

THE INFLUENCE OF PRODUCT, PRICE, AND LOCATION ON STUDENTS' DECISIONS IN CHOOSING HIGHER EDUCATION INSTITUTIONS: A STUDY OF UNIVERSITIES WITH "GOOD" ACCREDITATION IN BANDUNG

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Abstract

This study aims to analyze the influence of product, price, and location on students' decisions in choosing higher education institutions accredited as "Good" in Bandung. A quantitative approach with multiple linear regression analysis was employed. The findings reveal that, partially, only the product variable has a positive and significant effect on students' decisions, while price and location have no significant influence. Simultaneously, the three variables significantly affect students' decisions, explaining 47.9% of the variance, while the remaining 52.1% is influenced by other factors outside the research model. These findings indicate that educational product quality, including lecturers, academic services, facilities, and graduate career prospects, is the main consideration in institutions selection. Therefore, universities should prioritize improving educational service quality to enhance competitiveness.

Keywords: *Product; Price; Location; Student Decision.*

A. INTRODUCTION

The rivalry among higher education institutions in Indonesia is intensifying due to the increasing number of universities. Consequently, each institution must make significant efforts to enhance its service quality and create successful marketing plans to draw in potential students. In Bandung alone, numerous universities exist, each with different accreditation ratings, including some recognized as "Good." While they may hold the same accreditation level, every institutions must identify its distinct advantages to stand out as the preferred option for future students.

In the institutions selection process, potential students often evaluate multiple aspects. While the institution's reputation holds significance, other criteria such as the caliber of education, tuition fees, and the geographical location of the campus are also essential. The educational quality encompasses the available study programs, the effectiveness of the learning experience, sufficient facilities, and supportive academic services for students. Financial considerations regarding tuition are critical as well, with prospective students wanting to make sure that the costs align with the educational quality provided. The campus's location matters too, as aspiring students prefer institutions that are conveniently reachable, offer a pleasant atmosphere, and provide sufficient transportation solutions.

These three elements are integral to a marketing approach that can sway individuals' choices regarding Institutions selection. A program that is well-regarded, reasonable tuition rates, and a favorable campus position enhance the likelihood of a

Institutions attracting potential students. Consequently, it is essential for Institutions to grasp what factors students prioritize during the decision-making process. This understanding will enable them to create an effective marketing strategy.

B. LITERATURE REVIEW

1. Marketing Management

Marketing management involves the planning, execution, coordination, and oversight of all marketing efforts aimed at generating, conveying, and providing value to customers, with the goal of effectively and efficiently achieving the organization's targets. Within the education sector, this idea of marketing management is tailored to assist educational organizations in understanding the needs of the community, fostering the institution's reputation, and enhancing their competitive edge amidst rivalry among higher education entities (Kotler & Keller, 2022).

The field of educational marketing management encompasses the planning, execution, and regulation of different marketing initiatives for educational offerings to address community needs and fulfill the objectives of educational organizations. The implementation of marketing management within educational settings focuses not just on attracting more students but also on ensuring satisfaction for students, parents, alumni, employers of graduates, and all interested parties. Consequently, educational institutions must formulate marketing approaches that can deliver additional value through better service quality, innovation in educational offerings, and services aimed at satisfying users of educational services (Wijaya, 2012).

2. Products in Educational Services

In service marketing, a product refers to anything made available to consumers aimed at fulfilling their requirements and delivering advantages. Unlike tangible goods in manufacturing, offerings in educational services are non-physical, meaning their core value is rooted in the quality of the service provided and the advantages students gain. Educational products include the entire assortment of services offered by educational organizations, which ranges from the curriculum and the learning methodology to the educators and the facilities, alongside various signature programs that distinguish one institution from another.

Educational service products comprise all the offerings provided by educational organizations to students aiming to develop graduates with skills that match educational goals Wijaya (2012). Consequently, educational institutions need to consistently innovate their offerings to align with scientific and technological progress, as well as the needs of the community. The distinctive advantages of these products act as a key factor that can boost public interest in selecting a specific educational institution.

3. Pricing for Educational Services

Price represents a significant component of the marketing mix that helps establish the worth of a service or product. It is the sole aspect of the marketing mix that brings revenue into an organization, whereas other components are associated with expenses (Kotler & Keller, 2022). Hence, effective pricing strategies are vital for gaining a competitive edge and improving customer satisfaction.

When it comes to educational services, price is not only viewed as the monetary amount students pay for educational offerings but also includes all expenses related to the educational experience. These expenses cover registration fees, tuition costs, practicum charges, lab fees, administrative costs, fees for academic activities, and additional supporting expenses. The fee structures implemented by higher education institutions will shape the perceptions of potential students regarding the quality of the educational services provided (Wijaya, 2012).

4. Locations in Educational Services

Location forms a vital aspect of the marketing mix associated with how easily consumers can obtain a product or service. In terms of educational services, location pertains not just to the physical site of a higher education institution but also includes factors such as accessibility, surrounding conditions, safety, comfort levels, and the presence of facilities and infrastructure that facilitate the educational experience (Tjiptono, 2022).

As stated by Wijaya (2012), location within educational services signifies the ease of access, appearance, and the overall state of the educational institution, all of which play a role in ensuring the comfort of those utilizing the services. Higher education institutions situated in well-chosen locations tend to be more reachable for students, thus increasing the attractiveness of the institution. Moreover, the presence of public amenities, transportation options, and a positive environment are key elements that shape prospective students' views regarding the quality of a higher education institution (Alma, 2022).

5. Students' Decisions in Choosing a Institutions

The choice of a Institutions is highly significant, as it can greatly affect an individual's career trajectory and future prospects. According to Sumarwan (2011), the process of making consumer decisions starts with recognizing one's needs, continues with information collection, the assessment of different options, and concludes with a final selection. These phases are relevant when it comes to selecting a Institutions. This particular choice is classified as a high-involvement decision because it demands thorough reflection and carries considerable financial and emotional implications for both students and their families.

Numerous studies conducted in the past ten years indicate that various factors influence students' selections of Institutionss. From a psychological viewpoint, Sah (2018) identified that personal interests are vital in selecting a major. Supporting this notion, Sugiharta (2020) emphasizes that interests and skills have a notable impact on the decision regarding a major. Furthermore, Istiqomah, Hariani, and Afian (2018) discovered that motivation and career aspirations also contribute to this decision-making process.

C. METHOD

This research adopts a quantitative methodology through the utilization of a survey technique. The selection of this quantitative method is advantageous as it aids in examining how factors such as product, pricing, and location affect students' choices when selecting a Institutions. The survey technique enables us to gather

information from participants using a structured questionnaire. Sugiyono indicates that quantitative research approaches are founded on positivist philosophy. This indicates that this approach is utilized to examine a defined population or sample by gathering information through established research tools, followed by a statistical analysis of that information. Therefore, this research can clarify how the elements of product, price, and location impact students' Institutions selection process.

The participants involved in this study are students from private universities in Bandung that have achieved a "Good" accreditation status. The sampling technique applied was purposive sampling, entailing the selection of a sample based on certain criteria pertinent to the goals of the research. A total of 112 individuals took part in this investigation. The tool implemented was a questionnaire featuring a four-point Likert scale: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Agree (A), and 4 = Strongly Agree (SA). The implementation of this four tier scale is designed to reduce the likelihood of participants opting for neutral responses, resulting in more definitive answers concerning their opinions on every statement within the research.

The data gathered were processed utilizing IBM SPSS Statistics application. This analysis phase encompassed validity assessments to evaluate the precision of every statement item, reliability evaluations to establish the consistency of the measurement tool, classical assumption tests including tests for normal distribution, linear relationships, and heteroscedasticity and multiple linear regression analysis to assess how the product, pricing, and geographical factors influence students' choices in selecting a institutions. Moreover, a partial t test was conducted to assess how each independent variable affects the dependent variable, and an F test was carried out at the same time to analyze the total effect of the independent variables on the dependent variable, and the R^2 coefficient of determination was computed to indicate how effectively the product, price, and location factors account for variations in students' choices concerning their institutions selection.

D. RESULT AND DISCUSSION

1. Validity Test

The purpose of the validity test is to assess how well each statement item measures the research variables accurately. The examination was carried out utilizing the Pearson Product Moment correlation method. According to the findings from the examination, every statement item incorporated in the study has computed r values that surpass the table r (0.1857) and significance levels that are below 0.05, indicating that all statement items are considered valid. Consequently, the research tool has fulfilled the necessary validity criteria and is appropriate for subsequent analysis (Ghozali, 2021; Sugiyono, 2022).

Table 1. Validity Test Result

No.	Variabel	Item Code	Corrected Item-Total Correlation	Criteria	Remarks
1	Products	X1.1	0,688	> 0,30	Valid
2	Products	X1.2	0,577	> 0,30	Valid
3	Products	X1.3	0,711	> 0,30	Valid
4	Products	X1.4	0,652	> 0,30	Valid
5	Products	X1.5	0,643	> 0,30	Valid

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6	Products	X1.6	0,610	> 0,30	Valid
7	Products	X1.7	0,572	> 0,30	Valid
8	Products	X1.8	0,364	> 0,30	Valid
9	Price	X2.1	0,695	> 0,30	Valid
10	Price	X2.2	0,606	> 0,30	Valid
11	Price	X2.3	0,492	> 0,30	Valid
12	Price	X2.4	0,645	> 0,30	Valid
13	Price	X2.5	0,571	> 0,30	Valid
14	Price	X2.6	0,637	> 0,30	Valid
15	Location	X3.1	0,550	> 0,30	Valid
16	Location	X3.2	0,525	> 0,30	Valid
17	Location	X3.3	0,740	> 0,30	Valid
18	Location	X3.4	0,748	> 0,30	Valid
19	Location	X3.5	0,601	> 0,30	Valid
20	Selection Decision	Y1.1	0,534	> 0,30	Valid

Source: Processed data using SPSS version 30, 2026

The results of the validity test for 22 statement items indicate that every item possesses adequately elevated Corrected Item-Total Correlation values, between 0.364 and 0.748. This indicates that every item related to the Product, Price, Location, and Decision to Choose variables has measurements exceeding 0.30. Consequently, all items associated with the Product variable, Price variable, Location variable, and Decision to Choose variable are recognized as valid and able to evaluate the variables being examined. Hence, all these statement items are appropriate for use in future research evaluations.

2. Reliability Test

The aim of the reliability test is to determine the extent to which the research instrument consistently measures the variables being studied. This evaluation is conducted employing the Cronbach's Alpha approach. A tool is considered dependable if its Cronbach's Alpha score exceeds 0.70 (Ghozali, 2021).

Table 2. Reliability Test Result

Variable	Number of Items	Cronbach's Alpha	Reliability Standards	Remarks
Products, Price, Location, dan Selection Decision	22	0,933	> 0,70	Reliable

Source: Processed data using SPSS version 30, 2026

The results of the reliability test indicate that the value of Cronbach's Alpha stands at 0.933, based on 22 statement items. Because this figure exceeds 0.70, it can be concluded that all research tools are reliable. This implies that each statement item demonstrates a strong degree of internal consistency in evaluating the factors of Product, Price, Location, and Students' Choices when Selecting a Institutions. Therefore, this research tool is suitable for use in the subsequent phase of data analysis.

3. Normality Test

The aim of the normality check is to evaluate whether the leftover values in a regression model follow a normal distribution. For this evaluation, we employ the Shapiro-Wilk technique, setting a significance threshold at 5% or $\alpha = 0.05$. The process of decision-making involves examining the p-value or Sig. Should this p-value exceed 0.05, it can be concluded that the residual data follows a normal distribution.

Table 3. Normality Test

Variable	Number of Samples (N)	Statistics Shapiro-Wilk	Sig.	Criteria	Remarks
Unstandardized Residual	112	0,979	0,075	Sig. > 0,05	Normally Distributed

Source: Processed data using SPSS version 30, 2026

The Shapiro-Wilk test yielded a significance value of 0.075 and a statistic value of 0.979. The regression model's residuals are deemed to be normally distributed as this significance value is higher than 0.05, namely $0.075 > 0.05$. As a result, this regression model is appropriate for use in additional data analysis since the study's normalcy assumption has been met.

4. Linearity Test

The purpose of the linearity test was to determine whether the dependent variables of Student Decision to Choose Institutions and the independent variables of Product, Price, and Location had a linear relationship. This test examines the significance value of Deviation from Linearity using the Test for Linearity method in SPSS. The relationship between the variables is deemed linear if the significance level is higher than 0.05.

Table 4. Linearity Test Result

Variable Relationships	Sig. Linearity	Sig. Deviation from Linearity	Criteria	Remarks
Products (X1) → Students' Decision to Choose a Institutions (Y)	< 0,001	0,490	Sig. Deviation > 0,05	Linear
Price (X2) → Students' Decision to Choose a Institutions (Y)	< 0,001	0,120	Sig. Deviation > 0,05	Linear
Location (X3) → Student's Decision to Choose a Institutions (Y)	< 0,001	0,388	Sig. Deviation > 0,05	Linear

Source: Processed data using SPSS version 30, 2026

According to the test results, there was a significant value of 0.490 between the product and the student's decision to pursue higher education. The relationship between the two is considered linear since this number is higher than 0.05. Additionally, a linear association was found in the relationship between price and students' decision to choose a Institutions, with a significance value of 0.120. Similarly, the significant value of 0.388 indicates that the association between location and student decision to choose a higher education is linear.

Because each independent variable's significance value is higher than 0.05, all of the independent variables under study have a linear relationship with the dependent variable. This indicates that the study's linearity assumptions have been satisfied, allowing for the continuation of multiple linear regression analysis to produce more precise findings.

5. Heteroscedasticity Test

The heteroscedasticity test helps us find out if the differences in errors within our regression model change from one observation to another. We use the Glejser Test approach for this test. The trick is to use independent variables like Product, Price, and Location to regress the absolute value of the mistake (Abs_RES).

Table 5. Heteroscedasticity Test Result

Variable	t Count	Sig.	Criteria	Remarks
Products (X1)	-1,868	0,064	Sig. > 0,05	No heteroscedasticity occurs
Price (X2)	1,835	0,069	Sig. > 0,05	No heteroscedasticity occurs
Location (X3)	0,797	0,427	Sig. > 0,05	No heteroscedasticity occurs

Source: Processed data using SPSS version 30, 2026

The Product variable has a significance value of 0.064, the Price variable has a value of 0.069, and the Location variable has a value of 0.427, according to the test results. These significance levels are all higher than 0.05. This indicates that the regression model we employ shows no signs of heteroscedasticity symptoms.

As a result, the regression model we employed in this investigation satisfies the heteroscedasticity assumption. Therefore, using this model for multiple linear regression analysis is viable.

6. Multiple Linear Regression Test

The impact of the independent variables product (X_1), pricing (X_2), and location (X_3) on the dependent variable students' choices of universities (Y) is ascertained by multiple linear regression analysis. Finding the direction and strength of each independent variable's influence on the dependent variable is the goal of this study.

Table 6. Multiple Linear Regression Test Result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.228	0.964		-0.237	0.813
	Products	0.234	0.054	0.517	4.378	0.000
	Price	0.142	0.080	0.205	1.776	0.079
	Location	0.004	0.070	0.006	0.059	0.953

a. Dependent Variable: Students' Decision to Choose a Institutions

Source: Processed data using SPSS version 30, 2026

Based on the value of Unstandardized Coefficients (B), the regression equation is obtained as follows: $Y = -0.228 + 0.234X_1 + 0.142X_2 + 0.004X_3$.

The equation shows that the Product, Price, and Location variables have a positive influence. This means that if we increase each of these variables, then students' decisions in choosing a institutions also tend to increase. The Product variable has the strongest influence on student decisions because the regression

coefficient is the largest, which is 0.234, compared to the Price and Location variables. Meanwhile, the Location variable has the least influence because the regression coefficient is the smallest, which is 0.004, so its contribution is relatively the lowest in the regression model.

7. Coefficient of Determination (R^2) Test

The capacity of the independent variables to clarify the changes in the dependent variable is assessed using the coefficient of determination (R^2). The explanation of the dependent variable by the independent variables improves as the value of R^2 rises, while other factors not included in the research model make up the rest.

Table 7. Coefficient of Determination (R^2) Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692 ^a	0.479	0.464	1.096

a. Predictors: (Constant), Location, Price, Products

Source: Processed data using SPSS version 30, 2026

Based on the results of the analysis, we get an R Square value of 0.479 or 47.9%. This means that the Product, Price, and Location variables can explain about 47.9% of the variation in student decisions in choosing a Institutions. Meanwhile, around 52.1% of the remaining 52.1% were influenced by other factors such as promotion, institutions image, service quality, accreditation, parental recommendations, peer influence, and others that were not included in this research model.

The Adjusted R Square value of 0.464 shows that this regression model is quite good at explaining the variation in the dependent variable, which is about 46.4% after adjusting for the number of independent variables and the number of samples. This means that this research model has a fairly good explanation of students' decisions in choosing a institutions.

8. F Test

To ascertain if the product, price, and location factors collectively affect students' judgments while selecting an institution, the F test is utilized. The important number is compared to a significance level of 0.05 to carry out the test. The independent variables together greatly affect the dependent variable if the significance number is under 0.05.

Table 8. F Test Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	119.169	3	39.723	33.046	<.001 ^b
	Residual	129.822	108	1.202		
	Total	248.991	111			

a. Dependent Variable: Students' Decision to Choose a Institutions

b. Predictors: (Constant), Location, Price, Products

Source: Processed data using SPSS version 30, 2026

Based on the F test, the calculated F value obtained was 33.046 with a significance of less than 0.001. This means that the significance value is very small, which is below 0.05. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, it can be concluded that the variables of Product,

Price, and Location simultaneously have a significant influence on students' decisions in choosing a institutions.

9. T Test

The effect of each independent variable on the dependent variable is determined through the t test. To conduct this test, the significance value is checked against a threshold of 0.05. If the significance value falls below 0.05, it indicates that the independent variable has a meaningful effect on the dependent variable; conversely, if the significance value exceeds 0.05, then the independent variable does not significantly influence the dependent variable.

Table 9. T-Test Result

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.228	0.964		-0.237	0.813
	Products	0.234	0.054	0.517	4.378	0.000
	Price	0.142	0.080	0.205	1.776	0.079
	Location	0.004	0.070	0.006	0.059	0.953

a. Dependent Variable: Students' Decision to Choose a Institutions

Source: Processed data using SPSS version 30, 2026

The results of the research indicate that the product features play an important role in the decisions students make when selecting a college. This is supported by the t-test analysis that shows a significance score lower than 0.001, suggesting that the initial hypothesis is valid. These results imply that when colleges provide better quality products, students are more likely to pick them. In the realm of educational services, the product concept is not limited to the study programs provided, but also includes the quality of teachers, academic services, learning facilities, and opportunities for graduates. Students tend to choose educational institutions that can provide more value in accordance with their academic needs and career development. Thus, improving the quality of educational products has the potential to attract the interest of prospective students in choosing a institutions.

The results of this study are in line with the view of Kotler and Keller (2022) who affirm that products include everything offered to the market to meet consumer needs and desires. In addition, this research is in line with previous research that shows that the quality of educational products or services contributes positively to students' choice in determining a institutions.

This research indicates that the cost aspect does not greatly influence students when selecting schools. This is evident from the significance value of 0.079, which surpasses the significance threshold of 0.05, meaning we cannot say that cost is a crucial factor. The results of this study indicate that the cost of education is not the main factor for students in determining the choice of Institutions. Most students focus more on the quality of education, the reputation of the institution, and the benefits earned rather than considering the cost of tuition. As long as the fees they pay are proportional to the quality of education they enjoy, then price is not a determining factor in the decision-making process.

This study shows that students prioritize the learning outcomes they get rather than just thinking about tuition fees. Although price is related to students' decisions in choosing a Institutions, the impact is not strong enough to be recognized as statistically significant. Research on institutions choice shows that geographical location does not have a significant effect on student decisions. This is reflected in the high significance value, which is 0.953, which exceeds the threshold of 0.05. Thus, the hypothesis that location influences institutions choice is unacceptable. These findings indicate that students do not pay much attention to the location of the campus when choosing a institutions. While favorable positions and a pleasant campus atmosphere can be a plus, these aspects are still not strong enough to influence their choice. Possibly, this is due to the ease of transportation, advances in learning technology, and the focus on the quality of education which is considered more important than location.

Therefore, the location of the institutions serves more as a supporting factor in the decision-making process, while other aspects such as the quality of education have a much more significant impact. This shows that students prioritize elements directly related to their education rather than the location of the campus. The results of the F test show that the combination of product, price, and location factors plays an important role in determining student choice when choosing a higher education institution. This can be seen from the very small significance value, which is below 0.001. Based on these findings, the fourth hypothesis put forward is acceptable. The analysis also revealed that product, price, and location factors can decipher about 47.9% variation in student decisions. Meanwhile, the remaining 52.1% was influenced by other variables that we did not research, such as promotion, reputation of higher education institutions, quality of service, accreditation, advice from parents, peer influence, and other aspects.

From this study, it is clear that products are the most influential factor in students' decisions in choosing higher education institutions. This is based on regression coefficient values and partial tests that show that only product factors have a positive and significant impact. Therefore, higher education institutions need to continue to strive to improve the quality of their educational services, such as improving the quality of lecturers, updating study programs, adjusting the curriculum, improving academic facilities, and improving graduation prospects. With these measures, higher education institutions can attract more prospective students to choose them.

Many research papers indicate that the choices students make when selecting a university are affected by both personal and outside influences. Personal factors consist of interests, drive, skills, and career goals, whereas outside influences comprise the study program's quality, cost of tuition, location of the campus, reputation of the institution, available facilities, and advertising. Future students typically think about these different aspects before making a decision on a university that meets their desires and requirements. The research conducted by Karamang et al. (2024) reveals that marketing elements, especially the institution's reputation, cost, and location, all play a role at the same time in impacting students' choices when picking a university

E. CONCLUSION

This study found that of the three factors tested, namely product, price, and location, only the product was proven to have a significant effect individually on students' decision to choose a institutions. This means that the quality of lecturers, academic services, learning facilities, and graduate prospects are the things that most drive student decisions, the better the quality that the campus offers, the greater the chance for students to choose it. On the other hand, price and location have not been proven to have a significant effect on their own. Students don't really care about the high cost of tuition as long as they feel commensurate with the quality they get, and they also don't really care how strategically the campus is, probably because the ease of transportation and learning technology make distance less relevant.

Even so, when these three factors were combined at once, product, price, and location were shown to have a significant effect together, and were able to explain about 47.9% of student decisions, while the remaining 52.1% were influenced by other factors outside of this study, such as promotion, institutional reputation, service quality, accreditation, and the influence of parents and friends.

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