Factors Influencing Students' Decisions To Study at Sumbawa University of Technology

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Abstract:- This study aims to determine specific factors that influence students' decisions from Sumbawa Island and outside Sumbawa Island to study at the Sumbawa University of Technology. The analytical method used is factor analysis. The variables used are academic programs, cost of education, location, promotion, teaching staff, educational facilities, career guidance, financial assistance, student aspirations, and attitudes. The population is all active students of UTS in the 2018/2019 academic year with a sample of 100 people, namely 50 students from Sumbawa Island and 50 students from outside Sumbawa Island. The instrument used was a questionnaire and the analysis tool used was SPSS. The results of the analysis obtained indicate that the factors that influence students' decision from Sumbawa Island are campus factors of 46.834%, facility and individual factors of 11.988%. and financial factors of 10.056%. while the factors that influence studens' decision from outside Sumbawa Island are campus image factors of 35.994%, financial and academic motive factors of 15.760%, and cost and locationfactors of 12.019%.

Keyword:- Influence Students Decisions, Factor Analysis, Sumbawa.

I. INTRODUCTION

Education is a process of teaching and learning and also a process of changing attitudes and behavior of a person or group of people to become more mature, explore, and develop human potential. Education is a major factor in developing people to prosper (Putra et al, 2018). Article 31 of the 1945 Constitution emphasizes the importance of education. Education is a right for everyone and can be obtained in various ways, both formal and informal.

The existence of community needs for education indirectly creates competition between educational institutions, and universities are no exception. Increased competition between universities can be seen with the increasing number of universities. The data below is the number of universities under the Ministry of Research, Technology and Higher Education during 2013/2014-2016/2017

Perguruan Tinggi	Tahun			
	2013/2014	2014/2015	2015/2016	2016/2017
Negeri	99	121	122	122
Swasta	3.181	3.104	3.136	3.154
Jumlah	3.190	3.225	3.258	4.019

Tabel 1.1. Number of Universities under Ministry of Research, Technology and Higher Education
Source : Badan Pusat Statistik Indonesia

Competition among universities in obtaining students causes many universities to offer various types of programs, teaching staff, facilities during the education process, as well as various other things. A college that has a superior program, professional teaching staff, complete facilities will produce quality graduates and have various expertise and skills to apply in their lives (Parasyamya, 2015).

Sumbawa University of Technology (UTS) is a university located in West Nusa Tenggara Province. UTS was established in 2013 with a private status and is managed under the auspices of the Dea Mas Foundation. In 2018, UTS obtained its first accreditation from the National Accreditation Board for Higher Education (BAN-PT) with a rank C. UTS development as a university occurred in cooperation programs, various infrastructure development, and an increase in the number of students in the last six years.

The decision to choose a college, including UTS, is not only limited to considering interests and abilities. There are also other factors that are taken into consideration such as academic programs, costs, location, career guidance, aspirations, attitudes, parental roles, financial assistance of institutional reputation, promotions, and facilities (Mehboob et al, 2012).

The phenomenon of increasing university competition in getting students as mentioned earlier, makes UTS need to know what are the factors that influence the decision of students to choose to study at the Sumbawa University of Technology. These factors also need to be distinguished between students from Sumbawa Island and from outside Sumbawa Island due to differences in several elements such as quotas, entry points, and types of scholarships provided by UTS. This research is important to be carried out so that

UTS is increasingly competitive and can improve and develop its quality in accordance with or even exceeding community expectations. So that in the future UTS can produce more qualified, competent, and competitive alumni.

Based on the factors above, the researcher chose a study entitled **"Factors Influencing Students' Decisions to Study at the University of Technology Sumbawa"**. Researcher raised this title in order to be useful for UTS in improving its quality and competitiveness.

Research problem: 1) What specific factors that influence the decision of students from Sumbawa Island and outside Sumbawa Island to choose to study at UTS? 2) What factor has the most influence on the decision of students from Sumbawa Island and outside Sumbawa Island to choose to study at UTS?

Research objectives: 1) Knowing the specific factors that influence the decision of students from Sumbawa Island and outside Sumbawa Island to choose to study at UTS; 2) Knowing the factors that have the most influence on the decision of students from Sumbawa Island and outside Sumbawa Island to choose to study at UTS.

II. LITERARTURE REVIEW

➤ *Selection Decision*

The choice of a campus as a service relates to consumer behavior. Kotler and Keller (2012), explained that consumer behavior is the study of how individuals, groups, and organizations choose, buy, use, and spend goods, services, ideas, or experiences to satisfy their needs and desires. Consumer behavior is the things that underlie purchasing decisions or service selection decisions. Decision is the selection of one or two alternative choices available (Schiffman & Kanuk, 2007). Consumer decisions are influenced by several factors, including environmental influences, individual differences, and psychological processes (Engel et al, 1994). Mehboob et al (2012) states that the factors that influence the decision of student registration in the selection of higher education institutions include academic programs, costs, location, career guidance, student aspirations, attitudes, parental roles, financial assistance, institutional reputation, promotion , and facilities.

The decision to choose UTS as a service product can be related to the 7P marketing mix factor and individual differences. Service marketing mix is 7P, namely product, price, place, promotion, people, physical evidence, and processes (Kotler & Armstrong, 2012). In this research, the product is an academic program, the price is the cost of education, place in the form of location, promotion is promotion, people are teaching staff, physical evidence in the form of educational facilities. , and the process is academic guidance. While individual differences are student aspirations and attitudes.

➤ *Academic Programs*

Academic education programs are higher education that is directed primarily at the mastery of science and its development, and prioritizes improving quality and broadening scientific insights (Triyono & Mastur, 2014). Ming (2010) states that several aspects considered in academic programs include a variety of study program choices, a variety of degree options, and the flexibility of transfer majors.

➤ *Cost of Education*

The cost of education is one of the most important instrumental components in organizing education (Supriadi, 2003). Soegoto (2008) states that indicators of education costs include the cost of education registration, the cost of credits per semester, and the cost of student activities.

➤ *Location*

Lupiyoadi and Hamdani (2006) state that location is a decision made by a company or agency with regard to where operations and staff will be located. According to Tjiptono (2002), indicators in locations are ease of access to locations, large and safe parking lots, a supportive environment.

➤ *Promotion*

Promotion is one form of marketing communication, and marketing communication is a marketing activity that seeks to spread information, influence or persuade and remind target markets for companies and their products to be willing to accept, buy products offered by the company concerned in a loyal manner (Tjiptono, 2002). Promotion indicators according to Kotler and Keller (2012) include advertising, promotional programs, public relations, and personal communication channels.

➤ *Teaching Staff*

According to Law No. 14 of 2005 concerning Teachers and Lecturers, Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and community service. In article 10 of Law No. 14 of 2005, explained that lecturers must have pedagogical competence, professional competence, personal competence, and social competence.

➤ *Educational Facilities*

Facilities are physical resources that must exist before a service can be offered to consumers (Tjiptono, 2005). According to Bafadal (2014), school facilities can be grouped into 2 namely educational facilities and educational infrastructure.

➤ *Career Guidance*

Career guidance is one type of guidance that seeks to help in solving career or work problems to obtain the best possible adjustment to the future (Triyono & Mastur, 2014). Triyono & Mastur (2014) explained that career guidance includes intelligence, interests and personality.

> *Financial Assistance*

Scholarship is a form of giving material one of the aims is to provide relief in paying tuition fees for underprivileged students (Ichan, 2013). Indicators of financial assistance according to Mehboob et al (2012) are achievement-based scholarships, economic needs-based scholarships, and education loans.

> *Student Aspirations*

Aspiration is the desire for something higher with progress as its goal (Slameto, 2010). According to Hurlock (2009), aspirations contain three things, namely ideals, desires, and resolve.

> *Attitudes*

In summary, according to Ahmadi (2009), attitudes consist of cognitive components related to knowledge and experience, affective components related to feelings such as happiness and pleasure, and conative components related to tendency processes such as sincerity.

III. RESEARCH METHOD

> *Research Design*

This research is a quantitative study with a survey as a method of collecting data. Data collection instruments are using a questionnaire. The sample is divided into students who come from Sumbawa Island and students who come from outside Sumbawa Island to then make a different analysis of the discussion. Factor analysis is used to find relationships between a number of variables that are independent of each other so that one or several smaller sets of factors are made.

> *Population and Sample*

The population in this study were active students of the University of Technology Sumbawa academic year 2018/2019. Determination of the number of samples using the Slovin formula. The population was 3274 people, using the Slovin formula with an error margin of 5%, it was found that the total sample was 97.04 rounded up to 100 active UTS students.

The sampling technique used was stratified random sampling, the population of this study was divided into groups of students from Sumbawa Island and groups of students from outside Sumbawa Island. Furthermore, from each stratum a number of samples were taken disproportionately, a sample of 50 students from Sumbawa Island was obtained and 50 students from outside Sumbawa Island were selected.

> *Instrument Test*

1. Validity Test

Validity test is used to show the extent to which the measuring instrument used in measuring what is measured. The test was carried out on 10 variables for factor analysis using SPSS. The formula using Pearson correlation is as follows (Sitepu & Sebayang, 2013):

$$r_{counts} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{n \sum X^2 - (\sum X)^2} \sqrt{n \sum Y^2 - (\sum Y)^2}}$$

The validity test of this study used 50 samples with a significance level of 5%. The results of the validity test obtained show all items in the valid questionnaire because all $r_{counts} > r_{table}$.

2. Reliability Test

The reliability test is used to determine the consistency of the questionnaire instrument. The reliability test in this study used the Cronbach's Alpha method.

$$r_{11} = (\frac{k}{k-1})(1 - \frac{\sum \sigma b^2}{\sigma t^2})$$

The reliability test results of this study showed the results of the Cronbach 'Alpha by 0.931 so that all items said to be reliable because Cornbach' Alpha> 0.60.

Cronbach's Alpha	N of Items
,931	30

> *Factor Analysis*

Factor analysis tries to find relationships between a number of variables that are independent of each other so that one or several sets of variables are made that are smaller than the number of initial variables (Rahayu, 2005). This study uses SPSS as an analysis tool. Following are the stages of factor analysis with SPSS (Santoso, 2018):

1. Assess feasible variables

The KMO and Bartlett Test of Sphericity and Anti-Image test in SPSS is used to test whether the existing data can be broken down into a number of factors. In the KMO and Bartlett's Test table output, the KMO value and sig value will appear. The KMO value must be $\geq | 0.5 |$. While sig. must be <0.05.

Furthermore, all Measure of Sampling Adequancy (MSA) numbers in the Matrice-Anti-Image table output must be $\geq | 0.5 |$. If there are variables that have an MSA under $| 0.5 |$ then the variable with the smallest MSA number is removed, then the testing process is repeated again. until there is no variable with MSA $<| 0.5 |$.

2. Factoring process

The factoring method in this study is Principal Components Analysis (PCA). Principal Components Analysis (PCA) method is an analysis method used to group several independent variables into a group of fewer variables.

Determination of the number of factors formed based on eigenvalue in the Total Variance Explained table. The number of components with eigenvalue ≥ 1 indicates the number of factors formed.

Furthermore, the Component Matrix Table shows the distribution of each variable on all factors formed, while the figures in the table are factor loadings numbers which show the correlation between variables with each factor. Usually in this process there are no significantly different correlations because factor loadings of a variable can be ≥ | 0.5 | in more than one factor making it difficult to decide which variables to include.

3. Rotation Process

Shown with the Rotated Component Matrix table output. Component Matrix results from the rotation process will show clearer and more obvious variables due to the loading factor of a variable ≥ | 0.5 | only in one particular factor.

4. Interpretation of the factors formed

Interpretation of the formed factor is carried out specifically by giving the name of the formed factor, which is considered to be representative of the member variables of the factor.
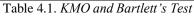
IV.   DATA ANALYSIS

➢ *Factor Analysis of Students from Sumbawa Island*

Students from Sumbawa Island apply through the Regular, Tau Samawa Scholarship and UTS Scholarships. The students come from Sumbawa Regency, West Sumbawa Regency, and Dompu Regency.

1. Assess feasible variables

In the KMO and Bartlett's Test table, the KMO value obtained is 0.737 with a significance of 0.000E-. Because the KMO number is above | 0.5 | and the significance is far below 0.05, so the variables and samples are sufficient for further analysis.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,737
Bartlett's Test of Sphericity	Approx. Chi-Square	228,701
	Df	45
	Sig.	,000

Table 4.1. *KMO and Bartlett's Test*

In the Anti-Image Matrices table, precisely in Anti-Image Correlation, the magnitude of the MSA of all the variables above | 0.5 | shows that all variables can be further analyzed without any variables being excluded.

2. Factoring Prosess

In the Total Variance Explained table, there are three components of the ten proposed components with eigenvalues ≥ 1. The first component with a total eigenvalues of 4.683, the second component of 1,199, and the third component of 1,006. Three components with eigenvalues ≥ 1 indicate that the factors formed are as many as three factors.

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	4,683	46,834	46,834
2	1,199	11,988	58,821
3	1,006	10,056	68,877
4	,865	8,648	77,524
5	,707	7,070	84,594
6	,514	5,140	89,734
7	,377	3,767	93,501
8	,258	2,581	96,082
9	,251	2,513	98,595
10	,140	1,405	100,000

Table 4.2. *Total Variance Explained*

Furthermore, the Component Matrix table shows the distribution of the ten variables on the three factors formed. One variable, namely educational facility variables have a correlation that is not significantly different or loading factor of the variable ≥ | 0.5 | in more than one factor so it is difficult to decide which of these variables to include.

	Component		
	1	2	3
Program_Akademik	,652	-,333	,109
Biaya_Pendidikan	,403	,779	,040
Lokasi	,757	-,092	-,060
Promosi	,660	,144	-,361
Tenaga_Pengajar	,697	-,442	-,177
Fasilitas_Pendidikan	,563	-,045	,739
Bimbingan_Karir	,762	-,237	-,358
Bantuan_Keuangan	,653	,435	-,239
Aspirasi_Mahasiswa	,833	,082	,159
Sikap	,764	,051	,263

Table 4.3. *Component Matrix*

3. Rotation Process

The results of the rotation process are shown with the output in the form of a Rotated Component Matrix table. This table shows the distribution of variables that are clearer and more tangible. A variable is part of one factor if the loading factor is against that factor ≥ | 0.5 |.

	Component		
	1	2	3
Program_Akademik	,590	,446	-,015
Biaya_Pendidikan	-,104	,185	,851
Lokasi	,629	,337	,275
Promosi	,584	,013	,496
Tenaga_Pengajar	,812	,230	-,034
Fasilitas_Pendidikan	,088	,923	,070
Bimbingan_Karir	,844	,093	,210
Bantuan_Keuangan	,379	,095	,721
Aspirasi_Mahasiswa	,497	,552	,418
Sikap	,412	,609	,338

Table 4.4. *Rotated Component Matrix*

4. Interpretation of the factors formed

Based on the Rotated Component Matrix table, it can be seen that Factor 1 consists of academic program variables, location, promotion, teaching staff, and career guidance. Factor 2 consisted of educational facility variables, student aspirations, and attitudes. Factor 3 consists of variable education costs and financial assistance. Factor 1 is named campus factor, factor 2 is named facility and individual factor, factor 3 is named financial factor.

➢ *Factor Analysis of Students from Outside Sumbawa Island*

Students who come from outside Sumbawa Island register through Nusantara Scholarship or similar paths provided by UTS. Students from various regions in Indonesia such as Java, Sumatra, Kalimantan, Sulawesi and Papua.

1. Assess feasible variables

In the KMO and Bartlett's Test table, the KMO value obtained is 0.656 with a significance of 0.000E-. Because the KMO number is above | 0.5 | and the significance is far below 0.05, so the variables and samples are sufficient for further analysis.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,656
Bartlett's Test of Sphericity	Approx. Chi-Square	143,290
	Df	45
	Sig.	,000

Table 4.5. *KMO and Bartlett's Test*

In the Anti-Image Matrices table, precisely in the Anti-Image Correlation, the MSA value of the location variable is 0.478 and the educational facilities variable is 0.477 does not meet the | 0.5 | limit. Because there are variables that have an MSA value <| 0.5 | then the variable with the smallest MSA value, namely the educational facility variable is issued, then the process of re-aiming is repeated.

After retesting without the variable educational facilities, the second KMO and Bartlett's Test table shows the value of the KMO obtained rose to 0.733. While the significance level is less than 0,000E-. Because the KMO number is above | 0.5 | and the significance is far below 0.05, so the variables and samples are sufficient for further analysis. In the second Anti-Image Matrices table, in the Anti-Image Correlation section, all variables already have an MSA value ≥ | 0.5 |.

2. Factoring process

In the Total Variance Explained table, it is shown that of the nine proposed components, there are three components with eigenvalues ≥ 1. The first component has a total eigenvalues of 3.239, the second component is 1.418, and the third component is 1.082. Three components with eigenvalues ≥ 1 indicate that the factors formed are as many as three factors. The following table is Total Variance Explained.

Component	Initial Eigenvalues		
	Total	% of Variance	Cumulative %
1	3,239	35,994	35,994
2	1,418	15,760	51,754
3	1,082	12,019	63,772
4	,757	8,416	72,188
5	,748	8,311	80,499
6	,670	7,445	87,944
7	,401	4,456	92,400
8	,371	4,118	96,517
9	,313	3,483	100,000

Table 4.6. *Total Variance Explained*

After knowing the number of factors formed, the next is to group the variables on the factors with the results of the analysis in the Component Matrix table. The Component Matrix table shows the distribution of the nine variables on the three factors formed.

	Component		
	1	2	3
Program_Akademik	**,552**	**-,509**	**-,141**
Biaya_Pendidikan	,380	-,046	,717
Lokasi	,321	,494	,518
Promosi	,566	,351	-,482
Tenaga_Pengajar	,758	,169	,022
Bimbingan_Karier	,745	,306	-,048
Bantuan_Keuangan	,642	-,455	,079
Aspirasi_Mahasiswa	,569	-,604	,030
Sikap	,708	,311	-,194

Table 4.7. *Component Matrix*

The Component Matrix table shows that there are two variables, namely academic program variables and student aspiration variables that have a correlation that is not significantly different or loading factor of these variables ≥ | 0.5 | in more than one factor so it is difficult to decide which of these variables to include. Because there are variables that are not yet clearly defined for this difference, the rotation process is carried out.

3. Rotation process

The results of the rotation process are shown with the output in the form of a Rotated Component Matrix table. This table shows the distribution of variables that are clearer and more tangible. A variable is part of one factor if the loading factor is against that factor ≥ | 0.5 |.

	Component		
	1	**2**	**3**
Program_Akademik	,193	,735	-,079
Biaya_Pendidikan	-,034	,271	,766
Lokasi	,293	-,202	,699
Promosi	,803	,046	-,172
Tenaga_Pengajar	,643	,312	,305
Bimbingan_Karier	,735	,193	,271
Bantuan_Keuangan	,199	,747	,165
Aspirasi_Mahasiswa	,085	,823	,059
Sikap	,770	,166	,127

Table 4.8. *Rotated Component Matrix*

4. Interpretation of the factors formed

Based on the stages of factor analysis, 3 factors were formed which influenced the decision of students from Sumbawa Island to choose to study at the Sumbawa University of Technology. Factor 1, called campus image factor, consists of promotion, teaching staff, career guidance, and attitude variables. Factor 2 which is called financial and academic motive factor which consists of academic program variables, financial assistance, and student aspirations. Factor 3, called the cost and location factor, consists of education and location cost variables.

V.   DISCUSSION

➤ *Factors Influencing Sumbawa Island Students' Decisions*

Based on the stages of factor analysis, three factors were formed which influenced the decision of students from Sumbawa Island to choose to study at the Sumbawa University of Technology. These factors are campus factors, facilities and individual factors, and financial factors with a total influence of 68.887%. This means that there are 31.122% of other factors that can influence the decision to study at UTS. In summary, the following are the factors formed from the results of factor analysis with a sample of students from Sumbawa Island.

Faktor terbentuk	Pengaruh (%)	Variabel	Bobot korelasi
Faktor kampus	46,834	Bimbingan karier	0,844
		Tenaga pengajar	0,812
		Lokasi	0,629
		Program akademik	0,590
		Promosi	0,584
Faktor fasilitas dan individu	11,988	Fasilitas pendidikan	0,923
		Sikap	0,609
		Aspirasi mahasiswa	0,552
Faktor keuangan	10,056	Biaya pendidikan	0,851
		Bantuan keuangan	0,721

TabLE 5.1. Factor Analysis Results from Sumbawa Island Students

Sumber : Data Primer yang diolah (2019)

1. Campus Factors

The first factor formed with a sample of students from Sumbawa Island was the campus factor. This factor consists of five variables, namely career guidance, teaching staff, location, academic programs, and promotion. This factor is the factor that has the greatest influence with a percentage value of 46.834%, meaning that the decision making of students from Sumbawa Island in choosing UTS takes into account the campus factor of 46.834% and makes it the main factor considered in choosing UTS.

On campus factors, the career guidance variable has the highest correlation weight of 0.844 which indicates that career guidance is highly correlated with campus factors in influencing the decision of students from Sumbawa Island to study at UTS. Career guidance in the form of activities and service delivery processes in various forms such as seminars, public lectures from certain figures, business accelerators, a place for channeling interests and talents, mentoring, as well as various other activities held and centered at UTS are felt to be excess in the midst of these activities rarely in Sumbawa Regency and surrounding areas.

The next variable in the campus factor is the teaching staff. The teaching staff variable has the second highest correlation weight of 0.812 to the campus factor. Based on the survey results shown in Appendix 3, indicators of social competence on the teaching staff variable have the highest average compared to personal competence and pedagogical competence. This shows that UTS's teaching staff is felt by Sumbawa students as lecturers who interact well with their students and is one of the attractions to choose to study at UTS.

The next variable is location with a correlation weight of the campus factor of 0.629. UTS location that supports for various student activities is an indicator with the highest average score and is one of the considerations of students to study at UTS. Location is also a natural thing to influence the decision to study at UTS given its location that is easily accessible for students from Sumbawa Island.

Other variables are academic and promotion programs, each of which has a correlation weight of 0.590 and 0.584 with the campus factor influencing the decision making to study at UTS. In academic program variables, the variety of study program choices is an indicator that has the highest average score. The variety of study programs owned by UTS is considered by students from Sumbawa Island to choose UTS because it is one of the advantages of UTS compared to other campuses in Sumbawa.

2. Facilities and Individual Factors

The second factor with a sample of students from Sumbawa Island is facility and individual factors. This factor consists of three variables: facilities, student aspirations, and attitudes. This factor is a factor that has an influence with a value of 11.988%, meaning that the decision making of students from Sumbawa Island in

choosing UTS considers the facilities and individual factors of 11.988%.

In the facilities and individual factors, the variable with the highest correlation weight is the facility variable with a value of 0.923. This means that the facility variable is highly correlated with the facilities and individual factors in influencing the decision of students from Sumbawa Island to decide to study at UTS. Educational facilities available at UTS for students from Sumbawa Island are better when compared to other campuses on Sumbawa Island, although they are not yet complete. This is indicated by the average score of facility variables smaller than 3.00 but greater than 2.50. Even so the facility variable still has a very high correlation with the facilities and individual factors in influencing student decisions.

The next variable is student aspiration variable and attitude variable with each correlation weight of 0.552 and 0.609 on facilities and individual factors. Student aspirations and attitudes are variables that arise from within individuals and can vary between individuals. Aspiration is a desire while attitude is a tendency to act.

On the student aspirations variable, the students' determination to study at UTS has the highest average score, this means that the desire of students to study at UTS is more dominant than to facilitate it in achieving its goals through studying at UTS. While in the attitude variable, the seriousness of students to study at UTS is greater than their understanding of the previous UTS conditions. This means, although previously students were not familiar with UTS, their seriousness in studying was one of the considerations in making decisions.

3. Financial Factors
The third factor with a sample of students from Sumbawa Island is the financial factor consisting of variable education costs and financial assistance variables. Financial factors are the factors with the smallest percentage of influence in this analysis. The value of the influence of financial factors is 10,056% which means the decision of students from Sumbawa Island to choose to study at UTS considering the financial factor is 10,056%. The small percentage of the influence of financial factors indicates that students from Sumbawa Island are not so affected by tuition and scholarships in deciding to study at UTS.

In financial factors, the education cost variable has a correlation value of 0.851 which means that this variable has a strong correlation with financial factors in influencing the decision making of students from Sumbawa Island to study at UTS. Based on the context of the statement on the questionnaire, the correlation weight which has a positive value means that the more affordable the cost of education, students who are more interested in Sumbawa Island will choose to study at UTS.

The next variable is the financial assistance variable which has a correlation value with financial factors of 0.721. The positive correlation value shows that the more

scholarships provided, the students from Sumbawa Island are increasingly interested in choosing to study at UTS. If seen from the facts, not all students from Sumbawa Island get scholarships since they first enter, even though there are scholarship opportunities in the middle of the semester. This is due to the large number of students and limited scholarship quota allocated. In contrast to students from outside Sumbawa Island, almost all of them enter through scholarship channels and they are fewer than students from Sumbawa Island.

➢ *Factors Influencing Outside Sumbawa Island Students' Decisions*
Based on the stages of factor analysis, three factors were formed which influenced the decision of students from outside Sumbawa Island to choose to study at the Sumbawa University of Technology. These factors are campus image factors, financial and academic motive factors, and cost and location factors with a total effect of 63.773%. This means that there are still 36.227% of the influence again explained by other factors beyond these three factors, each of which the percentage of influence is smaller than the average percentage of influence. In summary, the following are the factors formed from the results of factor analysis with a sample of students from outside Sumbawa Island

Faktor terbentuk	Pengaruh (%)	Variabel	Bobot korelasi
Faktor citra kampus	35,994	Promosi	0,803
		Sikap	0,770
		Bimbingan karier	0,735
		Tenaga Pengajar	0,643
Faktor motif finansial & akademis	15,760	Aspriasi mahasiswa	0,823
		Bantuan keuangan	0,747
		Program akademik	0,735
Faktor biaya dan lokasi	12,019	Biaya pendidikan	0,766
		Lokasi	0,699

Table 5.2. Factor Analysis Results from Outside Sumbawa Island Students
Sumber : Data Primer yang diolah (2019)

1. Campus Image Factors
The first factor with a sample of students from outside Sumbawa Island is the campus image factor. This factor has four variables, namely promotion, attitude, career guidance, and teaching staff. This factor is the factor that has the greatest influence with a value of influence of 35.994%, meaning that the decision making of students from outside Sumbawa Island in choosing UTS takes into account the campus image factor of 35.994% and makes it the main factor considered in choosing UTS.

In the campus image factor, the promotion variable has the highest correlation weight of 0.803, which indicates that promotion is highly correlated with the campus image factor in influencing the decision of students from outside Sumbawa to study at UTS. Promotion is the information

flow that directs prospective students to decide to study at UTS. Promotions with the highest correlation weights play a role in shaping a good campus image, both in terms of career guidance and teaching staff. Promotions made by UTS to prospective students outside Sumbawa Island include personal communication channels in the form of word of mouth and public relations and publicity on social media. The survey results in Appendix 4 show that students from outside Sumbawa Island know more about UTS through personal communication channels. UTS promotion through personal communication channels is usually done with word of mouth conducted among communities who have similar backgrounds who also conduct mentoring or Islamic studies.

The next variable is attitude which has the second highest correlation weight of 0.770 to the campus image factor. The attitude of the students consisted of feeling of pleasure, sincerity, and understanding of the UTS condition. This attitude can be formed because of promotions carried out by UTS. Based on the survey results, the average score of the conative component indicator is greater than the other indicators in the attitude variable. While the cognitive component has the smallest average score. This means that most students from outside Sumbawa Island consider choosing to study at UTS even though they do not yet understand about the actual UTS condition.

The next variable is career guidance with a correlation weight of 0.629. Career guidance such as mentoring and the like are motivating factors that influence the decision to study at UTS given the similarity of the community background mentioned. On the other hand the average score of interest guidance such as the availability of SMEs as a means of channeling interests is very small. This is different from students from Sumbawa Island whose average score is above 3.00. This can mean students from outside Sumbawa Island feel that their interest in UTS is still lacking compared to other campuses they know of.

The other variable is the teaching staff which has a correlation weight of 0.643. UTS teaching staff for students outside Sumbawa Island have good personalities. Personality of good teaching staff is one of the attractions for students from outside Sumbawa Island to study at UTS.

2. Financial and Academic Motive Factors
The second factor with a sample of students from outside Sumbawa Island is the factor of financial and academic motives. This factor consists of 3 variables, namely student aspirations, financial assistance, and academic programs. This factor is a factor that has an influence with a value of influence of 15.760%, meaning that the decision making of students from outside the island of Sumbawa in choosing UTS considers factors of financial and academic motives of 15.760%.

In financial and academic motive factors, the variable with the highest correlation weight is the aspiration variable of students with a value of 0.823. This means that student aspiration variables are highly correlated with factors in influencing the decision of students from outside Sumbawa Island to decide to study at UTS. Aspiration is the ideals and desires of something that is desired. This desirable thing can be linked to finance in the form of scholarships, as well as academic achievements.

The next variable is the variable of financial assistance with a correlation value of 0.747 to the factors of financial and academic motives. Students from outside the island of Sumbawa almost all enter through scholarship channels provided by UTS. Even so, money will be held in the middle or at the end of the semester to review the performance of students in connection with the scholarships provided. Therefore, the availability of scholarships for students from outside Sumbawa is a natural thing to influence the consideration for studying at UTS even though there are other factors that have a greater influence.

The last variable in financial and academic motive factors is the academic program variable with a correlation weight of 0.735. This variable has a significant correlation with factors of financial and academic motives in influencing the decision of students from outside Sumbawa Island to study at UTS. Unlike the aspirational variables that come from individual students, the variable financial assistance and academic programs are attributes that are owned by UTS.

3. Cost and Location Factors
The third factor with a sample of students from outside Sumbawa Island is the cost and location factors which consist of education cost variables and location variables. Cost and location factors are the factors with the smallest percentage of influence in this analysis. The value of the influence of cost and location factors is 12,019% which means the decision of students from outside Sumbawa Island to choose to study at UTS considering the cost and location factor is 12,019%.

In the cost and location factor, the education cost variable has a correlation weight value of 0.766 which means this variable has a correlation with the cost and location factor in influencing the decision making of students from outside Sumbawa Island to study at UTS. While the location variable has a loading factor value of 0.699. The small percentage of the influence of the cost and location factors indicates that students from outside Sumbawa Island are not so affected by the cost of education and the location of UTS in their decision to study at UTS. This is considering that all students who come from outside the island of Sumbawa register through the scholarship path, and the students still choose UTS even though the location is far from where they live.

VI. CONCLUSION AND RECOMMENDATION

❖ *Conclusion*

Based on the results of research conducted, the following conclusions are obtained:

1. Factors that influence the decision
a. The factors that influence the decision of students from Sumbawa Island to study at UTS are:
1) Campus factors which consist of career guidance, teaching staff, location, academic programs, and promotion variables;
2) Facilities and individual factors consisting of educational facility variables, student aspirations, and attitudes;
3) Financial factors consisting of variable education costs and financial assistance.
b. The factors that influence the decision of students from outside Sumbawa Island to study at UTS are
1) The campus image factor consists of promotion, attitude, career guidance, and teaching staff variables;
2) Factors of financial and academic motives consisting of student aspiration variables, financial assistance, and academic programs;
3) Cost and location factors consisting of variables in education and location costs.
2. The factors that has the most influence
a. The factor that has the most influence on the decision of students from Sumbawa Island to study at UTS is the campus factor with an influence of 56.834%.
b. The factor which has the most influence on the decision of students from outside Sumbawa to study at UTS is the campus image factor with an influence of 35.994%.

❖ *Recommendations*

Based on the conclusion, then some things that can be used as recommendations are as follows:

1. UTS should focus on developing programs and teaching staff to attract students from Sumbawa Island to study at UTS. Development can be done especially in career guidance programs such as workshops, post-campus seminars, and character development activities.
2. UTS needs to maintain and continue to develop the good image it has through the right promotion. The image is formed by the promotion channel and will determine the attitude of prospective students, especially prospective students who come from outside Sumbawa Island who find it difficult to see the condition of UTS directly.
3. The next studies are suggested to focus on researching teaching staff and career guidance programs such as mentoring, workshops, and other activities carried out by UTS in attracting prospective students. Because the variable of teaching staff and career guidance conducted by UTS is a variable that correlates with the factors with the most influence in influencing students' decision to study at UTS, both from Sumbawa Island and outside Sumbawa Island.
4. Research with similar topics is expected to take samples at the right time, namely during the campus orientation period in order to get better results and can examine purchasing decisions from the problem recognition stage to post-election behavior.

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