



## **Determining Factors That Influence The Z Generation Students In Selecting A Private University In Manado City.**

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### **Abstract**

The era of globalization which is increasingly challenging today encourages the people to have maximum efforts to get a job, one of them is to equip oneself with the most basic requirements which is a bachelor degree. This thing challenges the world of education, especially the universities to prepare themselves as best as possible to compete and also provide an encouragement to build various universities. Thus currently there are many private universities in Indonesia, especially in Manado City. To be able to compete, the private universities in Manado City try to offer various programs, superior facilities, and other owned features so that many prospective students are interested in entering these private universities. The students who enter to a university this year are those who are in the Z category having various uniquenesses, thus with these uniquenesses, this generation has many criteria or factors in choosing a university, so that there are many determining factors which will be considered by the prospective students when choosing a private university. Therefore, the private universities as a service provider must know the determining factors of the student candidates in selecting a private university.

This research was conducted at the private universities in Manado City, and the respondents were the students there. This research used quantitative method by using a questionnaire to obtain the primary data, with a total of 200 respondents.

The results of the study found that of the 11 studied factors, they could be rotated into 3 factors. The most dominant factor in the student's consideration when choosing a private university was the product factor, which meant that they really considered the study programs, and the curricula offered by the private universities, the second factor was the lecturers and staffs, meaning that the quality of the lecturers, and the excellent services of the educational staffs were a big consideration factor, and the third was the price factor which turned out to be a big quite consideration, in which the students looked for an affordable and repayable tuition fees.

**Keywords** : *Determining factors in choosing a private university, Z generation*



## 1.1 Background and Problem Formulation

The competition for jobs in the current era of globalization is so tight, the people are required to have high knowledge and expertise, one of which is to study at a university. This thing leads to the emergence of so many universities which spread throughout Indonesia. The state universities in Indonesia can not accommodate thousands of students who are very interested in studying there. Seeing this opportunity, encouraging more private universities in Indonesia that aim to provide a high education service to the community.

Currently, every Province in Indonesia has private universities, so does in North Sulawesi especially in Manado City. The increasing number of these private universities in Manado City causes a tighter competition among them. The prospective students are free to choose a private university that they are interested in as a place to take classes. Private universities in Manado City try to compete to attract the prospective students to study at one of these Private universities. Various interesting educational programs have been offered by many private universities, such as providing facilities and infrastructures to support the lecturing process, and providing outstanding programs. However, choosing a private university becomes a “difficult and unique” thing for the prospective students who want to continue their studies, they are faced with the situation of choosing from various programs promoted by the various universities. The prospective students in the marketing world can also be referred to as internal consumers, and the private universities as the service providers to internal consumers who are the students. Students as consumers who will assess and determine whether or not the private university is attractive. There are many factors that must be considered before a prospective student makes his/her choice to one of the universities that he/she is interested in, some of which are the *user, initiator, influencer, decider, and trust* (Baharuddin, 2008:1).

Private universities as the service providers must know the factors which may be the basic decision of the prospective students to choose them. By knowing and understanding these factors, it will be a basic thing of making good decisions to get the market share. In previous research which examined the determining factors of students in choosing a university at Pamulang University, which is a research from Endang Ruhayat (2005) in which the results of the research are 21 variables grouped into 7 factors,



they are, product factor, price factor, physical evidence factor, people factor, reference group factor, motivational factor, and personal factor. Of the seven factors, physical evidence and product factor are the most important or dominant factors that can influence students' decisions to study at Pamulang University. In that research, surprisingly that economic factor is not a factor in choosing a university. A similar research done by Sony Irwandi (2012), regarding the analysis of student decision-making factors to choose the accounting major at STIE Perbanas, it finds that image factor, job availability factor, interest factor, shared decision factor, campus service and facilities factor become the determining factors in students' decisions to choose the accounting major at STIE Perbanas. The results of another research from Loren Agrey and Naltan Lampadan (2014) find that the factors that contribute to the selection of prospective students in determining a university consist of 5 factors, they are physical and non-physical factor, job prospect factor, sports facilities factor, and friendly campus factor.

From the research results that have been explained, the researcher sees that the internal factors of consumers such as personal factors and motivation as well as external factors that are deliberately created by the universities like facilities are the important factors which become a basic purpose of the students in choosing a university. The respondents from the studies above viewed from the time of the study are the students in Y Generation who born in 1977 – 1994. By looking at the year in which this research was carried out in 2018 where the students who would enter the university and those who were currently studying were the students who were in the Z generation in which they were the generation born in 1995 - 2010. Hellen Chou P. (2012: 35) provides an understanding of Z generation : Z Generation or what is known as the digital generation is a young generation who grows and develops with a great dependence on the digital technology. This generation does not like the process, they are generally impatient, and like an instant process. This generation is also more likely to have a high sense of tolerance towards the cultural and environmental differences. All the needed informations can be easily and quickly accessed for the sake of daily life and educational interests.

Based on the description above, the researcher is interested in researching the determining factors that influence the Z generation students in selecting a private university in Manado City.



## **1.2 Problem Identification**

From the background of the problem above, to find out the determining factors about the students' decisions in choosing a private university in Manado City, thus through this research the following things could be achieved :

1. Knowing the determining factors in the selection of a private university in Manado City.
2. A further scientific study
3. Becoming an input and a consideration for the private universities in Manado City, especially for the Eben Haezar Foundation

## **1.3 Problem Limitation**

In this research, There were several research limitations that were made so that this research got more focused, and did not deviate from the problem which would be studied, thus this research :

1. Focusing on the determining factors in the selection of a private university
2. This research was conducted at the private universities in Manado City
3. The object of this research was the Z generation students

## **1.4 Problem Formulation**

In accordance with the problem background and the problem limitations, then the problem formulations were :

1. What factors which became the determining factors of the Z generation students in choosing A private university in Manado City.

## **1.5 Previous Research Reviews**

To support this research, several reviews were carried out from several previous studies regarding the determining factors in the selection of universities. Endang Ruhayat (2005) conducts a research on the most dominant factors that could influence the students' decisions to study at Pamulang University, and from those results, there are 21 variables grouped into 7 factors. In that study, it is found that physical and product factors are the most important factors. However, this research was conducted on the students at the final level, not on the new ones.

Sony Irwandi (2012) conducts a research on the analysis of student decision-making factors to choose the accounting major at STIE Perbanas, and from the research result, it is found that image





factor, job availability factor, interest factor, shared decision factor, and campus service as well as facilities factor are the determining factors in the student' decisions to choose the accounting major at STIE Perbanas, and the most contributing factor is the image factor of STIE Perbanas. In this study, only a few physical and non-physical factors were studied.

Another research result from Loren Agrey and Naltan Lampadan (2014), finding that there are several factors that contribute to the selection of prospective students in determining a university, in which there are 5 factors including physical and non-physical factor, job prospect factor, sports facilities factor, and friendly campus factor. And in this study, physical and non-physical factors are the factors which contribute the most to the selection of a university.

In several studies examining the determining factors of a university selection, Navratiloza Tereza (2013) finds that strategic location is also a factor in students' decisions to choose a university. Raja Irfan Sabir, et al (2013), Elfrida Manoku (2015), Testian Yushli Ana, et al (2015), these researchers find that physical, non-physical as well as psychological factors are the determining factors in choosing a university.

## **LITERATURE REVIEW**

### **2.1 Consumer Decisions**

The definition of consumer decision according to Schiffman and Kanuk (2000: 437) is the attitude or action taken by the consumers in determining the choice of several alternative products to be used. Hawkins and Mothersbaugh (2010: 490) think that consumer decisions are influenced by the interaction of individual characteristics, products, and situations. According to Kotler and Keller (2012: 188), the steps passed by a buyer to reach a purchasing decision pass through five stages, they are ; problem recognition, information search, alternatives evaluation, purchasing decision, and post-purchasing behavior. So that Schiffman et al (2010: 478) perfect Kotler and Keller's theory by distinguishing the levels in a decision making, they are extended problem solving, limited problem solving, and routine behavioral response. The same opinion is also expressed by Hawkins and Mothersbaugh (2010: 491) by distinguishing three types of consumer decision making, they are nominal decision making which is a low-involvement purchase, a limited decision making, and an expansion decision making which is a high-involvement purchase.



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## **2.2 Factors to Consider in Choosing a University**

### **2.2.1 Products**

The products offered at the university are the variety of curricula, choice of majors, and extracurricular activities. From the research results of Endang Ruhiyat (2005) it is found that the choice of various majors is a big determining factor in the selection of a university.

### **2.2.2 Image of the University**

Kolter & Fox (1995) defines image as the number of impressions and beliefs that a person has on an object, the object is an organization, meaning that all beliefs, and impressions of one's organization are image. A good image of an organization is an asset, because image has an impact on consumer perceptions of communication and organizational operations in various ways. A good image of an organization (both corporate and local) is an asset, because image has an impact on consumer perceptions of the organization's communications and operations in various ways.

### **2.2.3 Price**

A research from Raja Irfan Sabir, et al (2013), Elfrida Manoku (2015), Testian Yushli Ana, et al (2015), Endang Ruhiyat (2005), Navratilova Tereza (2013) finds that the cost factor of education is the determining factor in the selection of a university. From this study, it is evident that students who are the consumers really consider the tuition fees during the study period, whether it is in accordance with the facilities and benefits that will be obtained by them.

### **2.2.4 Facilities**

A research from Loren Agrey and Naltan (2014) finds that facilities such as physical buildings, adequate and comfortable lecture classes, sports facilities, health facilities, cafeteria facilities and adequate parking parks are the determining factors in the selection of a university. The research result from Navratilova Tereza (2013) also suggests that strategic location is also a factor in students' decisions to choose a university. A similar research is also done by Endang Ruhiyat (2005) and Soni Agus Irwandi (2012) who also find the same thing that physical evidence such as campus facilities is a determining factor in the selection of a university.



### **2.2.5 Service**

A service to students is a form of offering that supports the students in the lecturing process. A research from Loren Agrey and Naltan (2014) proves that excellent service from the educational staffs and the availability of a library with up to date and complete books as well as the use of technology information systems in the lecturing process are the determining factors to the students in selecting a university.

### **2.2.6 Reference Group**

A person's reference group is all groups that have a direct or indirect influence on the person's attitude or behavior (Kotler and Keller, 2012: 175). A research from Endang Ruhayat (2005) suggests that reference factors such as being asked by family, being invited by friends, and the existence of people who become references to study at the university.

### **2.2.7 Lecturers and Staff Employees**

Academic staffs are lecturers who teach at universities, and supportive staffs are administrative employees. Lecturers from various fields of science and graduates from various universities with good credibility are the driving factors in determining which universities to choose. The hope of the new prospective students that lecturers with good teaching quality will increase their interest in learning.

### **2.2.8 Motivation**

Motivation is a condition within an individual that is very influential on attitudes and learning processes about something. Motivation is one aspect of human psychology that can drive to reach the goals. Someone who is motivated by an object tends to pay more attention or feel happy to that object.

### **2.2.9 Job Prospects**

An availability of job opportunities, job prospects, and earning high income are also some considerations for the students to choose a major in a particular university. The demand and supply of labor in a type of work have a very large role in determining the level of income in a type of work. The accounting graduates are still in great demand in the world of work.



### **2.2.10 Graduates**

Graduates are one of the major contributors who have an influence on a university. The number of successful graduates can indicate the success of the university in producing the graduates who have superior competitiveness.

### **2.2.11 Personal**

Individual factors or commonly referred to as psychological factors in consumer behavior include the learning process, as well as beliefs and attitudes. From the research results of Endang Ruhiyat (2005) that the perceptions and timing according to the individual of the prospective students are the determining factors in the selection of a university.

### **2.2.12 Framework**

Based on the theory and problem formulation which have been described, the framework and model of this study are as follows :





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## **RESEARCH OBJECTIVES AND BENEFITS**

### **3.1 Research Objectives**

This study aimed to know the determining factors in the selection of a private university in Manado City.

### **3.2 Research Benefits**

This research was expected to have the following benefits :

1. As the initial indicators to measure the determining factors in the selection of a private university in Manado City.
2. A study material and a consideration for the private universities in Manado City in formulating the their strategies.
3. As an input for the Eben Haezar Foundation in formulating and developing the strategic plans and competitive strategies.
4. As a literature material for further research development.

## **RESEARCH METHODOLOGY**

### **4.1 Place and Time of Research**

This research was conducted at the universities in Manado city, with 5 months of research period started from May to September 2018.

### **4.2 Research Method and Design**

This study used a descriptive research design, in which this research aimed to describe the existing phenomena. The method in this research was a quantitative method using a questionnaire which produced data in the form of numbers. The results of the questionnaire were used to utilize the respondents' data in a structured, factual and accurate manner regarding the facts in the field.

The statistical test used in this study was a factor analysis. Factor analysis was a statistical analysis that aimed to reduce the data dimensions by stating the original variable as a linear combination of a number of factors, thus these factors were able to explain as many as possible diversity of the data explained by the original variable.



### **4.3 Sample, Population and Sampling Technique**

The population in this study were the new students in Manado city. In this study, the number of population members were not known, thus the authors used the purposive sampling method through non probability sampling method. Purposive sampling were the sample selected based on the personal consideration and by determining the criteria of the respondent in advance. The number of respondents in this study were 200 respondents. The criteria for the respondents in this study were the new students of 2017/2018 academic year in Manado City.

### **4.4 Questionnaire**

The instrument used in this study was a questionnaire, which was a data collection by providing and distributing a list of questions/statements to the respondents by hoping that they would give a response to the given questions/statements. The used questionnaire was the result of Pasaribu's design with several additional variables. The questionnaire was compiled using several lists of questions that would be able to reveal the factors that influence the Z generation students in choosing the a private university. The questionnaire was designed using a Likert Scale, then the value of each answer was processed to be used as a measuring tool for those variables.

### **4.5 Data Analysis Technique**

The data analysis technique used in this research was factor analysis. Factor analysis was a statistical analysis that aimed to reduce the data dimensions by stating the original variable as a linear combination of a number of factors, thus these factors were able to explain as many as possible diversity of data explained by the original variable. The stages of factor analysis were as follows :

- a) **Tabulation and processing:** tabulation of the results of the questionnaire into a computer (SPSS).
- b) **Formation of the correlation matrix :** The correlation matrix was a matrix that contained the correlation coefficient of all pairs of variables in this study. This matrix was used to obtain the value of the closeness relationship between research variables. This proximity value could be used to perform several tests to see if it was in accordance with the correlation value obtained from the factor analysis. In this stage, there were two things that needed to be done so that the analysis factor could be carried out. The first was to determine the value of the Barlett Test of



Sphericity, which was used to determine whether there was a significant correlation between the variables, and the second was the Keizer Meyers-Oklin (KMO), Measure of Sampling Adequacy, which was used to measure the adequacy of the sample by comparing the observed correlation coefficient with its partial correlation coefficient.

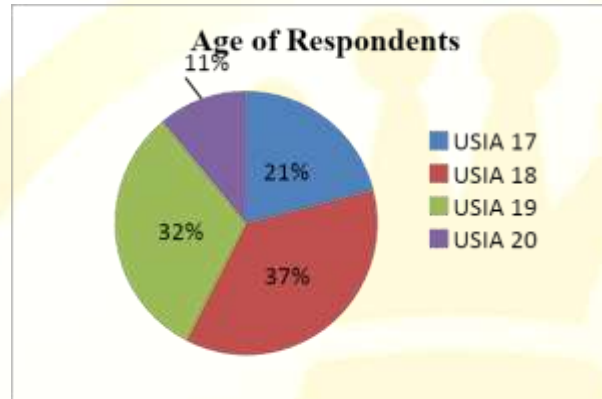
- c) **Extraction factor** : At this stage, the core process of analysis factor would be carried out by extracting a set of existing variables ( $KMO > 0.5$ ) to form one or more factors. The method used for this purpose was Principal Component Analysis and Rotation Factor with the Varimax method.
- d) **Rotation factor** : On rotation factor, matrix factor was transformed into a simpler matrix, making it was easier to interpret. In this analysis, the rotation factor was carried out by the Varimax Rotation Method. The interpretation of the results was done by looking at the loading factor. The loading factor was a number that indicated the value of the correlation between a variable with a factor one, a factor two, a factor three, factor four or actor five which was formed. The process of determining which variable would go into another factor was carried out by comparing the value of the correlation on each row in each table.
- e) **Name the factors** : At this stage, the names of the factors which had been formed would be given based on the loading factor of a variable on the formation factor. After the stage of naming the formed factors, meaning that the research hypothesis had been answered.



## RESEARCH RESULT

### 5.1 Overview of Respondents

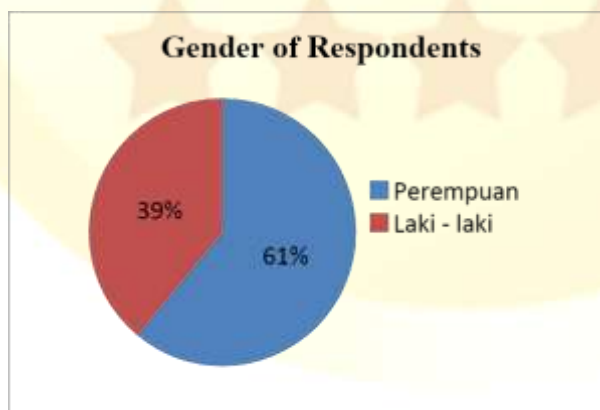
#### 5.1.1 Age of Respondents



Based on the age of the respondents, most of them were 18-19 years old, This showed that the questionnaire was mostly filled in by the students in the new academic year, according to the characteristics of the respondents that had been determined in the study, which were the Z generation students.

#### 5.1.2 Gender

#### of Respondents







Based on the gender of the respondents, In this study, the respondents who mostly filled out the questionnaire were female.

### 5.1.3 University of Respondents

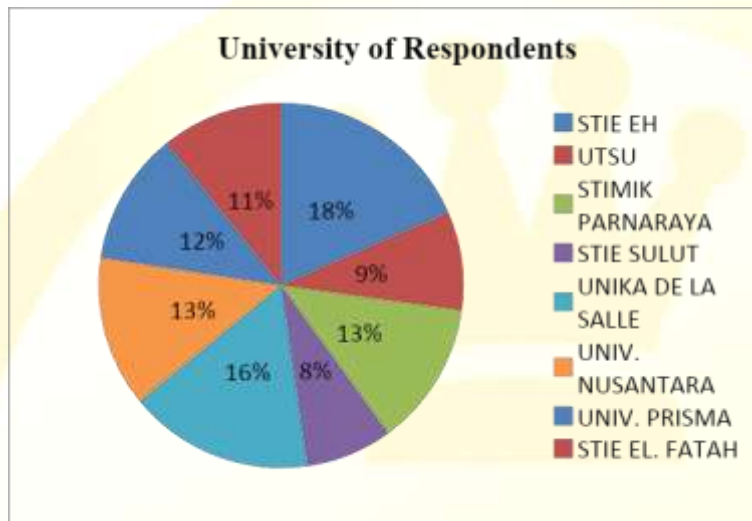


Image 5.3 University of Respondents

Based on the origin of the university, the respondents in this study came from several private universities in Manado, according to the research object of this study which were the private universities in Manado City.

### 5.1.4 School Origin of Respondents



Based on the school origin of the respondents, many respondents came from the Vocational High School. This showed that the private universities were liked the most by the students who graduate from the Vocational High School.

### 5.2 Perceptions of Respondents

An analysis of respondents' perceptions in this study was used to find out respondents' answers to the asked questions. The followings were the results of respondents' perceptions based on the studied variables :

#### 5.2.1 Product Factor

**Table 5.1 Respondents' Perceptions on the Product Factor**

Factor	Item	Calculation	Respondents' Perceptions					Average
			Totally Disagree	Disagree	Less Disagree	Agree	Strongly Agree	
Product	Q1	Frequency	0	0	0	127	73	4,37
		Percentage	0,0%	0,0%	0,0%	63,5%	36,5%	
	Q2	Frequency	0	0	0	147	53	4,27
		Percentage	0,0%	0,0%	0,0%	73,5%	26,5%	
<b>TOTAL</b>		Frequency	<b>0</b>	<b>0</b>	<b>0</b>	<b>274</b>	<b>126</b>	<b>4,32</b>
		Percentage	<b>0,0%</b>	<b>0,0%</b>	<b>0,0%</b>	<b>68,5%</b>	<b>31,5%</b>	

Source : SPSS Management

Based on the results of the data above, it was known that the respondents' perceptions on the Product Factor with 2 questions could be seen in the following details : Of the 2 questions given to the respondents, the agree answers were 274 times or 68.5%, and the strongly agree answers were 126 times or 31.5%. The average was 4.32 which meant that the respondents tended to agree to the Product Factor.



### 5.2.2 Image of the University Factor

**Table 5.2 Respondents' Perceptions on the Image of the University Factor**

Factor	Item	Calculation	Respondents' Perceptions					Average
			Totally Disagree	Disagree	Less Disagree	Agree	Strongly Agree	
Image	Q3	Frequency	0	0	0	88	112	4,56
		Percentage	0,0%	0,0%	0,0%	44,0%	56,0%	
	Q4	Frequency	0	0	0	117	83	4,42
		Percentage	0,0%	0,0%	0,0%	58,5%	41,5%	
<b>TOTAL</b>		Frequency	<b>0</b>	<b>0</b>	<b>0</b>	<b>205</b>	<b>195</b>	<b>4,49</b>
		Percentage	<b>0,0%</b>	<b>0,0%</b>	<b>0,0%</b>	<b>51,3%</b>	<b>48,8%</b>	

Source : SPSS Management

Based on the results of the data above, it was known that the respondents' perceptions on the Image of the University Factor with 2 questions could be seen in the following details : Of the 2 questions given to the respondents, the agree answers were 205 times or 51.3%, and the strongly agree answers were 195 times or 48.8%. The average was 4.49, which meant that the respondents tended to agree to the Image of the University Factor.



### 5.2.3 Price Factor

**Table 5.1 Respondents' Perceptions on the Price Factor**

Factor	Item	Calculation	Respondents' Perceptions					Average
			Totally Disagree	Disagree	Less Disagree	Agree	Strongly Agree	
Price	Q5	Frequency	0	19	7	165	9	3,82
		Percentage	0,0%	9,5%	3,5%	82,5%	4,5%	
	Q6	Frequency	0	53	0	75	72	3,83
		Percentage	0,0%	26,5%	0,0%	37,5%	36,0%	
<b>TOTAL</b>	Frequency	<b>0</b>	<b>72</b>	<b>7</b>	<b>240</b>	<b>81</b>	<b>3,83</b>	
	Percentage	<b>0,0%</b>	<b>18,0%</b>	<b>1,8%</b>	<b>60,0%</b>	<b>20,3%</b>		

Source : SPSS Management

Based on the results of the data above, it was known that the respondents' perceptions on the Price Factor with 2 questions could be seen in the following details : Of the 2 questions given to the respondents, the disagree answers were 72 times or 18.0%. The less disagree answers were 7 times or 1.8%, the agree answers were 240 times or 60.0%, and the strongly agree answers were 81 times or 20.3%. The average was 3.83, meaning that the respondents tended to agree to the Price Factor.





### 5.2.4 Facility Factor

**Table 5.2 Respondents' Perceptions on the Facility Factor**

Factor	Item	Calculation	Respondents' Perceptions					Average
			Totally Disagree	Disagree	Less Disagree	Agree	Strongly Agree	
Facility	Q7	Frequency	0	62	0	105	33	3,55
		Percentage	0,0%	31,0%	0,0%	52,5%	16,5%	
	Q8	Frequency	0	6	0	135	59	4,24
		Percentage	0,0%	3,0%	0,0%	67,5%	29,5%	
<b>TOTAL</b>		Frequency	<b>0</b>	<b>68</b>	<b>0</b>	<b>240</b>	<b>92</b>	<b>3,89</b>
		Percentage	<b>0,0%</b>	<b>17,0%</b>	<b>0,0%</b>	<b>60,0%</b>	<b>23,0%</b>	

Source : SPSS Management

Based on the results of the data above, it was known that the respondents' perceptions on the Facility Factor with 2 questions could be seen in the following details : Of the 2 questions given to the respondents, the disagree answers were 68 times or 17.0%, the agree answers were 240 times or 60.0%, and the strongly agree answers were 92 times or 23.0%. The average was 3,89, meaning that the respondents tended to agree to the Facility Factor.



**5.2.5 Service Factor**

**Table 5.3 Respondents' Perceptions on the Service Factor**

Factor	Item	Calculation	Respondents' Perceptions					Average
			Totally Disagree	Disagree	Less Disagree	Agree	Strongly Agree	
Service	Q9	Frequency	0	11	0	115	74	4,26
		Percentage	0,0%	5,5%	0,0%	57,5%	37,0%	
	Q10	Frequency	0	46	1	113	40	3,74
		Percentage	0,0%	23,0%	0,5%	56,5%	20,0%	
<b>TOTAL</b>		Frequency	<b>0</b>	<b>57</b>	<b>1</b>	<b>228</b>	<b>114</b>	<b>4,00</b>
		Percentage	<b>0,0%</b>	<b>14,3%</b>	<b>0,3%</b>	<b>57,0%</b>	<b>28,5%</b>	

Source : SPSS Management

Based on the results of the data above, it was known that the respondents' perceptions on the Service Factor with 2 questions could be seen in the following details : Of the 2 questions given to the respondents, the disagree answers were 57 times or 14.3%. The less disagree answers were 1 time or 0.3%, the agree answers were 228 times or 57.0%, and the strongly agree answers were 114 times or 28.5%. The average was 4.00, meaning that the respondents tended to agree to the Service Factor.



**5.2.6 Lecturer and Staff Factor**

**Table 5.6 Respondents' Perceptions on the Lecturer and Staff Factor**

Factor	Item	Calculation	Respondents' Perceptions					Average
			Totally Disagree	Disagree	Less Disagree	Agree	Strongly Agree	
Lecturer and Staff	Q11	Frequency	0	31	0	80	89	4,14
		Percentage	0,0%	15,5%	0,0%	40,0%	44,5%	
	Q12	Frequency	0	9	0	99	92	4,37
		Percentage	0,0%	4,5%	0,0%	49,5%	46,0%	
<b>TOTAL</b>		Frequency	<b>0</b>	<b>40</b>	<b>0</b>	<b>179</b>	<b>181</b>	<b>4,25</b>
		Percentage	<b>0,0%</b>	<b>10,0%</b>	<b>0,0%</b>	<b>44,8%</b>	<b>45,3%</b>	

Source : SPSS Management

Based on the results of the data above, it was known that the respondents' perceptions on the Lecturer and Staff Factor with 2 questions could be seen in the following details : Of the 2 questions given to the respondents, the disagree answers were 40 times or 10.0%, the agree answers were 179 times or 44.8%, and the strongly agree answers were 181 times or 45.3%. The average was 4.25, which meant that the respondents tended to agree to the Lecturer and Staff Factor.



### 5.2.7 Reference Group Factor

**Table 5.7 Respondents' Perceptions on the Reference Group Factor**

Factor	Item	Calculation	Respondents' Perceptions					Average
			Totally Disagree	Disagree	Less Disagree	Agree	Strongly Agree	
Reference Group	Q13	Frequency	21	59	0	82	38	3,29
		Percentage	10,5%	29,5%	0,0%	41,0%	19,0%	
	Q14	Frequency	30	86	0	57	27	2,83
		Percentage	15,0%	43,0%	0,0%	28,5%	13,5%	
<b>TOTAL</b>		Frequency	<b>51</b>	<b>145</b>	<b>0</b>	<b>139</b>	<b>65</b>	<b>3,06</b>
		Percentage	<b>12,8%</b>	<b>36,3%</b>	<b>0,0%</b>	<b>34,8%</b>	<b>16,3%</b>	

Source : SPSS Management

Based on the results of the data above, it was known that the respondents' perceptions on the Reference Group Factor with 2 questions could be seen in the following details : Of the 2 questions given to the respondents, the totally disagree answers were 51 times or 12.8%, the disagree answers were 145 times or 36.3%, the agree answers were 139 times or 34.8 %, and the strongly agree answers were 65 times or 16.3 %. The average was 3.06, which meant that the respondents tended to disagree with the Reference Group Factor.





### 5.2.8 Motivation Factor

**Table 5.8 Respondents' Perceptions on the Motivation Factor**

Factor	Item	Calculation	Respondents' Perceptions					Average
			Totally Disagree	Disagree	Less Disagree	Agree	Strongly Agree	
Motivation	Q15	Frequency	6	37	0	93	64	3,86
		Percentage	3,0%	18,5%	0,0%	46,5%	32,0%	
	Q16	Frequency	1	32	0	104	63	3,98
		Percentage	0,5%	16,0%	0,0%	52,0%	31,5%	
TOTAL	Frequency	<b>7</b>	<b>69</b>	<b>0</b>	<b>197</b>	<b>127</b>	<b>3,92</b>	
	Percentage	<b>1,8%</b>	<b>17,3%</b>	<b>0,0%</b>	<b>49,3%</b>	<b>31,8%</b>		

Source : SPSS Management

Based on the results of the data above, it was known that the respondents' perceptions on the Motivation Factor with 2 questions could be seen in the following details : Of the 2 questions given to the respondents, the totally disagree answers were 7 times or 1.8%, the disagree answers were 69 times or 17.3 %, the agree answers were 197 times or 49.3%, and the strongly agree answers were 127 times or 31.8%. The average was 3.92, which meant that the respondents tended to agree to the Motivation Factor.



### 5.2.9 Job Prospect Factor

**Table 5.9 Respondents' Perceptions on the Job Prospect Factor**

Factor	Item	Calculation	Respondents' Perceptions					Average
			Totally Disagree	Disagree	Less Disagree	Agree	Strongly Agree	
Job Prospect	Q17	Frequency	0	40	0	112	48	3,84
		Percentage	0,0%	20,0%	0,0%	56,0%	24,0%	
	Q18	Frequency	0	5	0	113	82	4,36
		Percentage	0,0%	2,5%	0,0%	56,5%	41,0%	
<b>TOTAL</b>	Frequency	<b>0</b>	<b>45</b>	<b>0</b>	<b>225</b>	<b>130</b>	<b>4,10</b>	
	Percentage	<b>0,0%</b>	<b>11,3%</b>	<b>0,0%</b>	<b>56,3%</b>	<b>32,5%</b>		

Source : SPSS Management

Based on the results of the data above, it was known that the respondents' perceptions on the Job Prospect Factor with 2 questions could be seen in the following details : Of the 2 questions given to the respondents, the disagree answers were 45 times or 11.3%, the agree answers were 225 times or 56.3%, and the strongly agree answers were 130 times or 32.5 %. The average was 4.10, meaning that the respondents tended to agree to the Job Prospect Factor.



**5.2.10 Alumni Factor**

**Table 5.10 Respondents' Perceptions on the Alumni Factor**

Factor	Item	Calculation	Respondents' Perceptions					Average
			Totally Disagree	Disagree	Less Disagree	Agree	Strongly Agree	
Alumni	Q19	Frequency	10	23	0	136	31	3,78
		Percentage	5,0%	11,5%	0,0%	68,0%	15,5%	
	Q20	Frequency	0	30	0	125	45	3,93
		Percentage	0,0%	15,0%	0,0%	62,5%	22,5%	
<b>TOTAL</b>		Frequency	<b>10</b>	<b>53</b>	<b>0</b>	<b>261</b>	<b>76</b>	<b>3,85</b>
		Percentage	<b>2,5%</b>	<b>13,3%</b>	<b>0,0%</b>	<b>65,3%</b>	<b>19,0%</b>	

Source : SPSS Management

Based on the results of the data above, it was known that the respondents' perceptions on the Alumni Factor with 2 questions could be seen in the following details : Of the 2 questions given to the respondents, the totally disagree answers were 10 times or 2.5 %, the disagree answers were 53 times or 13.3%, the agree answers were 261 times or 65.3 %, and the strongly agree answers were 76 times or 19.0 %. The average was 3.85, meaning that the respondents tended to agree to the Alumni Factor.



### 5.2.11 Personal Factor

**Table 5.11 Respondents' Perceptions on the Personal Factor**

Factor	Item	Calculation	Respondents' Perceptions					Average
			Totally Disagree	Disagree	Less Disagree	Agree	Strongly Agree	
Personal	Q21	Frequency	0	24	0	93	83	4,18
		Percentage	0,0%	12,0%	0,0%	46,5%	41,5%	
	Q22	Frequency	0	11	0	140	49	4,14
		Percentage	0,0%	5,5%	0,0%	70,0%	24,5%	
<b>TOTAL</b>	Frequency	<b>0</b>	<b>35</b>	<b>0</b>	<b>233</b>	<b>132</b>	<b>4,16</b>	
	Percentage	<b>0,0%</b>	<b>8,8%</b>	<b>0,0%</b>	<b>58,3%</b>	<b>33,0%</b>		

Source : SPSS Management

Based on the results of the data above, it was known that the respondents' perceptions on the Personal Factor with 2 questions could be seen in the following details : Of the 2 questions given to the respondents, the disagree answers were 35 times or 8.8%, the agree answers were 233 times or 58.3%, and the strongly agree answers were 132 times or 33.0%. The average was 4.16, which meant that the respondents tended to agree to the personal factor.

### 5.3 Instrument Test

The questionnaire that would be used as the data collection tool was tested first for its validity and reliability. This test was intended to measure the feasibility of the questionnaire as the data



collection tool. The results of the validity and reliability test of the research questionnaire could be explained as below :

### 5.3.1 Validity Instrument Test

The calculation was done by correlating each item's score with the total score by using the Pearson Correlation Technique. The criterion test was if the correlation coefficient ( $r_{xy}$ ) was greater than the r-table value by 0.139, it meant that the questionnaire item was valid as the data collection tool. The summary of the  $r_{xy}$  calculation results as shown in the table below :

**Table 5.12 Validity Test Result**

Factor	Item	Correlation Coefficient	r Table	Information
Product	Q1	0,818	0,139	Valid
	Q2	0,778	0,139	Valid
Image of the University	Q3	0,713	0,139	Valid
	Q4	0,708	0,139	Valid
Price	Q5	0,798	0,139	Valid
	Q6	0,942	0,139	Valid
Facility	Q7	0,917	0,139	Valid
	Q8	0,685	0,139	Valid
Service	Q9	0,796	0,139	Valid
	Q10	0,905	0,139	Valid
Lecture	Q11	0,904	0,139	Valid





and Staff	Q12	0,787	0,139	Valid
Reference Group	Q13	0,704	0,139	Valid
	Q14	0,708	0,139	Valid
Motivation	Q15	0,871	0,139	Valid
	Q16	0,827	0,139	Valid
Job Prospect	Q17	0,933	0,139	Valid
	Q18	0,809	0,139	Valid
Alumni	Q19	0,856	0,139	Valid
	Q20	0,818	0,139	Valid
Personal	Q21	0,941	0,139	Valid
	Q22	0,882	0,139	Valid

Source : SPSS Management

Based on the validity instrument test results, all the correlation values were greater than the r table value of 0.139. Thus the question items on these variables were valid and could be used as the data collection tool in this study.

### 5.3.2 Reliability Instrument Test

Reliability Instrument test was used in order to determine the consistency of the instrument as a measuring tool, thus the measurement could be trusted. Alpha Cronbach was used to test where an instrument would be more reliable if the alpha coefficient was more than 0.60. The summary of the questionnaire reliability test results according to the SPSS output could be seen in the table below :



**Table 5.13 Reliability Test Result**

<i>Cronbach Alpha</i>	<i>Cut Off</i>	<b>Information</b>
0,814	0,600	Reliable

Source : SPSS Management

Based on the table, it was known that the value of all variables had a Cronbach Alpha that was greater than 0.6, thus the variable was declared reliable and suitable to be used as a means of the data collection.

## 5.4 Data Analysis

Factor analysis in this study was used to identify and determine the determining factors of the Z generation students in choosing a private university in Manado City. This goal could be achieved by analyzing the factors reflected in the questionnaire items that had been distributed to the new students in Manado City.

Through the validity and reliability tests carried out previously on the questionnaire items, it was concluded that the 22 items in all 11 factors were valid and reliable research instruments, thus all the factors were included into the analysis factor. To find out whether the 11 consideration factors of the prospective students and the Z generation in selecting a private university in Manado City, and whether these factors were feasible or not, the factor interdependence test was conducted first.

### 5.4.1 Variable Interdependence Test

Factor interdependency test was a test whether one factor had a relationship with another or not, where it was possible that more than two factors were correlated. The factors used for further analysis were only factors that had a correlation with other factors, and factors that had no almost any correlation with other factors would be excluded from the analysis. The tests were carried out through the Measures of Sampling Adequacy (MSA), the KMO value, and the Bartlett test results.

#### 5.4.1.1 Measures of Sampling Adequacy (MSA)

The MSA value was an index owned by every factor to explain whether the sample taken in the study was sufficient to make the existing factors partially related to each other. The factors having small



MSA value (<0.5) had to be excluded from the analysis, because the minimum tolerable value for sampling adequacy was 0.5, which meant that the minimum value of a factor was said to have a significant contribution to the factors considered by the Z students generation in selecting a private university in Manado City was 50%. The MSA value in the anti image correlation matrix could be summarized in the following table :

**Table 5.14 The results of Measures of Sampling Adequacy (MSA)**

Factor	MSA Score	
	Before Reduction	After the first reduction
Product	0,668	0,702
Image of the University	0,767	0,773
Price	0,653	0,652
Facility	0,724	0,739
Service	0,818	0,814
Lecture and Staff	0,825	0,853
Reference Group	0,294	-
Motivation	0,810	0,815
Job Prospect	0,801	0,796
Alumni	0,846	0,856
Personal	0,783	0,831

Source : SPSS Management

In table 5.14, the result of the MSA value through 1 reduction had been obtained. As for the explanation of the MSA value before the reduction which was all of the 11 factors that the researchers



thought as the consideration of Z generation students in selecting a university, thus they were included into the reduction data on SPSS for the further processing. The first reduction data was the data resulted from the reduction of the Reference Group Factor because the MSA value was less than 0.5, and the data entered in the data after this first reduction was 10 factors out of a total of 11 factors, and the 10 factors resulted a > 0.5 MSA value.

#### 5.4.1.2 Keiser-Meyer-Olkin Value (KMO)

The Keizer-Mayer-Olkin (KMO) value in this study was used to determine whether the analysis factor was feasible or not to be used to analyze the data in this study. The factor analysis could be used effectively if the KMO value was above 0.5. The results of the Keizer-Meyer-Olkin (KMO) test were as follows :

**Table 5.15 Keiser-Meyer-Olkin Value (KMO)**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0,798
Bartlett's Test of Sphericity	Approx. Chi-Square	774,003
	df	45
	Sig.	0,000

Source : SPSS Management

The KMO table above was a table where the KMO value was 0.798, which meant that this research was feasible to use the factor analysis method because the KMO value could exceed the minimum limit value by 0.5.

#### 5.4.2 Extraction Factor

After testing the factors which were suitable to get an analysis factor, then the next stage was determining the factors which were the core stage of the factor process. This step was a summary or an extraction of the existing factors to form several factors. The purpose of factor extraction was to form one or more factors from a set of factors arranged in a correlation pattern. The method of the extraction process was carried out by using Principal Component Analysis (PCA) which was based on the eigenvalue, diversity percentage or total cumulative percentage. Eigenvalues were the values that



represented the total variance described for each factor. The determination of the number of components could be seen from the eigenvalue of each factor. Eigenvalue was a value or number that showed the relative importance of each factor in calculating the variance of the 10 analyzed factors. The Eigenvalue values were arranged from the largest to the smallest value. At this stage, a number of factors that were acceptable or feasible to represent a set of factors would be identified with the alternative use of the > 1 eigenvalue factor. The following table showed the 10 factors that were still exist after the 3 components formed extraction process, as given in the table 5.16 :

**Table 5.16 Extraction Factor Result**

Component	Eigenvalues Initial		
	Total	% of Variance	Cumulative %
1	4,090	40,898	40,898
2	1,534	15,343	56,241
3	1,093	10,930	67,171
	0,836	8,361	75,532
	0,629	6,295	81,827
	0,515	5,149	86,976
	0,420	4,201	91,176
	0,353	3,526	94,703
	0,307	3,070	97,773
	0,223	2,227	100,000

Source : SPSS Management





From the table 5.16, there were 3 components that had an above one eigenvalues, meaning that the 3 factors were considered by the Z generation students in choosing a private university in Manado City.

The Formed factors were :

1. The first factor had an eigenvalue by 4.090 which was the main factor considered by the Z generation students in choosing a private university in Manado City, where the first factor was able to explain the variability of the factor model formed by 40.898%.
2. The second factor had an eigenvalue by 1.534 which was the second factor considered by the Z generation students in choosing a private university in Manado City, where this factor was able to explain the variability of the factor model formed by 15.343%.
3. The third factor had an eigenvalue by 1.093 which was the third factor considered by the Z generation students in choosing a private university in Manado City, where this factor was able to explain the variability of the factor model formed by 10.930%.

From the explanation above, it could be concluded that the total of all variance factor was able to explain the 67.171% variability, which was formed by the following calculations:  $(40,898 + 15,343 + 10,930)$ .

### **5.4.3 Rotation Factor**

After the factors were formed in which each factor consisted of several factors, but sometimes there was a factor that was difficult to determine about which factor it would enter, especially if only one factor was formed or there could be a factor that was doubtful whether it was appropriate to be included in the formed factor or not because it did not have any significant value of the matrix component (The difference of its loading factor was less than others). For this reason, it was necessary to carry out a rotation matrix on the formed factors, thus the position of each factor could be clearly determined, whether it was included in one factor or another.

#### **5.4.3.1 Before Rotation Factor**



At this stage, the matrix factor was obtained, which was the initial obtained model before rotation. The coefficient in the model of each factor was obtained after the standardization process was carried out first, the obtained coefficient was compared each other where the significant coefficient (loading factor) was the one having the greatest value in each model factor, the thing could be considered as the representation of the formed factors.

From the output results contained in the component matrix attachment, in detail could be simplified in table 5.17 :

**Table 5.17 The Results of Grouping Factors Based on the Matrix Component**

<b>Factors</b>	<b>Loading Factor</b>	<b>Factor Identifications</b>
Facility	0,606	Faktor 1
Service	0,773	
Lecture and Staff	0,728	
Motivation	0,761	
Job Prospect	0,790	
Alumni	0,737	
Personal	0,511	Faktor 2
Product	0,609	
Image of the University	0,614	Faktor 3
Price	0,630	

Source : SPSS Management



Based on the table above, there was a grouping of 10 factors into 3 factors. However, these results did not show a simple factor because there was a loading factor value in a factor which was almost the same as other factors and the distribution was not evenly distributed, thus it was necessary to re-rotate these 10 factors in order to get a simpler form.

**5.4.3.2 After Rotation Factor**

This matrix rotation process was a continuation of the matrix component process which had not yet explained a simple form of data structure, in which in this matrix rotation, the difference in the value of the loading factor could be seen significantly. Matrix rotation aimed to clarify the distribution of an item's position against the factor, thus a more stable factor was produced. To classify the research items into 3 formed factors, it was necessary to look at the amount of loading factor, which was the factor analysis in the rotated component matrix table.

Table 5.18 showed that the items having a large loading factor indicated that the factors and items were closely related and fall into 3 factors with the Cumulative Percentage of Varian by 67.171%.

**Table 5.18 Results of Grouping Factors After Rotation**

<b>Factors</b>	<b>Loading Factor</b>	<b>Factor Identifications</b>
Service	0,821	Factor 1
Lecture and Staff	0,849	
Job Prospect	0,665	
Alumni	0,784	
Product	0,871	Factor 2
Image of the University	0,795	



Facility	0,720	Factor 3
Price	0,823	
Motivation	0,581	
Personal	0,572	

Source : SPSS Management

The values in the table above indicated the importance of each factor. Each of the items included in the four factors were sorted based on the amount of the loading factor for each item in that 1 factor. The complete results could be seen in the following descriptions :

**Interpretation Factor**

The explanation of the results of the analysis factor based on each factor could be explained as follows :

**1. Factor 1 (Support)**

Based on the results of the factor analysis in this study, the first factor to be considered by the Z generation students in choosing a private university in Manado City had an eigen value by 4.090 and was able to explain the diversity (variance) of the observed factors by 40.898% of all the things that were observed as a consideration for the Z generation students in choosing a private university in Manado City. The most dominant factor in supporting the factor 1 was the Lecturer and Staff with 0.849 loading factor, other factors were Service, Alumni, and Job Prospect with the consecutive loading factors were 0.821; 0.784; and 0.665.

**2. Factor 2 (Quality of the College)**

Based on the results of the factor analysis in this study, the second factor becoming a consideration for the Z generation students in selecting a private university in Manado City had an eigen value by 1.534 and was able to explain the diversity (variance) of the observed factors by 15.343% of all the things considered by the Z generation students in selecting a private university in Manado City.



The most dominant factor in supporting this factor 2 was the Product with a loading factor by 0.871, other factors were the Image of the University, and Facility, with the consecutive loading factors were 0.795 and 0.720.

### **3. Factor 3 (Internal)**

Based on the results of the factor analysis in this study, the third factor becoming a consideration of Z generation students in choosing a private university in Manado City had an eigen value by 1.093 and was able to explain the diversity (variance) of the observed factors by 10.930% of all the things which were considered by these students in choosing a private university in Manado City. The most dominant factor in supporting this factor 3 was Price with a loading factor by 0.823, other factors were Motivation, and Personality, with the consecutive loading factors were 0.581 and 0.572.

### **5.5 Discussion of Research Results**

Based on the results of the analysis factor of this study, 3 new factors were formed from the 11 studied factors.

The first factor that became a consideration for the Z generation students in choosing a private university in Manado City was the supporting factor. The most dominant factor in supporting the factor 1 was the Lecturer and Staff, other factors were Service, Alumni, and Job Prospect. The results of this study showed that the supporting factors were the most considered factors in choosing a private university in Manado, it meant that in choosing a university, the students considered the quality of the lecturers there which was depicted from the way they taught and provided a guidance as well as how they developed themselves both in the research and in the development following the trends in the higher education, services from the successful private universities, alumni and an access to the good jobs. This was a new finding result, because from several previous studies that became the references in this study, the faculty and staff factor were not the dominant factors, while in this study the staff and lecturer factor became the dominant factors, these results indicated that the Z generation students were the students who were critical in assessing and judging from another point of view, in which they saw the non-physical quality in the college, in this case the quality and the integrity of the lecturers as well





as the excellent service from the staff employees. The Z generation students were very critical when assessing a lecturer and then they would compare the quality of the lecturer. These students were the millennial students who were digital natives, thus the forms of service such as the use of information technology systems providing an access and convenience to the students in the lecturing process were the important factors to consider. Besides that, the staff employees who were friendly and very helpful to the students in an administration management were also a dominant factor considered by them, the research results on the service factor and job prospect also proved the research results from Sony Irwandi (2012) and Loren Agrey and Naltan Lampadan (2014). However, the job factor only had a small loading factor, meaning that the confident Z generation students thought that it was not too important for them to consider that a private university had some links to many companies that made it easy for them to get a job, they had a high self confidence that they would be able to get a job quickly without having to get a link from the university they were studying at.

The second factor becoming a consideration for the Z generation students in choosing a private university in Manado City was the quality factor of the university. The most dominant factor in supporting factor 2 was the product factor, other factors were the image of the university, and the facility. Product factor was a factor that explained the products offered by the private universities which included the available study programs, and the curriculum offered by them, this was the most dominant factor in this second factor and the most considered factor by the students in choosing a private university compared to the other 10 factor items. This thing was because the Z generation students had already had a choice about what they wanted to study and what they wanted to do. They would try in various ways to learn and to do what they wanted, thus this generation students really considered the study program and the curriculum offered. From the short interviews with some respondents, they suggested that this native digital generation really liked the blended learning curriculum system, which was a curriculum system combining the knowledge based on the chosen field of science with a digital-based learning system that was in accordance with the characteristics of this generation, this result proved the research of Endang Ruhayat (2005) finding that the choice of study program and the major are the big determining factors in selecting a university. The image of the university was another consideration factor, the image of the university should be at least accredited with a good value. This study proved the research of Sony Irwandi (2012) finding that the image of a university is a dominant



factor in choosing a major. There were some government requirements regarding the accreditation of the university, as well as many companies, and private agencies which required that the prospective employees should come from the university with at least accredited B, making this Z generation students when viewed from the year of birth started from 1995, then the maximum age of this generation at this time should be around 21 years old, where one of the characteristics of this generation was they could get a job faster, and actually they had very big ambitions, thus this generations had some considerations in choosing a study program that was well accredited. The availability of a lecture building with complete facilities was a consideration factor for this Z Generation, even though the results were not too big, this generation students had their own comfort zone, they would be happy to be on a campus with various facilities, but they would prefer to be in a place which gave them the access to many things they wanted, and gave them freedom, thus for them the campus was only a building that comfortable for studying, but they did not really like to use the existing facilities, and spend the time there, the results regarding this facility factor were contrary to the research results by Loren Agrey and Naltan Lampadan (2014), saying that the physical factors are the most contributing factor in the selection of a university, this different result might be caused by the different research place, and the available facilities there.

The third factor becoming a consideration for the prospective students, and the Z generation students in choosing a private university in Manado was the internal factors. The most dominant factor in supporting the factor 3 was price, other factors were motivation and personality. This third factor was a factor explaining about the selection of a university based on the personal and psychological considerations. Although the overall research results from these internal factors were considered the least of all factors by the students in choosing a private university, but the price factor that explained the matter of tuition fees and the ease of paying the tuition fees in installments was the third most widely considered factor. This was caused by the Z generation students who was very concerned about the tuition fees, the reason was that because they prefer to pay more for their technology expenses rather than paying the tuition fees. Although from the interview results, the respondents answered that most of their tuition fees were paid by themselves, but they still made the tuition fees as a factor which had to be considered. While the motivation and the personal factor were two smallest factors, this explained that the psychological factor of a student was only slightly considered when choosing a private university,



this was not in line with the characteristics of the Z generation students who were actually more individualistic because they spent more time with the technology every day, this difference might be caused by the different perspectives of this generation which viewed that they were motivated because of the products offered by the private university and not due to the internal motivation which was the status of the students, but it was more due to the external factors which were the supporting factor, and the quality of the university. Moreover, the personal factor which was the consideration of the lecturing hours was not an important factor to consider.

### **CONCLUSION and RECOMMENDATION**

In this study, several things could be concluded :

1. Of the 11 factors tested consisting of 22 items, after being tested with the rotation factor, they formed three new factors which were supporting factor, university quality factor, and internal factor, where these three factors contained the items which had been grouped based on the matrix rotation.
2. The most considered factors by the Z generation students in Manado City when choosing a private university were product, lecturer and staff, and price.
3. The Z generation students considered the product factors more than the others because they were the millennial students having unique characteristics which were fully adaptable to the technology, thus the technology-based curriculum product, the technology-based learning process, and study programs which supported the future careers were the biggest consideration.
4. Lecturer and staff were the next consideration because the Z generation students were the generation who paid more attention to the integrity, thus the lecturers with a good teaching quality, discipline, critical, and adaptable to the technology were a big consideration for this generation.

In this study, several things could be suggested :

1. The private universities should make an innovation to develop the study programs, and the curricula offered by the study programs based on the use of technology.



2. The private universities should apply an innovative technology-based learning process.
3. The Lecturers with an integrity were the absolute things for the Z generation students who were critical students, and really paid attention to the behavior of lecturers in the lecturing process, thus the lecturers should have an integrity, and improve themselves by following the behaviour development pattern of this Z generation students.
4. The tuition fees still remained as a consideration for the Z generation students, therefore the private universities should have a competitive pricing strategy.

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