

The Influence of Internalization of Islamic Values in Strengthening Students' Intentions to Enroll in Muhammadiyah University in Dki Jakarta

Mohammad Trisamanta¹, Sabrina O Sihombing², Yohana F. C. P Meilani³

Abstract

The study aimed to investigate Muhammadiyah High School students' intentions to enroll in Muhammadiyah University in DKI Jakarta. The research method uses an explanatory quantitative approach, with a survey design. Data collection used questionnaires to 400 students in Jakarta with convenience sampling; data analysis technique with Partial Least Square using Smart PLS. The result of the study indicates a positive influence of parental social support on attitude toward behavior. Furthermore, brand awareness and expectations had a positive influence on attitudes toward behavior. Attitudes toward behavior had a positive influence on intentions to enroll, as well as subjective norms and perceived behavioral control. However, attitudes toward behavior, subjective norms, and perceived behavioral control did not have a positive influence on intentions to enroll when reinforced by the internalization of Islamic values. Attitudes toward behavior served as a mediator in the positive influence of parental social support, brand awareness, and expectations on intentions to enroll. Attitudes toward behavior also mediated the positive influence of parental social support, brand awareness, and expectations on intentions to enroll, strengthened by internalization of Islamic values.

Keywords: *Islamic values; intention to enroll; behavior; subjective norms; behavior control.*

Introduction

One of the government's main priorities in improving the welfare of the people is increasing the development of human resources through education. Law of Indonesia Number 20 of 2003 concerning the National Education System, has provided a clear framework for the government in the implementation of national education through the mandate of Article 31 paragraph (3) of the 1945 Constitution. A level of education that can determine the quality of Human Resources is higher education. Therefore, higher education is a strategic tool for improving people's standard of living (Hasibuan, 2021).

An interview conducted on October 4, 2023, with the Head of the General Section of LLDIKTI zone three, Noviyanto, S.T., MMSI, further confirmed the decline in the number of Private Universities (PTS) in DKI Jakarta. Noviyanto stated that the decline in the number of PTS in DKI Jakarta was not only caused by competition between PTS and exacerbated by the Covid-19 pandemic, but also due to the opening of independent pathways at State Universities (PTN). Judging from conceptual issues, higher competition and changes in the social environment are important aspects of higher education institutions that need attention from both PTNs and PTSs. These institutions are expected to be more proactive and market-oriented (Elena et al., 2016).

Muhammadiyah is one of the second-largest Islamic organizations in Indonesia (Liputan6.com, 2022), having over 60 million members, according to data reported by the Ministry of Religion in 2019. Besides Muhammadiyah, Nahdlatul Ulama (NU) is the largest Islamic organization in Indonesia and globally, with several members ranging from 60 to 95 million (Liputan6.com, 2023). NU was established on January 31, 1926, located in the city of Surabaya (Jabar.nu.or.id, 2023; Ul-Haq et al., 2023), with the aim to defend traditionalist Islamic practices and the economic interests of its members.

The third largest Islamic organization is PERSIS, founded on September 12, 1923, in Bandung by a group of Muslims interested in education and religious activities. Furthermore, Islamic Ummah Association (PUI) was founded on December 21, 1917, in West Java. It is a combination of two Islamic mass organizations, namely Perikatan Oemmat Islam (POI) from Majalengka, and Persatoean Oemmat Islam Indonesia (POII)

¹ Management Study Program, Pelita Harapan University. Email : trisamanta@gmail.com

² Management Study Program, Pelita Harapan University.

³ Management Study Program, Pelita Harapan University.

from Sukabumi. Besides these four large Islamic organizations, 28 smaller-scale Islamic mass organizations also exist in Indonesia.

Over time, Muhammadiyah has consistently developed with significant influence in Indonesia. This organization has established several educational institutions, hospitals, and social welfare institutions throughout the country (umsu.ac.id, 2023). It also has a network of youth organizations active in various social, religious, and cultural activities. One of Muhammadiyah's main focuses is education (Ki, 2023), evidenced in the founding of modern schools combining religious teachings with general knowledge. Muhammadiyah schools are educational institutions that provide opportunities for children from various backgrounds to receive quality education. The 2023 Ministry of Religion Higher Education and Education stated that Muhammadiyah Universities accounted for 173 (35%) of the 487 total Islamic PTS in Indonesia, dominating other Islamic PTS in the country. Muhammadiyah's role in advancing education can be seen in its educational institutions.

As an Islamic organization focusing on education and health (Ramadhan, 2023), Muhammadiyah is experiencing a dilemma, since it is expected to maintain a strong commitment to advancing education in Indonesia. Didik Suhardi stated that there was a decline in students' numbers at PTMA (Muhammadiyah 'Aisyiyah College), nationally reaching 30%. DKI Jakarta area has a total of four Muhammadiyah Persyarikatan higher education institutions, namely Ahmad Dahlan Institute of Technology and Business (ITB-AD), Muhammadiyah University Jakarta (UMJ), Muhammadiyah University Prof. Dr. Hamka (UHAMKA), as well as Muhammadiyah Science and Technology University.

The current study only focused on universities to reach a wider scope. The benefits of universities are evidenced in varieties of study programs, interdisciplinary approach, knowledge development, and postgraduate programs (Hidayat, 2016). In this study, the programs ranged from natural sciences, social sciences, arts, and humanities, to engineering, medicine, and business. This allows the universities to reach a wide range of students interests and talents as well as provide broad learning opportunities. This study focused on two Muhammadiyah-affiliated universities in DKI Jakarta as research subjects, namely UMJ and UHAMKA. However, Muhammadiyah Science and Technology University was not included as it was only founded in 2020 and has no comparative data for students in 2023 and the previous year.

A survey was conducted on 114 class XII students from Muhammadiyah High School in DKI Jakarta to have complete data. Short questionnaires were distributed on social media using Google Forms. Out of the total number of students surveyed, 91 did not intend to enroll at Muhammadiyah University in DKI Jakarta, while 23 had intentions. The decline in the number of students experienced by Muhammadiyah University Jakarta (UMJ) and Muhammadiyah University Prof. Dr. HAMKA (UHAMKA) is presented in Figure 1.1:

Data from Pddikti.kemdikbud.go.id (2023) showed that the decline in students from UMJ and UHAMKA was averagely 800 per year. Also, the survey showed that only 23 out of 114 students intended to enroll. This decrease is not directly proportional to the quality improvement carried out by both universities. Based on data from Ppdikti.kemdikbud.go.id (2023), UHAMKA had Superior accreditation while UMJ had B accreditation. Another form of external quality assessment is accountability as well as granting permits and licenses by relevant bodies. Ulker and Bakioglu (2019) showed the importance of accreditation in university marketing, as it directly relates to academic quality.

Accreditation achieved by Muhammadiyah University has not increased the number of students but has led to a consistent decline. Therefore, Muhammadiyah's higher education management needs to analyze the determinant factors of prospective students' behavior in choosing higher education (Darley et al., 2010). Higher education aims to influence consumers purchasing intentions in winning competition (Dwivedi et al., 2020). The context of competition and globalization as well as higher education reform is used by several studies to investigate choice of universities (Padlee et al., 2010). Choosing a suitable college is crucial for students, as this decision significantly impacts students' future careers and life. Therefore, the current study aimed to investigate Muhammadiyah High School students' intentions to enroll in Muhammadiyah University in DKI Jakarta.

Research Method

This study used a quantitative method and focused on Muhammadiyah University in DKI Jakarta. DKI Jakarta was selected as the location because it has a very diverse population, including ethnic and cultural groups. Furthermore, the population was 2,248 students and the sample was 400 students. Data were obtained through distributed questionnaires, and subsequently analyzed using descriptive statistics, variable construct reliability, and variable construct validity.

Discussion

Analysis of Research Variable Descriptions

Descriptive analysis showed lower standard deviation values than the mean for all variables, namely parental support, brand awareness, expectations, attitudes toward behavior, subjective norms, perceived behavioral control, internalization of Islamic values, and intentions to enroll in universities. Moreover, the internalization of Islamic values variable had the smallest standard deviation (0.62-0.63) and the largest mean (4.406-4.530), showing that the internalization of Islamic values perceived by students was consistent and average compared to other variables.

Measurement Model Analysis (Outer model)

The outer loading or outer weight value showed the weight of each indicator as a measure of the latent variable. The indicator with the largest *outer loading* or *outer weight* measured the strongest (dominant) variable. In this study, the outer loading value was declared significant in measuring the latent variable, as the T-statistic value was greater than 1.96 and the P-value was smaller than 0.05.

Measurement Model Analysis Stage 1

Reliability (Cronbach Alpha and Composite Reliability)

The required result of *Cronbach's alpha* value is above 0.7 as the *lower bound*, while the composite reliability value is considered the *upper bound* with a threshold of 0.95. Therefore, to determine the reliability of the construct, the expected value is between 0.7 to 0.95.

Convergent Validity

Based on the results of *outer loading*, all variables had good *convergent validity*. In testing construct validity (construct validity) or a reflective model, convergent validity value is used as a reference or benchmark. The average value of the variance or Average Variance Extracted (AVE) determines the value of *convergent validity*. Therefore, a variable is declared valid when it has an AVE value of more than 0.50 (Hair *et al.*, 2021).

Discriminant Validity

The correlation value of the variable with the indicator is greater than the other correlation values. Validity criteria are met when HTMT value is below 0.9. The table shows that HTMT value still did not meet validity criteria, as there are still values above 0.9, namely the correlation value between the variables NUM and KPD and NOS and STP, the correlation value between KSM and NOS, the correlation value between DOT and KPD and NOS, as well as the correlation value between KPD and STP. The results of stage 1 measurement model analysis are presented as follows.

Measurement Model Analysis Stage 2

The results of average correlation analysis require discarding several indicators that prevent validity. The indicators discarded for DOT variable were DOT1, DOT3, and DOT4; STP1, STP3, and STP4 for STP; NS1, NS4, and NOS 5 for NS; KPD1 and KPD2 for KPD; and NUM1 and NUM4 for NUM. Subsequently, the validity and reliability of each variable and indicator were met, specifically in the discriminant validity of HTMT criteria, presented as follows.

Reliability (Cronbach Alpha and Composite Reliability)

Table 1. Stage 2 Reliability.

| Variable | Cronbach's Alpha | Composite reliability |
|----------|------------------|-----------------------|
| EK | 0.765 | 0.850 |
| NUM | 0.774 | 0.899 |
| KM | 0.822 | 0.876 |
| KO | 0.625 | 0.842 |
| KPD | 0.683 | 0.863 |
| NS | 0.654 | 0.852 |
| RB | 0.788 | 0.854 |
| STP | 0.656 | 0.853 |

Source: Primary data processed (2024).

All constructs (variables) were reliable as all coefficient values were above 0.6, both *Cronbach's Alpha* and *Composite reliability*. Hair *et al.* (2022) stated that the *composite reliability* value should be > 0.70 even though 0.60 is still acceptable. A research instrument is said to be reliable when Cronbach's Alpha value is > 0.60 (Ghozali, 2016). Therefore, all indicators used in this research model were declared reliable for measuring respective constructs.

Convergent Validity

Table 2. Factor loading Stage 2.

| Variable | Indicator | Factor Loading | Description |
|---|-----------|----------------|------------------|
| Parental support (DOT) | KO2 | 0.868 | Convergent Valid |
| | KO5 | 0.836 | Convergent Valid |
| Brand Awareness (KSM) | KSM1 | 0.747 | Convergent Valid |
| | KSM2 | 0.77 | Convergent Valid |
| | KSM3 | 0.772 | Convergent Valid |
| | KSM4 | 0.78 | Convergent Valid |
| | KSM5 | 0.753 | Convergent Valid |
| Expectation (EKS) | EKS1 | 0.788 | Convergent Valid |
| | EKS2 | 0.758 | Convergent Valid |
| | EKS3 | 0.767 | Convergent Valid |
| | EKS4 | 0.749 | Convergent Valid |
| Attitudes Toward Behavior (STP) | SP2 | 0.841 | Convergent Valid |
| | SP5 | 0.882 | Convergent Valid |
| Subjective Norms (NOS) | NS2 | 0.862 | Convergent Valid |
| | NS3 | 0.862 | Convergent Valid |
| Perceived Behavioral Control (KPD) | KP3 | 0.886 | Convergent Valid |
| | KP4 | 0.855 | Convergent Valid |
| Internalization of Islamic Values (INS) | RB1 | 0.769 | Convergent Valid |
| | RB2 | 0.701 | Convergent Valid |
| | RB3 | 0.736 | Convergent Valid |
| | RB4 | 0.748 | Convergent Valid |
| | RB5 | 0.719 | Convergent Valid |
| Intent to Register (NUM) | IE1 | 0.907 | Convergent Valid |
| | IE3 | 0.90 | Convergent Valid |

Source: Primary data processed (2024).

Factor loading value was above 0.7, confirming the validity. The subsequent step of convergent validity is to validate AVE value. Based on the preceding table, all AVE values for each variable were ≥ 0.5 , confirming validity.

Discriminant Validity

Table 3. Cross-loading Stage 2.

| | EKS | NUM | KSM | DOT | KPD | NOS | INS | STP |
|------|------------|------------|------------|------------|------------|------------|------------|------------|
| EKS1 | 0.788 | 0.508 | 0.486 | 0.485 | 0.489 | 0.456 | 0.388 | 0.473 |
| EKS2 | 0.758 | 0.451 | 0.458 | 0.425 | 0.436 | 0.486 | 0.314 | 0.471 |
| EKS3 | 0.767 | 0.531 | 0.481 | 0.475 | 0.476 | 0.487 | 0.381 | 0.429 |
| EKS4 | 0.749 | 0.453 | 0.469 | 0.439 | 0.439 | 0.458 | 0.341 | 0.407 |
| NUM1 | 0.565 | 0.907 | 0.618 | 0.536 | 0.576 | 0.558 | 0.38 | 0.593 |
| NUM3 | 0.581 | 0.9 | 0.581 | 0.487 | 0.577 | 0.504 | 0.401 | 0.566 |
| KSM1 | 0.472 | 0.485 | 0.747 | 0.44 | 0.512 | 0.485 | 0.347 | 0.466 |
| KSM2 | 0.478 | 0.46 | 0.77 | 0.411 | 0.489 | 0.44 | 0.272 | 0.469 |
| KSM3 | 0.476 | 0.534 | 0.772 | 0.473 | 0.542 | 0.479 | 0.342 | 0.489 |
| KSM4 | 0.471 | 0.519 | 0.78 | 0.466 | 0.516 | 0.481 | 0.324 | 0.469 |
| KSM5 | 0.466 | 0.538 | 0.753 | 0.459 | 0.524 | 0.506 | 0.385 | 0.495 |
| DOT2 | 0.524 | 0.478 | 0.505 | 0.868 | 0.495 | 0.499 | 0.338 | 0.49 |
| DOT5 | 0.49 | 0.49 | 0.499 | 0.836 | 0.508 | 0.476 | 0.327 | 0.443 |
| KPD3 | 0.54 | 0.586 | 0.618 | 0.525 | 0.886 | 0.518 | 0.31 | 0.534 |
| KPD4 | 0.506 | 0.523 | 0.557 | 0.498 | 0.855 | 0.447 | 0.327 | 0.481 |
| NOS2 | 0.513 | 0.507 | 0.573 | 0.503 | 0.464 | 0.862 | 0.364 | 0.463 |
| NOS3 | 0.549 | 0.506 | 0.506 | 0.484 | 0.494 | 0.862 | 0.417 | 0.422 |
| INS1 | 0.344 | 0.36 | 0.289 | 0.276 | 0.225 | 0.303 | 0.769 | 0.282 |
| INS2 | 0.365 | 0.315 | 0.33 | 0.33 | 0.27 | 0.352 | 0.701 | 0.318 |
| INS3 | 0.396 | 0.345 | 0.377 | 0.368 | 0.327 | 0.405 | 0.736 | 0.356 |
| INS4 | 0.322 | 0.266 | 0.338 | 0.227 | 0.258 | 0.327 | 0.748 | 0.281 |
| INS5 | 0.266 | 0.282 | 0.272 | 0.21 | 0.259 | 0.268 | 0.719 | 0.238 |
| STP2 | 0.456 | 0.506 | 0.514 | 0.446 | 0.485 | 0.474 | 0.362 | 0.841 |
| STP5 | 0.544 | 0.596 | 0.561 | 0.498 | 0.52 | 0.417 | 0.338 | 0.882 |

Source: Primary data processed (2024).

Discriminant validity was evidenced from two criteria, namely HTMT and Crossloading. Validity criteria are met when HTMT value is below or equal to 0.9. Based on the table, HTMT value did not meet validity criteria as all the values were below or equal to 0.9, confirming the validity of all constructs. Analysis showed all indicators in this research model were accurately discriminated and measured all respective constructs.

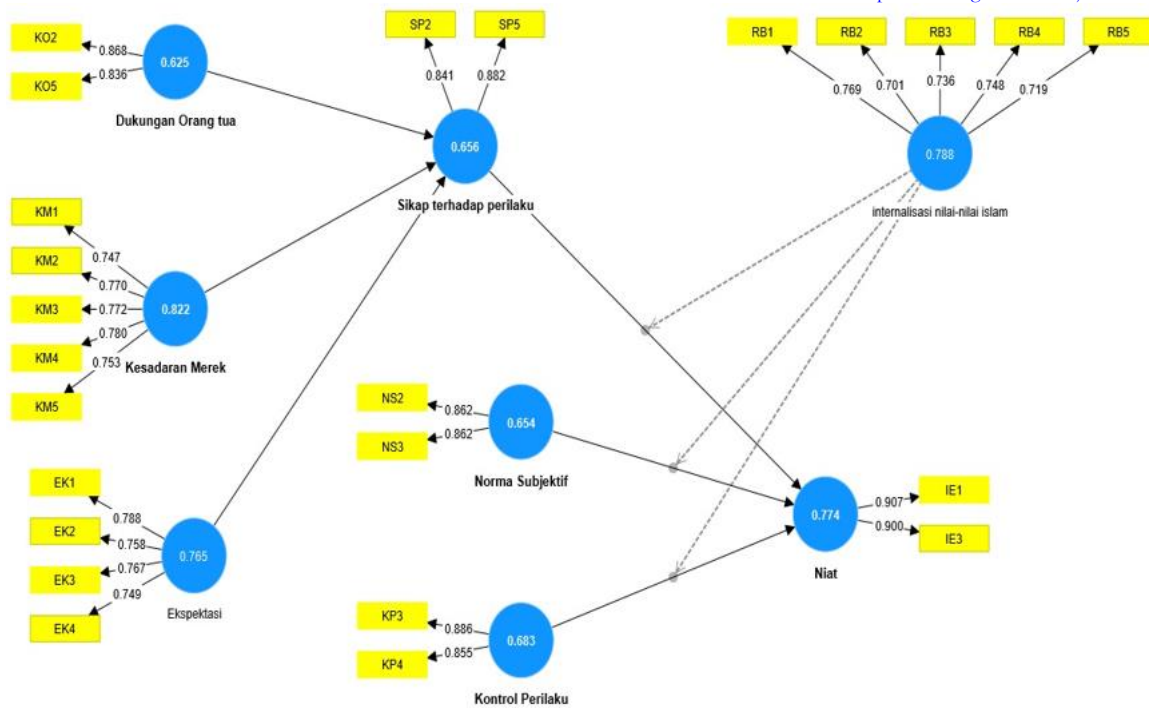


Figure 1. Stage 2 Research Model.

Source: PLS-SEM Research Data Processing Results (2024).

Structural Model Analysis (Inner Model)

Inner model evaluation test aims to assess the relationship between the variables used in a study (Hair et al., 2021). Inner model results were obtained from Bootstrapping processing using SmartPLS, showing the value of *T statistic* for each path. The model quality parameters used in this inner model were Coefficient of Determination (*R*²), Effect Size (*f*²), Cross-validated Redundancy (*Q*²), and Variance Inflation Factor (Inner VIF). Hypothesis testing and IPMA (Important Performance Map Analysis) were conducted after assessing model quality. Since the construct was tested based on the ownership of important values, its role should be improved.

Table 4. Coefficient of Determination (*R*²) Value.

| Variable | R-Square |
|----------|----------|
| NUM | 0.567 |
| STP | 0.473 |

Source: Primary data processed (2024).

The *R-Square* value of Intentions to Enroll (NUM) variable was 0.567. Therefore, NUM explained 56.7% of Attitude Toward Behavior (STP), Subjective Norms (NOS), Perceived Behavioral Control (KPD), and Internalization of Islamic Values (INS), while the remaining 43.3% explained other factors. The *R-squared* value of the Attitude Toward Behavior (STP) variable was 0.473. Therefore, STP explained 47.3% of parental support (DOT), brand awareness (KSM), and expectations (EKS), while the remaining 62.8% explained other factors. Hair et al., (2021) explained that the more independent variables, the smaller the *R-Square* value.

Effect Size (*f*²)

Table 5. Effect Size value (*f*²).

| | f-square | Strength of effect |
|------------|----------|--------------------|
| EKS -> STP | 0.063 | Small |
| KSM -> STP | 0.134 | Small |
| DOT -> STP | 0.038 | Small |
| KPD -> NUM | 0.107 | Small |

| | | |
|------------------|-------|--------------------|
| NOS -> NUM | 0.066 | Small |
| STP -> NUM | 0.130 | Small |
| INS x KPD -> NUM | 0.008 | Small |
| INS x NOS -> NUM | 0.009 | Small |
| INS x STP -> NUM | 0.001 | There is no effect |

Source: Primary data processed (2024).

The f Square values, namely Attitude Toward Behavior (STP), Subjective Norms (NOS), Perceived Behavioral Control (KPD), and Internalization of Islamic Values (INS) for Intention to Enroll (NUM) variable obtained f square values of 0.107, 0.066, 0.012, and 0.13, respectively. Moreover, STP had a small contribution (≥ 0.02), NOS had a moderate contribution (≥ 0.15), KPD had a small contribution (≥ 0.02), and INS had no contribution (< 0.02) to the NUM variable.

Predictive Relevance (Q^2)

Table 6. Predictive Relevance Value (Q^2).

| Variable | SSO | SSE | $Q^2 (=1-SSE/SSO)$ |
|----------|------|------|--------------------|
| EKS | 1880 | 1880 | |
| NUM | 1880 | 952 | 0.493 |
| KSM | 2350 | 2350 | |
| DOT | 2350 | 2350 | |
| KPD | 1880 | 1880 | |
| NOS | 2350 | 2350 | |
| INS | 2350 | 2350 | |
| STP | 2350 | 1487 | 0.367 |

Source. Primary data processed (2024).

All the Q Square values obtained were $0.493 > 0$, showing that the variables Attitude Toward Behavior (STP), Subjective Norms (NOS), perceived Behavioral Control (KPD), and Internalization of Islamic Values (INS) had moderate predictive relevance to Intentions to Enroll (NUM). Variations in NUM could be predicted by Attitude Toward Behavior (STP), Subjective Norm (NOS), perceived Behavioral Control (KPD) variables, and Internalization of Islamic Values (INS).

The Q Square value obtained was $0.367 > 0$, showing that Parental Support (DOT), Brand Awareness (KSM), and Expectations (EKS) had moderate predictive relevance to Attitude Toward Behavior (STP). All variations in the Attitude Towards Behavior (STP) variable could be predicted by Parental Support (DOT), Brand Awareness (KSM), and Expectations (EKS).

Collinearity Assessment

Table 7. Inner Variance Inflation Factor (VIF) Value.

| Variable | EKS | NUM | KSM | DOT | KPD | NOS | INS | STP |
|----------|-----|-------|-----|-----|-----|-----|-----|-------|
| EKS | | | | | | | | 1.886 |
| NUM | | | | | | | | |
| KSM | | | | | | | | 1.884 |
| DOT | | | | | | | | 1.764 |
| KPD | | 1.925 | | | | | | |
| NOS | | 1.728 | | | | | | |
| STP | | 1.744 | | | | | | |

Source: Primary data processed (2024).

Inner variance inflation factor values for all independent variables were < 5.00 , confirming the absence of collinearity.

Path Coefficient

Table 8. Results of the Direct Effect Significance Test.

| Direct Influence | Original sample | T statistic | P-value | Description |
|--|-----------------|-------------|---------|-------------|
| Expectation (EKS) -> Attitude Toward Behavior (STP) | 0.248 | 4.474 | 0.00 | Supported |
| Brand Awareness (KSM) -> Attitude Toward Behavior (STP) | 0.361 | 6.932 | 0.00 | Supported |
| Parental support (DOT) -> Attitude Toward Behavior (STP)) | 0.189 | 3.998 | 0.00 | Supported |
| Perceived Behavioral Control (KPD) -> Intentions to Enroll (NUM) | 0.299 | 6.636 | 0.00 | Supported |
| Subjective Norm (NOS) -> Intentions to Enroll (NUM) | 0.223 | 4.705 | 0.00 | Supported |
| Attitude Toward Behavior (STP) -> Intentions to Enroll (NUM) | 0.313 | 7.409 | 0.00 | Supported |

Source. Primary data processed (2024).

There was a significant relationship between mediating and moderating variables. While the p values for all these interactions were significant, the mediation and moderation results showed the significance only applied to the mediation variable. This was because indirect influence on mediating variables was significant, but insignificant for moderating variables.

Importance Performance Map (IPMA)

Table 9. Individual Attribute Performance and Derived Importance Scores.

| | Importance | Performance Index | Weight |
|-------|------------|-------------------|--------|
| EKS1 | 0.027 | 86.436 | 0.347 |
| EKS 2 | 0.027 | 81.915 | 0.345 |
| EKS 3 | 0.024 | 83.511 | 0.315 |
| EKS 4 | 0.023 | 81.17 | 0.299 |
| KSM1 | 0.029 | 85.851 | 0.255 |
| KSM2 | 0.029 | 81.649 | 0.257 |
| KSM3 | 0.03 | 83.085 | 0.268 |
| KSM4 | 0.029 | 82.926 | 0.257 |
| KSM5 | 0.031 | 82.872 | 0.271 |
| DOT2 | 0.036 | 80.319 | 0.615 |
| DOT5 | 0.033 | 81.968 | 0.557 |
| KPD3 | 0.181 | 83.298 | 0.606 |
| KPD4 | 0.162 | 81.33 | 0.541 |
| NOS2 | 0.129 | 81.383 | 0.581 |
| NOS3 | 0.129 | 82.394 | 0.58 |
| INS1 | 0.032 | 88.245 | 0.312 |
| INS2 | 0.028 | 85.904 | 0.273 |
| INS3 | 0.03 | 85.691 | 0.299 |
| INS4 | 0.024 | 86.277 | 0.23 |
| INS5 | 0.025 | 85.16 | 0.245 |
| STP2 | 0.169 | 81.968 | 0.539 |
| STP5 | 0.194 | 84.894 | 0.62 |

Source: PLS-SEM Research Data Processing Results (2024).

Indicators in quadrant I were considered important by Muhammadiyah High School students in DKI Jakarta. However, Muhammadiyah University had not been able to realize students' expectations and

dissatisfaction. Quadrant II showed the service attributes influencing students' intentions to enroll and study in universities.

Research Results and Discussion

The Positive Influence of Parental Social Support on Attitudes Toward Behavior

The hypothesis that Parental Support (DOT) has a significant influence on Attitude Toward Behavior (STP) was accepted. Analysis showed that students whose parents supported their education and had high expectations for academic success tended to be interested, involved, and confident in academic efforts. Therefore, parents' educational values and aspirations were conveyed and communicated through parental involvement in shaping children's motivation to achieve academic success. Studies have shown that high levels of parental social support are related to children's positive attitudes toward valued societal behaviors (Wu & Xu, 2020). In line with Skogoy et al. (2019), parental social support has a positive correlation with children's eating behavior. Furthermore, Hasanah and Sulastri (2010), who examined the relationship between parental social support, showed that parental social support influenced smoking behavior in male students. Parental social support was also found to influence students' behavior (Soesyasmoro et al., 2016). Therefore, it can be concluded that parental social support influenced attitudes toward children's behavior.

The Positive Influence of Brand Awareness on Attitudes Toward Behavior

The hypothesis that Brand Awareness (KSM) has a significant influence on Attitudes Toward Behavior (STP) was accepted. Sulistyowati (2013) investigated the influence of brand awareness and product quality on attitudes toward behavior. The results showed that brand awareness had a positive effect on product brand. Hsiao et al. (2014) also found a positive influence between brand awareness on attitudes toward behavior. This was supported by Deog and Minjung (2016), stating that brand awareness, comprising brand identity and brand recall, had positive effect on attitudes toward behavior.

Hypothesis Testing of the Positive Influence of Expectations on Attitudes Toward Behavior

The hypothesis that Expectation Hypothesis (EKS) has a significant influence on Attitude Toward Behavior (STP) was accepted. Luc (2020) investigated the relationship between expectations and attitudes toward behavior, as well as the influence of social intentions mediated by expectations. The results showed that expectations indirectly influenced intentions through three TPB determinants. Law et al. (2023) found that the variable outcome expectations had a positive effect on attitudes. Therefore, expectations influenced attitudes toward behavior. Luc (2020) investigated the relationship between expectations and attitudes toward behavior. The influence of social intentions mediated by expectations was also studied. The results showed that expectations indirectly influenced intentions through three TPB determinants. Law et al. (2023) found that the variable outcome expectations had a positive effect on attitudes. Therefore, expectations influenced attitudes toward behavior.

Testing the Hypothesis of the Positive Influence of Attitude Toward Behavior on Intentions to Enroll

The hypothesis that Attitudes Toward Behavior (STP) has a significant influence on Intentions to Enroll (NUM) was accepted. Several studies using TPB model in service settings showed that attitudes were important predictors of individuals intentions (Echchabi & Hassanuddeen, 2012). This was in line with Cheng and Chu (2013), showing that attitudes had a significant effect on intentions. Law (2010), Davis (2023), Solikhah (2014), Sumaryono and Sukanti (2016), also showed that attitudes had a positive effect on intentions.

Hypothesis Testing of the Positive Influence of Subjective Norms on Intentions to Enroll

The hypothesis that Subjective Norms (NOS) have a significant influence on Intentions to Enroll (NUM) was accepted. In the context of intentions to enroll, several studies (Dawson & O'Connor, 1991), (Crowley & Black, 1992); and (Butler, 1999) showed that subjective norms were less important than attitudes regarding university entrance intentions. Lee and Green (1991) found that SN had no effect in predicting US consumers' intentions to purchase sneakers, but had a significant positive effect in predicting Korean consumers' intentions to purchase the same product. Triandis (1994) also stated that individuals with strong collectivist values tended to act in accordance with public opinions, compared to individuals with strong individualistic values.

Testing the Hypothesis of the Positive Influence of Perceived Behavioral Control on Intentions to Enroll

The hypothesis that Perceived Behavioral Control (KPD) has a significant influence on Intention to Enroll (NUM) was accepted. Cheng and Chu (2013) showed that perceived behavioral control had a positive effect on intentions. Davis (2023), Solikhah (2014), Budiasih (2017), and Sumaryono and Sukanti (2016) also found that perceived behavioral control had a positive effect on intentions. Various studies in the service context reported a significant influence of perceived behavioral control on intentions (Raedah et al., 2011). Therefore, Perceived Behavioral Control significantly influenced intentions to register.

Hypothesis Testing the Positive Influence of Attitudes Toward Behavior on Intentions to Enroll is Strengthened by the Internalization of Islamic Values

The hypothesis that the Internalization of Islamic Values (INS) moderates the influence of Attitude toward Behavior (STP) on Intentions to Enroll (NUM) was rejected. The results were not in line with Archam (2015), where the religiosity variable moderated attitudes toward interest variables. The existence of religious aspects, specifically human values, could serve as a moderating variable in relation to attitudes variables (Saputri & Akbar, 2021). (Khanifah et al., 2018) also showed that intentions could significantly mediate attitudes and subjective norms.

Hypothesis Testing the Positive Influence of Subjective Norms on Intentions to Enroll is Strengthened by Internalization of Islamic Values

The hypothesis that the Internalization of Islamic Values (INS) moderates the influence of Subjective Norms (NOS) on Intentions to Enroll (NUM) was rejected. The results were not in line with Othman et al. (2018) and Farouk et al., (2018), stating that internalization of religious values could moderate subjective norms and intentions. However, the results were supported by Memon et al., (2019), stating that internalization of religious values did not have a moderating impact on the influence of attitudes, subjective norms, and behavioral control on intentions to purchase halal products.

Hypothesis Testing the Positive Influence of Perceived Behavioral Control on Intentions to Enroll is Strengthened by Internalization of Islamic Values

The hypothesis that the Internalization of Islamic Values (INS) moderates the influence of Perceived Behavioral Control (KPD) on Intentions to Enroll (NUM) was rejected. The results were not in line with Chu and Liu (2021), Kim et al. (2011), and Ng et al. (2020), stating that perceived behavioral control had a direct and indirect influence on intentions and behavior. However, the results were supported by Memon et al., (2019), stating that internalization of religious values did not have a moderating impact on the influence of attitudes, subjective norms, and behavioral control on intentions to purchase halal products.

Hypothesis Testing Attitudes Toward Behavior Mediates the Positive Influence of Parental Social Support on Intentions to Enroll

The hypothesis that Parental Support (DOT) influences Intentions to Enroll (NUM), mediated by Attitudes toward Behavior (STP), was accepted. Studies found that parental social support in the form of encouragement and financial support had a significant effect on students' intentions (Moussa & Kerkeni, 2021). Furthermore, successful students received strong academic support from parents (Jung & Sheldon, 2020).

Attitude Toward Behavior Mediates the Positive Influence of Brand Awareness on Intentions to Enroll

The hypothesis that Brand Awareness (KSM) has an influence on Intentions to Enroll (NUM), mediated by Attitude Toward Behavior (STP), was accepted. Sudhana et al. (2023) explained that brand awareness did not always influence intention. Vijayalakshmi and Barani (2015) also found that there was no relationship between brand awareness and intention to enroll in higher education institutions. However, Agustini et al. (2022) showed that brand awareness had a positive and significant effect on purchase intentions. Prospective students with strong brand awareness toward enrolling in a specific university tend to have positive perceptions about the quality and reputation of the university (Gibbs & Dean, 2015).

Testing the Hypothesis of Attitudes Toward Behavior Mediates the Positive Influence of Expectations on Intentions to Enroll

The hypothesis that Expectation (EKS) influences Intentions to Register (NUM), mediated by Attitude Toward Behavior (STP), was accepted. The results showed that attitudes toward behavior played an important role in shaping students' intentions to enroll in university. A positive attitude toward the act of registering can increase student's intentions of actually enrolling at university (Sawaji, 2019). Higher education institutions are one of societal objectives in improving education that focuses on recruitment into works (Syardiansyah, 2017). Currently, students no longer study at universities or colleges with the aim of seeking knowledge, but with the hope of securing decent jobs after graduation (Masduki et al., 2023). High career expectations provide additional encouragement for students to view higher education as an important step in achieving career objectives (Salsabila, 2023).

Testing the Hypothesis of Attitudes Toward Behavior Mediates the Positive Influence of Parental Social Support on Intentions to Enroll, Strengthened by the Internalization of Islamic Values

The hypothesis that Attitude Toward Behavior Hypothesis (STP) mediates the influence of parental support (DOT) on Intentions to Enroll (NUM), strengthened by the Internalization of Islamic Values (INS), was accepted. Parental involvement was found to have a positive impact on students' mathematics proficiency and achievement (Sheldon & Epstein, 2005), improved reading performance (Powell-Smith et al., 2000), as well as mathematics learning on standardized tests and academic assessments (Jeynes, 2005). Furthermore, parental involvement was associated with fewer behavior problems at school (Domina, 2005), better class attendance and preparation (Simon, 2001), better course completion (Simon, 2001), and lower school dropout rates (Rumberger, 1995).

Attitude Toward Behavior Mediates the Positive Influence of Brand Awareness on Intentions to Enroll, Strengthened by Internalization of Islamic Values

The Hypothesis that Attitude toward Behavior (STP) mediates the influence of Brand Awareness (KSM) on Intentions to Enroll (NUM) and is strengthened by the Internalization of Islamic Values (INS) was accepted. High brand awareness can increase exposure to the brand and information about the services or programs offered (Shehzadi et al., 2021). This can form a positive attitude toward registration behavior as prospective students or participants have more awareness about what the institution or program has to offer (Drezner et al., 2021).

Hypothesis Testing Attitude Toward Behavior Mediates the Positive Influence of Expectations on Intentions to Enroll, Strengthened by Internalization of Islamic Values

The hypothesis that Expectation (EKS) mediates the influence of Brand Awareness (KSM) on Intentions to Enroll (NUM), strengthened by the Internalization of Islamic Values (INS), was accepted. Studies showed that career capabilities had a positive impact on alumni satisfaction and loyalty (Alves & Raposo, 2007). Some explained the importance of considering the impact of internalization of Islamic values on consumers attitudes toward behavior, which is an indicator for describing intentions to choose halal products (Juliana et al., 2022). Therefore, expectations influenced intentions to enroll, mediated by attitudes toward behavior, strengthened by the internalization of Islamic values.

Conclusion

In conclusion, this study tested a total of fifteen hypotheses, namely six independent variables, one mediating, one moderating, and one dependent. Analysis showed a positive influence of parental social support on attitude toward behavior. Furthermore, brand awareness and expectations had a positive influence on attitudes toward behavior. Attitudes toward behavior had a positive influence on intentions to enroll, as well as subjective norms and perceived behavioral control. However, attitudes toward behavior, subjective norms, and perceived behavioral control did not have a positive influence on intentions to enroll when reinforced by the internalization of Islamic values. Attitudes toward behavior served as a mediator in the positive influence of parental social support, brand awareness, and expectations on intentions to enroll. Attitudes toward behavior also mediated the positive influence of parental social support, brand awareness, and expectations on intentions to enroll, strengthened by internalization of Islamic values.

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