. The sampling technique used probability sampling with cluster sampling, resulting in 336 student respondents. In this study, the dependent variable was student decisions, and the independent variables were facilities and infrastructure, location, tuition fees, promotion, parental role, culture, and extracurricular activities. The control variable was the program image. Data collection was conducted using questionnaires and documentation. The collected data were processed and analyzed using descriptive statistical analysis and inferential statistical analysis using SPSS (Statistical Package for Social Sciences) version 25. The regression results showed an R^2 value of 0.356. Thus, the variability in students' decisions can be explained by the variability in extracurricular activities, tuition fees, location, promotion, parental role, facilities and infrastructure, and culture to the extent of 35.6%. The remaining 64.4% is explained by other factors excluded in this study.

Keywords: Image, Extracurricular Activities, Price, Culture, Location, Parent Involvement, Promotion Of Facilities And Infrastructure

INTRODUCTION

Education is important, especially in this global era that demands every individual to cope with the rapid advancements of the times. The development of science and information technology is progressing rapidly, leading to various forms of competition, including in the field of education. The rapid growth of educational institutions, which tends to increase on the one hand, aligns with the desire to equalize access to education for the younger generation. On the other hand, attention must also be given to improving quality and efficiency (Alfiyanto, 2020). Education plays a vital role in building a nation across all sectors. Education serves as a guiding principle in national development. If a nation's population is educated, they can easily contribute to the nation's development.

The development of education can be seen from the increasing number of active students currently studying at one of the universities, whether public or private. When choosing a university, students do not merely require the goods or services offered by the educational institution, but there are expectations behind the services received. The decision to choose a higher education institution is influenced by various factors, beginning with the process of identifying, seeking information, evaluating alternatives, and ultimately making a decision to select the preferred institution (Setiawan, 2020). Choosing a higher education institution is certainly not an easy matter, as many factors influence the decision, such as facilities and infrastructure, costs, location, program accreditation, and so on.

This study was a development and modification of several previous studies conducted by earlier researchers. For example, the study conducted by Teguh and Mira at the Muhammadiyah University of West Sumatra. The results of that study indicated that motivation, reference groups, promotion, reputation, and education costs collectively influence students' decisions in choosing a university. Hypothesis testing found that the significance level of 0.0017 was less than $\alpha = 0.05$. This indicated that the five independent variables had a significant influence on students' decisions. Based on the calculations, it can be explained that the magnitude of the influence of the five independent variables on the dependent variable (students' decisions) was 40% (Putra & Meilisa, 2018).

A similar study was also conducted on Business Administration and Telkom students regarding the analysis of factors influencing the decision to choose Telkom University as a private university. The study aimed to analyze the dominant factors influencing students' decisions in choosing Telkom University's private university for the Business Administration undergraduate program. The study was descriptive in nature, using probability sampling and simple random sampling techniques. It involved 100 samples of undergraduate students from the 2016 class. The research variables included classmates, parental influence, peer influence, influence from others, location, academic programs, academic reputation, educational facilities, costs, availability of financial aid, job opportunities, advertising, campus representative admissions, and campus visits. This study found the formation of five new factors that influence decision-making: university profile, university promotion, family influence, peer influence, and university location. The university image factor has the highest variance value of 27.02% in influencing the decision to choose the Bachelor of Business Administration program at Telkom University (Mahendra Fakhri, Alini Gilang, 2017) Based on the study, which stated that image contributes to decision-making, this study used program image as a control variable. It aimed to examine the extent of the relationship between decision-making factors and university selection when using program images as a control variable.

Furthermore, Arief and Ika's study on the influence of marketing mix consisting of product, price, promotion, place, process, people, and service on purchasing decisions. This study had several variables X that were the same as this study, namely price, location, infrastructure, and promotion. The difference lay in the X variables, where the researchers added X variables such as culture and extracurricular activities. There are several limitations in this study, that the population size and sample determination were not clearly stated. This could potentially affect the sample size. This study did not have a Z variable as in this study, only X and Y variables (Dharma & Putri, 2019).

A study by Pelliyezer Karo Karo and Samuel stated that the factors influencing students' decisions in choosing a university consist of seven variables, including culture, reference groups, family, marketing mix, perception, motivation, and attitude. In this study, variable X consisted of culture, reference group, family, marketing mix, perception, motivation, and attitude, while variable Y represented the decision-making process. The study found that all X variables simultaneously and significantly influence the decision-making process. However, the study's limitation was that its correlation between X and Y variables without a Z variable controls whether culture, reference groups, family, marketing mix, perception, motivation, and attitude truly had a linear influence on the decision-making process. This limitation was the reason why the influence of X variables (culture, reference group, family, marketing mix, perception, motivation, and attitude) on Y (selection decision) needed to be re-examined by involving Z variables in the form of program image (Karo & Hamonangan, 2021).

The image theory by M. Mayne Delozier states that images are formed through physical reception (the five senses), enter the attention filter (attention filler), which produces a message that can be understood or seen (perceived message), which then turns into perception and finally becomes an image. The existence of images is necessary because, in the selection process, images become one of the alternatives. The image of a university program is an important factor and a consideration for students when deciding which university to choose. An image is the vision, observation, and trust that exists in the consumer's mind, aligned with the consumer's desires, and capable of enhancing the decision-making process in selecting a university.

Based on the empirical explanation above and concerning the phenomenon observed at the Faculty of Tarbiyah and Teacher Training at UIN Sunan Kalijaga, this study focused on examining the variables that are thought to influence the choice of the Faculty of Tarbiyah and Teacher Training. The independent variables (X) used were extracurricular activities, facilities and infrastructure, location, tuition fee (Single Tuition Fee), promotion, parental role, and culture, while the dependent variable (Y) was students' decision to enroll at the UIN Sunan Kalijaga, specifically the Faculty of

Education and Teacher Training. This study used variable Z (control variable) in the form of a program image with the unit of analysis being undergraduate (S1) students actively enrolled in the Faculty of Education and Teacher Training from 2019 to 2022.

METHOD

This study was quantitative research to test the relationship and magnitude of influence and the theory derived through hypotheses. Quantitative methods were used because we wanted to determine the relationship and influence of certain treatments on others (Creswell, 2014). The research was conducted at the Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Kalijaga. Data collection was conducted from December 2022 to February 2023. The population in this study consisted of active students at the Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Kalijaga, from 2019 to 2022. Sampling was conducted using probability sampling, a sampling technique that gives equal opportunity to every member of the population to be selected as a sample. The technique used was cluster sampling, which is based on subject groups, resulting in the selection of students from each study program. From a population of 2,612, a sample of 336 students was obtained. The sample size was calculated for each study program. Data collection techniques included questionnaires and the collection of documentation obtained from the faculty's administrative office. Data analysis techniques used descriptive statistics and inferential statistics. This study used dependent variables such as extracurricular activities, tuition fees, location, promotion, parental role, facilities and infrastructure, and culture. The control variable (Z) was the program image, Y (the dependent variable) was the students' decision. The figure below shows the relationship based on the theory presented by the researcher.

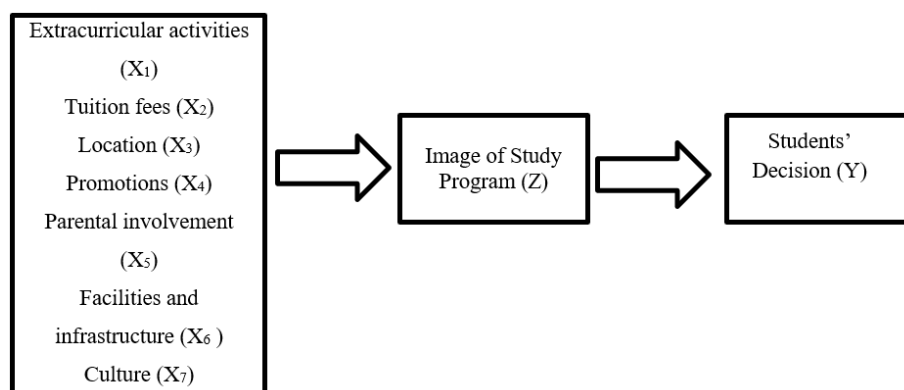


Figure 1. Scheme of the Relationship between Variable X and Variable Y Mediated by Variable Z

RESULTS AND DISCUSSION

The characteristics of the respondents are a description of the respondents involved in the study based on their year of enrolment, study program, and gender. The population consisted of 2,612 active students currently enrolled or who had completed their education at UIN Sunan Kalijaga Yogyakarta, with a margin of error of 5% resulting in a sample size of 336 students. However, in practice, the researcher exceeded the sample size and obtained 339 respondents, which is sufficient to be representative and reflect the characteristics of the population from each program of study or department.

Table 1. Sample Composition By Study Program

	<i>Frequency</i>	<i>Percent</i>	<i>Valid Percent</i>	<i>Cumulatif Percent</i>
Valid	Islamic Religious Education	58	17.1	17.1
	Primary Madrasah Teacher Education	44	13.0	30.1
	Islamic Education Management	43	12.7	42.8
	Arabic Language Education	43	12.7	55.5
	Early Childhood Islamic Education	39	11.5	67.0
	Mathematics Education	31	9.1	76.1
	Biology Education	29	8.6	84.7
	Chemistry Education	26	7.7	92.4
	Physics Education	26	7.7	100.0
	Total	339	1000.0	100.0

Based on the table above, the total number of respondents was 339 students. The composition of the sample varied across each program, with 58 respondents (17.1%) from the PAI program, 44 respondents (13.0%) from the PGMI program, and 43 respondents (12.7%) from the MPI program. The PBA program had 43 respondents or 12.7%. The PIAUD program had 39 respondents or 11.5%. The Mathematics Education programme had 31 respondents or 9.1%. The Biology Education program had 29 respondents or 8.6%. The Physics Education program had 26 respondents or 7.7%. And the Chemistry Education program had 26 respondents or 7.7%.

Based on the results of partial correlation analysis, extracurricular variables were significantly correlated with student decision variables when controlled by program image variables at a confidence level of 95% with a significance level of 0.022. The comparison between the bivariate correlation coefficient and the partial correlation coefficient is $ryx1 > ryx1z$, i.e., $0.409 > 0.124$. The results indicated that X1 (extracurricular activities), which initially had a direct linear correlation with Y (student decisions) in the bivariate correlation, revealed in the partial correlation test that X1 (extracurricular activities) had a relationship with Y (student decisions) mediated by program image. Extracurricular activities had a relationship of 0.124 with student decisions mediated by program

image. Based on these results, it can be stated that the relationship between extracurricular activities and student decisions mediated by program image was in the very weak category, i.e., in the interval 0.000–0.199. In other words, the quality of the program image influenced the relationship between extracurricular activities and student decisions.

The partial correlation between variable X2 (Tuition Fee) and variable Y (student decisions) mediated by variable Z (program image) was not significant because the calculated significance value of 0.080 was greater than α 0.05, so the partial correlation was not significant at a 95% confidence level. When the partial correlation was not significant, indicating that tuition fees were truly linearly correlated with student decisions.

The partial correlation between variable X3 (location) and the student decision variable mediated by variable Z (program image) was not significant because the calculated significance value of 0.117 was greater than α 0.05, so the partial correlation was not significant at a 95% confidence level. When the partial correlation was not significant, it indicated that location was not linearly correlated with student decisions.

The partial correlation between variable X4 (promotion) and variable Y (student decisions) mediated by variable Z (study program reputation) was significant because the calculated significance value of 0.022 was smaller than α 0.05, so the partial correlation was significant at a 95% confidence level. The comparison between the bivariate correlation coefficient and the partial correlation coefficient was $ryx_4 > ryx_{4z}$, that $0.472 > 0.166$. These results indicated that X4 (promotion), which was initially linearly correlated with Y (student decisions) in the bivariate correlation, revealed in the partial correlation test that X4 (promotion) had a relationship with Y (student decisions) mediated by program image. The promotion had a relationship of 0.166 with student decisions mediated by program image. Based on these results, it can be stated that the relationship between promotion and student decisions mediated by program image was in the very weak category, in the interval 0.000–0.199. In other words, the quality of the program image influenced the relationship between promotion and student decisions.

The partial correlation between variable X5 (parental role) and student decisions mediated by variable Z (program image) was significant because the calculated significance value of 0.002 was smaller than α 0.05, so the partial correlation was significant at a 95% confidence level. The comparison between the bivariate correlation coefficient and the partial correlation coefficient was $ryx_5 > ryx_{5z}$, that $0.417 > 0.168$. These results indicated that X5 (parental role), which was initially linearly correlated with Y (student decisions) in the bivariate correlation, revealed in the partial correlation

test that X5 (parental role) had a relationship with Y (student decisions) mediated by program image. The role of parents had a relationship of 0.168 with student decisions mediated by the image of the study program. Based on these results, it can be stated that the relationship between the role of parents and student decisions mediated by the image of the study program was in the very weak category, in the interval 0.000–0.199. In other words, the image of the study program influenced the relationship between the role of parents and student decisions.

The partial correlation between variable X6 (infrastructure) and variable Y (student decisions) mediated by variable Z (product image) was not significant because the calculated significance value of 0.174 was smaller than α 0.05, so the partial correlation was not significant at a 95% confidence level. When the partial correlation was not significant, it indicated that infrastructure was not linearly correlated with student decisions.

The partial correlation between variable X7 (culture) and variable Y (student decisions) mediated by variable Z (program image) was significant because the calculated significance value of 0.000 was less than α 0.05, so the partial correlation was significant at a 95% confidence level. The comparison between the bivariate correlation coefficient and the partial correlation coefficient was $ryx7 > ryx7z$, that $0.526 > 0.262$. These results indicated that X7 (culture), which was initially linearly correlated with Y (student decisions) in the bivariate correlation, revealed in the partial correlation test that X7 (culture) had a relationship with Y (student decisions) mediated by program image. Culture had a relationship of 0.262 with student decisions mediated by program image. Based on these results, it can be stated that the relationship between culture and student decisions mediated by program image was in the weak category, in an interval of 0.200–0.399. In other words, the quality of the program image influenced the relationship between culture and student decisions.

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.597 ^a	.356	.343	1.35741

Table 3. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	337.404	7	42.201	26.160	.000 ^b
	Residual	609.888	331	1.843		
	Total	947.292	338			

Table 4. Coefficients^a

1	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	1.224	.509		2.407	.017
	Extracurricular Activities	.054	.044	.071	1.235	.218
	Tuition Fee	.011	.041	.015	.271	.786
	Location	-.021	.039	-.032	-.551	.582
	Promotion	.107	.030	.211	3.597	.000
	Role of Parents	.080	.035	.124	2.302	.022
	Facilities and Infrastructure	.047	.045	.063	1.049	.295
	Culture	.290	.057	.300	5.062	.000

The results of the model summary table show the contribution of infrastructure, location, tuition fee, promotion, culture, parental role, and extracurricular activities to students' decisions in choosing a study program at FITK. Based on the R-Square value of 0.356, the contribution of extracurricular activities, tuition fee, location, promotion, parental role, infrastructure, and culture. The remaining 64.4% is determined by other factors not examined in this study. The correlation coefficient or R explains the direction of the relationship between the variables of facilities and infrastructure, location, tuition fee, promotion, culture, parental role, and extracurricular activities on students' decisions simultaneously. Based on the correlation coefficient (R) of 0.597, the direction and strength of the relationship are moderate. The ANOVA test results table above shows that the calculated F-value is 26.160 with a significance level of 0.000. The significance level is less than α 0.05 at a 95% confidence level.

Marketing management in education has students as consumers. When choosing a university, various factors influence students. According to Hawkins, internal and external factors can influence consumer decisions. Internal factors include perception, learning, memory, motivation, personality, emotions, and attitudes. External factors include culture, subculture, demographics, social status, reference group, family, and marketing activities. Based on this theory, this study identifies several factors that serve as variables influencing students' decision-making: (1) marketing mix (products in the form of extracurricular activities, price or tuition fees, location, promotion, and physical evidence in the form of facilities and infrastructure), (2) family in the form of parental roles, and (3) culture.

The image of a study program is also one of the factors influencing students' decisions. It is particularly relevant when applying for jobs. Many companies assess students based on their university background and the image of their study program. A good image of a higher education

institution's study program will influence and attract students. The image of a university and its program adds value and serves as a benchmark for individuals when making choices. Research conducted at STIT Madani Yogyakarta revealed that most people choose schools that already have a good image or reputation in society. The primary focus is on the teaching and learning process and the quality of school services. Thus, the better the image, the more likely students are to choose to study at that university (Qiyadah Robbaniyah, Syaiful Anam, & Dinda Eka Safitri, 2021).

Based on the results of data analysis in accordance with Hawkins' theory, which shows that the seven variables can influence students' decisions regarding the selection of higher education institutions. The seven variables are related to students' decisions both directly and indirectly. The results of the partial correlation analysis of significant variables with students' decisions when controlled by program image are as follows: the extracurricular variable, with an R-value of 0.588, indicates a moderate relationship between extracurricular activities and program image on students' decisions, with an R-Square value of 0.345. It means that extracurricular activities and program image contribute 34.5% to students' decisions, while the remaining 65.5% is determined by other variables not examined in this study. Research by Jumiarti et al. stated that extracurricular activities are one of the factors influencing school choice. Interviews with several informants revealed that they chose the school because of its extracurricular activities. Based on the information and interview results, extracurricular activities are a motivating factor for students choosing MAN 1 Padang Panjang (Jumiarti and Junaidi, 2022). Aligns with Jumiarti's study, this research also yielded similar results, indicating that extracurricular activities or student clubs are one of the factors influencing students' decisions in selecting the FITK faculty.

The promotion variable, with an R-value of 0.595, indicated a moderate level of relationship between promotion and program image on student decisions, with a R Square value of 0.353. It indicates that promotion and program image contribute 35.3% to student decisions, with the remaining 64.7% determined by other variables not examined in this study. The results of this study align with the research conducted by Abu Bakar et al., who investigated the influence of promotion on the interest of new students in a university. They found the influence of promotional variables on students' interest when choosing a university (Bakar et al., 2022).

The parental role variable, with an R-value of 0.595, indicated a moderate level of relationship between parental role and program image on student decisions, with a R Square value of 0.354. It indicates that the contribution of parental role and program image to student decisions was 35.4%, with the remaining 64.6% determined by other variables not examined in this study. The results of

this study align with the research by Masduki et al., that family, particularly parents, have a positive influence and contribute to the selection of higher education institutions (Ir, Prihartini, & Abdullah, 2023). Meanwhile, the research by Putri Nanda Leri et al. stated that the influence of parental support on decisions does not partially affect students' decisions (Putri Nanda Leri, Elfitri Santi, & Irda Rosita, 2022)..

The cultural variable, with an R-value of 0.617, indicated a strong relationship between culture and program image and student decisions, with an R Square value of 0.381. It indicates that culture and program image contributed 38.1% to student decisions, with the remaining 61.9% determined by other variables not examined in this study. The results of the four variables indicated that the relationship between extracurricular variables, promotional variables, parental role variables, and cultural variables on student decision-making was controlled by variable Z, which is program image.

Meanwhile, the tuition fees, location, and infrastructure variables were directly related to student decisions. However, when controlled by variable Z (program image), they did not have a direct relationship. It indicated that the variable Z (program image) did not influence the tuition fees, location, and facilities variables. Thus, the better the tuition fees, location, and facilities, the more likely students were to choose that institution of higher education. These results align with Andrew Satria Lubis' research that school facilities, tuition fees, and school location significantly influence students' decision-making. The calculated F-value of 16.690 was greater than the table F-value of 2.786, with a significance level of 0.000, which was less than the alpha level of 0.05. The R^2 coefficient value was 0.495, indicating that facilities, tuition fees, and location can explain 49.5% of the variation in decisions, with the remaining 51.5% explained by other variables (Lubis, Amalia, & Simanjuntak, 2021). Furthermore, based on the results of the multiple linear regression of the seven variables, the R^2 value was 0.356. Thus, the variability in students' decisions can be explained by the variability in extracurricular activities, tuition fees, location, promotion, parental role, facilities and infrastructure, and culture by 35.6%. The remaining 64.4% is explained by other factors not investigated in this study.

CONCLUSION

The results of the comparison between the bivariate correlation coefficient $X1$ (extracurricular activities) and Y (student decisions) and the partial correlation coefficient $X1$ (extracurricular activities), Y (student decisions), and Z (program image) show that $ryx1 > ryx1z$ where $0.409 > 0.124$. It indicates that extracurricular activities are not directly related to student decisions but are mediated

by program image. The tuition fee variable yielded a significant bivariate correlation between X2 (tuition fee) and Y (student decision) at $0.000 < \alpha 0.05$. However, the partial correlation between X2 (tuition fee), Y (student decision), and Z (program image) was not significant because the significance level was $0.080 > \alpha 0.05$. Thus, tuition fee is indeed linearly correlated with student decisions. The location variable yielded a significant bivariate correlation between X3 (location) and Y (student decision), with $0.000 < \alpha 0.05$. However, the partial correlation between X3 (location), Y (student decision), and Z (program image) was not significant because the significance level was $0.117 > \alpha 0.05$. Thus, location is linearly correlated with student decisions.

The results of the comparison between the bivariate correlation coefficient X4 (promotion) and Y (student decision) and the partial correlation coefficient X4 (promotion), Y (student decision), and Z (program image) show that $ryx4 > ryx4z$ where that $0.472 > 0.166$. It indicates that promotion is not directly related to student decisions but is mediated by program image. Furthermore, the results of the comparison between the bivariate correlation coefficient X5 (parental role) and Y (student decision) and the partial correlation coefficient X5 (parental role), Y (student decision), and Z (program image) show that $ryx5 > ryx5z$ where $0.417 > 0.168$. It means that the role of parents is not directly related to student decisions but is mediated by the image of the study program. The variable of facilities and infrastructure obtained a significant bivariate correlation coefficient between X6 (facilities and infrastructure) and Y (student decisions), where $0.000 < \alpha 0.05$. Meanwhile, the partial correlation between X6 (facilities and infrastructure), Y (student decisions), and Z (program image) is not significant because the significant value is $0.174 > \alpha 0.05$. Thus, facilities and infrastructure are truly linearly correlated with student decisions.

The results of the comparison between the bivariate correlation coefficient X7 (culture) and Y (student decisions) and the partial correlation coefficient X7 (culture), Y (student decisions), and Z (program image) show that $ryx7 > ryx7z$ where $0.526 > 0.262$. It means that culture does not directly influence student decisions, but it is mediated by program image. Based on the regression results, the R^2 value is 0.356. Thus, 35.6% of the variability in student decisions can be explained by variability in extracurricular activities, tuition fees, location, promotion, parental role, facilities and infrastructure, and culture. The remaining 64.4% is explained by other factors that are excluded in this study.

To increase enrolment in study programs at the Faculty of Tarbiyah and Teacher Training at UIN Sunan Kalijaga, the university needs to improve and enhance its image. A good image will encourage prospective students to choose the university without hesitation. Thus, the university must maintain and enhance its image. The university should consider the tuition fees or UKT offered to the public.

Increasing the quantity and quality of targeted promotions, such as by fostering good relationships with alumni to provide recommendations for prospective students, is important. Improving and expanding facilities and infrastructure, promoting a positive campus culture, increasing and revitalizing Student Activity Units, and maintaining communication between students and their parents. This study is still limited in identifying the factors that significantly influence the choice of higher education institution. It impacts the increase in the number of students at an educational institution. It is expected that further research will be conducted to complete this study.

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