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Factors That Influence Student Interest in Choosing Private Universities in Bandar Lampung

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ABSTRACT

The number of students in private universities in Bandar Lampung has fluctuated. This study aims to examine the effect of college image on student involvement and student loyalty, then to examine the effect of relationship quality on student involvement and student loyalty, finally to examine the effect of student involvement on student loyalty. This research uses a quantitative approach. Data were collected through an online questionnaire using a Likert scale, a population of 174, purposive sampling technique, the sample determined by the Slovin formula was 63. Data analysis used multiple linear tests with the help of SPSS version 20 and also conducted hypothesis tests such as the t test and F test. The findings show that there is a positive and significant effect of college image and relationship quality on student involvement and there is an effect of relationship quality on student involvement and student loyalty as well as a significant effect of student involvement on student loyalty but image has no significant impact on student loyalty. The results of the mediation variable show that the image mediated by student involvement has an influence on student loyalty while student involvement does not mediate the effect of relationship quality on student loyalty.

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INTRODUCTION

Higher education institutions are higher education institutions that have an important role in shaping students' careers and futures (Paramono et al., 2019). Loyal students, who choose to complete their course of study at a particular college, have the potential to provide long-term benefits to the university (Rayendra, 2023). In this situation, private universities have a great opportunity to be an option for students to continue their education. It is very important for a private university to maintain its reputation as an institution.

There are 13 (thirteen) private universities in Bandar Lampung, namely Malahayati University, Mitra Indonesia University, Bandar Lampung

University, Muhammadiyah Lampung University, Indonesian Technocrat University, Tulang Bawang University, Satu Nusa Lampung University, Saburai University, Darmajaya Institute of Informatics and Business, Prasetiya Mandiri Maritime Institute, STIE Gentiaras, STKIP PGRI Bandar Lampung, STBA Yunisla Bandar Lampung. However, which has 7 (seven) universities of Economics and Business, namely Malahayati University, Mitra Indonesia University, Bandar Lampung University, Indonesian Technocrat University, Satu Nusa Lampung University, Sang Bumi Ruwa Jurai University, Darmajaya Institute of Indormatik and Business.

However, there are 13 private universities in Bandar Lampung, 7 of which have faculties of economics and business, which are undergoing changes that may affect student loyalty. There are also students who enter but do not complete their studies, while loyal students who choose to complete their studies at a particular college can provide long-term benefits to that university. Student loyalty is a complex concept and can be influenced by a variety of factors. Among the factors that can play an important role are the image of the college, the quality of relationships (satisfaction, trust, commitment), student engagement, and other factors related to the educational experience of students

(Nuraryo, 2019). Therefore, this study aims to explore the factors that influence student loyalty to higher education. The image of an educational institution reflects people's perceptions and views of the institution. The image of the college reflects students' perceptions of the reputation, identity, and overall image of the college (Ardah, 2022). This perception can have an impact on student loyalty, as a good image can increase pride and loyalty to the university. Positive relationships, high levels of satisfaction, a sense of trust, and commitment to the university can all contribute to student loyalty levels (Utama et al., 2021). With intense competition, PTS must be able to position itself as a different and desirable institution and increase its reputation in the eyes of the public. Therefore, understanding the factors that influence student loyalty is crucial in an effort to retain students.

The quality of relationships can be seen from satisfaction, trust, and commitment between students, lecturers, and administrative staff can also affect student loyalty (Maladi, 2019). If student involvement in service creation is lacking, it is because the service provider does not maintain a good relationship with students, resulting in a non-positive response that can damage the image (Kusumah et al., 2019). Thus, it can be concluded that positive engagement and interaction can strengthen students' identity with the institution and promote long-term loyalty.

The level of student involvement in academic and extracurricular activities

in higher education can affect student loyalty (Angkotasana and Watianan, 2021). Students who are actively involved in campus life tend to be more loyal to their college (Fanggidae and Juniarto 2023). Understanding the dynamics of these factors and how they interact is important to improve student experience and their retention in higher education (Firmansyah and Saepuloh, 2022). Factors such as image, relationship quality, student engagement, and student loyalty are interrelated and can influence each other. Improvement in one area can have a positive impact on another, creating a healthy and supportive educational environment for students and the institution. Therefore, this study aims to identify factors such as the image of the college, the quality of relationships (satisfaction, trust, commitment), and the level of student involvement in influencing the level of student loyalty to the college.

RESEARCH METHODE

This study used a quantitative approach using descriptive analysis. This study consists of 3 independent variables, namely the image of the university, the quality of relationships, student involvement and 1 dependent variable, namely student loyalty. The image of the college consists of 3 statement items adopted from the research of Brown and Mazzarol (2008), then the quality of relationships consists of 12 statement items, student engagement consists of 9 statement items, and student loyalty consists of 3 statement items adopted from the research of Snijders et al., (2020). Private universities in Bandar Lampung consist of 13 universities. However, the sampling technique used in this study is to use purposive sampling techniques using several predetermined criteria, including :

- a) Choosing universities that have Faculties of Economics and Business, from 13 universities obtained 7 universities that have Faculties of Economics and Business;
- b) Choose a university that has an A accredited Management Study Program, from 7 universities, 2 universities are obtained, namely BandarLampung University and Darmajaya Business Institute;
- c) Choose a longer established college obtained by Bandar Lampung University;
- d) Selecting students in semester 5 a total of 174 students (UBL Academic Administration Bureau, 2023).

The population in this study was 174 respondents. Determination of the number of samples is carried using the Slovin formula with a sample error rate of 10%, resulting in a sample count of 63 respondents.

RESULT AND DISCUSSION

Based on the output of SPSS version 20, a descriptive analysis was obtained in the form of respondent characteristics where from the number of respondents as many as 63 people, it was known that there were 25.4% male respondents and the majority of 74.5% female respondents. Before the hypothesis test is carried out, we need to conduct validity tests, reliability tests, and classical assumption tests, namely multicollinearity tests, normality tests and heteroscedasticity tests.

Validity Test

Data quality tests are validity tests and reliability tests. A statement item is said to be valid if the calculated value is above 0.248, where the value of 0.248 is obtained from the number of samples minus 2 the result is 61 and it is known that the r_{table} is 0.248, while the statement item is said to be reliable if the variable value is ≥ 0.6 . The results of the validity test and reliability test can be seen in Table 1 below.

Table 1.
Data Quality Test

Statement Item	r_{Count}	r_{Table} (0.248)	Cronbach Alpha (≥ 0.6)	Information
College Image (X1)			0.780	Reliable
X1.1	0.821	0.248		Valid
X1.2	0.860	0.248		Valid
X1.3	0.855	0.248		Valid
Relationship Quality (X2)			0.900	Reliable
X2.1	0.665	0.248		Valid
X2.2	0.738	0.248		Valid
X2.3	0.703	0.248		Valid
X2.4	0.794	0.248		Valid
X2.5	0.710	0.248		Valid
X2.6	0.776	0.248		Valid
X2.7	0.782	0.248		Valid
X2.8	0.624	0.248		Valid
X2.9	0.553	0.248		Valid
X2.10	0.683	0.248		Valid
X2.11	0.670	0.248		Valid
X2.12	0.571	0.248		Valid

Student Engagement (X3)			0.857	Reliable
X3.1	0.647	0.248		Valid
X3.2	0.567	0.248		Valid
X3.3	0.740	0.248		Valid
X3.4	0.775	0.248		Valid
X3.5	0.782	0.248		Valid
X3.6	0.744	0.248		Valid
X3.7	0.782	0.248		Valid
X3.8	0.680	0.248		Valid
X3.9	0.580	0.248		Valid
Student Loyalty (Y)			0.650	Reliable
Y1	0.788	0.248		Valid
Y2	0.722	0.248		Valid
Y3	0.798	0.248		Valid

Source : *Output SPSS (2023)*

Table 1 shows that all items of the statement of the college image variables are in the range of 0.821-0.860, thus all variables of the image of the college are declared valid. Then, all statement items of relationship quality variables are in the range of 0.553-0.794, thus all relationship quality variables are declared valid. Furthermore, all student engagement variable statement items are in the range of 0.567-0.782, thus all student involvement variables are declared valid. Finally, all student loyalty variable statement items are in the range of 0.722-0.798, thus all student loyalty variables are declared valid. The conclusion is that, all questionnaire items from the variables of college image, relationship quality, student engagement, and student loyalty are valid and can be used for hypothesis testing.

Realibiltiy Test

The reliability test shown in Table 2 shows that all variables are considered reliable because based on the output of SPSS version 20, the reliability test value for the college image variable is 0.780, the reliability test value for the relationship quality variable is 0.900, the reliability test value for the student engagement variable is 0.857, and the reliability test value for the student loyalty variable is 0.650. The conclusion is that, all questionnaire items from the variables of college image, relationship quality, student engagement, and student loyalty are reliable and can be used for hypothesis testing.

Normality Test

The normality test was also performed using Smirnov's kolmogorov test. The statement item in the questionnaire is declared normal if the value of Asymp. sig. (2-tailed) greater than 0.05 and based on the test results using SPSS version 20 obtained a value of 0.999. Thus it can be stated that the entire questionnaire item of the variables of college image, relationship quality, student engagement, and student loyalty is normally distributed and can be used for hypothesis testing.

Multicollinearity Test

The classical assumption test used in this study is the multicollinearity test and heteroscedasticity test which was tested using SPSS version 20. The variable does not occur symptoms of multicollinearity if the tolerance value > 0.100 and the VIF < 10.00 . It is known based on the SPSS output that the tolerance value of the college image variable of 0.759 is greater than 0.100 and the VIF value of the college image variable of 1.318 is smaller than 10.00. The tolerance value of the relationship quality variable of 0.576 is greater than 0.100 and the VIF value of the relationship quality variable of 1.727 is smaller than 10.00. The tolerance value of the student engagement variable of 0.553 is greater than 0.100 and the VIF value of the student engagement variable of 1.807 is smaller than 10.00. Thus, it can be concluded that all variables used in this study do not have symptoms of multicollinearity.

Heteroscedasticity Test

Another classical assumption test used is the heteroscedasticity test. The calculated c^2 value was done by $n \times R^2$, it was known that the number of samples was 63 and the R^2 value was 0.498, so the results were 31.374. Furthermore, to calculate the value of c^2 table (df) is done by reducing the number of samples by 1, so that the result is 81.38102.

Regression Test

Based on the equation above, the results can be interpreted as follows, the stable number for student engagement (X3) of around 8,696 states that when the variables of college image (X1) and relationship quality (X2) are considered unchanged or constant, then the student engagement value (X3) will consistently remain at the level of 8,696.

The regression coefficient (X1) of 0.551 reflects that the image of the university (X1) to student involvement (X3) is 0.551. It is known that, the image of the university has a positive effect on student engagement. Thus, it can be concluded that the first hypothesis is supported by research data.

The regression coefficient (X2) of 0.408 reflects the quality of the relationship (X2) to student engagement (X3) of 0.408. It is known that, the

quality of relationships has a positive effect on student engagement. Thus, it can be concluded that the third hypothesis is supported by research data. Table 2 above also explains that the image of the college (X1) has a significance value of 0.028 lower than 0.05, because the significance value is below the threshold of 0.05 thus the first hypothesis is supported. This implies that the image of the college (X1) has a significant impact on student engagement (X3). The measurement of relationship quality (X2) also shows a significance value of 0.000 which is below 0.05. Thus it can be concluded that the third hypothesis is supported. This implies that relationship quality (X2) has a significant impact on student engagement (X3).

Based on the equation above, the results can be interpreted as follows, the stable number for student loyalty (Y) of around 4.931 states that when the variables of college image (X1) and relationship quality (X2) are considered unchanged or constant, then the student loyalty value (Y) will consistently remain at the level of 4.931.

The regression coefficient (X1) of 0.107 reflects that the image of the college (X1) to student loyalty (Y) is 0.107. It is known that, the image of the college has a positive effect on student loyalty. Thus, it can be concluded that the second hypothesis is supported by research data. The regression coefficient (X2) of 0.125 reflects the quality of the relationship (X2) to student loyalty (Y) of 0.125. It is known that, the quality of relationships positively affects student loyalty. Thus, it can be concluded that the fourth hypothesis is supported by research data.

Table 3 above also explains that the image of the college (X1) has a significance value of 0.271 higher than 0.05, because the significance value is above 0.05 thus the effect is not significant, meaning that the second hypothesis is rejected. These results imply that the image of the college (X1) does not have a significant impact on student loyalty (Y). The results of measuring the quality of the relationship (X2) show that the significance value of 0.000 is lower than 0.05 thus the effect is significant, the fourth hypothesis is supported. These results imply that relationship quality (X2) has a significant impact on student engagement (X3).

Table 2.
Engagement Regression Test on Student Loyalty

Coefficients ^a						
	Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.590	1.134		4.048	.000
	Engagement	.211	.035	.606	5.947	.000
a. Dependent Variable: Loyalty						

Table 2 shows that the constant value is 4.590, engagement of 0.211 reflects the role of engagement (X3) to student loyalty (Y) of 0.211. This states that involvement will have a positive impact on student loyalty. Therefore, the multiple regression equation can be expressed by the regression equation as follows $Y = 4.590 + 0.211X_3 + e$.

Student involvement as a mediating variable of image and quality of relationship to student loyalty

Image and relationship quality on student loyalty is 26.5%, while 73.5% is influenced by other independent variables that were not studied in this study. Furthermore, an *adjusted* R2 value of 0.357 means that the effect of student involvement on student loyalty is 35.7%, while 64.3% is influenced by other independent variables that were not studied in this study.

Based on Table 5, it is known that the value of R2 X1, X2 against X3 is 0.447 and obtained the value of $e1 = 0.743$ with the formula $e1 = 1\sqrt{1-r2}$. While for the value of e2 obtained from the value of R2 in Table 5, X3 against Y obtained the result of $e2 = 0.843$. Based on the regression test on X1, X2 on Y it is known that the direct influence of X1 on Y is 0.133, while the indirect influence of X1 through X3 on Y the value of indirect influence is greater. These results suggest that imagery mediated by student engagement has an influence on student loyalty.

Based on the regression test on X1, X2 on Y direct influence of X2 on Y is 0.467 while indirect influence of X2 through X3 on Y is the multiplication between beta value X2 on X3 with beta value X3 on Y which is $0.532 \times 0.606 = 0.322$. Based on the calculation above, it is known that the value of direct influence is 0.467 and indirect influence is 0.322 which means the value of direct influence is greater. These results suggest that student engagement does not mediate the effect of relationship quality on student loyalty.

The Influence of College Image on Student Engagement

The college image (X1) has a significance value of 0.028 lower than 0.05, because the significance value is below the threshold of 0.05. Thus, the first hypothesis is supported. This implies that the image of the college (X1) has a significant impact on student engagement (X3). This finding is supported by Dewi's research (2020) which shows that imagery has a positive impact on student engagement and is in the very good category. However, there is still a response from students who disagree on item 1 of the college image variable, which states that my campus is a prestigious campus. Thus, it is expected that universities can become prestigious campuses by improving academic quality, improving infrastructure and facilities, supporting students to be competent in conducting research and innovation, collaborating with universities abroad.

The Influence of College Image on Student Loyalty

The results of the linear regression test with the college image hypothesis test (X1) have a significance value of 0.271 higher than 0.05, because the significance value is above 0.05 thus the effect is not significant, meaning that the second hypothesis is rejected. These results imply that the image of the college (X1) does not have a significant impact on student loyalty. This finding is supported by (Utama *et al.*, 2021) which shows that a good image can increase pride and loyalty to the university.

The Effect of Relationship Quality on Student Engagement

The measurement of relationship quality (X2) also shows a significance value of 0.000 which is below 0.05. Thus it can be concluded that the third hypothesis is supported. This implies that relationship quality (X2) has a significant impact on student engagement (X3). This finding is supported by (Kusumah *et al.*, 2019). and (Fatimah *et al.*, 2021) showed that there is a positive correlation between quality and engagement. However, there was still a response from students who disagreed on item 1 of the relationship quality variable, stating that my lecturer was concerned about my needs. Thus, it is expected that lecturers can build personal relationships with students and provide academic support.

The Effect of Relationship Quality on Student Loyalty

The regression coefficient (X2) of 0.125 reflects the quality of the relationship (X2) to student loyalty (Y) of 0.125. It is known that, the quality of relationships positively affects student loyalty. Thus, it can be concluded that the fourth hypothesis is supported by research data. This finding is supported by (Rosmala, 2019) that positive relationships with faculty, staff, and their peers may feel more involved in learning and campus life which

in turn impacts student loyalty. However, there were still responses from students who disagreed on item 1 of the relationship quality variable, stating that I felt full of energy while on campus. Thus, it is expected that the campus has a clean, comfortable and orderly environment.

The Effect of Student Involvement on Student Loyalty

The number of regression coefficient X3 of 0.211 reflects the role of engagement (X3) on student loyalty (Y) of 0.211. This states that involvement will have a positive impact on student loyalty. This finding is supported by (Muji, 2022) showing that student involvement on student loyalty has a positive influence of 0.15 with a t value of 1.96. However, there was still a response from students who disagreed on item 1 of student engagement stating that when I study, I forget what is happening around me. Thus, it is expected that the campus has a quiet environment.

CONCLUSION

Based on the results of the analysis of research on the factors that influence students in choosing a college, it can be concluded that:

1. The image of the university has a positive and significant effect on student engagement.
2. The image of the college negatively affects student loyalty.
3. The quality of relationships has a positive and significant effect on student engagement.
4. The quality of relationships has a positive and significant effect on student loyalty.
5. Student involvement has a positive and significant effect on student loyalty.

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