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Determinants of Students' Decisions in Choosing Studies in Non-religious Programs in Islamic Higher Education Institution

Lutfi Auliarahman

Graduate Student, Department of Master Program in Management,
Universitas Islam, Indonesia

Abstract:

The need for higher education is increasing, because of the demands of the working world which requires skills and professional abilities in accordance with the needs of the organization. This causes the interest of people to continue their studies to the higher education level is also increasing. Even so, the fierce competition between higher education institutions to get potential student candidates in student enrollment, makes them have to survive, especially for Islamic Higher Education. Thus, it is important for higher education institutions to implement effective marketing strategies. There have been several studies that investigated the factors that influence students' decisions in choosing higher education institutions, but research focusing on investigating Islamic Higher Education institutions is very limited. Therefore, this study aims to analyze the determinants that influence student's decision in choosing non-religious programs at Islamic Higher Education. This study conducted an online survey on 158 respondents who are studying non-religious programs in three Islamic Higher Education institutions in Indonesia, namely Universitas Islam Indonesia, Universitas Muhammadiyah Yogyakarta, and Universitas Islam Negeri Sunan Kalijaga. Data was analyzed using Partial Least Square Structural Equation Modeling (PLS-SEM). Finally, the implications based on the empirical results of this study are provided as references for marketing practitioners of Islamic Higher Education in Indonesia to develop and design effective marketing strategies.

Keywords: Islamic higher education, perceived quality, motivation, social media marketing, religiosity, perceived value, student's decision

1. Introduction

Nowadays, the demands of the workforce to be more professional and up-to-date now have made public awareness to continue their education to a higher level increased (Sriyanto, 2018). The majority of large companies today require human resources who have a higher educational background, in order to increase the competitiveness of organization. This makes the interest of students to continue their education to college or university is increasing every year. However, the number of universities in Indonesia is very large and always increases time by time. Based on the data obtained from the Higher Education Database of the Ministry of Research, Technology and Higher Education of Indonesia, there are currently 4,650 higher education institutions (forlap.ristekdikti.go.id). With the large number of universities in Indonesia, this makes the competition between universities increasingly fierce, especially for Islamic Higher Education.

Higher education institution is likened to a business organization who needs to determine segmentation or who consumers can effectively be reached or served by marketers (Sriyanto, 2018). So, in order to win the competition and get excellent students on student's enrollment, Islamic Higher Education need to analyze consumer behavior and determine clear target markets so that later they can analyze market opportunities and competitors, and ultimately be able to implement promotions that are different from what is done by other institutions (Handayani, 2019). According to Rudhumbu (2017), analyzing the factors that influence student choice of higher education institutions must be treated as an important component in improving institutional marketing strategy plan for new student enrollment, because it has great benefits for higher education institutions as they try to attract more students in the competitive world today (Ilgan, Ataman, Ugurlu, and Yurdunkulu, 2018).

The insight of consumer behavior helps marketers to understand how consumers think, feel and choose from various alternatives such as products, services, and how consumers are influenced by their environment, reference groups, families, and salespeople and so on. Consumer behavior is influenced by cultural, social, personal and psychological factors (Lomboan, 2017). There are several factors that influence consumer in decision making. Some literature and research state the rare several factors that influence consumer decisions, including perceived quality and perceived value (Zeithaml, 1988), motivation (Prebensen, et al, 2012; Auf, et al, 2018), social media marketing (Nurohman, et al, 2018), and religiosity which is an inseparable part of culture (Mokhlis, 2009; Padmaninggar, 2016). Based on the explanation above, this research aims to examine the determinants that influence students' decisions to choose non-religious programs at Islamic Higher Education.

2. Literature Review and Development of Hypotheses

2.1. Perceived Quality and Perceived Value

Perceived quality is the consumer's assessment of the advantages of a product (Zeithaml, 1988). High perceived quality shows that consumers have found differences and advantages in a product or service with similar products offered by other companies after being evaluated for a long time (Kurnianto, 2015). Zeithaml (1988) in his research explained the Means-End Model theory which states that perceived quality can directly affect perceived value. When consumers feel that the quality of the product purchased is in line with their expectations, then this will increase the perceived value. The better the quality of the products provided by the company that can be felt by customers, the better the consumer's perceived value.

In addition, according to Chen, *et al* (2017), perceived quality has an important role in the process of forming perceived value, which indicates that service quality will increase the value and benefits perceived by consumers, thus positively influencing their purchase intentions. Products or services that have good quality indicate that the product or service meets consumer expectations. When a product or service can meet customer expectations, then consumers perceive that a product or service has high value. Based on the statement above, the hypothesis can be formulated as follows:

- H1: Perceived quality has a positive effect on perceived value.

2.2. Perceived Quality and Student's Decision

Perceived quality provides a compelling reason for consumers to consider and buy a product or service from a particular brand (Kandasamy, 2014). This is based on a person's behavior in making decisions about what he wants will be related to perception. Perception will relate to a person's behavior in making decisions about what they want, including purchasing decisions (Harjati and Sabu, 2014). Increased consumer awareness lately has made them only want to buy or pay for a brand or product that is well known and has high quality (Yaseen, *et al*, 2011). So, it is important for universities to create superior perceived quality in the minds of the public, especially prospective students. According to (Nguyen and Gizaw, 2014), perceived quality considers subjective notation which is a consumer evaluation of a product or service and an assessment based on several attributes. Based on the statement above, the hypothesis can be formulated as follows:

- H2: *Perceived quality has a positive effect on student's decisions in choosing non-religious programs at Islamic Higher Education.*

2.3. Motivation and Perceived Value

In consumer behavior, motivation has an important role in consumers decision making. According to Ryan and Deci (2000) motivation can be divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation to do something to get challenges, pleasures, interests and satisfaction without any external encouragement. While extrinsic motivation is motivation to do something because of some external demands. Motivation, both intrinsic and extrinsic will encourage someone to act, which action is also based on values that are in accordance with him. Several studies have found the results of relationship between motivation and perceived value (Prebensen, *et al*, 2012; Huang, *et al*, 2015; Wang and Leou, 2015). Based on the statement above, the hypothesis can be formulated as follows:

- H3: *Motivation has a positive effect on perceived value.*

2.4. Motivation and Student's Decision

Decisions made by consumers are part of consumer behavior, where decisions made are usually influenced by various factors. Motivation is one of the factors that influence consumers to make their decisions. According to Hawkins and Mothersbaugh (2010), motivation is an individual's reason for acting and behaving. Similarly, students who will choose higher education institution to continue their studies, this is influenced by the motivation they have. Sigit (in Wahyuni, 2008) states that purchase motivation is considerations and influences that encourage people to make purchases. This argument is supported by the results of several studies describing the relationship between motivation and consumer decisions (Auf, *et al*, 2018; Mahanani, 2018; Saputra and Samuel, 2013). Based on the statement above, the hypothesis can be formulated as follows:

- H4: *Motivation has a positive effect on student's decisions in choosing non-religious programs at Islamic Higher Education.*

2.5. Social Media Marketing and Perceived Value

Today, the internet has changed the way of conventional human interaction in the past and also created a new bridge for communication (Chen and Lin, 2019). With the rapid development of information technology, this affects people's behavior in communicating, and also the way they seek and obtain information. So, at present many organizations or companies are utilizing this technology through social media as an advertising and marketing tools.

With social media, various organizations and companies are trying to influence consumers, by educating the market about the values and advantages they offer. Several studies have shown the results of the impact of social media marketing on perceived value. Chen and Lin (2019) and Maoyan, *et al* (2014) in their research found that social media marketing has a positive impact on perceived value. Similar to the study, Ali, *et al* (2016) found results in their research which showed that social media marketing influences consumer perceptions. Whereas in the results of research conducted

by Ismail (2017) and Khan (2019) stated that social media marketing has an influence on value consciousness. Based on the statement above, the hypothesis can be formulated as follows:

- *H5: Social media marketing has a positive effect on perceived value.*

2.6. Social Media Marketing and Student's Decision

According to Lusia, Pijar, and Endang (2015), the role of social media is very important for marketing strategy of higher education institutions. The statement was based on the results of a study that stated that from several marketing stimuli conducted by a university, it was found that the factor which had the greatest influence on the students' decision in choosing a study program at higher education institutions was social media. Regarding marketing practices, social media plays a role in various ways, such as improving customer service, maintaining customer relationships, informing consumers about the benefits of a product or service, promoting related brands or special offers, developing new products, or influencing brand attitude (Tuten and Solomon, 2018). This will also affect consumers' decisions to buy or use a product or service.

Nowadays the practice of marketing through social media is starting to develop and is used as a marketing tool to promote the brand of companies or organizations. Higher education institutions certainly need to use social media as a marketing tool, so that it can influence the decisions of prospective students in choosing them. Digital marketing in higher education is considered especially important because universities and colleges are pressured by intense competition. Therefore, it is important for them to understand how to attract students and how to market their institutions (Kusumawati, 2019). Several studies support the arguments above which show the results that there is an impact of social media marketing on consumer decisions (Nurgiyantoro, 2014; Passawung, 2014; Nurohman, et al, 2018). Based on the statement above, the hypothesis can be formulated as follows:

- *H6: Social media marketing has a positive effect on student's decisions in choosing non-religious programs at Islamic Higher Education.*

2.7. Religiosity dan Perceived Value

Consumers behavior that adhering to the values of religion will also affect their behavior in the decision of purchase of a product or service. According to Fauzi, *et al* (2016), Muslim consumers have an attitude and motivation developed with the religious values they have when going to buy a product or use a service. In this case, the more religious a consumer is, the more obedient he will be to religious values, which have an impact on the way consumers perceive a product or service that is not only to meet their needs, but is also influenced by religious motives. Thus, religiosity will affect a consumer's perceived value. Research that discusses the effect of religiosity on perceived value is very limited. However, there are studies that support the arguments that have been presented before. Research conducted by Kusumawati, *et al* (2009), found that religiosity has a positive effect on customer perceived value. Based on the statement above, the hypothesis can be formulated as follows:

- *H7: Religiosity has a positive effect on perceived value.*

2.8. Religiosity and Student's Decision

In consumer behavior, religion also influences buying behavior through sub-cultures based on it (Foxall, 1980). According to Mokhlis and Spartks (2007), the dimensions of religiosity (intrapersonal and interpersonal) have significant possibilities in predicting certain aspects of consumer shopping orientation. This shows that those who have high religiosity tend to be less impulsive when making purchasing decisions. Likewise, in the decision to choose the university chosen by students, students who have a relatively high tendency towards religiosity will choose a university that has an Islamic feel or image, or at least has the same values that they have. The results of several studies show a relationship between religiosity and consumer decisions (Utami, et al, 2015; Padmaningar, 2016; Zahri and Hafasnuddin, 2016; Khotimah, 2018), although research that discusses the influence of religiosity in the decision to choose higher education institutions is still very limited. Based on the statement above, the hypothesis can be formulated as follows:

- *H8: Religiosity has a positive effect on student's decisions in choosing non-religious programs at Islamic Higher Education.*

2.9. Perceived Value and Student's Decision

Consumer decision is a process that has stages or levels, where this process starts from the problem recognition, to end on post-purchase behavior. In this decision-making process, towards information search and alternative evaluation, where consumers will compare a product or service from various brands, which then will choose the product or service in accordance with the expected value perception, which is the most beneficial, and the most minimal sacrifice. According to Zeithaml (1988), perceived value is an overall assessment of consumers of the utility of a product based on perceptions about what is received and what is given, which is based on the comparison between benefits and sacrifice. Likewise, for prospective students who want to apply to a higher education institution, one consideration is how much benefit will be gained when choosing the institution, and how much sacrifice must be incurred. Some researchers attempt to analyze the relationship between perceived value and purchasing decisions, and then find the results of a positive relationship between the two (Yee, et al, 2011; Chen, et al, 2017; Suprapti, 2010; Hanaysha, 2018); Serawati, 2010). Based on the statement above, the hypothesis can be formulated as follows:

- *H9: Perceived value has a positive effect on student's decisions in choosing non-religious programs at Islamic Higher Education.*

2.10. Research Framework

After conducting discussions based on previous research and formulating hypotheses, a research theoretical framework was designed to find out what determinants influence students' decisions in choosing non-religious programs in Islamic Higher Education. Based on the development of hypotheses that have been described above, a research framework can be made as a model:

Figure 1: Research Framework

3. Research Method

This study attempts to analyze the determinants that influence students' decisions in choosing non-religious programs in Islamic Higher Education. In this study, there are four independent variables, namely perceived quality (X_1), motivation (X_2), social media marketing (X_3), and religiosity (X_4), and two dependent variables, namely perceived value (Y_1) and student's decisions (Y_2). The tool used to analyze data in this study is SmartPLS 3.0. In this study, the population used was students who were studying in Islamic Higher Education.

The method used to determine the sample in this study is non-probability sampling. The principle of selection in this method is choosing each sample without giving equal opportunity for each element or member of the population to be sampled. In addition, this study also used a purposive sampling technique. The provisions of the respondents in this study are based on the following characteristics: (1) respondents are students in Islamic Universities in Yogyakarta, namely Universitas Islam Indonesia, Universitas Muhammadiyah Yogyakarta, and Universitas Islam Negeri Sunan Kalijaga, and (2) respondents are students who choose non-religious programs at Islamic Higher Education. This research uses a Likert scale which is made into five alternative answers for each variable as a measurement scale, namely '1 = strongly disagree', '2 = disagree', '3 = somewhat disagree', '4 = agree', '5 = strongly agree'.

4. Data Analysis

The number of respondents in this study was 184 people, with details of 111 female respondents or 60.3%, while male respondents amounted to 73 people or 39.7%. Furthermore, respondents were selected and only chosen who met the criteria in this study, so that the remaining number of respondents who were sampled were 158 people.

4.1. Outer Model Evaluation

The evaluation of the outer model (measurement model) is carried out to determine the results of the validity and reliability test. This measurement model shows how manifest variables or indicators represent latent variables to be measured. The stages in the evaluation of the outer model can be divided into two, namely the construct validity test which includes convergent validity and discriminate validity, and the reliability test which includes composite reliability and Cronbach's alpha.

Convergent validity test is used to validate indicators of latent variables that are assessed based on loading factors. Indicator can be said to be valid if it has a loading factor value > 0.7 . But the loading factor value > 0.6 is still acceptable, and other criteria are that each latent variable must have an AVE value > 0.5 (Ghozali and Latan, 2015). In this study, several indicators have an outer loading value < 0.6 so they must be removed from the model. The final results of the loading factor value of each indicator are as follows.

Variabel	Indicator	Loading Factor	Explanation
Perceived Quality	PQ1	0.718	Valid
	PQ2	0.774	Valid
	PQ3	0.734	Valid
	PQ4	0.748	Valid
	PQ5	0.821	Valid
Motivation	M14	0.721	Valid
	M15	0.648	Valid
	M4	0.849	Valid
	M5	0.761	Valid
	M6	0.852	Valid
	M7	0.761	Valid
Social Media Marketing	SMM1	0.741	Valid
	SMM2	0.806	Valid
	SMM3	0.669	Valid
	SMM4	0.697	Valid
	SMM5	0.792	Valid
	SMM6	0.694	Valid
	SMM7	0.726	Valid
	SMM8	0.673	Valid
	SMM9	0.621	Valid
Religiosity	R1	0.885	Valid
	R2	0.894	Valid
	R3	0.951	Valid
	R4	0.902	Valid
	R5	0.905	Valid
	R6	0.858	Valid
	R8	0.827	Valid
	R9	0.746	Valid
Perceived Value	PV1	0.764	Valid
	PV2	0.742	Valid
	PV3	0.829	Valid
	PV4	0.776	Valid
	PV5	0.652	Valid
	PV6	0.707	Valid
Student's Decision	KM2	0.872	Valid
	KM3	0.802	Valid
	KM4	0.870	Valid
	KM5	0.808	Valid

Table 1: Convergent Validity Test with Final Loading Factor
Source: Processed Primary Data, 2020

The recommended AVE value must be above 0.5 (Ghozali and Latan, 2015). Evaluation results based on AVE values in latent variables in this study can be seen in the following table that shows the values for each construct were higher than the threshold value 0.5.

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Student's Decision	0.860	0.865	0.905	0.704
Motivation	0.859	0.863	0.896	0.591
Perceived Quality	0.817	0.821	0.872	0.578
Perceived Value	0.840	0.846	0.883	0.558
Religiosity	0.955	0.970	0.962	0.762
Social Media Marketing	0.880	0.891	0.904	0.512

Table 2: Reliability and AVE of the Outer Model
Source: Processed Primary Data, 2020

The next evaluation is discriminant validity. The evaluation is by looking at the value of cross loading on the indicator of each construct that is intended and comparing it with the value of cross loading on other construct indicators, with the criteria the factor loading of each scale item for its assigned latent construct must higher than its loading on any

other constructs, and also the value must be greater than 0.7. The value of cross loading in this study can be seen in the following table.

	Students' Decision	Motivation	Perceived Quality	Perceived Value	Religiosity	Social Media Marketing
KM2	0.872	0.472	0.294	0.471	0.080	0.336
KM3	0.802	0.486	0.262	0.404	-0.029	0.370
KM4	0.870	0.468	0.345	0.536	0.056	0.358
KM5	0.808	0.500	0.526	0.652	0.156	0.368
M14	0.446	0.721	0.228	0.377	-0.089	0.334
M15	0.435	0.648	0.231	0.357	-0.012	0.274
M4	0.428	0.849	0.296	0.452	0.082	0.302
M5	0.445	0.761	0.275	0.453	0.179	0.269
M6	0.481	0.852	0.309	0.465	0.042	0.343
M7	0.415	0.761	0.182	0.397	-0.011	0.242
PQ1	0.280	0.160	0.718	0.517	0.231	0.232
PQ2	0.296	0.158	0.774	0.506	0.244	0.374
PQ3	0.409	0.442	0.734	0.474	0.175	0.381
PQ4	0.274	0.249	0.748	0.461	0.190	0.333
PQ5	0.389	0.246	0.821	0.555	0.231	0.274
PV1	0.458	0.433	0.504	0.764	0.253	0.339
PV2	0.442	0.307	0.616	0.742	0.341	0.390
PV3	0.555	0.484	0.514	0.829	0.178	0.387
PV4	0.467	0.424	0.439	0.776	0.182	0.452
PV5	0.401	0.308	0.405	0.652	0.048	0.346
PV6	0.476	0.473	0.479	0.707	0.080	0.356
R1	0.102	0.056	0.273	0.236	0.885	0.126
R2	0.071	0.014	0.247	0.204	0.894	0.117
R3	0.111	0.059	0.291	0.273	0.951	0.149
R4	0.047	0.019	0.193	0.168	0.902	0.062
R5	0.065	0.002	0.246	0.185	0.905	0.103
R6	0.031	0.039	0.171	0.157	0.858	0.093
R8	0.035	0.040	0.254	0.188	0.827	0.105
R9	0.088	0.066	0.244	0.246	0.746	0.150
SMM1	0.320	0.311	0.275	0.356	0.044	0.741
SMM2	0.381	0.378	0.274	0.433	0.116	0.806
SMM3	0.230	0.176	0.301	0.307	0.300	0.669
SMM4	0.294	0.376	0.222	0.356	-0.005	0.697
SMM5	0.356	0.318	0.464	0.500	0.154	0.792
SMM6	0.338	0.143	0.343	0.332	0.139	0.694
SMM7	0.210	0.183	0.216	0.263	0.030	0.726
SMM8	0.232	0.256	0.314	0.329	0.099	0.673
SMM9	0.329	0.264	0.228	0.298	-0.009	0.621

Table 3: Factor Loadings and Cross Loadings of the Outer Model

Source: Processed Primary Data, 2020

In addition, discriminant validity testing can also be done by comparing Fornell-Larcker Criterion. Good discriminant validity is shown from the Fornell-Larcker Criterion for each construct greater than the correlation between constructs in the model (Ghozali and Latan, 2015). The cross-loading value between construct can be seen as follows.

	Students' Decision	Motivation	Perceived Quality	Perceived Value	Religiosity	Social Media Marketing
<i>Student's Decision</i>	0.839					
<i>Motivation</i>	0.576	0.769				
<i>Perceived Quality</i>	0.438	0.333	0.760			
<i>Perceived Value</i>	0.627	0.545	0.663	0.747		
<i>Religiosity</i>	0.085	0.046	0.282	0.247	0.873	
<i>Social Media Marketing</i>	0.428	0.384	0.418	0.506	0.135	0.715

Table 4: Discriminant Validity Test Results by Fornell-Larcker Criterion

Source: Processed Primary Data, 2020

The next outer model evaluation is a reliability test that can be done by measuring two criteria, namely composite reliability and Cronbach's alpha which the value must be above 0.7, so that a construct can be said to be reliable. The results of the composite reliability test and Cronbach's alpha showed that all constructs have values above 0.7 which can be seen in table 2.

4.2. Inner Model Evaluation

The evaluation of the inner model or structural model aims to predict the causality relationship between latent variables based on the proposed model. In PLS-SEM research, structural model evaluation is done by looking at the value of coefficient of determination (R^2), Q^2 predictive relevance, and also the index of goodness of fit (GoF).

The first step is to look at the magnitude of the variance presentation described in the R^2 value for the endogenous latent construct. The assessment criteria of R^2 can be classified into three, namely the value of R^2 is 0.67 which indicates that the model is strong, the value of R^2 is 0.33 which indicates that the model is moderate, and the value of R^2 is 0.19 which indicates that the model is weak (Haryono, 2017). The value of R^2 in endogenous latent variables in this study can be seen in table 5 below.

Variabel	R Square	R Square Adjusted
Perceived Value	0.589	0.579
Student's Decision	0.482	0.465

Table 5: The Value of R-Square
Source: Processed Primary Data, 2020

Based on the results of R^2 in table 5 above, it can be seen that the value of R^2 on the perceived value construct is 0.589, and the student's decision construct is 0.482. This shows that the perceived value variable is relatively strong because its value is close to 0.67, while the student decision construct is moderate because its value is close to 0.33.

The subsequent evaluation by testing the Q^2 predictive relevance to measure how well the value of observations produced by the model and also the estimated parameters. In its assessment, the value of $Q^2 > 0$ indicates that the model has predictive relevance, and if the value of $Q^2 < 0$ indicates that the model lacks predictive relevance (Ghozali and Latan, 2015). The Q^2 predictive relevance test results show that the two endogenous variables in this study have good predictive relevance which can be seen as follows.

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Perceived Quality	790.000	790.000	
Motivation	948.000	948.000	
Social Media Marketing	1.422.000	1.422.000	
Religiosity	1.264.000	1.264.000	
Perceived Value	948.000	652.460	0.312
Student's Decision	632.000	434.598	0.312

Table 6: The Value of Q-Square
Source: Processed Primary Data, 2020

The final step for evaluating the inner model is by using the Goodness of Fit Index (GoF) index, which is used to evaluate the structural model and overall measurement model, with criteria GoF = 0.10 of small value, GoF = 0.25 of medium value, GoF = 0.36 of large value. The results of goodness of fit can be determined through the following calculations:

$$\begin{aligned}
 GoF &= \sqrt{AVE \times R^2} \\
 &= \sqrt{0,6175 \times 0,5355} \\
 &= 0,5750
 \end{aligned}$$

Based on the calculation results, obtained a value of 0.575 which can be determined as this research model has a large GoF index. This explains the research data in accordance with the research model.

5. Hypothesis Testing

After evaluating the outer model and inner model, then the next step is hypothesis testing which based on the evaluation of inner models or structural models that have been obtained in the table below by looking at the t-statistic value and also the p-value. The criteria, if the t-statistic value greater than 1.96, and p-value is less than 0.05 at the significant level of 5%, then the hypothesis is accepted, or in other words there is an influence between the exogenous variables on the endogenous variables in each hypothesis has been proposed.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Perceived Quality -> Perceived Value	0.459	0.458	0.063	7.299	0.000
Perceived Quality -> Student's Decision	0.053	0.053	0.099	0.534	0.593
Motivation -> Perceived Value	0.320	0.319	0.067	4.802	0.000
Motivation -> Student's Decision	0.314	0.320	0.083	3.763	0.000
Social Media Marketing -> Perceived Value	0.181	0.185	0.067	2.690	0.007
Social Media Marketing -> Student's Decision	0.098	0.098	0.083	1.180	0.239
Religiusitas -> Perceived Value	0.078	0.084	0.054	1.442	0.150
Religiusitas -> Keputusan Mahasiswa	-0.052	-0.046	0.073	0.710	0.478
Perceived Value -> Keputusan Mahasiswa	0.384	0.375	0.103	3.717	0.000

Table 7: Path Coefficient and Significance Results
Source: Processed Primary Data, 2020

6. Discussion

6.1. The Effect of Perceived Quality on Perceived Value

Based on hypothesis testing, it is shown that the perceived quality construct has a positive effect on the perceived value construct as showed by the path coefficient of 0.459. In addition, the perceived quality and perceived value construct relationship is significant because it has a t-statistic value of 7.299 which is greater than the t-table value (1.96), and also the p-value of 0,000 that is smaller than 0.5. So H1 is supported. This research is in accordance with the Means-End Model theory developed by Zeithaml (1988) regarding the relationship between price, quality, and value, which states that perceived quality can directly affect perceived value. The results of this study also support the results of previous studies conducted by Ayu (2009), Lee and Yu (2018), Hapsari, *et al* (2016) and Chen, *et al* (2017) who found that perceived quality has a positive effect on perceived value. The findings in this study and also some previous studies reinforce the theory that explains that perceived quality has a significant positive effect on perceived value. The positive influence indicates that the higher the perceived quality of students, the higher the students perceived value towards the Islamic Higher Education institution.

6.2. The Effect of Perceived Quality on Student's Decisions

The second hypothesis testing showed that the perceived quality construct does not have a significant effect on students' decisions in choosing non-religious programs at Islamic Higher Education institution. This is proven by the value of the path coefficient of 0.053, and also the t-statistic value of 0.534 which smaller than 1.96, and the p-value of 0.593 which is greater than 0.05. Therefore, H2 is not supported. This study contradicts previous research (Yee, *et al*, 2011; Harjati and Sabu, 2014; Suprpti, 2010; Hapsari, *et al*, 2015; Fatmasari, 2018) which found that perceived quality has a positive effect on purchasing decisions. Nevertheless, this research is in accordance with the Means-End Model theory developed by Zeithaml (1988), in which the theory explains that perceived quality must pass through perceived value in order to influence consumer purchasing decisions. In addition, Chen, *et al* (2017) explained in their research that consumer perceived quality needs to through the consumer perceived value in order to influence purchase intention.

6.3. The Effect of Motivation on Perceived Value

The third hypothesis testing showed that the construct of motivation has a positive effect on the perceived value as proven by the path coefficient of 0.320. The relationship between motivation construct and perceived value is significant because it has the t-statistic value greater than 1.96, which is 4.802, and has the p-value of 0.000 which is smaller than 0.05. Based on these data, H3 is supported. The higher the motivation of students to study at Islamic Higher Education institution, the higher the students perceived value on it. The construct of motivation in this study include intrinsic motivation and extrinsic motivation. The results of this study support the results of previous studies conducted by Wang and Leou (2015), Prebensen, *et al* (2012), and Huang, *et al* (2015) which found that motivation has a positive effect on perceived value.

6.4. The Effect of Motivation on Student's Decisions

The results of hypothesis testing in this study indicate that the construct of motivation has a positive influence on students' decisions in choosing non-religious programs at Islamic Higher Education, as proven by a path coefficient of 0.314. In addition, the relationship between the construct of motivation and student's decisions proved significant with the t-statistic value of 3.763 which is greater than 1.96 and the p-value of 0,000 which is less than 0.05, so that H4 is

supported. With the positive influence between the two constructs, it can be said that the higher the motivation of prospective students, the higher their willingness to choose Islamic Higher Education. The results of this study are in line with previous studies conducted by Rizqiah, Puspitasari, and Nurizzati (2017), Endarwati (2014), and Mahanani (2018) who found the results that motivation has a positive and significant impact on student decisions in choosing higher education institutions. In addition, research conducted by Saputra and Samuel (2013), Gunawan (2015), and Auf, *et al* (2018) found that motivation has a significant influence on consumer purchasing decisions.

6.5. The Effect of Social Media Marketing on Perceived Value

The next hypothesis testing showed that the construct of social media marketing has a positive effect on perceived value as proven by the value of the path coefficient of 0.181. The relationship between social media marketing constructs and perceived value is significant because it has the t-statistic value of 2.690 which is greater than 1.96, and the p-value of 0.007 which is less than 0.05. Accordingly, H5 is supported. This explains that the better and more appropriate social media marketing strategy carried out by Islamic Higher Education, the more it will increase the perceived value of students towards the Islamic Higher Education to be chosen. The results of this study are in line with the findings of previous studies conducted by Chen and Lin (2019), and Maoyan, *et al* (2014) which states that there is a positive and significant influence between social media marketing on perceived value. This study is also in line with a similar study conducted by Ali, *et al* (2016) who found that social media marketing influences consumer perceptions. Likewise, in research conducted by Ismail (2016) and Khan (2019) who found that social media marketing has an influence on value consciousness.

6.6. The Effect of Social Media Marketing on Student Decisions

The results of further hypothesis testing in this study indicate a positive but not significant relationship between social media marketing and student decisions in choosing non-religious programs at Islamic Higher Education institutions, as proven by the path coefficient of 0.098. The t-statistic value that is smaller than 1.96 is 1,180, and the p-value of 0.239 > 0.05, which indicates the relationship between the two constructs is not significant. Thus, H6 was not supported. The results of this study are not in line with the results of previous studies conducted by Reddy (2014) and Nurohman, *et al* (2018) who found that social media promotion had a positive influence on the choice of study programs. This study also does not support previous research conducted by Nurgiyantoro (2014), Iblasi, *et al* (2016), and Aliyah (2017), who found that social media marketing has a positive impact on purchasing decisions made by consumers.

Although the result of this study contradicts the previous studies mentioned above, there are several other studies in line with the result of this study. Balakrishnan, *et al* (2014) found result in their research that there was no significant effect between social media marketing on purchase intention. Other similar studies conducted by Constantinides and Stagno (2012) showed the results that social media does not have a significant impact on students' decisions in choosing higher education institutions. This can be caused by the lack of involvement of university management such as the Public Relations Division and the Marketing Division in responding to or interacting with social media users, as well as the lack of interesting and innovative content.

6.7. The Effect of Religiosity on Perceived Value

The next hypothesis testing showed the results that the construct of religiosity has a positive but not significant effect on the construct of perceived value. This is proven by the path coefficient of 0.078, but the t-statistic value of 1.442 is smaller than 1.96, and the p-value of 0.150 which is greater than 0.05. Thus, H7 is not supported. Basically, there is very limited research available that discusses the correlation between religiosity and perceived value. Empirically, the results of this study contradict the results of research conducted by Kusumawati, *et al* (2009) which states that religiosity has a positive effect on customer perceived value. Based on the results of this study, it can be stated that the perceived value of student regarding Islamic Higher Education is not influenced by the individual's religiosity. This is because the perceived value is an overall assessment of consumers of the utility of a product based on perceptions about what is received and what is given based on the comparison between benefits and sacrifice. So, in this case, the measured religiosity of the *aqeedah* (faith) dimension and behavior and worship have no relation to the consumer's general assessment of the benefits of a product or service in relation to what is given and what is received in return.

6.8. The Effect of Religiosity on Student's Decisions

In the hypothesis testing in this study showed that the construct of religiosity has a negative relationship to the construct of student decisions as proven by the value of the path coefficient of -0.052. In addition, the relationship between the two constructs was also declared insignificant because it has the t-statistic value less than 1.96 which is 0.710, and the p-value greater than 0.05, which is 0.478. Based on the results, H8 is not supported. The results of this study empirically do not support some of the previous studies conducted by Utami, *et al* (2015), Padmaninggar (2016), Iranati (2017), Riskyono (2017), and Fathurrahman (2019), which stated that religiosity has a positive and significant impact on consumer interest and purchasing decisions. This is due to the difference between the nature of the object of this study and previous research, namely banks and universities, where the selection of higher education institutions is not influenced by *halal-haram* considerations, so the students are more likely to choose based on the quality or value obtained.

Nevertheless, the results of this study support the research conducted by Auf, *et al* (2018) who conducted their research in Saudi Arabia, with the result that religious orientation did not have a significant influence on consumer buying behavior, even negative effects. The results of this study also support the results of research conducted by Kamaruddin

and Kamaruddin (2009) in Malaysia, which states that religious factors are not enough to influence Malay decision-making styles in Malaysia, even though religion is an important element in Malay culture as a whole.

6.9. The Effect of Perceived Value on Student's Decisions

In the last hypothesis testing showed that perceived value has a positive effect on student decisions in choosing non-religious programs at Islamic Higher Education. This is evident from the value of the path coefficient owned by 0.384. In addition, the relationship between construct perceived value and student decisions proved significant, because it has the t-statistic value of 3.664 which is greater than 1.96, and the p-value of 0,000 which is less than 0.05. Thus, H9 is supported. The positive influence in the findings of this study indicates that the higher the perceived value of students towards the Islamic Higher Education institution, the higher the willingness to choose the Islamic Higher Education.

The results of this study are in line with previous studies conducted by Suprapti (2010), Yee, *et al* (2011), Hanaysha (2017), and Serawati (2019) who found that perceived value has a positive effect on purchasing decisions. In addition, research conducted by Chen, *et al* (2017) found that perceived value has an important mediating role in the indirect effect of perceived quality and risk on purchase intention. In line with the study, research conducted by Dhevy (2015), Eryadi and Yuliana (2016), and Wijayanti (2018) also found the results that perceived value had a positive and significant effect on purchase intention.

7. Conclusion

Based on the analysis and discussion above, the conclusions of the results of this study can be summarized as follows: (1) Perceived quality has a positive and significant effect on perceived value, which means that the higher the perceived quality of students, the higher the students perceived value. (2) Perceived quality does not have a significant influence on student decisions, which means that the high quality of an Islamic Higher Education will not necessarily affect the student's decision in choosing a Higher Education. This is because perceived quality needs to pass through perceived value to influence student decisions. (3) Motivation has a positive and significant effect on perceived value, which means that the higher the motivation of students, the better students perceived value. (4) Motivation has a positive and significant effect on students' decisions, which means the higher the motivation possessed by students, the higher the willingness to choose Islamic Higher Education institutions. (5) Social media marketing has a positive and significant effect on perceived value. This indicates that the better the social media marketing strategy used, the higher the value perceived by students. (6) Social media marketing does not have a significant influence on students' decisions, which means that social media marketing is not enough to influence students' decisions in choosing Islamic Higher Education institutions, but it needs to be through the perceived value variable. (7) Religiosity does not have a significant effect on perceived value. (8) Religiosity does not have a significant influence on students' decisions, instead it has a negative relationship. (9) Perceived value has a significant influence on students' decisions. This means that the higher value perceived by students towards Islamic Higher Education, the higher their willingness to choose the Islamic Higher Education.

8. Recommendation

This research offers several recommendations that enable marketing practitioners of Islamic Higher Education in Indonesia to develop and design effective marketing strategies to recruit potential new students. Islamic Higher Education should conduct periodic and ongoing evaluations of the perception of the quality of the people, especially prospective students of their institutions, so as to improve the perceived quality of Islamic Higher Education. Some ways that can be done are by increasing the quality and competence of lecturers, as well as providing high-quality learning facilities and facilities, in order to increase the perceived value of prospective students so that they will influence their decision to choose an Islamic College or University. Islamic Higher Education institutions need to develop marketing strategies that aim to motivate prospective students to them, both in terms of intrinsic motivation and extrinsic motivation. This can be done by creating educational content or articles in various promotional media such as official institutional websites or blogs, social media, or also making guest posts on online news portals and printed media publications, with the contents that encourage or motivate prospective students, such as the importance to have the ability and professional skills to be able to compete in the working world, provide scholarships, and so on. Furthermore, Islamic Higher Education institutions need to create interesting social media content on various social media platforms such as Facebook, Instagram, and YouTube as well as maintaining relationships with potential students with interactive and fast response social media admins, which is a big challenge for marketers of these institutions.

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