INNOVATION MARKETING MANAGEMENT BY USING NEGATIVE EMOTIONAL VALUE AND IMPACT OF ONLINE LEARNING ON INTENTION TO ENROL

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Abstract

This study was purposed to determine whether online learning influences e-service quality at the university administration during the pandemic and its impact on intention to enrol, because all high school students have been learning from home for two years, so the interaction behavior has pushed the administration of the university to become more digital than before. The second problem is that before this research, most marketing approaches only focused on positive emotions to make a decision to enroll, and this research has proven that the negative emotion can be used by marketing to influence the student to enrol in the university. The methodology in this research is a quantitative methodology the partial least squares structural equation modeling (PLS-SEM) analysis method using the SmartPLS was applied. A multi-equation model, namely the outer model and inner model, was used. In the outer model, the sample consists of 242 students of tenth to twelfth grade in high school in Jakarta, Banten, Lampung, and Yogyakarta. The main finding and contribution from this research are that the online experience of students in higher education will influence the e-service quality at the university administration, so the student experience in online learning influence e-service quality to intention to enroll. It was found that negative emotion positively influences and is significant to the intention to enrol and this can be used for one of the marketing strategies. The limitation of this research is that the negative emotions in this research cover only nervousness, so further research can test other negative emotions that can affect the intention to enroll.

Keywords: Online Learning Education, Multiple Equation Modeling, Marketing, Higher Education

Authors' individual contribution: Conceptualization — H.A.; Methodology — H.A.; Investigation — R.P.; Resources — R.P.; Writing — Original Draft — H.A.; Supervision — H.A.

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1. INTRODUCTION

The impact of the COVID-19 pandemic continues for more than two years now. The high school students from 2019 and also 2020 have been impacted by the pandemic situation. The pandemic has made all students learn at home. After two years, students study at high school online. This situation also impacts the way the marketing of the university encourages students from high school to enroll in the university because in the COVID-19 pandemic, the number that intend to enroll is declining for almost three years. Intention to enroll is a very important way to increase the number of students from private universities in Indonesia. If the intention to enroll can be solved and the number of new student increase, then the problem of the private university can be solved. Many ways have already been tried, first from job prospects after graduation, university reputation, tuition fee, entrance requirement, quality of teaching, scholarship opportunities, degree reputation, availability, board range of course, actual course content, application/ admission process, universities connection to industries, facilities of universities, the expertise of teaching staff, location, public image, immigration opportunities, difficulties of courses of university choice (Le et al., 2020). These approaches have been obsolete, so has to be another approach for marketing to high school students in order to increase the intention to enroll in private universities.

Much previous research has been done before based on planned behavior theory (Mohamed Nazidin et al., 2019), in the same way, the intention to enroll is influenced by attitude, subjective norm, and value-added service (Luo et al., 2018). The others stated that brand personality and social media have influenced to intention to enroll (Simiyu et al., 2020). These theories have been used only using the cognitive factor that influences the student to make a decision.

Besides the cognitive factor that influences the student to make a decision, there are other thoughts that also have an influence on the student's decision, but the research on that is very limited. The factor is the emotional factor (Gottlieb & Beatson, 2018). The emotional factor that affects the decision for intention to enroll is mostly a positive emotion (Bonesso et al., 2018) but there are no studies on the negative emotion which influence decision-making, especially in higher education.

The first research gap is a negative emotion that influences the decision to intention to enroll. This research found, after stimulus from a marketing presentation to high school students, that there is an anomaly, all the negative emotions decrease after the marketing presentation, but nervousness is increasing, although only by 1 point (Achmadi et al., 2020). A study on emotions has been done by Gottlieb and Beatson (2018); high emotions will help recruitment at university, but in this research, the negative emotion will be tested, whether it affects the intention to enroll or not and how much. Therefore, in this research, the negative emotion of high school students will be tested. And, the finding is that a negative emotion positively and significantly affects the intention to enroll.

The second research gap is that online learning itself is usually discussed separately from the e-service quality, because much literature has discussed the online learning practice itself (Bhowmik & Bhattacharya, 2021). The same with e-service quality in higher education, much of the literature has discussed factors that affect the e-service quality only (Putri & Pujani, 2019), so in this research, the research gap between online learning and e-service quality at high school will be filled, and this experience will influence e-service quality at administration at university, after that, the e-service quality will influence the perceived value, then it will impact to intention to enroll.

The methodology used in this study is a quantitative method, we used structured equation modeling (SEM) approach and SmartPLS as tools for analysis. The unit analysis is individual and the research object is a student from higher education in the private sector in Indonesia. The sampling method is purposive sampling. Data for this research is primary data, a questionnaire that was spread by Google Forms was used.

The findings from this research are that negative emotion has a positive influence and is significant to the intention to enroll and online learning also has a positive influence and is significant to e-service quality. So, the contribution of this research is that marketing from a university can use negative emotion as a new way in order to motivate the student in high school to enroll in the university.

The remainder of this paper is structured as follows. Section 2 reviews the relevant literature. Section 3 analyses the methodology that has been used to conduct empirical research. Section 4 contains the reliability and validity testing, and also hypothesis testing, the new empirical model, and statistical discussion. Section 5 discusses the findings of this research. Finally, Section 6 contains the conclusion and further research suggestions, and the managerial implications for the universities.

2. LITERATURE REVIEW

According to Achmadi et al. (2021), online learning is divided into 4 dimensions, namely personal, teacher, institution, and self-efficacy, and this study proves that self-efficacy has a major influence on success in online learning. Meanwhile, Bhowmik and Bhattacharya (2021) said that the dimensions of online learning are personal, teacher, and institution.

E-service can be defined as the role of service in cyberspace, and according to Santos (2003), e-service quality can be divided into use, content, structure, linkage, search, and appearance. While, according to Li and Suomi (2009), it is more of a combining the service quality criteria proposed by Parasuraman et al. (1985) with dimensions, assurance, empathy, reliability, responsiveness, and empathy, but with several other dimensions added, such as security, personalization, and information. This study uses the dimensions proposed by Li and Suomi (2009) because it is a combination of offline and online service quality.

Perceived value is defined as the evaluation of consumers toward products and services (Zeithaml, 1988). The evaluation carried out is based on

consumer perceptions of the consideration of the sacrifices and benefits obtained from a product or service (Zeithaml, 1988). According to Alves (2011), there are four perceived values in higher education, namely functional value, epistemic value, emotional value, and social value, but this study focuses more on a negative emotion, especially nervousness, because in research conducted by Achmadi et al. (2021) stated that only nervousness increases in value if given a stimulus in the form of a presentation from the university, and this is an interesting phenomenon to be tested. Besides that, according to research conducted by Achmadi et al. (2021), it is stated that the perceived value used is functional value, epistemic value, emotional value, and social value, but in this study, we do not use social value because it has the least effect.

According to research conducted by Susanta and Utomo (2022), e-service quality has a positive and significant influence on e-trust and e-satisfaction in online learning. Besides that, according to Susanta and Utomo (2020), e-service quality will increase and influence e-satisfaction in online learning. Also, according to Kundu (2022), e-service quality has an influence on online learning in student satisfaction and retention, but this research found the opposite way online learning will influence e-service quality because the experience from the student that has been using the online learning for more than two years will affect the behavior to intention to enroll by using the e-service from the University administration. So, from this argument, online learning will influence the e-service quality.

From these three studies, the following hypotheses can be made:

H1: Online learning has a positive effect on functional value.

According to Putri and Pujani (2019), there is also a relationship between e-service quality and perceived value. Likewise, Çetinsöz (2013) states that e-service quality consists of efficiency, system availability, fullfilment, privacy, responsiveness, compensation, and contact. From these three studies, the following hypotheses can be made:

H2: E-service quality has a positive effect on functional value.

H3: E-service quality has a positive effect on epistemic value.

H4: E-service quality has a positive effect on emotional value.

According to Nguyen and Nguyen (2016), there is a relationship between perceived value (a trade-off between benefits and costs) and re-enrollment intention. Gottlieb and Beatson (2018) also state the influence of perceived value on intention but there are very limited studies on the emotional factor that influences intention to enroll. Achmadi et al. (2021) state that the perceived value that will affect the intention to enroll is functional value, epistemic value, emotional value, energizing value, and social value. In this research, only functional value, epistemic value, and emotional value are used. From these three studies, the following hypotheses can be made:

H5: Functional value has a positive effect on the intention to enroll.

H6: Epistemic value has a positive effect on the intention to enroll.

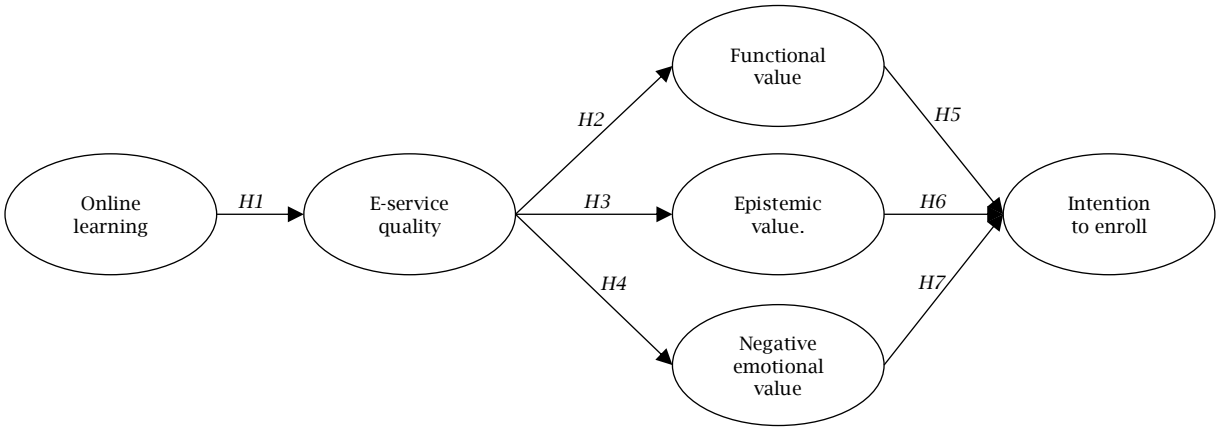
H7: Emotional value has a positive effect on the intention to enroll.

The conceptual framework in this research is the University as a service organization. In order to make a more competitive advantage among others, the University has increased the service quality. During the pandemic times from 2020 to 2021, all sectors have been influenced. The high school student at a private high school has to be at home for two years, and studying by online learning. Online learning is the only way to learn and interact with others. This situation has an effect on the student's behavior. The behavior of the high school student — using more digital tools and also social media to support the interaction with other students.

The end of the study to be faced by the high school student was to choose whether university. The marketing tools from universities were also different before and after the pandemic. Before the pandemic, the marketing tools, which were always used by the university, were performed by the high school and the university attended onsite. During the pandemic, the university usually used social media marketing to attract students to enroll in the university (Callejas-Albiñana et al., 2016). The online learning behavior has influenced the students to use digital media from university to get information, and to get opinions from other friends or family, so online learning will affect the e-service quality from the university to fulfill all the information and needs of the high school student that want to enroll to university.

Most of the stimulus that the students got in the pandemic era is from the social media marketing from universities and how the e-service quality at the university can make the experience that will be processed by the student. The factors that will be considered are the price and benefit of the universities (functional value). From the experience in online learning at the high school it will set the standard for epistemic quality from the university (epistemic value) (Sheth et al., 1991). Besides, the negative emotion from the opinion of friends and family. All of this will affect the student's choice of the university (Watson et al., 1988). So, there are three factors that will affect the choice of the student: first is the functional value, the second is the epistemic value and the third is the negative emotion. A conceptual framework for this research is from Figure 1.

Figure 1. Conceptual framework



3. RESEARCH METHODOLOGY

The empirical study of this research is aimed at examining the factors that affect online learning during the COVID-19 pandemic. The object of research is individual students, and the sampling method is non-probabilistic with confidence sampling. The population is students in Tangerang, and the target population is high school students in grades 11 and 12 for the period from July to September 2022 with 242 respondents. Data were collected using Google Forms, and this research is using SEM.

Data for this research is collected from primary data from Table 1.

Table 1. Respondents

Grade	*Total*	*Total value*
10	23.6%	57
11	31.5%	76
12	41.3%	100
Major		
Science	64.0%	155
Social	36.0%	87
Gender		
Male	43.0%	104
Female	57.0%	138
Private high school	89.7%	217
Public high school	10.3%	25
Domicile		
Jakarta	29.3%	71
Banten	7.0%	17
Lampung	21.9%	53
Yogyakarta	41.8%	101

Source: Google Forms questionnaire.

This study applies the partial least squares structural equation modeling (PLS-SEM) analysis method using SmartPLS version 3.2.9. This PLS-SEM calculation produces two types of models, namely the outer model and the inner model. The outer model describes the relationship between indicators and their latent variables (Hair et al., 2019). The outer model is used to measure the reliability and validity of each indicator of the measured variables. Unlike the outer model, the inner model is a structural model that is needed to assess the quality of the research model by testing the significance of the influence between constructs, such as path coefficient analysis.

3.1. Outer model

According to Hair et al. (2019), testing the reliability and validity of the indicators measured in the outer loading model. The reliability test was carried out in the following order. First, the indicators of the latent variables are tested. The value of this outer loading must be greater than 0.708. Second, the construct reliability stage is carried out by looking at the results of Cronbach's alpha and composite reliability calculations, with results that must be above 0.07. After that, to test validity, it is necessary to pay attention to construct validity by looking at the average variance extracted (AVE). The AVE value obtained must be greater than 0.5. Next, enter the discriminant validity testing stage by looking at the heterotrait-monotrait ratio (HT/MT), which has the condition that the number must have a value of < 0.9.

3.2. Inner model

The inner model is a structural model that can show the relationship between latent variables in research. The first step that needs to be done is checking the variance inflation factor (VIF) to test the existence of multicollinearity between variables with an ideal value of < 3. If the value obtained is 3–5, then it is suspected that there is multicollinearity. However, if the value obtained is more than 5, it can be said that it is in a critical state (Hair et al., 2019). Second, the test is continued by looking at the coefficient of determination, or R^2, which has a value between 0 and 1. The value of this coefficient of determination is an explanation function of the PLS-SEM of the model made. Therefore, the closer the number is to 1, the better it is. The R^2 level is divided into three, namely the 0.75 level, the 0.5 level and the 0.25 level. The 0.75 level is substantial, 0.5 is moderate, and 0.25 is weak. Then, the third step that needs to be done is to look at the value of Q^2 or the predictive relevance of a model. This predictive capability is sharpened by using Q^2_predict. If Q^2_predict < 0, then the model does not have the ability to predict. Based on this, steps one, two, and three can explain the quality of the model.

Hypothesis testing is the most important step in this research. In this stage, bootstrapping is done to see the relationship and significance between

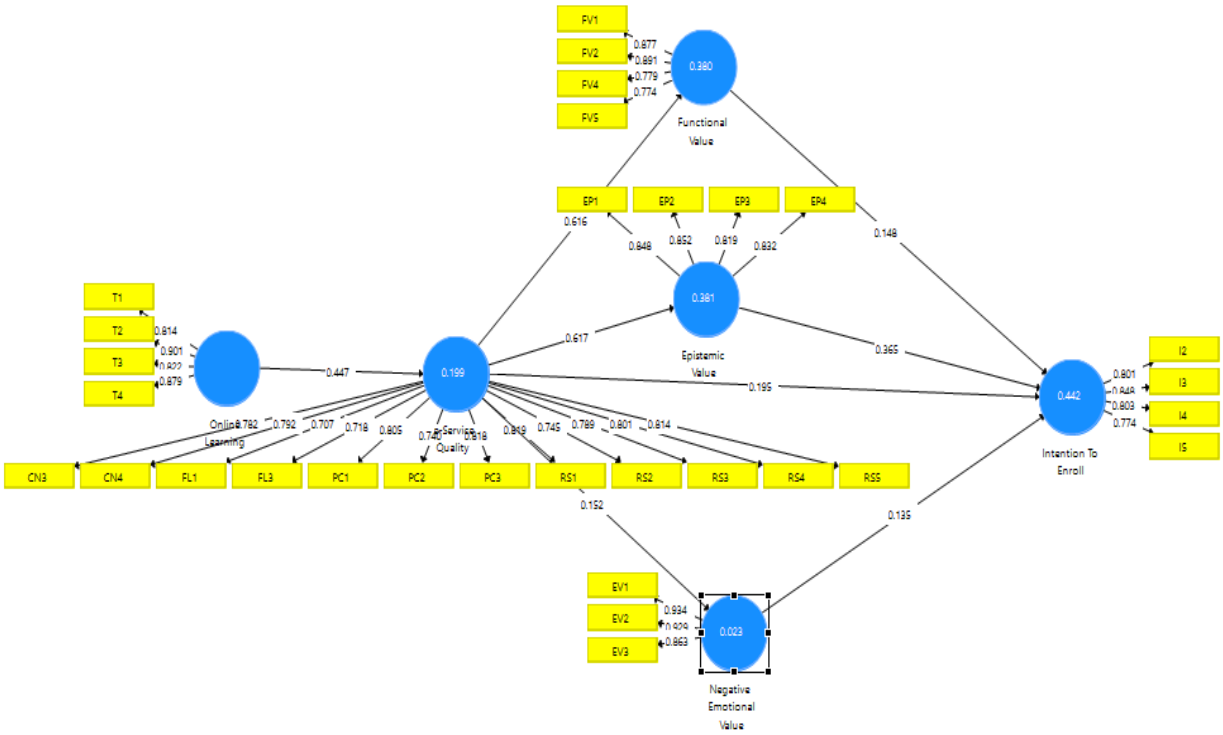
variables. Relationship testing can be done using a one-tail or two-tail method. One-tail relationship indicates that there is a positive influence between variables. Then, this study uses a significance level of 0.05 with a degree of freedom infinity. Therefore, the t-table for the one-tail is 1.645. Furthermore, this test is continued by comparing the t-calculation from the bootstrapping results with the t-table. If the number obtained is greater than 1.645, it can be interpreted that it has a positive influence. On the other hand, when viewed from the p-value, the value at < 0.05 can be said to be of a significant relationship between variables. The operationalization variables in this research are in Table A.1 in Appendix.

4. RESULTS

The outer model is a measurement model to test and evaluate the relationship between indicators and their latent variables. The analysis of the measurement model is divided into 2 parts, namely the reliability test and the validity test. The result of outer model on this research is presented in Figure 2.

From Table 2, the outer loading, all indicators are reliable because they are more than 0.708 (Hair et al., 2019).

Figure 2. Outer model



Source: Results from SmartPLS.

Table 2. Outer loading (Part 1)

Indicator	*Description*	*Outer loading*	*Result*
CN3	It offers the ability to speak to a live person if there is a problem	0.782	Valid
CN4	Customer service University give solution for me	0.792	Valid
EP1	Information at this site is well organized	0.848	Valid
EP2	It makes it easy to get anywhere on the site	0.852	Valid
EP3	It enables me to complete a transaction quickly	0.819	Valid
EP4	This site makes it easy to find what I need	0.832	Valid
EV1	Lecture material can be used in place of work	0.934	Valid
EV2	I was taught by a lecturer who have a good quality ones	0.929	Valid
EV3	Appropriate lecture materials with need company	0.863	Valid
FL1	It has in stock the items the company claims to have	0.877	Valid
FL3	This site makes items available for delivery within a suitable time frame	0.891	Valid
FV1	It delivers orders when promised	0.779	Valid
FV2	I'm fast got job of the university that I take	0.877	Valid
FV3	The university that I select allow I get good salary	0.891	Valid
FV4	The university that I take is investment right	0.779	Valid
I1	Online platform	0.801	Valid
I2	Infrastructure	0.848	Valid
I3	Online exam	0.803	Valid
I4	Time management	0.774	Valid

Table 2. Outer loading (Part 2)

Indicator	*Description*	*Outer loading*	*Result*
PC1	It does not share my personal information with other sites	0.805	Valid
PC2	It does not share my personal information with other sites	0.805	Valid
PC3	It protects information about my Web shopping behavior	0.740	Valid
RS1	This site handles product returns well	0.818	Valid
RS2	This site offers a meaningful guarantee	0.819	Valid
RS3	It provides me with convenient options for returning items	0.745	Valid
RS4	It takes care of problems promptly	0.789	Valid
RS5	It tells me what to do if my transaction is not processed	0.801	Valid
T1	I plan to apply to a promoted university	0.814	Valid
T2	I plan to apply to a reputable university	0.901	Valid
T3	I plan to apply to a university that ranks well	0.822	Valid
T4	I plan to apply to a prestigious university	0.879	Valid

Source: Results from SmartPLS.

From Table 3, construct reliability, it is seen that construct reliability, and all constructs are reliable because the AVE is more than 0.5 and Cronbach's alpha is greater than 0.7 (Hair et al., 2019).

Table 3. Construct reliability

Construct	*Cronbach's alpha*	*rho_A*	*Composite reliability*	*AVE*
Epistemic value	0.858	0.861	0.904	0.702
Functional value	0.851	0.863	0.900	0.692
Intention to enroll	0.821	0.825	0.882	0.651
Negative emotional value	0.898	0.946	0.935	0.827
Online learning	0.877	0.886	0.915	0.731
E-service quality	0.941	0.943	0.948	0.606

Source: Results from SmartPLS.

Then, from Table 4 it can be seen that the validity of the inter-constructs can be seen in the HTMT, where all values are smaller than 0.9, and there is no multicollinearity (Hair et al., 2019).

In Table 5, everything is between 1 and 3, so it is valid (Hair et al., 2019).

From Table 6, it can be seen that the R^2 of *Intention to enroll* is 0.454 or 45.4%, which is included in the weak predictive accuracy, as well as *Negative emotional* value of 5.8% and *Epistemic value* of 44.7% and *Functional value* of 42.2%, and *E-service quality* of 19.7%.

Table 4. Heterotrait-monotrait ratio (HTMT)

Construct	*Epistemic value*	*Functional value*	*Intention to enroll*	*Negative emotional value*	*Online learning*	*E-service quality*
Epistemic value						
Functional value	0.746					
Intention to enroll	0.729	0.605				
Negative emotional value	0.303	0.092	0.308			
Online learning	0.583	0.528	0.539	0.251		
E-service quality	0.676	0.677	0.597	0.154	0.482	

Source: Results from SmartPLS.

Table 5. Inner VIF

Construct	*Epistemic value*	*Functional value*	*Intention to enroll*	*Negative emotional value*	*Online learning*	*E-service quality*
Epistemic value			2.129			
Functional value			2.015			
Intention to enroll						
Negative emotional value			1.121			
Online learning						1.000
E-service quality	1.00	1.00	1.871	1.000		

Source: Results from SmartPLS.

Table 6. R-squared

Construct	*R^2*	*Adjusted R^2*
Epistemic value	0.447	0.442
Functional value	0.422	0.417
Intention to enroll	0.454	0.441
Negative emotional value	0.058	0.049
E-service quality	0.197	0.194

Source: Results from SmartPLS.

Table 7. Bootstrapping

Path	*Original sample (O)*	*Sample mean (M)*	*Standard deviation (STDEV)*	*T-statistics (|O/STDEV|)*	*P-value*
Epistemic value → Intention to enroll	0.365	0.368	0.090	4.070	0.000
Functional value → Intention to enroll	0.148	0.144	0.084	1.770	0.039
Negative emotional value → Intention to enroll	0.135	0.137	0.057	2.380	0.009
Online learning → Intention to enroll	0.447	0.452	0.051	8.808	0.000
E-service quality → Epistemic value	0.617	0.622	0.048	12.871	0.000
E-service quality → Functional value	0.616	0.622	0.052	11.968	0.000
E-service quality → Intention to enroll	0.195	0.197	0.063	3.105	0.001
E-service quality → Negative emotional value	0.152	0.160	0.068	2.235	0.013

Source: Results from SmartPLS.

From Table 7, it can be seen that all paths have a positive effect because the t-statistic is > 1.645 with a significant level of 0.05 and p-value < 0.05, so it is significant (Hair et al., 2019).

5. DISCUSSION

The first finding from this research is that online learning has a positive influence on e-service quality with a path coefficient of 44.7%, it is a big influence to the e-service quality, and this is confirmation novelty on this research that there is a positive and significant relationship between online learning and e-service quality. Second, the negative emotion has a positive influence and is significant to the intention to enroll (13.5%), and during the pandemic, it has changed the preference of the high school student from the previous study (Achmadi et al., 2021) that the perceived value has influence to intention to enroll through positive emotion as a mediation variable. In this research, the functional value has a direct effect on the intention to enroll (14.8%) and the epistemic value has a direct effect on the intention to enroll 36.5%, it means that after the pandemic era that almost two years, it changes the preference of the student to make a decision from comparing between benefit and price (from the functional value perspective) to the epistemic value which concern about the content of the learning itself, the second reason because the almost private university in Indonesia over the similar price of tuition fees. So, the contribution from this research is that the online experience of students in higher education influences the e-service quality at university administration by 44.7%, so the student experience in online learning influences e-service quality to intention to enroll (19.5%). Second, the negative emotion positively influences and is significant to the intention to enroll (13.5%), and can be used for one of the marketing strategy. In addition, the R-squared from intention to enroll is 44.2%. The e-service quality has influenced the functional value with 38% R-squared and also influenced the epistemic value with 38.1% and influenced the negative emotion with 2.3%.

6. CONCLUSION

This research has confirmed that online learning has influenced e-service quality with a 44.4% path coefficient. Second, negative emotion has a positive and significant influence on the intention to enroll with 13.5%, it will be the new way for marketing strategy. The epistemic value has the first and the most influence on the intention to enroll, the second is e-service quality, which has a positive and significant influence on the intention to enroll, and the third is a functional value that affects positively and significantly the intention to enroll, and the forth is the negative emotion has positive and significant influence to intention to enroll. The first e-service quality influenced to intention to enroll and then the function value with an R-squared of 0.380 and epistemic value with an R-squared of 0.381, and the third is the influence of negative emotion with an R-squared of 0.023. Online learning has influenced positively and significantly e-service quality with an R-squared of 0.223 with a path coefficient of 0.447, which is a very high score.

The limitation of this research covers only Jakarta, Lampung, Yogyakarta, and Banten, so there are many areas that this research has not covered yet. A further suggestion for the next research is to study the conditions after the pandemic era or a new normal era because the learning in post-pandemic is hybrid. Secondly, in the next research, the negative emotion can be tested in the situation of impulse buying at e-commerce.

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APPENDIX

Table A.1. Operationalization variables

Symbol	*Indicator*	*Construct*	*Operationalization variable*
P1	Availability of devices	Personal	Achmadi et al. (2021)
P2	Skills	Personal	
P5	Learning potentiality	Personal	
P6	Save time	Personal	
P7	Store information	Personal	
T1	Trained	Teaching	
T2	Motivation	Teaching	
T3	E-tools and techniques	Teaching	
T4	Teaching method	Teaching	
T5	E-resources	Teaching	
T8	Communication	Teaching	
T9	Feedback	Teaching	
I1	Own online platform	Institution	
I2	Infrastructure	Institution	
I3	Online exam	Institution	
I4	Time management	Institution	
SA1	Interaction at school	Self-efficacy	Achmadi et al. (2021)
SA2	Performance out of class	Self-efficacy	
SA3	Performance in class	Self-efficacy	
SA4	Managing work, family & school	Self-efficacy	
EF1	Information at this site is well organized.	Efficiency	Çetinsöz (2013)
EF2	It makes it easy to get anywhere on the site	Efficiency	
EF3	It enables me to complete a transaction quickly	Efficiency	
EF4	This site makes it easy to find what I need	Efficiency	
EF5	This site is simple to use	Efficiency	
EF6	This site enables me to get on to it quickly	Efficiency	
EF7	It loads its pages fast	Efficiency	
SA1	This site is always available for business	System availability	Çetinsöz (2013)
SA2	This site does not crash	System availability	
SA3	Pages at this site do not freeze after I enter my order information	System availability	
FL1	It has in stock the items the company claims to have	Fullfillment	Çetinsöz (2013)
FL2	It delivers orders when promised	Fullfillment	
FL3	This site makes items available for delivery within a suitable time frame	Fullfillment	
FL4	It makes accurate promises about delivery of products	Fullfillment	
FL5	It quickly delivers what I order	Fullfillment	
FL6	It is truthful about its offerings	Fullfillment	
PC1	It does not share my personal information with other sites	Privacy	Çetinsöz (2013)
PC2	This site protects information about my credit card	Privacy	
PC3	It protects information about my Web shopping behavior	Privacy	
RS1	This site handles product returns well	Responsivemess	Çetinsöz (2013)
RS2	This site offers a meaningful guarantee	Responsivemess	
RS3	It provides me with convenient options for returning items	Responsivemess	
RS4	It takes care of problems promptly	Responsivemess	
RS5	It tells me what to do if my transaction is not processed	Responsivemess	
CO1	This site compensates me for problems it creates	Compensation	Çetinsöz (2013)
CO2	It compensates me when what I ordered does not arrive on time	Compensation	
CN1	This site provides a telephone number to reach the company	Contact	Çetinsöz (2013)
CN2	This site has customer service representatives/available online	Contact	
CN3	It offers the ability to speak to a live person if there is a problem	Contact	
CN4	Customer service university give solution for me	Contact	
FV1	I believe that program options in university guarantee my future	Functional value	Achmadi et al. (2021)
FV2	I am fast got job of the university that I take	Functional value	
FV3	The university that I select allow I get good salary	Functional value	
FV4	The university that I take is investment right	Functional value	
EV1	Lecture material can be used in place of work	Epistemic value	
EV2	I was taught by the lecturer who have a good quality ones	Epistemic value	Achmadi et al. (2021)
EV3	Appropriate lecture materials with need company	Epistemic value	
EV4	The university that I choose interesting for me to innovate	Epistemic value	
EM1	I am afraid of choosing the wrong university	Emotional value	Achmadi et al. (2021)
EM2	I am afraid to choose university	Emotional value	
EM3	I am afraid my chosen university do not meet my expectation	Emotional value	
EM4	I am afraid to choose a wrong university	Emotional value	
EM5	I am afraid my chosen university do not meet my passion	Emotional value	
IT1	I plan to apply to a promoted university	Intention to enroll	Fazal-e-Hasan et al. (2018)
IT2	I plan to apply to a reputable university	Intention to enroll	
IT3	I plan to apply to a university that's ranks well	Intention to enroll	
IT4	I plan to apply to a prestigious university	Intention to enroll	
IT5	I plan to apply to a unique university	Intention to enroll	
IT6	I Intent to apply to promoted university	Intention to enroll	