

The effect of social media marketing and religiosity on perceived value and student's decision in choosing non-religious program at Islamic higher education

Lutfi Auliarahman*, Sumadi

Master of Management, Departement of Management, Faculty of Business and Economics, Universitas Islam Indonesia, Yogyakarta, Indonesia

*Corresponding author: rahmandp9@gmail.com

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Abstract

Purpose: This study aims to examine the effect of social media marketing and religiosity on perceived value and student's decision in choosing non-religious programs at Islamic Higher Education.

Methodology: This study conducted an online survey on 158 respondents who are studying non-religious programs in three Islamic Higher Education institutions in Indonesia, namely Universitas Islam Indonesia, Universitas Muhammadiyah Yogyakarta, and Universitas Islam Negeri Sunan Kalijaga. The data was analysed using Partial Least Square Structural Equation Modeling (PLS-SEM).

Findings: The results show that social media marketing and religiosity have a positive and significant impact on perceived value. Social media marketing has a positive but insignificant impact on student's decision and religiosity has a negative but insignificant impact on student's decision. Lastly, perceived value have a positive and significant impact on student's decision.

Originality: The need for higher education is increasing along with the demands of the working world which requires skills and professional abilities in accordance with the needs of the organization. This causes the interest of people to continue their studies to the higher education level is also increasing. Even so, the fierce competition between higher education institutions to get potential candidates in student enrollment forces them to struggle to survive, especially for Islamic Higher Education. Thus, it is important for higher education institutions to implement effective marketing strategies.

Keywords: Islamic higher education, social media marketing, religiosity, perceived value, student's decision.

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Center for Islamic Economics
Studies and Development, Faculty
of Economics, Universitas Islam
Indonesia

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Introduction

The demands of the workers to be more professional and well-skilled at this time have increased public awareness to continue their education to a higher level, especially for those who have graduated from senior high school (SMA) or equivalent (Sriyanto, 2018). In this case, it is important for students to choose universities that are able to provide insight, skills, and

knowledge as well as attitudes or behaviors that are in accordance with religious and national values for their graduates (Hartono, 2009).

However, the number of universities in Indonesia is very large and always increases from time to time. Based on data obtained from the Higher Education Database of the Ministry of Research, Technology and Higher Education, there are currently 4,650 higher education institutions in Indonesia (*forlap.ristekdikti.go.id*). With a large number of universities in Indonesia, this makes competition among universities even tighter in order to get the best students.

The focus of this research is on the marketing of Islamic Higher Education. The aim is to investigate issues regarding student choices and preferences towards Islamic Higher Education related to marketing strategies and its applications, and to find out the dynamic relationships between them. Higher education as an educational institution is similar to a marketer who needs to determine its customer segmentation effectively (Sriyanto, 2018). Islamic Higher Education needs to analyze what factors influence the decision of new students in choosing a university to continue their studies, because this is an important component in improving the planning of an institutional marketing strategy for new student recruitment (Rudhumbu, 2017).

There are many factors that influence a person in making consumer decisions, one of which is social media marketing. Nowadays social media is becoming a more convenient and more important thing, directing many organizations or companies to use it in external promotion, marketing, customer management, and as an internal channel for employee communication (Seo & Park, 2018). Social media provides marketers with tremendous opportunities to reach consumers and build more personal relationships with them (Godey *et al.*, 2016). Since this research focuses on the factors that influence new students in choosing Islamic Higher Education, it is important to discuss religiosity, which is part of a culture. Several studies in the field of culture and consumption formation generally identify cultural values as an important factor in determining individual consumption behavior, including religion (Mokhlis, 2009).

Moreover, in the purchasing decision-making process, consumers will estimate the offers they believe will provide the most perceived value and act on them (Kotler & Keller, 2012). Value includes a range of different benefits that customers get when they invest their money, time and energy in purchasing and using a product or service (Šapić *et al.*, 2014). So it is important to analyze the role of perceived value in consumer decisions. Starting from the arguments and explanations that have been presented, researchers are interested in conducting research on the effect of social media marketing and religiosity on perceived value and student decisions in choosing non-religious study programs at Islamic Higher Education.

Literature Review

Student's Decision (Consumer)

Understanding consumer preferences and how they make decisions allows marketers to influence the selection process and determine the best way to persuade consumers to glance at their brands/products and place them in the group of goods being considered for purchase (Noel, 2009). A person's decision to enroll in a university and choose a particular study program should be considered one of the most important choices in life. The consequences of making a wrong decision are high risk, costly, and time-consuming. Hence, someone will think that he will spend a lot of time and energy researching and deciding which university to enter and what study program he wants to choose (Ling, *et al.*, 2015). In this case, consumers will choose the best option according to their needs (Noel, 2009).

In the context of the consumer purchasing decision process, there is a hierarchy of effects as a problem-solving framework in the form of problem recognition, searching for information, evaluation of alternatives, purchase decisions, post-purchase behavior (Ling *et al.*, 2015). The process of making consumer decisions can be described as follows.

- *Introduction of problems.* Knowing that there is a problem or need is the point where the consumer realizes that he has a need to fulfill.
- *Searching for Information.* At this stage, consumers will be informed what options are available. In general, there are two types of searching behavior: internal searching and external searching.
- *Evaluation of alternatives.* After the consumer has searched for as many available options as possible to solve his problem, he must decide which option to choose.
- *Purchase decision.* After deciding on the evaluation criteria and evaluating all available options, the consumer decides to purchase one preferred brand, or not to purchase at all.
- *Post-purchase behavior.* For most people, it is not the purchase itself that solves the problem that first recognized at the start of the buying process, but the act of consuming the product. An actual consumption gives consumers the opportunity to decide whether the purchasing process, which is carried out as a problem-solving activity, has been successful or not.

Social Media Marketing

Social media is considered to be one of the newest and significant electronic marketing tools of today. According to Iblasi, et al (2016), social media is defined as a website that connects millions of users from various parts of the world who have the same interests, points of view, and hobbies. YouTube, Twitter, Instagram and Facebook are the best examples of popular social media for most consumers. According to Tuten and Solomon (2018), social media is a digital native way of living a social life.

Social media marketing is a relatively new field that is increasingly attracting the attention of marketing practitioners and researchers. Higher education institutions have also started experimenting with social media marketing (Constantinides & Stagno, 2012). Basically, social media marketing has several dimensions. Chen and Lin (2019) and Godey *et al.* (2015) state that social media marketing includes five main dimensions, namely, entertainment, interaction, trendiness, customization and word of mouth. Meanwhile, according to Mileva (2019), social media marketing can be measured by online communities, interaction, sharing of content, accessibility, credibility, customization, and word of mouth.

In this regard, there are several studies that show a relationship between social media marketing, perceived value, and consumer decisions. Some studies showed that social media marketing had a positive impact on perceived value and student decisions in choosing higher education institutions. A research conducted by Chen and Lin (2019) shows that social media marketing has a positive effect on perceived value. The same results were also found in research conducted by Maoyan *et al.* (2014) which stated that social media marketing activities have a positive effect on perceived value.

In addition, research conducted by Laksamana (2018) shows that social media marketing significantly affects purchase intention and brand loyalty. Reddy (2014) in his research also states that social media marketing can effectively influence the decision-making process for choosing universities for international students.

H1: Social media marketing has a positive and significant effect on perceived value.

H2: Social media marketing has a positive and significant effect on student decisions.

Religiosity

Religion is the basis of how a person chooses to live his life (Schutte & Ciarlante, 1998). According to Noel (2009), religion can also have a big impact on consumer behavior. Therefore, religiosity is important in analyzing consumer behavior, because it is able to influence individuals cognitively and behaviorally (Muslichah & Sanusi, 2019). Thus, how strongly consumers are

committed to their religion must be considered in understanding the nature of consumer behavior (Fadhilah, 2020; Mokhlis, 2006).

In Islam, religiosity makes all actions performed by a Muslim based on and only because of Allah SWT. This is not only reflected in the form of worship, but also in all worldly activities. According to Fathurrahman (2019), religiosity is the quality of one's appreciation in religion which makes religion a guide for every behavior and action, so that what he does and the decisions he takes are always based and oriented to the religious values he believes in (Ningsih, 2020). Furthermore, Glock (1962) argues that religiosity can be divided into five dimensions, namely the experiential dimension, the ritualistic dimension, the ideological dimension, the intellectual dimension, and the consequential dimension.

A person's religiosity can influence his decision to use a product or service, as well as in his decision to choose an Islamic Higher Education. Several studies explain that there is a relationship between religiosity with perceived value and consumer decisions. Research conducted by Kusumawati, et al (2020) found that religiosity has a positive impact on customer perceived value. Furthermore, Sardiana and Sari (2019) found results in their research which stated that religiosity has a positive effect on purchase intention. Similar results are also found in research conducted by Fathurrohman (2019), which shows that religiosity has an effect on customer decisions in choosing Islamic banks to save. In line with the two studies above, Padmaningar (2016) stated in his research that religiosity has a positive effect on interest in saving in Islamic banking.

H3: Religiosity has a positive and significant effect on perceived value.

H4: Religiosity has a positive and significant effect on student decisions

Perceived Value

According to Zeithaml (1988), perceived value is a consumer's overall assessment of the utility of a product based on perceptions of what is received and what is given. Meanwhile, according to Kotler and Keller (2012), customer-perceived value (CPV) is the difference between the evaluation of potential consumers of all benefits and all perceived costs of offering and alternatives. Based on several definitions, perceived value is usually associated with a relative comparison between the sacrifice (what is given by the customer) and the benefits of the product or service consumed.

In practice, consumers cannot clearly and precisely perceive all the benefits offered by a product or service, or the investment of money required for their purchase and consumption, so their valuation of a product or service depends on the perception of value. In addition, consumer decisions are often based on incomplete or asymmetric information, so the perceived values of a product effectively serve as a signal to customers who tend to guide their purchase intentions positively (Chen *et al.*, 2017). According to Sheth *et al.* (1991), perceived value can be identified by four value dimensions, namely functional value, social value, emotional value, and epistemic value, and conditional value. As for Šapić *et al.* (2014), they stated that there are three dimensions to measure perceived value, namely emotional value, economic value, and social value.

The above argument is supported by the results of several studies, including research conducted by Suprpti (2010), Yee *et al.* (2011), Hanaysha (2017), and Serawati (2019) which found that perceived value have a positive effect on purchasing decisions. In a study conducted by Chen *et al.* (2017), it shows that perceived value plays an important intermediary role in a separate influence from perceived quality and risk on purchase intention. Research conducted by (Setyaputri, 2012) also found that perceived value has an effect on repurchase intention. The research conducted by Eryadi and Yuliana (2016), Dhevy (2015) and Wijayanti (2018) found that perceived value has a positive and significant effect on purchase intention.

H5: Perceived value has a positive and significant effect on student decisions

Research Method

Theoretical Framework

After reviewing various literature and previous research, a theoretical framework for research was designed. Based on the literature review and the development of the hypotheses described above, a model framework can be made as follows:

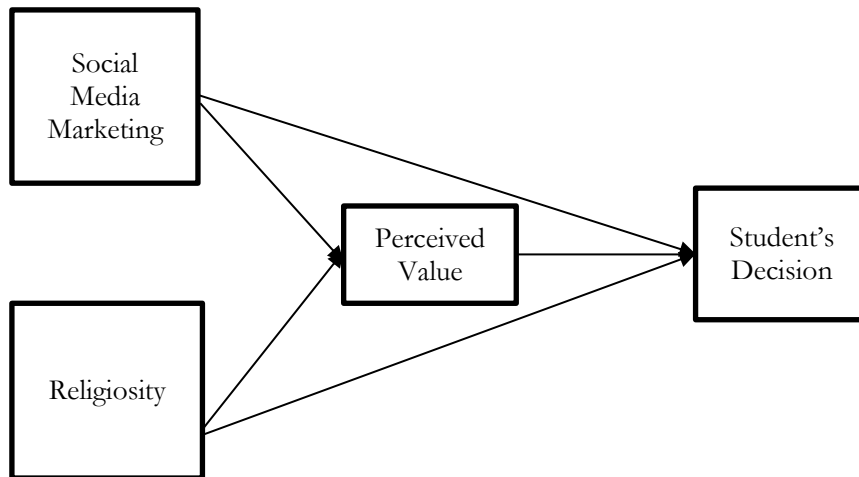


Figure 1. Theoretical Framework

Research Scope

This study attempts to analyze the effects of social media marketing and religiosity on student's decision in choosing non-religious study programs at Islamic Higher Education, with perceived value as an intervening variable. The tools used to analyze the data in this study were SmartPLS 3.0.

Sampling and Data Collection

In this study, the population in this study consists of the students who are studying in Islamic Higher Education. Meanwhile, the sample in this study consists of the students who are taking non-religious study programs at three Islamic universities in Yogyakarta, namely Universitas Islam Indonesia (UII), Universitas Muhammadiyah Yogyakarta (UMY), and Universitas Islam Negeri (UIN) Sunan Kalijaga. The method used to determine the sample in this study is a non-probability sampling. The principle of selection in this method is that each sample is selected without providing equal opportunity for each element or member of the population to be used as a sample (Sugiyono, 2018). In addition, this study also uses purposive sampling technique. The data collection method used in this research is by distributing online questionnaires using google form.

This study uses PLS-SEM analysis, in which the minimum sample size is equal to or greater (\geq) than the conditions: (1) ten times the largest number of indicators used to measure a construct, and/or (2) ten times the largest number of structural paths that lead to a particular construct (Haryono, 2017). The construct or variable that has the highest number of indicators is the religiosity variable, which has 11 indicators. Thus, the minimum number of samples used in this study is $11 \times 10 = 110$ samples.

In addition, this study uses a Likert scale which is made into five alternative answers for each variable as a measurement scale, namely '1 = strongly disagree,' '2 = disagree,' '3 = neutral,' '4 = agree,' '5 = strongly agree'. The variables in this study were measured by several indicators based on previous research. The indicators for each variable can be seen in Table 1.

Table 1. Variable Measurement Indicators

Variables	Indicators	Sources
Social Media Marketing	Entertainment	(Kim and Ko, 2012); (Godey, dkk, 2016); (Seo dan Park, 2017); (Ahmed and Zahid, 2014); (Toor, dkk, 2017)
	Interaction	
	Trendiness	
	Customization	
Religiosity	Word of mouth	(Glock, 1962); (Fathurrahman, 2019); (Arifin, 2016); (Iranati, 2017); (Saifudin, 2018); (Alhajja, dkk, 2018)
	Faith	
	Worship and Behavior	
Perceived Value	Functional Value	(Sheth, dkk, 1991); (Šapić, et al, 2014); (Suprapti, 2010); (Setyaputri, 2012); (Kurnianto, 2015)
	Emotional Value	
	Economic Value	
Student's Decision	Problem Recognition	(Ling, dkk, 2015); (Pinaraswati and Saibat, 2018); (Arifianti, 2019)
	Searching for Information	
	Evaluation of Alternatives	
	Purchase Decision	
	Post-Purchase Behavior	

Source: Processed Primary Data, 2020

Result and Discussion

General Description of Respondents

The number of respondents in this study was 184 people, which consists of 111 female respondents (60.3%) and 73 male respondents (39.7%). In addition, most of them were students from Universitas Muhammadiyah Yogyakarta with a total of 83 respondents (45.1%), followed by 62 respondents from Universitas Islam Indonesia (33.7%), and 39 respondents from Universitas Islam Negeri Sunan Kalijaga (21,2%). Furthermore, respondents were selected and only selected who met the criteria in this study, so that the number of selected respondents who became the sample was 158 people.

Outer Model Evaluation

Testing or evaluating the outer model (measurement model) is carried out to determine the validity and reliability. This measurement model shows how the indicator variable represents the latent variable to be measured. The stages in the evaluation of this outer model can be divided into two, namely construct validity testing which includes convergent validity and discriminant validity, and reliability testing which includes composite reliability and Cronbach's alpha.

Convergent validity test or convergent validity is used to validate indicators against latent variables which are assessed based on loading factors. The indicator can be said to be valid if it has a loading factor value > 0.7. However, the loading factor value > 0.6 is still acceptable, and another criterion is that each latent variable must have an AVE value > 0.5 (Ghozali and Latan, 2015). In this study, several indicators have outer loading values < 0.6 so they must be removed from the model. The final results of the loading factor value of each indicator can be seen in Table 2. The recommended AVE value is above 0.5 (Ghozali & Latan, 2015). The evaluation results based on the AVE value on the latent variables in this study can be seen in Table 3.

The next evaluation is discriminant validity. The assessment is by looking at the cross loading value on the indicator of a targeted construct and comparing it with the cross loading value on other construct indicators, with the criteria that the cross loading value that is owned must be greater than the other constructs, and also the value must be greater than 0.7. The value of cross loading in this study can be seen in Table 2.

In addition, testing the discriminant validity can also be done by comparing the AVE root value for each construct with the correlation value between the constructs in the model. Good discriminant validity is shown from the square root value of AVE for each construct which is

greater than the correlation between constructs in the model (Ghozali & Latan, 2015). The value of cross loading between latent variables can be seen in Table 4.

Table 2. Value of Factor Loading and Cross Loading

	Student's Decision	Perceived Value	Religiosity	Social Media Marketing
KM2	0.870	0.471	0.079	0.336
KM3	0.794	0.401	-0.029	0.369
KM4	0.872	0.530	0.056	0.358
KM5	0.814	0.638	0.155	0.368
PV1	0.459	0.797	0.252	0.339
PV2	0.445	0.755	0.341	0.390
PV3	0.556	0.858	0.178	0.387
PV4	0.469	0.812	0.182	0.452
PV6	0.479	0.642	0.079	0.355
R1	0.104	0.243	0.883	0.126
R2	0.073	0.224	0.894	0.119
R3	0.114	0.292	0.95	0.150
R4	0.049	0.188	0.903	0.063
R5	0.067	0.207	0.905	0.104
R6	0.032	0.168	0.858	0.093
R8	0.036	0.217	0.829	0.106
R9	0.090	0.269	0.747	0.151
SMM1	0.318	0.347	0.044	0.740
SMM2	0.380	0.428	0.116	0.806
SMM3	0.231	0.324	0.300	0.673
SMM4	0.294	0.359	-0.006	0.698
SMM5	0.357	0.479	0.153	0.790
SMM6	0.338	0.340	0.138	0.696
SMM7	0.211	0.251	0.029	0.725
SMM8	0.231	0.312	0.098	0.671
SMM9	0.329	0.284	-0.009	0.619

Source: Processed Primary Data, 2020

Table 3. Reliability AVE Value

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Student's Decision	0.860	0.87	0.904	0.703
Perceived Value	0.832	0.836	0.883	0.603
Religiosity	0.955	0.967	0.962	0.762
Social Media Marketing	0.880	0.89	0.904	0.512

Source: Processed Primary Data, 2020

Table 4. Validity Test of Discriminant with AVE root

	Student's Decision	Perceived Value	Religiosity	Social Media Marketing
Student's Decision	1.000	0.622	0.087	0.428
Perceived Value	0.622	1.000	0.268	0.497
Religiosity	0.087	0.268	1.000	0.136
Social Media Marketing	0.428	0.497	0.136	1.000

Source: Processed Primary Data, 2020

Evaluation of the next outer model is a reliability test that can be done by measuring two criteria, namely composite reliability and Cronbach's alpha, whose value must be above 0.7 so that a construct can be said to be reliable. The results of the composite reliability and Cronbach's alpha test results show all constructs have a value above 0.7 which can be seen in Table 3.

Inner Model Evaluation

The structural model evaluation aims to predict the causality relationship between latent variables based on the model that has been proposed. In PLS-SEM research, the evaluation of the structural model was carried out by looking at the value of the coefficient of determination (R^2), Q^2 predictive relevance, and also the goodness of fit (GoF) index.

Table 5. R Square Value

	R Square	R Square Adjusted
Perceived Value	0.288	0.279
Student's Decision	0.413	0.401

Source: Processed Primary Data, 2020

The first step is to see the magnitude of the variance presentation described, namely the R^2 value for the endogenous latent construct. The assessment criteria for R^2 can be classified into three, namely the R^2 value of 0.67 which indicates that the model is strong, the R^2 value is 0.33 which indicates that the model is moderate, and the R^2 value is 0.19 which indicates that the model is weak (Haryono, 2017). The R^2 value in the endogenous latent variable in this study can be seen in Table 5 above. The result can be seen that the R^2 value in the Perceived Value variable is 0.288, which indicates that the model is moderate. While the R^2 value of the Student Decision variable is 0.413 which indicates that this variable also has a moderate model because it is close to 0.33.

The next evaluation is to do the Q^2 predictive relevance test to measure how well the observation value generated by the model and also its parameter estimation. In its assessment, the value of $Q^2 > 0$ indicates that the model has predictive relevance, and if the value of $Q^2 < 0$ indicates that the model lacks predictive relevance (Ghozali & Latan, 2015). The Q^2 predictive relevance test results can be seen in Table 6 which shows that the two endogenous variables in this study have good predictive relevance.

Table 6. Q^2 Predictive Relevance Value

	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Student's Decision	632	462.048	0.269
Perceived Value	790	661.934	0.162
Religiosity	1264	1264	
Social Media Marketing	1422	1422	

Source: Processed Primary Data, 2020

The final step for evaluating the inner model is to use the goodness of fit index (GoF) index which is obtained from the multiplication of the AVE average root value with the average root value of R^2 . This goodness of fit index is used to evaluate the structural model and measurement model as a whole, with criteria 0.1 (GoF small), 0.25 (GoF moderate), and 0.36 (GoF large). The results of calculations to find the goodness of fit index are as follows:

$$\begin{aligned}
 GoF &= \sqrt{AVE \times R^2} \\
 &= \sqrt{0,6450 \times 0,3505} \\
 &= 0,4754
 \end{aligned}$$

Based on the results of the above calculations, a value of 0.4754 is obtained so that it can be stated that this research model has a large GoF index, which explains that the research data fits the research model.

Hypothesis Test

After evaluating the outer model and inner model, the next step is to test the hypothesis. Hypothesis testing is based on the results of the inner model evaluation or structural model that has been obtained in the table below by looking at the t-statistical value and also the p-value. In testing, if the t-statistical value > t-table (1.96), and the p-value < 0.05 or 5%, then the hypothesis is accepted.

Table 7. Significance Test Result

		Original Sample (O)	Sample Mean (M)	Standard Deviation	T Statistics	P Values
H1	Social Media Marketing → Perceived Value	0.470	0.478	0.065	7.275	0.000
H2	Social Media Marketing → Student's Decision	0.158	0.160	0.091	1.727	0.085
H3	Religiosity → Perceived Value	0.204	0.203	0.062	3.293	0.001
H4	Religiosity → Student's Decision	-0.086	-0.085	0.059	1.461	0.145
H5	Perceived Value → Student's Decision	0.567	0.562	0.080	7.053	0.000

Source: Processed Primary Data, 2020

Discussion

Based on hypothesis testing in this study, it can be seen that the social media marketing construct has a positive effect on perceived value as evidenced by the path coefficient value of 0.470. The relationship between the social media marketing construct and perceived value is significant because it has t-statistic value > 1.96, which is 7.275 and p-value < 0.05, which is equal to 0.000. Thus, H1 is accepted. This explains that a better and more precise social media marketing strategy carried out by Islamic Higher Education will further increase the perceived value of prospective students towards the Islamic Higher Education that will be selected.

The results of this study are in line with the findings of previous studies conducted by Chen and Lin (2019), and Maoyan *et al.* (2014) which state that there is a positive and significant effect between social media marketing on perceived value. This research is also in line with a similar study conducted by Ali, et al. (2016) who found that social media marketing has an effect on consumer perceptions. Likewise, research conducted by Ismail (2016) and Khan (2019) found that social media marketing has an effect on value consciousness.

The results of further hypothesis testing in this study indicate a positive relationship between social media marketing and student's decision, as evidenced by the path coefficient value of 0.158. However, the effect is not significant because the t-statistic value that is owned is smaller than 1.96, which is 1.727, and the p-value is > 0.05, which is 0.080. Thus, H2 was rejected. Not accepting H2 means that the better the social media marketing strategy carried out by the universities, the less significant it will be to influence student decisions in choosing Islamic Higher Education.

The results of this study are not in line with the results of previous research conducted by Reddy (2014) and Nurohman *et al.* (2018) who found that social media promotion has a positive effect on the selection of study programs. This study also does not support previous research conducted by Nurgiyantoro (2014), Iblasi *et al.* (2016), and Aliyah (2017), which found that social media marketing has a positive impact on purchasing decisions made by consumers. Although the results of this study contradict the previous research mentioned above, this study is supported by research conducted by Balakrishnan, *et al.* (2014) which found that there was no significant effect between social media marketing on purchase intention. Another similar study conducted by Constantinides and Stagno (2012) also showed that social media did not have a significant impact on student decisions in choosing universities. The reason is that the things that cause the absence of social media influence on student decisions include the lack of relevant content.

The next hypothesis testing shows that the religiosity construct has a positive and significant relationship to the perceived value construct. This is evidenced by the original sample value of 0.204, and the t-statistic value that is owned is 3.293 and the p-value is smaller than 0.05, namely 0.001. Thus, H3 is accepted. This indicates that the higher the students' religiosity, the higher the students' perceived value towards Islamic Higher Education. Empirically, the results of this study are in line with the results of research conducted by Kusumawati *et al.* (2020) which states that religiosity has a positive effect on customer perceived value.

Furthermore, the hypothesis testing in this study shows that the construct of religiosity has a negative relationship to the student's decision construct as evidenced by the original sample value of -0.086. In addition, the relationship between the two constructs was also declared insignificant because it has t-statistic value smaller than 1.96, which is 1.461, and p-value greater than 0.05, which is 0.145. Based on the results of the hypothesis test, H4 is rejected. This shows that the higher the religiosity possessed by students, the lower their decision to choose the Islamic High Education.

The results of this study do not empirically support some of the previous studies conducted by Utami *et al.* (2015), Padmaninggar (2016), Iranati (2017), Riskyono (2017), and Fathurrahman (2019), which state that religiosity has a positive and significant impact on consumer interest and purchasing decisions. However, the results of this study support the research conducted by Auf *et al.* (2018) which states that religious orientation does not have a significant effect on consumer purchasing behavior, even if it has a negative effect. The results of this study confirm that religiosity is not always in line with consumer decisions or interest in behavior. This is in accordance with the results of research conducted by Sumadi (2020) which states that a person's religiosity cannot directly predict his interest in visiting historical places of Islamic civilization, and it is necessary to go through an intervening variable, namely attitude.

The final hypothesis testing shows that perceived value has a positive effect on student decisions in choosing non-religious study programs at Islamic Higher Education. In addition, the relationship between the perceived value construct and student's decision is proven to be significant, because it has t-statistic value greater than 1.96, which is 3,664, and p-value of 0,000 which is lower than 0.05. Therefore, H5 is accepted. This shows that the higher the perceived value of students towards Islamic Higher Education, the higher their willingness to choose Islamic Higher Education as a place for them to continue their studies.

The results of this study are in line with previous research conducted by Suprpti (2010), Yee *et al.* (2011), Hanaysha (2017), and Serawati (2019) which found that perceived value has a positive effect on purchasing decisions. In addition, research conducted by Chen *et al.* (2017) found that perceived value has an important mediating role in the indirect effect of perceived quality and the risk of purchase intention. In line with this research, research conducted by Dhevy (2015), Eryadi and Yuliana (2016), and Wijayanti (2018) also found that perceived value has a positive and significant effect on purchase intention.

Conclusion

Based on the analysis and discussion that have been presented, the conclusion from the results of this study can be summarized as follows: (1) Social media marketing has a positive and significant effect on perceived value. This indicates that the better the social media marketing strategy used, the higher the student's perceived value towards Islamic Higher Education. (2) Social media marketing has a positive but insignificant influence on student decisions, which means that social media marketing is not sufficient to influence student decisions in choosing higher education institutions, but needs to go through the perceived value variable. (3) Religiosity has a positive and significant effect on perceived value. The higher the prospective student's religiosity, the higher their perceived value will be towards Islamic Higher Education. (4) Religiosity apparently have negative but insignificant influence on student decisions. (5) Perceived value has a positive and significant effect on student decisions. This means that the higher the perceived value students feel towards the Islamic Higher Education, the higher the willingness to choose the Islamic Higher Education.

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