



University Reputation And Quality Of Lecturers For The Decision Of Choosing Which Mediated Promotion

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Abstract

This study examines the influence of campus reputation on promotion and voting decisions at Sekolah Tinggi Agama Islam Darul Arafah Deli Serdang. In the context of intense competition between universities, campus reputation is crucial in attracting prospective students. Parents are identified as key stakeholders who can have a significant impact on the campus's reputation. This study aims to test and analyze the influence of campus reputation and lecturer quality on choice decisions mediated by promotion. The data was analyzed using *the* SEM-PLS path analysis method with a sample of 227 people. This research shows that the reputation of the campus has a positive and significant effect on the decision to choose Darul Arafah Islamic College Deli Serdang. In addition, promotion has a positive and significant effect on the decision to choose students. The reputation of the campus and the quality of lecturers have a positive and significant influence on the decision to choose a promotion-mediated choice. The results of this study provide deep insight for the high school in managing reputation and improving promotional strategies to attract prospective students. Recommendations include increased transparency of lecturer information and innovative learning approaches, optimization of the school's website, strengthening relationships with alumni and staff, and further emphasis on developing the quality of lecturers. Thus, this research has important implications in the development of higher education at Sekolah Tinggi Agama Islam Darul Arafah Deli Serdang (STAI-DA).

Keywords:

reputation, quality of lecturers, choosing decision, promotion



Introduction

Higher education, as the main foundation in playing a crucial role in shaping the character and quality of future leaders. In the midst of intense competition between universities, the school's reputation is a significant determining factor in attracting prospective students. The reputation is not only influenced by internal factors, but also by interactions with key stakeholders, including parents of students. The decision in choosing is an important stage in the process of applying students to college. According to Griffin et al (2020), the definition of election is that decision making is a process in which someone makes a choice.

In the context of the decision to choose students, Harahab (2022) emphasized that factors such as academic achievement, quality of lecturers, economic conditions of prospective students, location of universities, institutional promotion, and the admission process can influence the final decision of the admission committee. Therefore, in the decision process of choosing students, it is important for the admissions committee to conduct a holistic and thorough evaluation of various factors that affect the potential and success of prospective students in higher education (Marnisah et al, 2017) In addition, efforts to increase openness, inclusivity, and fairness in the admission process also need to be considered to ensure that every prospective student has a fair opportunity to access education tall. Research conducted by Spearman et al, (2016) that promotions carried out by universities such as *word-of-mouth*, recommendations from friends, college websites, and social media, as well as university programs both scholarship opportunities have a positive and significant impact on students to enroll in these colleges. Research on the reputation of schools has been carried out, but research was carried out by adding the quality of lecturers who became the highlight of this study. The purpose of the research was to explore the impact of campus reputation on the decision to choose students, by considering promotion as a mediation variable. The results of this study are expected to provide deep insight for the high school in managing campus reputation and improving promotional strategies to attract prospective students. Thus, this research has important significance in the context of higher education development at Sekolah Tinggi Agama Islam Darul Arafah Deli Serdang.

Literature Review

Choosing Decision

The decision to choose in the context of higher education refers to the process by which prospective students choose to apply and join a particular university or college



(Cain, 2021). The *College Choice Model* is used to explain the factors that influence the decision to choose students, this model includes academic, social, economic, and environmental dimensions that influence the preferences and choices of prospective students (Iloh, 2018). According to Rezeki, 2021, many of the same principles and concepts in consumer behavior can be applied in the context of the decision to choose a university. For example, the concepts of perception, attitude, motivation, and group influence can be relevant in understanding how prospective students make decisions about choosing a university.

Promotion

Promotion, according to Kotler and Armstrong (2019), includes various marketing activities aimed at communicating, promoting, and selling products or services. The elements of promotion include advertising, direct selling, sales promotion, and public relations. Promotion according to Buchari Alma (2018) is a form of marketing communication that seeks to disseminate information, influence or persuade, remind the target market of the company and its products to be willing to buy and loyal to the products offered by the company. According to Swastha and Irawan (2018), promotion is defined as a one-way flow of information or persuasion made to direct a person or organization towards an action that menciptakan permintaan. Dengan kata lain, promosi bertujuan untuk provide information or convince audiences to take a particular action or response, especially in the context of creating demand for a product, service, or idea. In the context of promotion in college, promotion mix strategies, such as advertising (mass media to convey messages to a wide audience), personal sales (information sessions, campus tours, face-to-face meetings), sales promotion (enrollment discounts, scholarships), public relations (open events, press conferences), word-of-mouth advice (student participation in extracurricular activities), and direct mail (sending promotional materials and registration information).

Quality of Lecturers

The quality of lecturers plays an important role in influencing student satisfaction in online classes. Quality teacher refers to a professional who understands a student's educational needs, has good teaching skills, and understands how to meet students' learning needs. In his research, Lee (2014) obtained the results of students strongly agreeing that online learning is more satisfying if 'their lecturers and professors have good qualities, with characteristics and behaviors such as knowledge of adequate learning, quick replies, constructive feedback and timely on student work. Arbaugh



(2014) found two different roles of lecturers, namely formal roles (teaching presence), and informal roles (proximity behavior).

Method

The type of research carried out in this study is quantitative research with a descriptive approach. Quantitative research methods are research whose specifications are systematic, planned, and clearly structured from the beginning to the making of the research design (Sugiyono, 2019). The variables studied include the Decision to Choose (Y) dependent variable, Promotion (Z) as an intervening variable, campus reputation, (X1), and qualified lecturers (X2) at Darularafah Islamic High School. Sugiyono (2019). In this study, researchers determined the population which is a generalized area consisting of prospective students who enroll in the Darularafah Islamic College Deli Serdang. The population includes all characteristics or traits possessed by prospective students who enroll in the Darularafah Islamic College Deli Serdang. In this study, a sample was taken from a portion of the population that was the focus of the study, considered representative of the population as a whole. Determination of sample size using the formula proposed by Hair et al. (2017) because the study population is not yet known with certainty. Hair et al. (2017) $32 \times 7 = 224$ samples.

Result

Description of Respondent Data

From the data provided, 224 respondents registered at STAI-DA Deli Serdang. Of these, it can be seen that the number of men who registered (117 respondents or 52.23%) was slightly more than the number of women who registered (107 respondents or 47.77%). Respondents based on age there were 78 respondents (34.82%) aged between 16 to 17 years. A total of 102 respondents (45.54%) were aged between 18 and 19 years. There were 44 respondents (19.64%) who were 20 years of age or older. From this data, it can be seen that the number of respondents who registered in the age range of 18-19 years (45.54%) was greater than other age ranges. The age of 18-19 years is often the period in which students complete upper secondary education or equivalent, as seen in the previous table that there were 78 respondents (34.82%) aged between 16 and 17 years. A total of 102 respondents (45.54%) were aged between 18 and 19 years. There were 44 respondents (19.64%) who were 20 years of age or older. From this data, it can be seen that the number of respondents who registered in the age range of 18-19 years (45.54%) was greater than other age ranges. Opponents 18-19 years old is often the period in which



students complete upper secondary education or equivalent. Based on the number of respondents who registered at STAI-DA Deli Serdang, with the distribution of educational background is as follows. There were 21 respondents (9.38%) who were high school graduates. A total of 189 respondents (84.38%) were graduates of Madrasah Aliyah (MA). There were 12 respondents (5.36%) who were graduates of Vocational Schools. Only 2 respondents (0.89%) were graduates of Non-formal Education. From the table data provided, 224 respondents registered at STAI-DA Deli Serdang, with the distribution of respondents' residences as follows. There were 132 respondents (58.93%) who came from Medan City and Deli Serdang District, the area where STAI-DA Deli Serdang was established. A total of 54 respondents (24.11%) came from other cities and sub-districts in North Sumatra Province. There were 34 respondents (15.18%) who came from outside North Sumatra Province. Only 4 respondents (1.79%) came from other countries.

Outer Model

In general, an indicator is considered valid if it has an outer loading value greater than 0.7 against the relevant latent variable (Hair et al., 2019)

a. Nilai Faktor Loading (Outer Loading)

Table 4.1
Loading Factor Value (Outer Loading)

	University Selection Decision (Y)	Quality of Lecturers (X4)	Promotion (Z)	Reputation of Parent-Based Schools (X1)
DB1		0.932		
DB2		0.948		
DB3		0.944		
DB4		0.963		
DB5		0.764		
KP2	0.941			
KP3	0.868			
KP4	0.938			
KP5	0.919			
KP6	0.935			
PO1			0.918	



	University Selection Decision (Y)	Quality of Lecturers (X4)	Promotion (Z)	Reputation of Parent-Based Schools (X1)
PO2			0.946	
PO3			0.952	
PO4			0.968	
PO5			0.951	
PO6			0.946	
RS1				0.954
RS2				0.931
RS3				0.946
RS4				0.942
RS5				0.912
RS6				0.935

Table 4.1 shows that these indicators adequately represent the latent variables under study, and are reliable in measuring the desired construct.

Table 4.2
Uji Average Variance Extracted (AVE)

	Average variance extracted (AVE)
University Selection Decision (Y)	0.845
Lecturer Quality (X4)	0.834
Promotion (Z)	0.896
Parent-Based School Reputation (X1)	0.845

Based on the AVE values in Table 4.2 it can be concluded that the latent variables and indicators used in this study have met the second test requirement of convergent validity. All AVE values exceed the generally accepted threshold of 0.5. The Decision to Choose (Y) has an AVE value of 0.843, Promotion (Z) of 0.896, Campus Reputation (X1) of 0.845, and Quality Lecturers (X4) of 0.843. These results suggest that the variables and indicators in this study are convergently valid.

Inner Model

Table 4.3
Inner Model Path Coefficient

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Quality of Lecturers (X4) -> Decision to Choose a University (Y)	0,081	0,080	0,022	3,448	0,002
Lecturer Quality (X4) -> Promotion (Z)	0,833	0,831	0,031	26,624	0,000
Promotion (Z) -> decision to choose a university (Y)	0,800	0,798	0,021	3,185	0,002
Parent-Based School Reputation (X1) -> University Choosing Decision (Y)	1,000	1,001	0,001	1774,368	0,000
Parent-Based School Reputation (X1) -> Promotion (Z)	0,169	0,167	0,034	2,629	0,001

The significance level used is 0.05, which means that a result is considered significant if its p-value is less than 0.05. Thus, from the exposure of the table results to the *Inner Model Path Coefficients*, the results of all t-values are smaller than 0.05, and it can be concluded that the observed influence is statistically significant.

Table 4.4
Inner Model Path Coefficient

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Quality of Lecturers (X4) -> Decision to Choose a Campus (Y)	0,081	0,080	0,022	3,448	0,002
Lecturer Quality (X4) -> Promotion (Z)	0,833	0,831	0,031	26,624	0,000
Promotion (Z) -> Decision to Choose a Campus (Y)	0,800	0,798	0,021	3,185	0,002
Campus reputation (X1) -> Decision to choose a campus (Y)	1,000	1,001	0,001	1774,368	0,000

Campus reputation (X1) -> Promotion (Z)	0,169	0,167	0,034	2,629	0,001
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The significance level used is 0.05, which means that a result is considered significant if its p-value is less than 0.05. Thus, from the exposure of the table results to the *Inner Model Path Coefficients*, the results of all t-values are smaller than 0.05, it can be concluded that the observed influence is statistically significant.

Table 4.5
Inner Model-Specific Indirect Effects

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Quality of Learning (X3) -> Promotion (Z) -> Decision to Choose campus (Y)	0,701	0,700	0,030	3,099	0,002
Parent-Based School Reputation (X1) -> Promotion (Z) -> campus Choosing Decision (Y)	0,900	0,899	0,033	3,146	0,002
Quality of Lecturers (X4) -> Promotion (Z) -> Decision to Choose campus (Y)	0,142	0,140	0,041	4,184	0,000
Parent Orientation (X2) -> Promotion (Z) -> Campus Selection Decision (Y)	0,880	0,870	0,037	3,166	0,001

Coefficient of Determination (R²)

The *R-square*, or coefficient of determination, is a statistical measure that evaluates how well the independent variable explains variations in the dependent variable in a statistical model. The higher the *R-square value*, the greater the proportion of variation in the dependent variable that can be explained by the independent variable. Concretely, if the *R-square* is 1, it means that all variations in the dependent variable can be explained by the independent variable, while if it is 0, no variation can be explained.

Table 4.6
Results of the Coefficient of Determination (R²)



	R-square	R-square adjusted
The decision to Choose Campus (Y)	0,833	0,831
Promotion (Z)	0,821	0,817

From the results of the R-Square value, the following is a description of each variable and its influence relationship:

1. Based on the *Adjusted R-square* value in Table 4.6, the campus decision variable (Y) has a value of 0.833, which indicates Promotion (Z), campus reputation (X1), and quality lecturers (X2). together account for 83.3% of the variation in university selection decisions (Y). The remaining 16.7% of variation was explained by factors outside the variables not analyzed in the study.

2. Furthermore, the Promotion variable (Z) has an *adjusted R-square* value of 0.817, which indicates that campus Reputation (X1), and Quality Lecturers (X2), together can explain about 81.7% variation in *Intention to Use*. The remaining 18.3% variation was explained by factors outside the variables not analyzed in the study.

Thus, the results of the analysis show that campus Reputation (X1), Quality Lecturers (X2). have a significant influence on the decision to choose a university (Y) and Promotion (Z) but there are still other factors outside the study that were not studied.

Conclusion

From the discussion of the results of the research carried out the following conclusions

of this study, namely:

1. The reputation of the campus has a positive and significant effect on the promotion at Sekolah Tinggi Agama Islam Darularafah Deli Serdang
2. The quality of lecturers has a positive and significant influence on the promotion of Darularafah Islamic College Deli Serdang.
3. The reputation of the campus, and the quality of lecturers have a positive and significant effect on Student Promotion at Darularafah Islamic College Deli Serdang.
4. Promotion has a positive and significant effect on the decision to choose the campus of Darularafah Islamic College Deli Serdang.



5. Promotion has a positive and significant effect on the decision to choose the campus of Darularafah Islamic College Deli Serdang
6. Reputation campus has a positive and significant influence on the decision to choose students at Darularafah Islamic College Deli Serdang
7. The quality of lecturers has a positive and significant influence on the decision to choose students at Darularafah Islamic College Deli Serdang.

Suggestion

Suggestions for this study are based on the identification of problems that have been described and the results of this study are:

1. Improving the reputation of the campus, namely Sekolah Tinggi Agama Islam Darul Arafah Deli Serdang needs to increase efforts in digging deeper into the reputation of parent-based schools. This can be done through providing more transparent information and more active communication with parents about lecturers and innovative learning approaches. Strengthening relationships with parents and providing a clear understanding of the quality of education in schools can help improve the reputation of parent-based schools.
2. Optimize Promotion at the Darul Arafah Islamic College Deli Serdang needs to conduct a thorough evaluation regarding the promotional efforts made. Identify areas where promotions have not been maximized, such as information submitted through the school's website, and the role of personalized recommendations in promotions. Improvement and adjustment efforts need to be made to ensure that promotions are carried out effectively and evenly, and meet the expectations and needs of prospective students and parents.
1. Sekolah Tinggi Agama Islam Darul Arafah Deli Serdang can improve their website to become a more complete and relevant source of information. An informative and accessible website can be an effective tool in reaching potential students and parents, as well as helping to improve the overall image of the school.
1. It is important to understand and balance the role of personalized recommendations in school promotion. The school can further strengthen relationships with alumni, staff, and active students to support promotional efforts. Utilize Relationship personalmA strong one in introducing and promoting the school can be an effective strategy in attracting prospective freshmen.
2. From these results, it can be suggested to put further emphasis on the factors that have the highest influence, namely the quality of lecturers. Further improvements or developments in terms of collaboration between lecturers and college management,



reliability of teaching staff, positive attitude of lecturers towards the college, and positive relationships between lecturers and students can help improve the promotion and overall reputation of the school.

3. Suggestions for further research include adding factors that influence the promotion and decision to choose students at Sekolah Tinggi Agama Islam Darularafah Deli Serdang, such as technology in promotion, aspects of local culture and traditions, and comparative analysis with similar institutions. Longitudinal studies and in-depth case studies are also suggested to provide a deeper understanding of long-term trends and best practices in enhancing the reputation and attractiveness of educational institutions.

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Buku



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