CENDEKIA
Jurnal Kependidikan dan Kemasyarakatan
P ISSN : 1693 1505
E ISSN : 2477 796X

Cendekia: Jurnal Kependidikan dan Kemasyarakatan
Vol. 21 No. 2 (2023): 236-252
Available online at https://jurnal.iainponorogo.ac.id/index.php/cendekia

The Perceived Utility and University Enrolment Intention in Indonesia: Students Perspective

Ahmad Juhaidi,[1] Hidayat Ma'ruf,[2] Anas Tajudin,[3] Salafuddin Fitri,[4] Hamdani[5]

[1,2]Universitas Islam Negeri Antasari, Banjarmasin, Indonesia
[3]University College MAIWP International Kuala Lumpur, Malaysia
[4]Ministry of Religious Affairs Office Banjarmasin, Indonesia
[5]Madrasah Aliyah Negeri (MAN) 3 Banjarmasin, Indonesia

ARTICLE INFO

Article History:
Received: October 5, 2023
Revised: November 12, 2023
Accepted: November 15, 2023

Keywords:
cost; economic benefit; non-economic benefit; probability of success; utility

ABSTRACT

This study investigates the difference between the utility of general higher education (GHE) and Islamic higher education (IHE), students' enrolment intention, and their correlation. Data were collected using questionnaires. The participants of this study were 753 students in South Kalimantan, Indonesia. Researchers used convenience and snowballing sampling techniques. Data analysis used the Wilcoxon Signed Rank Test and Spearman's correlation. This study proves that the level of utility and all its factors (economic and non-economic benefit, probability of success, and cost) differ significantly between GHE and IHE (Sig<0.05). Moreover, it was found that all factors correlate with enrolment intention (Sig<0.05). However, correlation coefficients indicate that the cost of GHE and IHE is the factor with the weakest correlation (p=0,139 and p=0.084) with enrolment intention. The strongest correlation with enrolment intention is the utility of GHE and IHE (p=0,597 and p=0.579) and the possibility of success in GHE and IHE(p=0,614 and p=0.530). This study offers practical recommendations for higher education institutions and suggests future research.

Corresponding Author
Ahmad Juhaidi
Email: ahmadjuhaidi@uin-antasari.ac.id

How to Cite:
Juhaidi, Ahmad, Hidayat Ma'ruf, Anas Tajudin, Salafuddin Fitri, and Hamdani. "The Perceived Utility and University Enrolment Intention in Indonesia: Students Perspective." *Cendekia: Jurnal Kependidikan dan Kemasyarakatan* 21, No. 2 (2023): 236-252.
https://doi.org/10.21154/cendekia.v21i2.7364

INTRODUCTION

Many factors influence the choice of higher education. In general, students' choice of higher education is seen from a socio-economic point of view. This point of view emphasizes parental education and tuition fees as reasons for choice over specific universities.[1] Students from low-income families will choose higher education because of funding or scholarship assistance.[2] Students from uneducated, low-income family backgrounds are more likely to attend non-elite universities.[3] Students choose elementary school teacher education because they quickly get a job after graduation, while students who choose medicine because of their social status and high income if successful as doctors.[4]

The economics of education view that choosing a tertiary institution is based on the benefits obtained after graduation. The rate of return on investment in higher education significantly affects the desire to enter higher education.[5] Salary after graduation is essential in choosing a field of education and a job.[6] These economic benefits are the primary consideration in choosing a university. It explains why study programs with no job market will be less attractive to students.

In the Indonesian context, these studies on educational returns and the factors for choosing a tertiary institution do not consider the factors for choosing Islamic higher education, which emphasize Islamic studies more. In Indonesia, most tertiary education institutions can be grouped into two major groups: Islamic higher education (IHE) and general higher education (GHE). IHE has been considered synonymous with Islamic religious sciences and as an answer to the needs of the particular job market in Islam. The Presidential Decree of the Republic of Indonesia Number 11 of 1960 article 2 states that the State Islamic Institute (IAIN) was established to provide higher teaching and become a center for developing and deepening knowledge about Islam.[7] The transformation of IAIN into a university is a critical stage that makes Islamic education academically and scientifically more open to international forums in the global community.[8] It shows that

[1] Jonne Pieter Vulperhorst, Roeland Matthijs van der Rijst, and Sanne Floor Akkerman, "Dynamics in Higher Education Choice: Weighing One's Multiple Interests in Light of Available Programmes," *Higher Education* 79, no. 6 (June 1, 2020): 1002.

[2] Meruert K. Shnarbekova, "The Effects of Family Capital on Kazakh Youth Strategies in the Choice of Higher Education," *Integration of Education*, no. 4 (December 28, 2018): 712–27.

[3] Michael Shiner and Philip Noden, "'Why Are You Applying There?': 'Race', Class and the Construction of Higher Education 'Choice' in the United Kingdom," *British Journal of Sociology of Education* 36, no. 8 (November 17, 2015): 1170–1191.

[4] Eleni Sianou-Kyrgiou and Iakovos Tsiplakides, "Similar Performance, but Different Choices: Social Class and Higher Education Choice in Greece," Studies in Higher Education 36, no. 1 (February 2011): 89–102.

[5] Fan-Sing Hung, Yue-Ping Chung, and Esther Sui-Chu Ho, "To Work or to Continue to Higher Education? The Choice of Senior Secondary Students in Shenzhen, China," *Higher Education* 39, no. 4 (2000): 455–467.

[6] Aija Sannikova et al., "Economic Factors in the Choice of Studies and Work," in *Economic Science for Rural Development Conference Proceedings*, 2019.

[7] "Presidential Regulation of the Republic of Indonesia on the Establishment of the State Islamic Institute," Pub. L. No. 11 (1960).

[8] Muhammad Amin Abdullah, "Islamic Studies in Higher Education in Indonesia: Challenges, Impact and Prospects for the World Community," *Al-Jami'ah: Journal of Islamic Studies* 55, no. 2 (December 15, 2017): 391–426.

IHE is more considered a center of academic studies and is not a provider of the needed workforce.

Along with transforming into a university in the last ten years, IHE also develops study programs to answer the job market. IHE opens study programs that are more career-oriented to the work of students. IHE has opened departments in science, technology, engineering, and mathematics (STEM), e.g., medical education, mining engineering, environmental engineering, information technology, and food technology. The comparison of the number of students in GHE and IHE is illustrated in Table 1 below.

Table 1. Comparison of the number of GHS and IHE's students in a city

No	University	Stud	Dept	%
1	Lambung Mangkurat University Banjarmasin	36953	114	
2	Antasari State Islamic University Banjarmasin	12727	36	0.3440
3	University of Mataram	44368	74	
4	State Islamic University of Mataram	15257	35	0.3438
5	University of Indonesia Jakarta	54457	283	
6	Syarif Hidayatullah University Jakarta	71793	82	+0.24
7	Gadjah Mada University Yogyakarta	56372	304	
8	Sunan Kalijaga State Islamic University Yogyakarta	21228	62	0.38
9	Brawijaya University Malang	78951	183	
10	Maulana Malik Ibrahim State Islamic University Malang	21660	49	0.27
11	Airlangga University	43695	190	
12	Sunan Ampel State Islamic University Surabaya	24330	63	0.56
13	Hasanuddin University Makassar	31922	220	
14	Alauddin State Islamic University Makassar	23906	70	0.75
15	University of Riau	35717	122	
16	Sultan Syarif Kasim State Islamic University Riau	32205	57	0.90
17	Sriwijaya University Palembang	39873	120	
18	State Islamic University of Raden Fatah Palembang	22613	48	0.40
19	University of North Sumatra	50454	169	
20	State Islamic University of North Sumatra	33814	62	0.67
21	Syiah Kuala University Banda Aceh	38990	143	
22	Ar Raniry State Islamic University Banda Aceh	24303	55	0.62

Note : % = percentage of IHE students from GHE students

Source: https://pddikti.kemdikbud.go.id/perbandingan/perguruan

The percentage of IHE students is from 0.32% to 90% of GHE students). Only Syarif Hidayatullah UIN is more numerous than GHE in the same region. The number of departments at IHE is from 35 to 70 departments. The large number of students in these small departments shows that the distribution of students is relatively uneven and piled up in one department.

Variations in student numbers often stem from how students perceive the usefulness of higher education. These perceptions intertwine with the factors influencing their choice of college. As competition intensifies, exploring potential customers' viewpoints becomes increasingly critical. Comprehending these perspectives reveals how students assess the

university's value.[9]

Based on students' perceptions, Erikson and Jonsson made a model to determine how much higher education is worth in the future.[10] They say that when students pick a college, they mostly look at how useful (u) the education there is. They show this in an equation.

$$U = pB - C$$

Students pick college if the chance of learning success and post-grad benefits (pB) doesn't outweigh the costs (C).[11] After weighing these factors, the choice depends on learning success odds, job opportunities, costs, and overall usefulness (u).

The Erikson and Jonsson equation overlooks non-financial educational benefits. Our idea aligns with Islamic education's emphasis on moral values, essential for community harmony and spiritual growth, not just knowledge transfer.[12] Nurcholis Madjid highlights morality in Islamic education, which isn't solely humanitarian but also divine.[13] Religious considerations influence university choices.[14] Our proposal aims to include non-economic benefits, reflecting this focus on morals and spirituality, which are often missed in economic studies of Islamic education.

$$U = p\,(Ecob + nonEc) - C$$

Through students ' perceptions, this study compares the usefulness of Islamic Higher Education (IHE) and General Higher Education (GHE). It also verified the correlation of the utility of GHE and IHE and its factors with enrollment intention. Understanding students' views on the usefulness of higher education can inform policies aligning university programs with job market needs, especially in Islamic Higher Education. This area needs to be explored more economically.

RESEARCH METHOD

Participants

This study involved 753 participants, comprising 480 women and 273 men, from grade 12th senior high school/SMA (SHS) and Islamic high school/madrasah aliyah (IHS) in South Kalimantan. Among these, 273 were SHS students from a total population of 66,076, and 480 were IHS students from 33,394. The participant count exceeded the minimum sample size required by Krejcie and Morgan for a 95% confidence level.[15]

[9] Sanja Mitić and Dušan Mojić, "Student Choice of Higher Education Institutions in a Post-Transitional Country: Evidence from Serbia," *Economic Research-Ekonomska Istraživanja* 33, no. 1 (January 1, 2020): 3509–3527.

[10] Robert Erikson and Jan O. Jonsson, "Explainning Class Ineequality in Education; The Swedish Test Case," in *Can Education Be Equalized? The Swedish Case in Comparative Perspective* (Colorado: Westview Press, 1996).

[11] Annabell Daniel and Rainer Watermann, "The Role of Perceived Benefits, Costs, and Probability of Success in Students' Plans for Higher Education. A Quasi-Experimental Test of Rational Choice Theory," *European Sociological Review* 34, no. 5 (October 1, 2018): 539–553.

[12] M. Noor Sulaiman Syah, "English Education for Islamic University in Indonesia: Status and Challenge," *QIJIS (Qudus International Journal of Islamic Studies)* 3, no. 2 (2015): 168–191.

[13] Lis Safitri, Fadlil Munawwar Manshur, and Husni Thoyyar, "Nurcholish Madjid on Indonesian Islamic Education: A Hermeneutical Study," *Jurnal Ilmiah Islam Futura* 22, no. 2 (August 4, 2022): 244–259.

[14] Yu-Fen Chen and Chin-Hui Hsiao, "Applying Market Segmentation Theory to Student Behavior in Selecting a School or Department," *New Horizons in Education* 57, no. 2 (October 1, 2009): 32–43.

[15] Robert V. Krejcie and Daryle W. Morgan, "Determining Sample Size for Research Activities,"

Participants were selected using convenience and snowball sampling techniques. Convenience sampling focused on accessible individuals, [16] while snowballing helped reach participants who were unknown or hard to access. [17] Questionnaires were passed in chains among participants' friends, notably those challenging for researchers to reach until the data reached a sufficient amount or saturated.[18]

Procedure

The questionnaire was shared across all SHS/SMAN and IHS/MAN students in South Kalimantan via an online Google Form facilitated by school teachers. Initially, four teachers were contacted by phone and asked to distribute the questionnaire to their colleagues in different areas. They then shared it with their students and other teachers, initiating a chain distribution to reach more.

Measurement

The data was gathered using a three-part questionnaire. The first section covered participant details like name, gender, parental education, and allowance. The second part focused on gauging participants' perceptions regarding the usefulness of education and their intent to enroll. Inspired by Daniel and Watermann, this measurement was expanded to include factors related to the practical benefits of education in daily community life. It comprised 14 items rated on a scale of 1 to 4 (Strongly Disagree to Strongly Agree). It was designed to be more student-friendly than other instruments like Chen and Srivastana and Dhamija[19] Ürer Erdil et al.,[20] or Cristancho et al.[21]

Enrollment intention measurement mirrors purchasing intention from the business realm, a psychological link between attitude and actual behavior.[22] As per The Theory of Planned Behavior, intention kick-starts behavior,[23] and higher intentions often lead to increased implementation.[24] Perceived value is a crucial determinant of enrollment

Educational and Psychological Measurement 30, no. 3 (September 1970): 607–610.

[16] Khurram Sultan et al., "A Strategic Approach to the Consumer Perception of Brand on the Basis of Brand Awareness and Brand Loyalty," *International Journal of Research in Business and Social Science (2147-4478)* 8, no. 3 (May 10, 2019): 33–44.

[17] Kim Leighton et al., "Using Social Media and Snowball Sampling as an Alternative Recruitment Strategy for Research," *Clinical Simulation in Nursing* 55 (June 2021): 37–42.

[18] Charlie Parker, Sam Scott, and Alistair Geddes, "Snowball Sampling," in Sage Research Methods Foundations, ed. Paul Atkinson et al. (London: SAGE Publications Ltd, 2019).

[19] Khusboo Srivastava and Somesh Dhamija, "Social Factors Impacting Student's Choice of Institution for Higher Studies in India," *International Journal of Educational Management* 36, no. 7 (November 7, 2022): 1221–37.

[20] Damla Ürer Erdil et al., "Prioritizing Information Sources and Requirements in Students' Choice of Higher Education Destination: Using AHP Analysis," SAGE Open 11, no. 2 (April 2021): 215824402110156.

[21] Gerson J. Cristancho et al., "Brand Positioning as a Factor in the Choice of the Candidate for Higher Education," *Revista Espacios* 40, no. 41 (2019).

[22] Paul W. Miniard, Carl Obermiller, and Thomas J. Page, "A Further Assessment of Measurement Influences on the Intention-Behavior Relationship," *Journal of Marketing Research* 20, no. 2 (May 1983): 206-212.

[23] Michael Bosnjak, Icek Ajzen, and Peter Schmidt, "The Theory of Planned Behavior: Selected Recent Advances and Applications," *Europe's Journal of Psychology* 16, no. 3 (August 31, 2020): 352–356.

[24] Youssef Chetioui, Hikma Benlafqih, and Hind Lebdaoui, "How Fashion Influencers Contribute to Consumers' Purchase Intention," *Journal of Fashion Marketing and Management: An International Journal* 24, no. 3 (April 17, 2020): 361–380.

intention,[25] reflecting future behavior related to college enrollment.

The questionnaire underwent validation steps: an Indonesian expert ensured its comprehension, and five students confirmed their understanding. Subsequently, 33 participants tested the questionnaire, revealing significant correlations (sig.<0.05) among all items with the total score, confirming their validity. Additionally, the reliability test, with a Cronbach Alpha exceeding 0.6 (α>0,6), affirmed the questionnaire's reliability, detailed in Table 2.

Table 2. Instrument reliability test result

	Cronbach's Alpha	N of Items
Utility of IHE	0.759	4
Enrolment intention in IHE	0.906	3
Utility of GHE	0.743	4
Enrolment intention in GHE	0.950	3

Thus, we conclude that the questionnaire is feasible for use. The question items are (Q1)IHE or GHE graduates easily find jobs; (Q2)Studying at IHE or GHE will be helpful in everyday life in the community; (Q3)I was able to follow the lecture process at IHE or GHE; (Q4)Tuition at IHE or GHE is expensive; (Y1)I intend to enroll in IHE or GHE; (Y2)I prefer to study at IHE or GHE, even though I was accepted at another university; and (Y3)I will seriously attend lectures at IHE or GHE.

The data processing involved several steps: first, descriptive statistics calculated the mean and standard deviation of participants' answers; second, an equation derived the educational utility score from average answer scores; third, the Wilcoxon Signed Rank Test determined the significance of utility (u) differences between IHE and GHE; fourth, Spearman's Rank Correlation Coefficient (Spearman's rho) tested correlations to address the hypotheses. Interpretation followed Hinkle, D. E., Wiersma, W. and Jurs, S. G. guidelines for assessing the correlation coefficient's size.[26]

Hypothesis

The study verifies the hypothesis, namely:

H1_ghe = there is a significant relationship between the perception of economic benefits and the intention to enroll in a GHE;
H1_ihe = there is a significant relationship between perception of economic benefits and intention to enroll in IHE;
H2_ghe = there is a significant relationship between the perception of non-economic benefits and the intention to enroll in the GHE;
H2_ihe = there is a significant relationship between the perception of non-economic benefits and the intention to enroll in IHE;
H3_ghe = there is a significant relationship between perception of the likelihood for

[25] Mimi Bong, "Role of Self-Efficacy and Task-Value in Predicting College Students' Course Performance and Future Enrollment Intentions," *Contemporary Educational Psychology* 26, no. 4 (October 2001): 553–570.

[26] Dennis E. Hinkle, William Wiersma, and Stephen G. Jurs, *Applied Statistics for the Behavioral Sciences*, 5th ed., vol. 663 (Boston: Houghton Mifflin, 2003).

success and intent to enroll in GHE;
H3_ihe = there is a significant relationship between the perception of the likelihood for success and intention to enroll in IHE.
H4_ghe= there is a significant relationship between perception of cost and intent to enroll in GHE;
H4_ihe = there is a significant relationship between perception of cost to intention to enroll in IHE;
H5_ghe = there is a significant relationship between perceptions of educational usefulness and the intention of enrolling in GHE;
H5_ihe = there is a significant relationship between perceptions of educational usefulness and the intention of enrolling in IHE;
H6_a = there is a significant difference between the usefulness of education in GHE and IHE;
H6_b= there is a significant difference between the intention to enroll in GHE and IHE.

RESULT AND DISCUSSION

Reliability Test

Cronbach's Alpha assessed the reliability of factors influencing higher education enrolment intention. All factors exhibited Cronbach's Alpha values surpassing 0.60 (as shown in Table 3), meeting the requisite standards. It confirms the variables' adequacy and retention for subsequent analysis, aligning with this study's expected performance level of Cronbach's Alpha.

Table 3. Reliability Test Result

	Cronbach's Alpha	N of Items
Utility of IHE	0.743	4
Enrolment intention in IHE	0.902	3
Utility of GHE	0.629	4
Enrolment intention in GHE	0.905	3

Note : Result of reliability test by SPSS v. 27

Hypotheses Analysis

This study examined the established hypotheses to determine the relationship's significance. The findings confirm that all variables hold a significant relationship with enrolment intention, as illustrated in Figure 1, portraying the interconnections between these variables.

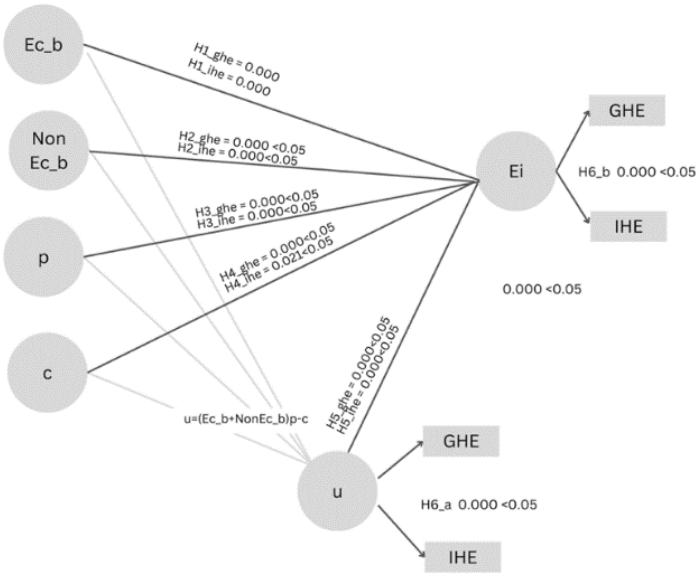

Figure 1. The Result of the Proposed Framework

The study confirms all proposed hypotheses. A significant association between economic benefits and enrolment intention in GHE and IHE emerged (H1_ghe: sig. 0.000<0.05; H1_ihe: sig. 0.000<0.05). The correlation coefficients indicate a low positive correlation: 0.474 for IHE and 0.372 for GHE, suggesting students' university choices relate to future job opportunities post-education.

The findings echo prior studies highlighting the influence of educational economics on educational choices. It aligns with Shafiq et al.'s conclusions, particularly in developing countries, where higher education correlates with increased job prospects and higher incomes post-graduation.[27] The choice of higher education is deeply intertwined with future career opportunities and advancement,[28] often influenced by career prospects and educational quality.[29] Moreover, socio-economic backgrounds heavily influence educational choices,[30] as seen in this study, where 78.2% of participants are senior high school/Islamic high school graduates with an average allowance of USD 1.24/day, potentially impacting the observed low correlation between economic benefits and enrolment intention.

This study confirmed H2_ghe and H2_ihe (Sig. 0.000<0.05). Non-economic benefits

[27] M. Najeeb Shafiq, Robert K. Toutkoushian, and Alexandria Valerio, "Who Benefits from Higher Education in Low- and Middle-Income Countries?," *The Journal of Development Studies* 55, no. 11 (November 2, 2019): 2403–23.

[28] Grace K. S. Ho, and Rob Law, "Marketing Strategies in the Decision-Making Process for Undergraduate Choice in Pursuit of Hospitality and Tourism Higher Education: The Case of Hong Kong," *Journal of Hospitality & Tourism Education* 34, no. 2 (April 3, 2022): 124–36.

[29] Tri D. Le et al., "Choice Factors When Vietnamese High School Students Consider Universities: A Mixed Method Approach," *Education Sciences* 12, no. 11 (November 2, 2022): 779.

[30] Luis Ortiz-Gervasi, "Social Origin and Expectation of Postgraduate Enrolment among Spanish University Undergraduates Mediation and Moderation Effect of Fields of Study and Grades," *Research in Social Stratification and Mobility* 87 (October 1, 2023): 100841.

exhibit a relationship with enrolment intention in both IHE and GHE, with correlation coefficients of 0.429 and 0.359, respectively, suggesting a low positive correlation. It indicates that educational choices are not solely tied to post-graduation work but also connect with community life.

Our findings support Brand and Xie. They emphasized that educational choices are shaped by diverse factors, extending beyond economic considerations.[31] Higher education fosters innovation, entrepreneurship,[32] and individual autonomy. Additionally, it amplifies the societal contributions of women.[33] These non-economic benefits, particularly pertinent in Islamic education, emphasize the reinforcement of faith, ethics, morals, Islamic behavior,[34] noble character,[35] social understanding, and a mindset embracing diversity without rigidity.[36]

This study confirms the correlation between the probability of success and enrolment intention in both IHE and GHE (H3_ghe: sig.0.000<0.05; H3_ihe: sig.0.000<0.05). The strength of this correlation manifests as a moderate positive relationship, notably with a coefficient of 0.530 for IHE and 0.614 for GHE. Of all factors, the probability of success correlates significantly with enrolment intention in GHE. It underlines students' emphasis on their academic capabilities when selecting a university, suggesting their choice of a major aligns with their confidence in meeting academic requirements.

Previous studies have yet to explore this factor extensively as a university choice determinant. Adefulu et al. identified university facilities, geographical locations, offered programs, and family influence as critical factors.[37] Conversely, Al-Shalabi emphasized personal academic prowess in program selection.[38] Our findings diverge from Khoi and Cuong's results, suggesting no correlation between students' abilities and university choices.[39] However, our study aligns with Tandrayen-Ragoobur and Gokulsing,

[31] Jennie E. Brand and Yu Xie, "Who Benefits Most from College?: Evidence for Negative Selection in Heterogeneous Economic Returns to Higher Education," *American Sociological Review* 75, no. 2 (April 2010): 273–302.

[32] Han Zhang, Dandan Zhang, and Yanming Jin, "Does Expansion of College Education Benefit Urban Entrepreneurship and Innovation in China?," *Heliyon* 9, no. 11 (November 1, 2023): e21813.

[33] Asim Iqbal et al., "Gender Equality, Education, Economic Growth and Religious Tensions Nexus in Developing Countries: A Spatial Analysis Approach," *Heliyon* 8, no. 11 (November 1, 2022): e11394.

[34] Adi Kasman, M. Ikhwan, and Darlis Aziz, "Islamic Education as a Strengthening of Aqidah and Akhlaq in The Society 5.0 Era," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 20, no. 2 (December 1, 2022): 181–89.

[35] Ujang Nurjaman et al., "Quality Assurance Islamic Perspective: An Alternative in Islamic-Based Public Education Institutions," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 1, no. 1 (June 18, 2022): 105–30.

[36] Miftahur Rohman, Sulthan Syahril, and Dini Fauziyati, "Masa Depan Studi Islam Di Pendidikan Tinggi Keagamaan Islam (Sebuah Tinjauan Filosofis-Yuridis)," *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 16, no. 2 (November 22, 2018): 283.

[37] Adesoga Adefulu, Temitope Farinloye, and Emmanuel Mogaji, "Factors Influencing Postgraduate Students' University Choice in Nigeria," in *Higher Education Marketing in Africa*, ed. Emmanuel Mogaji, Felix Maringe, and Robert Ebo Hinson (Cham: Springer International Publishing, 2020), 187–225.

[38] Luai Al-Shalabi, "A Data Mining Model for Students' Choice of College Major Based on Rough Set Theory," *Journal of Computer Science* 15, no. 8 (2019): 1150–1160.

[39] B. Khoi and D. Cuong, "Empirical Study on the University Choice in Vietnam," *Journal of Advanced Research in Dynamical and Control Systems* 11 (2019): 1410–1417.

highlighting high school academic performance as a consideration.[40]

Similarly, Sarkodie et al. noted the importance of potential in university selection.[41] Other studies reinforce the link between course choice and perceived academic abilities.[42] Moreover, family background and individual abilities strongly relate to the desire to study abroad,[43] while beliefs in one's academic prowess impact STEM field preferences, such as engineering, for students confident in their math abilities.[44]

This study confirms H4_ghe (Sig.0.000<0.05) and H4_ihe (Sig.0.021<0.05). Correlation analysis reveals a positive relationship between cost and enrolment intention in IHE and GHE. Higher tuition fees are associated with greater enrolment intention, albeit with a negligible correlation: 0.084 for IHE and 0.139 for GHE. It suggests that while perception links higher fees with increased enrolment intention, the cost is not the primary consideration when choosing a college, notably in this study's context, where IHE tuition ranges from 25.49 USD to 191.2 USD per semester. GHE from 54.56 USD to 1131.74 USD, higher fees are predominantly observed in fields like medicine and dentistry within GHE.

Our finding aligns with Murphy et al., who found that increased tuition fees did not diminish university enrolment in the UK; in fact, enrolments increased.[45] Similar conclusions were drawn by Herbaut and Geven, emphasizing that tuition assistance does not consistently boost enrolment.[46] However, Bietenbeck et al.'s findings contrast, suggesting that tuition fees lower first-time university enrolment among high school graduates.[47] Tuition fees are a crucial factor in university preferences.[48] Discrepancies in findings likely stem from varying research.

The results confirm H5_ghe (sig.0.000<0.05) and H5_ihe (sig.0.000<0.05), validating two hypotheses. Correlation coefficients of 0.579 for IHE and 0.597 for GHE denote a moderate positive correlation between the usefulness of tertiary education and enrolment intention. It underscores the association between the perceived utility of higher education

[40] Verena Tandrayen-Ragoobur and Deepa Gokulsing, "Gender Gap in STEM Education and Career Choices: What Matters?," *Journal of Applied Research in Higher Education* 14, no. 3 (May 31, 2022): 1021–1040.

[41] Noble Amoako Sarkodie, Akoto Asare, and Dufie Asare, "Factors Influencing Students' Choice of Tertiary Education," *ADRRI Journal (Multidisciplinary)* 28, no. 11 (5) (2020): 58–92.

[42] Gabriel Nagy et al., "Gender and Course Selection in Upper Secondary Education: Effects of Academic Self-Concept and Intrinsic Value," *Educational Research and Evaluation* 12, no. 4 (August 2006): 323–45.

[43] Shuiyun Liu, Wenyan Liang, and Ying Zhang, "Brighter or the Richer? Understanding Chinese College Students' Choices to Study Abroad," *International Journal of Educational Development* 102 (October 1, 2023): 102856.

[44] Ying Shi, "The Puzzle of Missing Female Engineers: Academic Preparation, Ability Beliefs, and Preferences," *Economics of Education Review* 64 (June 2018): 129–43.

[45] Richard Murphy, Judith Scott-Clayton, and Gill Wyness, "The End of Free College in England: Implications for Enrolments, Equity, and Quality," *Economics of Education Review* 71 (August 2019): 7–22.

[46] Estelle Herbaut and Koen Geven, "What Works to Reduce Inequalities in Higher Education? A Systematic Review of the (Quasi-)Experimental Literature on Outreach and Financial Aid," *Research in Social Stratification and Mobility* 65 (February 2020): 100442.

[47] Jan Bietenbeck et al., "Tuition Fees and Educational Attainment," *European Economic Review* 154 (May 2023): 104431.

[48] Zachariah John A. Belmonte et al., "How Important Is the Tuition Fee during the COVID-19 Pandemic in a Developing Country? Evaluation of Filipinos' Preferences on Public University Attributes Using Conjoint Analysis," *Heliyon* 8, no. 11 (November 1, 2022): e11205.

and enrolment intention in both GHE and IHE.

This finding indicated that college selection results from multiple factors, forming a theoretical framework where choices are an accumulation of benefits, success probability, and costs. The decision is not isolated but rather an interconnection of these elements. Studies emphasize the complexity and diversity of university selection,[49] where factors like proximity, job opportunities, reputation, and accessibility intertwine.[50] Location notably weighs heavily in university choice, alongside considerations like job prospects, program offerings, facilities, finances, reputation, and social aspects.[51] Moreover, teaching quality, fees, course availability, facilities, and employability influence students' university choices.[52]

The analysis in Table 3 indicates that utility has the strongest correlation with enrolment intention in IHE, followed by the probability of success. It underscores those benefits, success probability, and costs influencing university choice. Contrastingly, the critical determinants for selecting GHE are success probability and utility. Academic capability weighs more significantly in GHE choices, whereas post-graduation usefulness is a primary consideration for IHE. A dominant focus on success probability aligns with observations by Roksa and Kinsley, indicating that lower-middle-income students exhibit lower persistence and a tendency toward risk aversion.[53] Refer to Table 4 for correlation coefficients.

Table 4. Correlation between utility of tertiary education and enrolment intention

IHE	**Enrolment intention to IHE**		**GHE**	**Enrolment intention to GHE**	
Eco, benefit of IHE	Correlation Coef.	0.474**	Economic benefit of GHE	Correlation Coef.	0.372**
	Sig. (2-tailed)	0.000*		Sig. (2-tailed)	0.000*
	N	753		N	753
Non-eco, benefit of IHE	Correlation Coef.	0.429**	Non-economic benefit of GHE	Correlation Coef.	0.359**
	Sig. (2-tailed)	0.000		Sig. (2-tailed)	0.000*
	N	753		N	753
Possibility of success in learning in IHE	Correlation Coef.	0.530**	Possibility of success in learning in GHE	Correlation Coef.	0.614**
	Sig. (2-tailed)	0.000*		Sig. (2-tailed)	0.000*
	N	753		N	753
Cost of IHE	Correlation Coefficient	0.084*	Cost of GHE	Correlation Coefficient	0.139**
	Sig. (2-tailed)	0.021*		Sig. (2-tailed)	0.000*
	N	753		N	753

[49] Cláudia Simões and Ana Maria Soares, "Applying to Higher Education: Information Sources and Choice Factors," *Studies in Higher Education* 35, no. 4 (June 1, 2010): 371–89.

[50] Giovanni Azzone and Mara Soncin, "Factors Driving University Choice: A Principal Component Analysis on Italian Institutions," *Studies in Higher Education* 45, no. 12 (2020): 2426–38.

[51] Peter Anderson, "Factors Influencing Student Choice in Higher Education," *Perspectives: Policy & Practice in Higher Education* 3, no. 4 (1999): 128–31.

[52] Kelvin Mukolo Kayombo and Steve Carter, "Understanding Student Preference for University Choice in Zambia.," *Journal of Education Policy, Planning & Administration* 6, no. 3 (2019): 1–21.

[53] Josipa Roksa and Peter Kinsley, "The Role of Family Support in Facilitating Academic Success of Low-Income Students," *Research in Higher Education* 60, no. 4 (June 2019): 415–436.

Utility of IHE	Correlation Coefficient	0.579**	Utility of GHE	Correlation Coefficient	0.597**
	Sig. (2-tailed)	0.000*		Sig. (2-tailed)	0.000*
	N	753		N	753

Note :
*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed)

To test hypotheses H6_a and H6_b, the Wilcoxon Signed Rank Test was used to assess the disparity between GHE and IHE. The test unveiled significant differences in all factors between GHE and IHE, implying notable distinctions in their utility levels and enrolment intent. According to the statistical mean ($\bar{x}$), students perceived that the total utility level and all its GHE factors, such as cost, are higher than IHE. Consequently, these results refute H6_a and H6_b. The Wilcoxon Signed Rank Test result is shown in Table 5 below.

Table 5. Wilcoxon Signed the Rank Test result

	Economic benefit	**Non-economic benefit**	**Possibility of success**	**Cost**	**Utility**	**Enrolment intention**
With	-8.086[b]	-3.004[b]	-5.347[b]	-10.090[b]	-5.305[b]	-10.312[b]
Asymp. Sig. (2-tailed)	0.000	0.003	0.000	0.000	0.000	0.000

a. Wilcoxon Signed Ranks Test
b. Based on Negative Ranks.

Initially, IHE had a narrower focus compared to GHE. It was initially established to cater to Islamic studies due to a shortage of teachers in Islamic schools.[54] However, after transitioning into an Islamic university, there was a shift in educational orientation. The Islamic university model integrated science and Islamic studies, emphasizing an interconnected approach to education.[55] The development opens up opportunities to compete in the college market.

CONCLUSION

This study offers a theoretical contribution highlighting students' distinct perceptions of GHE and IHE. Students view GHE as having higher utility than IHE, influencing their preference for GHE over IHE. It suggests that IHE needs help to compete with GHE in the college market. Conceptually, our findings support that students select colleges based on their perceived utility and its components. IHE's utility is closely tied to its limited departmental offerings, and expanding these departments to align with the job market

[54] Hilman Latief, "The Masyumi Networks and the Proliferation of Islamic Higher Education in Indonesia (1945–1965)," *Bijdragen Tot de Taal-, Land- En Volkenkunde / Journal of the Humanities and Social Sciences of Southeast Asia* 178, no. 4 (November 10, 2022): 477–502.

[55] Suyadi et al., "Academic Reform and Sustainability of Islamic Higher Education in Indonesia," *International Journal of Educational Development* 89 (March 2022): 102534.

could enhance the perceived utility of education in IHE.

This study's scope, limited participation, and focus solely on state universities in South Kalimantan constrain the generalizability of its findings. Future research endeavors should expand the sample size and include a broader range of universities across Indonesia for a more comprehensive analysis and broader generalization. Nevertheless, the study's insights significantly affect General Higher Education (GHE) and Islamic Higher Education (IHE). Understanding the pivotal factors guiding student choice is instrumental for higher education institutions in bolstering their appeal to prospective high school students. These findings serve as a foundational framework for higher education institutions, aiding their strategic development to effectively compete in the dynamic landscape and align with the evolving needs of their prospective students.

REFERENCES

Abdullah, Muhammad Amin. "Islamic Studies in Higher Education in Indonesia: Challenges, Impact and Prospects for the World Community." *Al-Jami'ah: Journal of Islamic Studies* 55, no. 2 (December 15, 2017): 391–426.

Adefulu, Adesoga, Temitope Farinloye, and Emmanuel Mogaji. "Factors Influencing Postgraduate Students' University Choice in Nigeria." In *Higher Education Marketing in Africa*, edited by Emmanuel Mogaji, Felix Maringe, and Robert Ebo Hinson, 187–225. Cham: Springer International Publishing, 2020.

Al-Shalabi, Luai. "A Data Mining Model for Students' Choice of College Major Based on Rough Set Theory." *Journal of Computer Science* 15, no. 8 (2019): 1150–60.

Anderson, Peter. "Factors Influencing Student Choice in Higher Education." *Perspectives: Policy & Practice in Higher Education* 3, no. 4 (1999): 128–31.

Azzone, Giovanni, and Mara Soncin. "Factors Driving University Choice: A Principal Component Analysis on Italian Institutions." *Studies in Higher Education* 45, no. 12 (2020): 2426–38.

Belmonte, Zachariah John A., Yogi Tri Prasetyo, Ardvin Kester S. Ong, Thanatorn Chuenyindee, Nattakit Yuduang, Poonyawat Kusonwattana, Reny Nadlifatin, Satria Fadil Persada, and Thapanat Buaphiban. "How Important Is the Tuition Fee during the COVID-19 Pandemic in a Developing Country? Evaluation of Filipinos' Preferences on Public University Attributes Using Conjoint Analysis." *Heliyon* 8, no. 11 (November 1, 2022): e11205.

Bietenbeck, Jan, Andreas Leibing, Jan Marcus, and Felix Weinhardt. "Tuition Fees and Educational Attainment." *European Economic Review* 154 (May 2023): 104431.

Bong, Mimi. "Role of Self-Efficacy and Task-Value in Predicting College Students' Course Performance and Future Enrollment Intentions." *Contemporary Educational Psychology* 26, no. 4 (October 2001): 553–70.

Bosnjak, Michael, Icek Ajzen, and Peter Schmidt. "The Theory of Planned Behavior: Selected Recent Advances and Applications." *Europe's Journal of Psychology* 16, no. 3 (August 31, 2020): 352–56.

Brand, Jennie E., and Yu Xie. "Who Benefits Most from College?: Evidence for Negative Selection in Heterogeneous Economic Returns to Higher Education." *American*

Sociological Review 75, no. 2 (April 2010): 273–302.

Chen, Yu-Fen, and Chin-Hui Hsiao. "Applying Market Segmentation Theory to Student Behavior in Selecting a School or Department." *New Horizons in Education* 57, no. 2 (October 1, 2009): 32–43.

Chetioui, Youssef, Hikma Benlafqih, and Hind Lebdaoui. "How Fashion Influencers Contribute to Consumers' Purchase Intention." *Journal of Fashion Marketing and Management: An International Journal* 24, no. 3 (April 17, 2020): 361–80.

Cristancho, Gerson J., Yezid A. Cancino, Jairo J. Palacios, and César I. Manjarrez. "Brand Positioning as a Factor in the Choice of the Candidate for Higher Education." *Revista Espacios* 40, no. 41 (2019).

Daniel, Annabell, and Rainer Watermann. "The Role of Perceived Benefits, Costs, and Probability of Success in Students' Plans for Higher Education. A Quasi-Experimental Test of Rational Choice Theory." *European Sociological Review* 34, no. 5 (October 1, 2018): 539–53.

Erikson, Robert, and Jan O. Jonsson. "Explainning Class Ineequality in Education; The Swedish Test Case." In *Can Education Be Equalized? The Swedish Case in Comparative Perspective*. Colorado: Westview Press, 1996.

Herbaut, Estelle, and Koen Geven. "What Works to Reduce Inequalities in Higher Education? A Systematic Review of the (Quasi-)Experimental Literature on Outreach and Financial Aid." *Research in Social Stratification and Mobility* 65 (February 2020): 100442.

Hinkle, Dennis E., William Wiersma, and Stephen G. Jurs. *Applied Statistics for the Behavioral Sciences*. 5th ed. Vol. 663. Boston: Houghton Mifflin, 2003.

Ho, Grace K. S., and Rob Law,. "Marketing Strategies in the Decision-Making Process for Undergraduate Choice in Pursuit of Hospitality and Tourism Higher Education: The Case of Hong Kong." *Journal of Hospitality & Tourism Education* 34, no. 2 (April 3, 2022): 124–36.

Hung, Fan-Sing, Yue-Ping Chung, and Esther Sui-Chu Ho. "To Work or to Continue to Higher Education? The Choice of Senior Secondary Students in Shenzhen, China." *Higher Education* 39, no. 4 (2000): 455–67.

Iqbal, Asim, Shafiqul Hassan, Haider Mahmood, and Muhammad Tanveer. "Gender Equality, Education, Economic Growth and Religious Tensions Nexus in Developing Countries: A Spatial Analysis Approach." *Heliyon* 8, no. 11 (November 1, 2022): e11394.

Kasman, Adi, M. Ikhwan, and Darlis Aziz. "Islamic Education as a Strengthening of Aqidah and Akhlaq in The Society 5.0 Era." *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 20, no. 2 (December 1, 2022): 181–89.

Kayombo, Kelvin Mukolo, and Steve Carter. "Understanding Student Preference for University Choice in Zambia." *Journal of Education Policy, Planning & Administration* 6, no. 3 (2019): 1–21.

Khoi, B., and D. Cuong. "Empirical Study on the University Choice in Vietnam." *Journal of Advanced Research in Dynamical and Control Systems* 11 (2019): 1410–17.

Krejcie, Robert V., and Daryle W. Morgan. "Determining Sample Size for Research

Activities." *Educational and Psychological Measurement* 30, no. 3 (September 1970): 607–10.

Latief, Hilman. "The Masyumi Networks and the Proliferation of Islamic Higher Education in Indonesia (1945–1965)." *Bijdragen Tot de Taal-, Land- En Volkenkunde / Journal of the Humanities and Social Sciences of Southeast Asia* 178, no. 4 (November 10, 2022): 477–502.

Le, Tri D., Nhi V. Le, Tan T. Nguyen, Khoa T. Tran, and Huong Q. Hoang. "Choice Factors When Vietnamese High School Students Consider Universities: A Mixed Method Approach." *Education Sciences* 12, no. 11 (November 2, 2022): 779.

Leighton, Kim, Suzan Kardong-Edgren, Tonya Schneidereith, and Colette Foisy-Doll. "Using Social Media and Snowball Sampling as an Alternative Recruitment Strategy for Research." *Clinical Simulation in Nursing* 55 (June 2021): 37–42.

Liu, Shuiyun, Wenyan Liang, and Ying Zhang. "Brighter or the Richer? Understanding Chinese College Students' Choices to Study Abroad." *International Journal of Educational Development* 102 (October 1, 2023): 102856.

Miniard, Paul W., Carl Obermiller, and Thomas J. Page. "A Further Assessment of Measurement Influences on the Intention-Behavior Relationship." *Journal of Marketing Research* 20, no. 2 (May 1983): 206.

Mitić, Sanja, and Dušan Mojić. "Student Choice of Higher Education Institutions in a Post-Transitional Country: Evidence from Serbia." *Economic Research-Ekonomska Istraživanja* 33, no. 1 (January 1, 2020): 3509–27.

Murphy, Richard, Judith Scott-Clayton, and Gill Wyness. "The End of Free College in England: Implications for Enrolments, Equity, and Quality." *Economics of Education Review* 71 (August 2019): 7–22.

Nagy, Gabriel, Ulrich Trautwein, Jürgen Baumert, Olaf Köller, and Jessica Garrett. "Gender and Course Selection in Upper Secondary Education: Effects of Academic Self-Concept and Intrinsic Value." *Educational Research and Evaluation* 12, no. 4 (August 2006): 323–45.

Nurjaman, Ujang, Muhammad Al Mighwar, Makmur Harun, U. Abdullah Mu'min, and Akmad Najibul Khairi Syaie. "Quality Assurance Islamic Perspective: An Alternative in Islamic-Based Public Education Institutions." *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 1, no. 1 (June 18, 2022): 105–30.

Ortiz-Gervasi, Luis. "Social Origin and Expectation of Postgraduate Enrolment among Spanish University Undergraduates Mediation and Moderation Effect of Fields of Study and Grades." *Research in Social Stratification and Mobility* 87 (October 1, 2023): 100841.

Parker, Charlie, Sam Scott, and Alistair Geddes. "Snowball Sampling." In *Sage Research Methods Foundations*, edited by Paul Atkinson, Sara Delamont, Alexandru Cernat, Joseph W Sakshaug, and Richard A. Williams. London: SAGE Publications Ltd, 2019.

Presidential Regulation of the Republic of Indonesia on the Establishment of the State Islamic Institute, Pub. L. No. 11 (1960).

Rohman, Miftahur, Sulthan Syahril, and Dini Fauziyati. "Masa Depan Studi Islam Di

Pendidikan Tinggi Keagamaan Islam (Sebuah Tinjauan Filosofis-Yuridis)." *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan* 16, no. 2 (November 22, 2018): 283.

Roksa, Josipa, and Peter Kinsley. "The Role of Family Support in Facilitating Academic Success of Low-Income Students." *Research in Higher Education* 60, no. 4 (June 2019): 415–36.

Safitri, Lis, Fadlil Munawwar Manshur, and Husni Thoyyar. "Nurcholish Madjid on Indonesian Islamic Education: A Hermeneutical Study." *Jurnal Ilmiah Islam Futura* 22, no. 2 (August 4, 2022): 244–59.

Sannikova, Aija, Velga Vevere, Tamara Grizane, and Liga Jankova. "Economic Factors in the Choice of Studies and Work." In *Economic Science for Rural Development Conference Proceedings*, 2019.

Sarkodie, Noble Amoako, Akoto Asare, and Dufie Asare. "Factors Influencing Students' Choice of Tertiary Education." *ADRRI Journal (Multidisciplinary)* 28, no. 11 (5) (2020): 58–92.

Shafiq, M. Najeeb, Robert K. Toutkoushian, and Alexandria Valerio. "Who Benefits from Higher Education in Low- and Middle-Income Countries?" *The Journal of Development Studies* 55, no. 11 (November 2, 2019): 2403–23.

Shi, Ying. "The Puzzle of Missing Female Engineers: Academic Preparation, Ability Beliefs, and Preferences." *Economics of Education Review* 64 (June 2018): 129–43.

Shiner, Michael, and Philip Noden. "'Why Are You Applying There?': 'Race', Class and the Construction of Higher Education 'Choice' in the United Kingdom." *British Journal of Sociology of Education* 36, no. 8 (November 17, 2015): 1170–91.

Shnarbekova, Meruert K. "The Effects of Family Capital on Kazakh Youth Strategies in the Choice of Higher Education." *Integration of Education*, no. 4 (December 28, 2018): 712–27.

Sianou-Kyrgiou, Eleni, and Iakovos Tsiplakides. "Similar Performance, but Different Choices: Social Class and Higher Education Choice in Greece." *Studies in Higher Education* 36, no. 1 (February 2011): 89–102.

Simões, Cláudia, and Ana Maria Soares. "Applying to Higher Education: Information Sources and Choice Factors." *Studies in Higher Education* 35, no. 4 (June 1, 2010): 371–89.

Srivastava, Khusboo, and Somesh Dhamija. "Social Factors Impacting Student's Choice of Institution for Higher Studies in India." *International Journal of Educational Management* 36, no. 7 (November 7, 2022): 1221–37.

Sultan, Khurram, Saja Akram, Sara Abdulhaliq, Deema Jamal, and Rezan Saleem. "A Strategic Approach to the Consumer Perception of Brand on the Basis of Brand Awareness and Brand Loyalty." *International Journal of Research in Business and Social Science (2147-4478)* 8, no. 3 (May 10, 2019): 33–44.

Suyadi, Zalik Nuryana, Sutrisno, and Baidi. "Academic Reform and Sustainability of Islamic Higher Education in Indonesia." *International Journal of Educational Development* 89 (March 2022): 102534.

Syah, M. Noor Sulaiman. "English Education for Islamic University in Indonesia: Status

and Challenge." *QIJIS (Qudus International Journal of Islamic Studies)* 3, no. 2 (2015): 168–91.

Tandrayen-Ragoobur, Verena, and Deepa Gokulsing. "Gender Gap in STEM Education and Career Choices: What Matters?" *Journal of Applied Research in Higher Education* 14, no. 3 (May 31, 2022): 1021–40.

Ürer Erdil, Damla, Mustafa Tümer, Halil Nadiri, and Iman Aghaei. "Prioritizing Information Sources and Requirements in Students' Choice of Higher Education Destination: Using AHP Analysis." *SAGE Open* 11, no. 2 (April 2021): 215824402110156.

Vulperhorst, Jonne Pieter, Roeland Matthijs van der Rijst, and Sanne Floor Akkerman. "Dynamics in Higher Education Choice: Weighing One's Multiple Interests in Light of Available Programmes." *Higher Education* 79, no. 6 (June 1, 2020): 1001–21.

Zhang, Han, Dandan Zhang, and Yanming Jin. "Does Expansion of College Education Benefit Urban Entrepreneurship and Innovation in China?" *Heliyon* 9, no. 11 (November 1, 2023): e21813.