

THE INFLUENCE OF MOTIVATION, PERCEPTIONS OF PROSPECTIVE STUDENTS, AND UNIVERSITY PROMOTIONS ON INTEREST IN STUDYING UNDERGRADUATE PROGRAMS MEDIATED BY ONLINE LECTURES (EMPIRICAL STUDY: INDONESIAN GO-JEK PARTNERS)

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Keywords

Motivation, Perception, University Promotion, Purchase Intention, Online Learning System

ABSTRACT

The purpose of this study is to investigate the influence of Motivation, Perception, and Promotion of higher education on interest in studying undergraduate programs among prospective students from Go-Jek Indonesia's partners, as well as the mediation role of online lectures in this relationship. Data were collected cross-sectionally from 264 prospective students using a questionnaire as the primary data collection method. The results of the study show that the perception of prospective students has a positive and significant effect on the interest in undergraduate programs. Higher education promotion to prospective students, including the quality of education, reputation, and job prospects of graduates, has proven to have a negative and significant impact on their interest in choosing online lectures. Online lectures mediate the effect of perception and promotion, both directly and through online lecture mediation. This study is expected to provide new insights into the role of Online Lectures in mediating the relationship between motivation, perception, and promotion and interest in study undergraduate programs in universities in Indonesia.

INTRODUCTION

Indonesia has set a long-term vision to achieve developed country status by 2045, known as Golden Indonesia 2045. This vision emphasizes the importance of developing superior and quality human resources (HR) as one of the main pillars (Bappenas RI, 2023). Higher education is the key in realizing quality human resources, because higher education not only provides knowledge and skills relevant to industry needs, but also develops critical thinking, problem-solving, and innovation skills (Schultz, 1961). However, data released by the Central Statistics Agency in Education Statistics 2023 shows that the percentage of Indonesia's population aged 15 years and above who have a diploma or graduated from university is only 10.15% of the total population at that time.

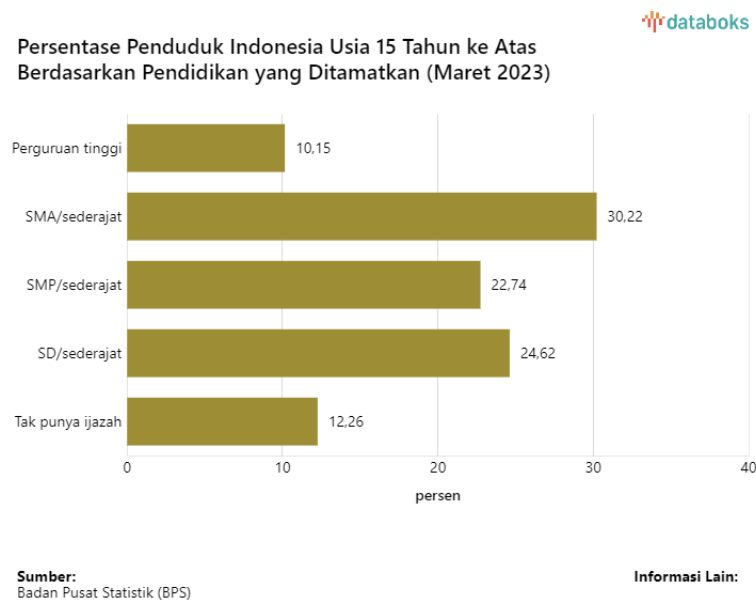


Figure 1. Percentage of Indonesia's Population Aged 15 Years and Older Based on Completed Education (March 2023)

This figure shows that there are still many high school/vocational school graduates who do not continue and complete their education at the university level. In addition, the Central Statistics Agency (2023) reported that the proportion of adolescents and adults aged 15-59 years with information technology and computer (ICT) skills in Indonesia in 2023 was 79.03%. This figure shows that there is still room for improvement, but it is also a great potential for the use of ICT in education, especially higher education among the people of Indonesia.

The low rate of higher education completion among Indonesians aged 15 and above poses a challenge to achieving the vision of Golden Indonesia 2045. To address this, increasing the interest of high school and vocational school graduates, particularly among Go-Jek Indonesia's partners, is crucial, as they have the potential to advance the digital economy. Gunawan & Hermawan (2022) note that information and communication technology (ICT) has significantly impacted higher education, with Online Lectures providing flexibility and accessibility for students (Valtonen et al., 2021). This format is particularly beneficial for individuals with busy schedules, like Go-Jek's 3.1 million partners (PT GoTo Gojek Tokopedia Tbk, 2024), who are technologically adept and might be influenced by their digital skills in exploring higher education opportunities (Kurniawan & Sari, 2021).

Some factors that can influence the decision of high school/vocational school graduates to continue their education to the university level include Motivation, Perception, and Promotion of Higher Education (Hill et al., 1977). Motivation is an internal drive that drives individuals to achieve certain goals, such as the desire to improve knowledge, get a better job, or improve social status (Eccles & Wigfield, 2002). Perception is an individual's view or assessment of an object or situation, such as perception of the quality of education, the reputation of higher education, or the job prospects of graduates (Kurniawan & Sari, 2021). Higher education promotion is an effort made by universities to introduce their study programs and facilities to prospective students, both through online and offline media (Hemsley-Brown & Oplatka, 2020).

The development of information and communication technology has opened up opportunities for universities to provide Online Lectures as a flexible and accessible learning alternative for students from various socio-economic backgrounds (Zhang et al., 2020). Online Lectures offer a solution for individuals who have limited time and resources to attend conventional face-to-face lectures (Oztok et al., 2013). The government in the 2030 Roadmap explains the importance of improving the quality of digital learning such as Massive Online Open Courses (MOOCs) as an effort to achieve the target of reducing the gap in higher education participation between socio-economic groups.

The low percentage of Indonesia's population aged 15 years and above who complete higher education is a challenge in achieving the vision of Golden Indonesia 2045, which emphasizes the importance of quality human resources. Although the proportion of people aged 15 years and above

with ICT skills is quite high, this has not been fully utilized to increase access to higher education, especially among Go-Jek partners who are familiar with technology. Therefore, this study is important to understand how factors such as Motivation, Perception, College Promotion, and the availability of Online Lectures can affect Go-Jek partners' decision to continue their education to the university level. This understanding is expected to contribute to formulating effective strategies to increase their participation in higher education, so as to support the achievement of the Golden Indonesia 2045 vision.

Research on the influence of Motivation, Perception, and Promotion on interest in undergraduate programs, mediated by Online Lectures, has garnered significant attention due to the rise of online learning. Previous studies present varied views, with some supporting and others challenging the effectiveness of Online Lectures. Chen & Jang (2010) emphasize the role of intrinsic motivation in enhancing student engagement and achievement in online environments, while Liu et al. (2021) highlight extrinsic motivations, such as job prospects, as key drivers for completing online programs. Additionally, Hew & Cheung (2014) find that students' positive perceptions of content quality, lecturer interaction, and technology support are crucial for success, and Wong (2022) points out that the flexibility of Online Lectures is particularly appealing to those with limited time and mobility.

Effective university promotion can significantly increase interest in online undergraduate programs. Maringe & Carter (2020) found that promotional strategies emphasizing the flexibility, accessibility, and cost-effectiveness of Online Lectures can attract prospective students who were previously hesitant. However, challenges such as the lack of face-to-face interaction can lead to feelings of isolation and decreased motivation, as noted by Rapanta et al. (2020). Means et al. (2013) also observed that students with limited technology skills face difficulties in online learning, impacting their academic performance. Additionally, Mailizar et al. (2020) identified that limited internet access and technological infrastructure in remote or economically disadvantaged areas create obstacles, leading to unequal access and reduced interest in online programs.

Although previous research has examined many factors that affect the interest in studying online undergraduate programs, research that specifically focuses on prospective students from Go-Jek partners in Indonesia is still limited. Go-Jek partners are a unique group with demographic and socioeconomic characteristics that are different from students in general. They tend to have lower levels of education, limited time and resources, and are more familiar with mobile technology. Therefore, this study aims to fill this gap by investigating the influence of Motivation, Perception, and Promotion of higher education on interest in studying higher education in Indonesia mediated by Online Lectures on prospective students from Go-Jek Indonesia partners. By understanding the factors that influence the decisions of this group, universities can design promotion strategies and Online Lecture programs that are more effective and relevant to their needs.

The purpose of this study is to analyze how motivation, perception, and promotion of higher education affect the interest in undergraduate studies among prospective students from Go-Jek Indonesia's partners, as well as the role of online lectures as a mediator in this relationship. This research is also useful for universities to design effective promotion strategies, for Go-Jek Indonesia partners in considering the continuation of education, for the government in formulating higher education policies, and for other researchers as a reference for further research. It is hoped that this research can make a significant contribution to universities in designing promotion strategies and Online Lecture programs that are more effective and relevant to the needs of prospective students from Go-Jek partners. In addition, this research is also expected to provide new insights into the role of Online Lectures in mediating the relationship between Motivation, Perception, and Promotion and Interest in Studying Undergraduate Programs in Universities in Indonesia.

The hypotheses used in this study are:

- 1) H1: The motivation of prospective students from Go-Jek Indonesia partners has a positive and significant effect on the interest in studying undergraduate programs in Indonesia universities
- 2) H2: Perception of prospective students from partners Go-Jek Indonesia has a positive and significant influence on the interest in studying undergraduate programs in Indonesia universities

- 3) H3: Higher education promotion has a positive and significant effect on the interest in studying undergraduate programs at Indonesia universities in prospective students from partners Go-Jek Indonesian
- 4) H4: Online Lectures have a positive and significant effect on the Interest in Studying Undergraduate Programs at Indonesia Universities in prospective students from partners Go-Jek Indonesian
- 5) H5: Motivation of prospective students from partners Go-Jek Indonesia has a positive and significant influence on Online Lectures
- 6) H6: Perception of prospective students from partners Go-Jek Indonesia has a positive and significant influence on Online Lectures
- 7) H7: Promotion of higher education to prospective students from partners Go-Jek Indonesia has a positive and significant influence on Online Lectures
- 8) H8: Motivation of prospective students from partners Go-Jek Indonesia has a positive and significant effect on the Interest in Studying Undergraduate Programs at Indonesia Universities Mediated by Online Lectures
- 9) H9: Perception of prospective students from partners Go-Jek Indonesia has a positive and significant effect on the Interest in Studying Undergraduate Programs at Indonesia Universities Mediated by Online Lectures
- 10) H10: Higher education promotion has a positive and significant effect on the interest in studying undergraduate programs at Indonesia universities in prospective students from partners Go-Jek Indonesia mediated by Online Lectures

METHODS

This study uses a quantitative approach with an explanatory research design to analyze the influence of several variables on interest in undergraduate studies, as well as to examine the mediation role of online lectures in this relationship. This study is correlational, which aims to explain the cause-and-effect relationship between motivation, perception of prospective students, and university promotion on interest in studying, by considering online lectures as a mediating variable. Data will be collected cross-sectionally from 264 prospective Go-Jek Indonesia partner students, using a questionnaire as the primary data collection method.

This study involves five discrete variables, namely motivation, perception, and promotion as independent variables, interest in studying as a dependent variable, and online lectures as mediating variables. For variable measurements, the Likert scale will be used, allowing researchers to obtain quantitative data that can be analyzed statistically. The population of the study is 3.1 million Go-Jek Indonesia partners who are prospective students, and the sample was selected using the purposive sampling technique. Testing of the research instrument included validity and reliability tests, as well as descriptive statistical analysis, SEM assumption tests, and hypothesis tests using PLS-SEM to evaluate the overall research model.

RESULTS

R-Square (R2)

Table 1. R-Square Results

Variable	R-square	R-square adjusted
Qualified Interest	0,577	0,571
Online Lectures	0,624	0,619

Source: SmartPLS 4 Data Processing Results, (2024)

Based on the R2 data, it can be seen that the R-Square value can be explained as follows:

- 1. Based on Table 1, it can be seen that the R2 value for Interest in Studying is 0.577 so that the influence leads to Medium.
- 2. Based on Table 1, it can be seen that the R2 value for Online Lectures is 0.624 so that the effect is moderate.

Effect Size (F2) or F-Square**Table 2.** Effect Size (F2) or F-Square value

Variable	Interest in Studying	Online Lectures	Motivation	Perception	Promotion
Interest in Studying					
Online Lectures	0,050				
Motivation	0,024	0,000			
Perception	0,148	0,246			
Promotion	0,042	0,110			

Source: SmartPLS 4 data processing results, (2024)

Based on the data obtained the Effect Size (F2) value can be explained as follows:

1. The Motivation variable has an effect size of 0.000 so it has no effect on Online Lectures and the effect size value of Motivation on Interest in Studying is 0.024 so it has a small effect.
2. The Perception variable has an effect size of 0.246 so it has a moderate influence on Online Lectures and the effect size value of Perception on Lecture Interest is 0.148 so it has a moderate effect.
3. The Promotion variable has an effect size of 0.110 so it has a small effect on Online Lectures and the effect size value of Promotion on Lecture Interest is 0.042 so it has a small effect.
4. The Online Lecture variable has an effect size of 0.050 so it has a small influence on Interest in Studying.

Predictive Relevance Value (Q2) or Q-Square**Table 3.** Q square value

Variable	Q ² predict
Interest in Studying	0,540
Online Lectures	0,662

Source: SmartPLS 4 data processing results, (2024)

Based on the Q2 Value Table, it can be seen that the data obtained can be explained that Q2 in the Lecture Interest variable is 0.540 which means it has a high influence prediction accuracy and the Q2 value in the Online Lecture variable is 0.662 which means it has a high influence prediction accuracy as well.

Hypothesis Test Results

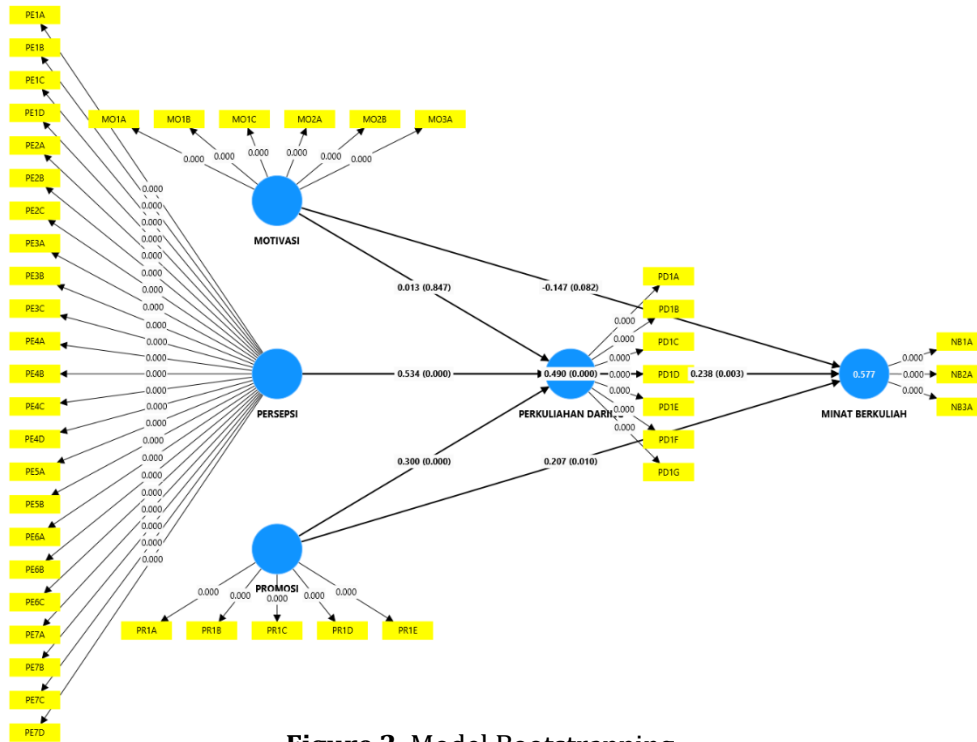


Figure 2. Model Bootstrapping

Source: SmartPLS 4 data processing results, (2024)

After performing the bootstrapping test as shown in Figure 4.8, the next step is to perform a Path Coefficients analysis to see the results of the direct influence calculation. The variable is declared significant when the p-value < 0.05 (Hair et al., 2011).

Table 4. Testing the Direct Influence Hypothesis

Hypothesis	Original sample (O)	T statistics (O/STDEV)	P values	Result
Motivation-> Interest in College	-0,147	1,741	0,082	Rejected
Perception-> Interest in College	0,490	5,297	0,000	Accepted
Promotion-> Interest in Studying	0,207	2,594	0,010	Accepted
Online Lectures-> Interest in Studying	0,238	2,953	0,003	Accepted
Motivation-> Online Lectures	0,013	0,193	0,847	Rejected
Perception-> Online Lectures	0,534	7,010	0,000	Accepted
Promotion-> Online Lectures	0,300	4,190	0,000	Accepted

Source: SmartPLS 4 data processing results, (2024)

Based on Table 4, it is the result of calculations between constructs contained in the model by paying attention to the Path Coefficient value and the p value (p-value) can be expressed as follows:

1. Hypothesis 1: Rejected. The results showed that the motivation of prospective students from Go-Jek Indonesia partners did not have a significant effect on the interest in studying undergraduate programs. The path coefficient was negative (-0.147) and the p value > 0.05 (0.082).

2. Hypothesis 2: Accepted. The perception of prospective students from Go-Jek Indonesia partners has a positive and significant effect on interest in undergraduate programs. The path coefficient is positive (0.49) and the p value < 0.05 (0).
3. Hypothesis 3: Accepted. Higher education promotion has a positive and significant effect on the interest of prospective students from Go-Jek Indonesia partners in studying undergraduate programs. The path coefficient was positive (0.207) and the p value < 0.05 (0.01).
4. Hypothesis 4: Accepted. Online lectures have a positive and significant effect on the interest in undergraduate programs in prospective students from Go-Jek Indonesia's partners. The path coefficient was positive (0.238) and the p value < 0.05 (0.003).
5. Hypothesis 5: Rejected. The motivation of prospective students from Go-Jek Indonesia partners does not have a significant effect on online lectures. The path coefficient was positive (0.013) but the p value > 0.05 (0.847).
6. Hypothesis 6: Accepted. The perception of prospective students from Go-Jek Indonesia partners has a positive and significant effect on online lectures. The path coefficient was positive (0.534) and the p value < 0.05 (0).
7. Hypothesis 7: Accepted. Higher education promotion to prospective students from Go-Jek Indonesia partners has a positive and significant effect on online lectures. The path coefficient is positive (0.3) and the p value < 0.05 (0).

The analysis of the influence of mediation variables can be seen in Table 5 below:

Table 5. Testing the Indirect Influence Hypothesis

Hypothesis	Original sample (O)	T statistics (O/STDEV)	P values	Result
Motivation-> Online Lectures -> Interest in Studying	0,003	0,192	0,848	Rejected
Perception-> Online Lectures-> Interest in Studying	0,127	2,564	0,010	Accepted
Online Lecture > Promotion-> Interest in Studying	0,071	2,417	0,016	Accepted

Source: SmartPLS 4 data processing results, (2024)

8. Hypothesis 8: Rejected. Motivation for Online Lectures does not affect Interest in Studying indirectly. The value of the pathway coefficient of 0.003 shows that the influence of motivation on interest in studying indirectly through online lectures is very small and negligible. A statistical t-value of 0.192 with a p-value of 0.848 (greater than 0.05) indicates that this indirect influence is not statistically significant.
9. Hypothesis 9: Accepted. Perception of Online Lectures has an indirect effect on Interest in Studying. The value of the track coefficient of 0.127 shows that the influence of perception on interest in studying indirectly through online lectures is positive. A statistical t-value of 2.564 with a p-value of 0.01 (less than 0.05) indicates that this indirect influence is statistically significant.
10. Hypothesis 10: Accepted. Promotion of Online Lectures has an indirect effect on Interest in Studying. The value of the pathway coefficient of 0.071 shows that the effect of promotion on interest in studying indirectly through online lectures is also positive. A statistical t-value of 2.417 with a p-value of 0.016 (less than 0.05) indicates that this indirect influence is also statistically significant.

Discussion

The motivation of prospective students from Go-Jek Indonesia partners does not have a significant effect on interest in undergraduate studies

The results of this study indicate that the motivation of prospective students from Go-Jek Indonesia partners does not have a significant influence on their interest in continuing to undergraduate programs. These results contradict several previous studies that showed a positive influence of motivation on interest in continuing education. For example, research by Prianggita &

Ghofur (2021) highlights the importance of learning motivation, especially intrinsic motivation, in increasing interest in college.

However, this study is also in line with the findings of Saputro & Maisara (2022) which shows that factors such as cost and promotion have a greater effect on interest in learning in college than motivation. This difference can be explained by the unique characteristics of this research sample, namely Go-Jek Indonesia's partners, most of whom are under 25 years old and have been working for 0-3 years. This group may have different priorities than the average high school student, where financial factors and the need to balance work with studies may be more important considerations than intrinsic motivation to learn.

These results may seem counterintuitive, given that motivation is generally considered an important driver in achieving goals, including education. However, in the context of Go-Jek partners, other factors such as economic conditions, job demands, and perceptions of the relevance of higher education to their needs may play a greater role in influencing interest in studying.

The perception of prospective students from Go-Jek Indonesia partners has a positive and significant effect on interest in undergraduate programs

The perception of prospective students from Go-Jek Indonesia's partners towards universities, including the quality of education, reputation, and job prospects of graduates, has proven to have a positive and significant effect on their interest in studying. These findings support previous research suggesting that positive perceptions of higher education, including the quality of education, college reputation, and graduate job prospects, can increase interest in continuing studies (Kurniawan & Sari, 2021; Yasrul & Idris, 2019). In the context of Go-Jek partners, perceptions of how higher education can help them upskill, get better jobs, or achieve upward social mobility may be a strong driving factor.

These findings are in line with consumer behavior theory which states that consumers' perception of a product or service, in this case higher education, will influence their purchase decisions (Schiffman & Kanuk, 2007).

Higher education promotion has also proven to have a positive and significant effect on Go-Jek partners' interest in studying

These results are consistent with previous studies, such as Renata & Tobari (2017), which shows that effective promotion can increase the interest of prospective students. In the context of Go-Jek partners, promotions that highlight the practical benefits of higher education, such as increased income and career opportunities, as well as the flexibility of study programs that fit their work schedules, may be more effective. This shows that the efforts of universities in communicating the advantages of their study programs and facilities to prospective students, especially through channels relevant to Go-Jek partners such as social media and online platforms, can be effective in increasing their interest.

Online lectures have a positive and significant effect on the interest in undergraduate programs in prospective students from Go-Jek Indonesia's partners

The results of this study confirm the positive and significant influence of online lectures on the interest of Go-Jek partners in studying. These findings are in line with previous research that shows that the flexibility and accessibility of online lectures are attractive to individuals with time and mobility limitations (Uden et al., 2022). For Go-Jek partners who have irregular work schedules, online lectures offer the opportunity to continue their education without having to leave their jobs. The flexibility and accessibility offered by online lectures seems to be in accordance with the needs of Go-Jek partners who have limited time and mobility due to the demands of their jobs.

The motivation of prospective students from Go-Jek Indonesia partners does not have a significant effect on their preferences for online lectures. Input Pro and Contract research on this hypothesis

The results of this study show that there is no significant relationship between the motivation of prospective Go-Jek partner students and their preferences for online lectures. This result is quite interesting because it contradicts several previous studies that show a positive influence of motivation on the selection of online learning methods. Riyadi & Sudiyatno (2023), for example, found that students' motivation to learn decreases along with online learning due to various factors such as lack

of facilities, inadequate internet networks, and boredom. However, in the context of Go-Jek partners, the motivation to learn may not directly translate into a preference for online lectures. This could be due to other factors that are more dominant, such as perceptions of the quality of online lectures, the availability of technology support, or even personal preferences for face-to-face learning. In addition, the characteristics of Go-Jek partners who tend to have a lower level of education and limited time can also affect their preferences for learning methods.

Prospective students' perceptions of online lectures, including perceptions of the quality of learning, ease of use of technology, and interaction with lecturers and classmates, have a positive and significant effect on their interest in choosing online lectures

These findings support the Technology Acceptance Model (TAM) which states that the perception of ease of use and the perception of the usefulness of a technology affect the attitude and intention of users to use the technology (Davis, 1989). Positive perceptions of online lectures, such as ease of access, quality of learning materials, and interaction with lecturers, can increase the interest of Go-Jek partners to choose this learning option.

Higher education promotion about online lectures has also been proven to have a positive and significant effect on the interest of prospective students to choose online lectures

These results show that effective promotion can form a positive perception of online lectures and increase the interest of Go-Jek partners to choose them. Promotions that highlight the benefits of online lectures, such as flexibility, accessibility, and more affordable costs, can be an effective strategy to attract this group.

Online lectures do not mediate the influence of motivation on interest in studying

These findings indicate that online lectures do not play a significant role as a mediator between motivation and interest in studying at Go-Jek partners. In other words, even though online lectures are offered as an option, this does not necessarily increase interest in studying for those who are highly motivated. This result is different from the research of Ekawati et al. (2022) which highlights the important role of motivation in encouraging students' interest in continuing their education to higher education, even in the context of online learning. This difference can once again be attributed to the unique characteristics of Go-Jek partners. For them, factors such as financial stability, time flexibility, and family support may play a greater role in influencing interest in studying than simply the availability of online study options.

In addition, these results may also indicate that online lectures, while offering flexibility, may not fully meet the needs or learning preferences of Go-Jek partners. Factors such as the quality of interaction with lecturers and fellow students, as well as adequate academic support, may be important considerations that are not always met in online lectures.

The results of the study show that online lectures mediate the influence of perception on interest in studying

These findings reinforce the idea that positive perceptions of online lectures play an important role in increasing overall interest in studying among Go-Jek partners. This is in line with previous research that shows that positive perceptions of online learning, especially related to learning quality, interaction, and technology support, are positively correlated with interest in continuing studies (Uden et al., 2022; Xhomara & Karabina, 2022). Furthermore, this study also shows that online lectures act as significant mediators in the relationship between perception and interest in studying. This means that a positive perception of online lectures not only directly affects interest in lectures, but also indirectly through an increase in interest in online lectures themselves.

These results can be attributed to the demographic characteristics of the respondents, where the majority are under the age of 25 and have been working as Go-Jek partners for 0-3 years. This group tends to be more open to technology and appreciate the flexibility offered by online lectures, so a positive perception of this learning method can be a determining factor in their decision to continue their education.

Online lectures also mediate the influence of promotion on interest in studying

These findings indicate that effective promotion of online lectures can increase interest in studying at Go-Jek partners, with online lectures acting as a significant mediator. This result is in accordance with Trianto (2023) research which shows that the 7P marketing mix, including promotion, affects interest in studying, and the promotion of online lectures in particular also affects this interest.

In addition, research by Susmini et al. (2022) on the socialization of online learning strategies also supports this finding. They found that providing clear and complete information about online lectures can increase the interest of prospective students. In the context of Go-Jek partners, promotions that highlight the benefits of online lectures, such as time flexibility and accessibility, as well as the quality of learning and interaction offered, can be a key factor in increasing their interest in continuing their education to the undergraduate level. This study also shows that online lectures not only have a direct impact on interest in studying, but also mediate the influence of promotion on these interests. This shows that effective promotion can increase interest in studying not only by creating awareness, but also by forming a positive perception of online lectures.

CONCLUSION

The study concludes that perception and promotion have a positive and significant impact on the interest of Go-Jek Indonesia partners in pursuing undergraduate programs, both directly and through online lecture mediation, while motivation did not significantly influence this interest. These findings highlight the importance of effective promotional strategies and positive perceptions in attracting prospective students. The study contributes to a better understanding of how perception, promotion, and online lectures drive interest in higher education and suggests exploring additional variables like family support and social environment in future research. Managerial recommendations focus on targeted promotion, enhancing online lecture quality, and reinforcing positive perceptions of career prospects. However, the study's limitations include its narrow focus on Go-Jek partners, limited variables, and a cross-sectional design, suggesting that future research should expand the sample, include more variables, and consider longitudinal or qualitative approaches for a more comprehensive analysis.

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