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The reasons why prospective students choose a university, the cost of education or the quality of lecturers?

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Abstract---To analyze the effect of education costs and the quality of lecturers on student decisions to choose universities. Methods: A descriptive research design study was used. This involved 388 students (148 male, 240 female) from ten faculties at Islamic private universities in the city of Bandung. A questionnaire that was validated by experts was created to evaluate students' decision to choose a university. Results: The results report that partially the quality of lecturers has a greater influence on student decisions to choose universities than the cost of education. Meanwhile, simultaneously the cost of education and the quality of lecturers have a significant effect on student decisions to choose universities. Conclusions: Based on the theoretical model developed, this study also succeeded in building a regression model. The results of hypothesis testing indicate that the theoretical model achieved is partially and simultaneously the cost of education and the quality of the lecturers affect the student's decision to choose a university

Keywords---education costs, lecturers quality, student decision, university, Indonesia.

Introduction

Higher education is one of the most important priorities for most Indonesians, even though some people prefer to work and do not continue their education to a higher level. To continue their education to higher education, everyone is faced with various choices such as university choices, education levels and choices of study programs. Higher education is the last level of education to prepare students to become communities with academic and professional abilities capable of applying, developing and creating science, technology and art. The university is a means of organizing and developing education that can improve the quality of life of the community, nation and state (Harahap & Amanah, 2019).

Over the past few years, the majority of students have chosen training institutions based on the high demand for these jobs in the market or the possibility of earning high income regardless of their actual knowledge and abilities. This has resulted in a phenomenon where many high-achieving students choose universities based solely on general trends or university reputation without proper investigation. All of this can lead to discouragement in later studies, and in turn, leaving graduates unemployed and finding inappropriate jobs (Chinh et al., 2016). In anticipating the development of higher education for the next 15-30 years, universities together with the community must be able to overcome challenges that arise as a result of various developments in society. The main challenge comes from population growth, which brings with it the problem of equal distribution of learning opportunities across geographies and social strata. In line with that, at the same time public expectations of the role of universities in solving various national problems have increased (Admin, 2017).

The student's decision to continue his studies is an action taken after the student has made an assessment tailored to the conditions of several college choices. Conditions that are not in accordance with student expectations will raise doubts to choose and decide not to continue the study as expected. Making choices has many dimensions and impacts, selection is part of the effort and part of the decision-making process (Harahap & Amanah, 2019). Many factors influence prospective students to choose universities in Indonesia. Given the large number of choices for universities, both private and public in Indonesia, analysis is needed by each prospective student for each of these universities. From the results of previous research, both theoretically and empirically, the author tries to analyze the effect of tuition fees and the quality of lecturers on student decisions to choose universities.

Education costs

Education costs can be said to be one of the important factors in the educational process, if there is no financial support, the education process will be disrupted. The cost of education is the total cost incurred by the parents of students or students from the beginning to the end of education. This fee includes registration

fees and credits each semester, building donation fees, student welfare, facilities each semester and tuition fees, which are used to support lectures (Harahap & Amanah, 2019). Several other studies have addressed the issue of student choice criteria and have identified several determinants. Baird (1967), concluded that good teaching, high academic standards, and special programs are what students are looking for. Bowers & Pugh (1972), identified good faculty and high standards as the most important factors, while (Chapman, 1979), identified institutional quality and cost as the most important elements. Murphy (1981), recognized academic reputation and cost as determinants of college choice. The results obtained from other studies also reveal the cost of education as a major factor in students' choice of higher education. Alongside academic reputation, tuition fees and career prospects are the top determinants of where students choose a university (Holdsworth et al., 2006; Maringe, 2006; Harahap et al., 2021b). Research shows evidence of the strong influence of perceived tuition fees on college choice and enrollment decisions: students often weigh costs on the choices they make (Goldrick-Rab & Pfeffer, 2009; Hoxby & Turner, 2013).

Lecturer quality

Research on the quality of higher education, which is synonymous with the quality of lecturers in teaching, shows that the quality of teaching is difficult to define because quality can mean different things to each person (Harvey & Stensaker, 2008). However, Sahney, Banwet, & Karunes (2004), describe the quality of education as a constructive alignment of educational outputs with planned goals, specifications and requirements. Other studies have empirically shown that teacher quality affects performance in schools. Teacher quality is measured by the teacher's cognitive abilities (assessment and evaluation skills, IT skills, and co-curricular knowledge) and the teacher's personality or interpersonal skills (soft skills). Lecturer performance is measured by class management, commitment, and responsibility (Rivkin et al., 2005).

In reviewing the literature related to teacher or lecturer quality models, Harris & Rutledge (2010), concluded that the predictors of the quality and effectiveness of lecturers were cognitive abilities, personality attributes and educational background. For example, a recent study conducted among new mathematics teachers in New York found that teachers' cognitive abilities, content knowledge, personality traits, and feelings of self-efficacy were among the determinants of student success (Rockoff et al., 2008). But recent studies have also involved elements such as teaching from the perspectives of the profession, the arts and the workforce.

Student's decision

Students' decision to continue their studies where they want to play an important role in their future success. If reality does not live up to expectations, success will be uncertain. The act of selecting higher education has many dimensions and impacts that are part of the settlement effort and part of the decision-making process (Harahap et al., 2018). Student decisions are an important factor for universities because their decisions are the key to the sustainability of the higher education cycle. Students are an asset to universities. The decisions taken by

students are basically consumer decisions in choosing a college as a place to continue their studies which is mostly explained in consumer behavior (Harahap et al., 2017b). Student behavior in choosing a campus is a factor that characterizes the achievement of their wants and needs in studying, which includes the introduction of various universities, seeking university information, evaluating alternatives to choosing a university, the decision to choose a university, and behavior after choosing a university (Harahap et al., 2017a). The study of university selection decisions usually focuses on the factors that influence it. Chapman (1981), suggested that universities have a comprehensive model to explore the factors of college selection.

A student's decision to choose a university can be concluded as the attitude of a prospective student by making a choice at a particular college. Student behavior in choosing tertiary institutions is very close to achieving satisfaction according to their needs and desires. These factors include university needs, seeking university information, evaluating selected universities, selecting universities and selecting university behavior (Harahap & Amanah, 2019).

Research questions

In particular, a research question is addressed in this study;

Hypothesis 1 (H_1): education costs of influence a student's decision to choose a college.

Hypothesis 2 (H_2): lecturer quality of influence students' decisions to choose a college.

Hypothesis 3 (H_3): education costs and lecturer quality influence the student's decision to choose a college.

Research framework

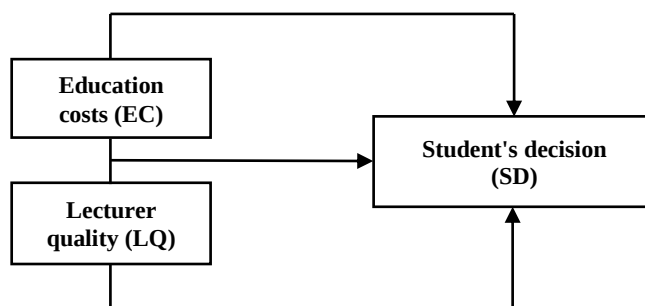


Figure 1. Research Framework

Materials and Methods

Sample / Participants

This research was addressed to 388 (148 male, 240 female) active students from 10 faculties, namely Sharia Da'wah, Tarbiyah, Law, Psychology, Economics and Business, Communication, Engineering, Mathematics and Natural Sciences, and

Medicine. To investigate students' reasons for choosing a university to continue their studies, a descriptive research design was used. The research sample was randomly selected from ten faculties at Islamic private universities in the city of Bandung. There are 400 active students who are used as research samples. The sample was then given access to the online survey, and only 388 students responded to the survey, so that only this data was suitable for use in the analysis process.

Instrument(s)

A questionnaire was developed and validated. First, expert opinion is developed by the author and considered to determine consistency, accuracy, and ensure that it is easily understood by respondents. Second, the trial was carried out on students from other universities in the city of Bandung with the aim of evaluating the construct validity and the accuracy of the instruments. The instrument consists of 26 items which are distributed in 3 variables. The first variable is the cost of education and the items are: 1, 2, 3, 4, 5 and 6; the second variable is the quality of the lecturers and the related items are: 7, 8, 9, 10, 11, 12, 13, 14, 15 and 16; and the third variable is the student's decision to choose a study which includes the following items: 17, 18, 19, 20, 21, 22, 23, 24, 25 and 26. The items in this questionnaire are assessed using a 5-point Likert scale, where 5 'Strongly Agree' and 1 'Strongly Disagree'.

Data analysis

Data is processed using SPSS (IBM SPSS Statistics 26), then analyzed using descriptive statistics, namely statistical techniques used to analyze data by describing or describing the collected data as it is without intending to make generalized conclusions or generalizations. Multiple regression analysis is also used to determine the relationship between the independent variables and the dependent variable, namely between the cost of education and the quality of the lecturers on the student's decision to choose campus. Data is processed using SPSS (IBM SPSS Statistics 26), then analyzed using descriptive statistics, namely statistical techniques used to analyze data by describing or describing the collected data as it is without intending to make generalized conclusions or generalizations. Multiple regression analysis is also used to determine the relationship between the independent variables and the dependent variable, namely between the cost of education and the quality of the lecturers on the student's decision to choose campus.

Results and Discussions

Results

Reliability test was conducted to measure the consistency and stability of each questionnaire item (Sekaran & Bougie, 2013). This is to ensure that the questionnaire items are error free and produce consistent results. Table 1 shows that the cost of education has an alpha value of 0.861 with 6 items being observed. The quality of lecturers has an alpha value of 0.937 with 10 items being observed and student decisions have an alpha value of 0.891 with 10 items being

observed. Sekaran & Bougie (2013), suggest that Cronbach's Alpha is less than 0.6, the questionnaire or data items are said to be bad and vice versa. Therefore, the data collected was considered usable for further analysis.

Table 1
Reliability Test Result

Variables	No. of observed Variables	Cronbach's Alpha	Explanation
Education costs (EC)	6	.861	Reliable
Lecturer quality (LQ)	10	.937	Reliable
Student decisions (SD)	10	.891	Reliable

The detailed demographic attributes of the respondents are shown in Table 2. The majority of respondents were female (61.9%), students were spread across the following faculties (n = 388). The faculty that has the most students is the Faculty of Economics and Business (21.1%), and the least is the Faculty of Da'wah (2.1%). The majority of students come from West Java province (77.58%), and the rest (22.42%) come from various regions spread across Indonesia and several islands in Indonesia and other countries such as Java and its surroundings, Jakarta, Sumatra, Kalimantan, Sulawesi, Maluku, Nusa Tenggara, Thailand and England

Table 2
Respondent Characteristics

Characteristic	Category	Number of Respondens	Percentage (%)
Gender	Male	148	38.10
	Female	240	61.90
Faculty	Sharia	31	8.00
	Da'wah	8	2.10
	Tarbiyah & Teacher Training	23	5.90
	Law	31	8.00
	Psychology	27	7.00
	Mathematics & Science	39	10.10
	Technique	58	14.90
	Communication Studies	66	17.00
	Economics and Business	82	21.10
	Medicine	23	5.90
Etnich	Java	38	9.80

Sundanese	301	77.58
Betawi	5	1.29
Minang	16	4.12
Batak	5	1.29
Malay	10	2.59
Aceh	2	0.50
Maluku	2	0.50
West Nusa Tenggara	1	0.30
Kalimantan	4	1.03
Sulawesi	2	0.50
Overseas	2	0.50

Multiple linear regression analysis was used to determine the effect of the independent variables consisting of education costs (EC) and lecturer quality (LQ) on the dependent variable, namely the student's decision to choose a university (SD) which was carried out on 388 respondents.

Table 3
The Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	.162	.156		1.041	.299		
Education Costs (EC)	.278	.040	.287	7.014	.000	.745	1.343
Lecturer Quality (LQ)	.576	.044	.532	13.013	.000	.745	1.343

Based on the results of data processing in Table 3, the multiple linear regression equation model can be formulated as follows:

$$SD = 0.162 + 0.278 EC + 0.576 LQ + e$$

Based on the equation in Table 3, it can be described as follows:

Constant (α) = 0.162. This shows a constant level where if the variable cost of education (EC) and the quality of the lecturers (LQ) is 0, then the student's decision to choose a university (SD) will remain at 0.162.

The cost of education (EC) shows a positive coefficient value of 0.278. This shows that the cost of education has an unidirectional relationship with a student's decision to choose a university. If the cost of education is appropriate or relatively affordable and well implemented, the student's decision to choose a university will also be positive. Lecturer Quality (LQ) shows a positive coefficient value of 0.576. This shows that the quality of the lecturers has a direct relationship with the student's decision to choose a university. If the quality of the lecturers is good and implemented properly, the student's decision to choose a university will also be positive.

The T-test (partial test)

Based on Table 3. it can be concluded:

The cost of education has a value of t count greater than t table. Because the value of t count > t table ($7.014 > 1.961$) with a significance value of $0.000 < 0.05$, H_0 is rejected and H_1 is accepted. So, it can be concluded that the cost of education has a partially significant effect on the student's decision to choose a university. The quality of Lecturers has a t value greater than t table. Because the value of t count > t table ($13.013 > 1.961$) with a significance value of $0.000 < 0.05$, H_0 is rejected and H_1 is accepted. So, it can be concluded that the quality of lecturers has a partially significant effect on students' decisions to choose universities.

The F-test (simultaneous test)

Table 4
The Simultaneous Hypothesis Test (F-Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	96.132	2	48.066	208.618	.000 ^b
Residual	88.705	385	.230		
Total	184.837	387			

From the results in Table 4. above, it is obtained that F count is 208.618. To determine the F table can be seen in the statistical table. At a significant level of 0.05, the F table is 3.00. Judging from table 4 above, F count $\geq$ F table or $208.618 \geq 3.00$ and sig value $0.000 < 0.05$, it can be concluded that the cost of education and the quality of lecturers have a significant effect on student decisions to choose universities simultaneously.

The Coefficient of DeterminationTest

Table 5
The Coefficient of DeterminationTest

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.721 ^a	.520	.518	.48000

Table 5 shows the value of $R^2 = 0.520$ or 52%. This means that the relationship between the cost of education and the quality of lecturers explains the student's decision to choose a university by 52%, which means that the ability of the independent variable to explain the dependent variable is 52% while the remaining 48% is influenced by other variables not included in this study.

Discussion

Table 3 shows that the cost of education has a positive relationship and affects a student's decision to choose a university. The coefficient of 0.278 indicates that a

100% change in the cost of education will cause a student's decision to choose a university to increase by 27.80%. This means that the determination of the tuition fees charged by universities to students, whether high, medium or low, will affect the student's decision to choose a university. According to (Domino, Libraire, Lutwiller, Superczynski, & Tian, 2006; Wagner & Fard, 2009; Webb, 1993), found that the costs associated with learning at a university were the most important factor influencing university choice. Another study found that allowing flexibility in the payment of tuition fees, the form of payment plans and available scholarships and financial assistance were among the main factors influencing a student's decision to choose a university (Cabrera & La Nasa, 2000; Foskett, Roberts, & Maringe, 2006; Jackson, 1982; Manski & Wise, 1983; Wagner & Fard, 2009; Yusof, Ahmad, Tajudin, & Ravindran, 2008).

Table 3 shows that the quality of lecturers has a positive relationship and affects students' decisions to choose universities. The coefficient of 0.576 shows that a 100% change in the quality of lecturers will cause the level of student decision to choose university to increase by 57.60%. This means that the quality of lecturers who are knowledgeable and highly insightful and have scientific expertise is an important parameter for society, parents and prospective students in deciding the selection of a particular university, because it will be related to the teaching quality of the lecturer and the knowledge expectations that students will get when taking studies. Furthermore, it is hoped that after graduating from the tertiary institution, students will become qualified graduates and can easily get jobs in well-known companies. Hsieh (2010), found that the importance of having reliable teaching staff are factors that have an influence on student decisions in choosing universities to study. According to (Goe, 2007; Rice, 2003), the attributes or skills of a lecturer will affect class management and performance (committed and responsible for students). Harris & Rutledge (2010), define this attribute as the ability to work and communicate with others. The results in this study confirm the results of previous studies on the factors that influence students' decisions when choosing a university to study.

Table 4 and Table 5 show that the cost of education and the quality of the lecturers together have a positive relationship and influence student decisions to choose a university. The results of the analysis of the value of determination in this study obtained 0.520, which means that the percentage of education cost and the quality of the lecturers in explaining the student's decision to choose a university was 52.00% and the remaining 48.00% was explained by other variables not examined. This means that the three factors mentioned above are the determining reasons for society, parents and prospective students in deciding to choose to continue their studies at a university. Keling (2006) found that the image and reputation of the university, tuition fees and academic programs have an influence on prospective students in deciding to choose a university. Hsieh (2010) (Harahap et al., 2021a), also found that the importance of the influence of the quality of lecturers, types and variations of academic programs on students' decisions in choosing universities to continue their studies.

Conclusion

Based on the theoretical model developed, this study also succeeded in building a regression model. The results of hypothesis testing indicate that the theoretical model achieved is; First, the results of the study show that the cost of education is influential in choosing students to continue their studies at university. Second, the results showed that the quality of lecturers had an effect on the selection of students to continue their studies at university. Third, the results show that the cost of education and the quality of lecturers have an effect on the selection of students to continue their studies at university.

To increase participation, it is also possible to change the thinking process of each student because students are not only influenced by many external factors but also by their own perceptions. Identifying students' personal possibilities and interests is also important for the university. Therefore, colleges should arrange for student admission counseling, increase marketing communication activities for career guidance, career opportunities to help students with a comprehensive view of the professions they will undertake in the future; at the same time strengthen the brand and ensure brand awareness in the strategic marketing of the university. Through improving the performance of higher education in accordance with student expectations, so that it has high competitiveness in the market target (Harahap et al., 2020). Finally, we recommend conducting a similar research study that includes a control group so that the effects can be analyzed more accurately, which will ensure a higher degree of validity of the results.

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