

Analysis of Promotion and Program on Student's Decision Process at Bimbel Griya English Fun

Heru Eko Septian^{1*}, Hapzi Ali²

¹Student of Magister Management Program, University of Mercu Buana (UMB), Jakarta, Indonesia

²Senior Lecturer of Magister Management Program, University of Mercu Buana (UMB), Jakarta, Indonesia

*Corresponding author: Heru Eko Septian

| Received: 12.04.2019 | Accepted: 21.04.2019 | Published: 30.04.2019

DOI: [10.36347/sjahss.2019.v07i04.005](https://doi.org/10.36347/sjahss.2019.v07i04.005)

Abstract

Original Research Article

Starting the enactment of the ASEAN Economic Community (MEA) at the end of 2015 became a new chapter for Indonesia. This triggered the workforce to improve their English language skills to be even better; this was solely to increase the competitiveness of local human resources with foreign workers, especially from ASEAN. In line with that began to emerge places of English language course or commonly called Bimbel both in rural and urban areas. Griya English Fun is one of the dozens of Bimbel in Wonosobo district who are trying to provide English language training services to children ranging from middle school, high school to college students. In the competition in the Bimbel industry, Griya English Fun can be said to experience a decline in the number of students who register there. The researcher tries to examine more deeply what factors influence students in enrolling at Griya English Fun. There are two of the most dominant variables that influence the process of taking, the decision of students to study there, namely promotion and program offered. By using SPSS analysis, the promotion and program variables are found to have a positive and significant effect on students' decisions to enroll in Griya English Fun.

Keyword: MEA, Promotion, Program, Purchase Decision, Loyalty.

Copyright © 2019: This is an open-access article distributed under the terms of the Creative Commons Attribution license which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use (NonCommercial, or CC-BY-NC) provided the original author and source are credited.

INTRODUCTION

The commencement of ASEAN Economic Community (AEC) at the end of 2015 became a new chapter for Indonesia. Competition of labor between ASEAN countries is becoming increasingly fierce. The labor market in Indonesia is now not only controlled by local human resources but also has to compete with labor from neighboring countries such as Thailand, Malaysia, Philippines, Vietnam, Laos and so on. Entering that era inevitably forced the workforce to be able to communicate in English fluently. Being able to speak English properly and correctly can be an added value for the workforce.

Indonesian is still at the lower level in English proficiency. The 2018 English Proficiency Index (EPI) report notes that English language skills of Indonesians rank 13th in Asia with a score of 51.58. English language skills of the population of Indonesia are below Malaysia and South Korea, but are still better than Sri Lanka and Bangladesh which have historical ties with Britain. This certainly makes many business people in the sector of non-formal education services compete to establish an English Language Course and Training Institution with the aim of increasing the competence of Indonesians in using English, of course, accompanied by increasing demand in the community quality training institutions. It is noted that there are a number of Course and Training Institutions in the first quarter of 2017 where the number of English language courses is 4728 throughout Indonesia.

Educational institutions are now not only mushrooming in urban areas, nowadays they are often found in both rural and small cities, this certainly makes competition in this industry is becoming increasingly fierce. Among the many number of Course and Training Institutions in Indonesia, one of the places that offers tutoring programs through a series of programs at competitive prices with various complete facilities, namely Griya English Fun. The Bimbel Griya English Fun Institute is one of the specialized English courses located in the city of Wonosobo, Central Java Province.

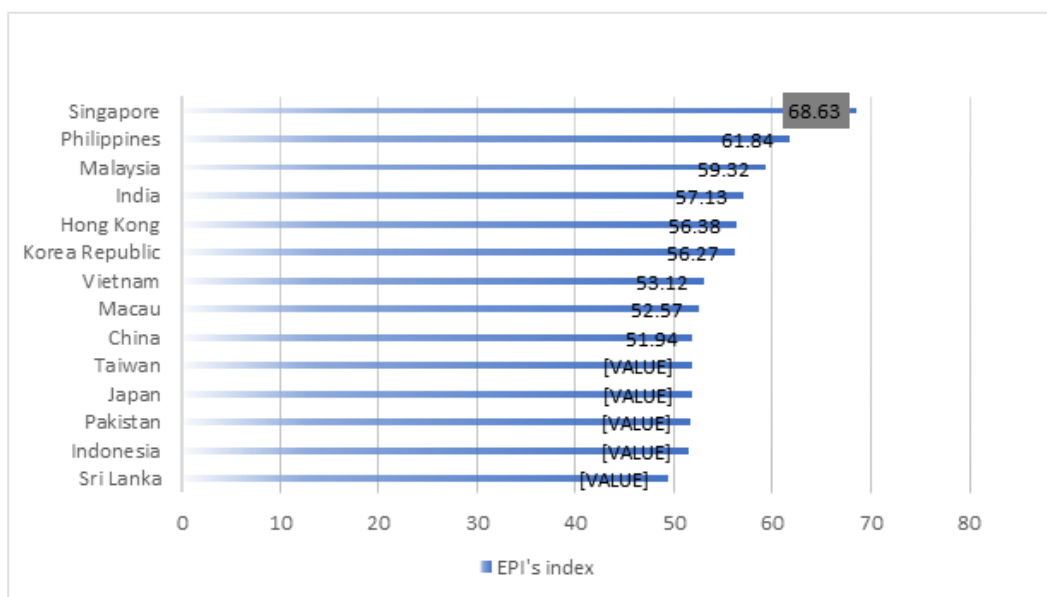


Fig-1: English Language Proficiency Index in Asia 2018
 Source: ef.com/EPI (2019)

In the last two years the number of new students who have enrolled at Bimbel Griya English Fun has increased, but in the past few months it has experienced a decline from the previous period, this can be seen from the following data.

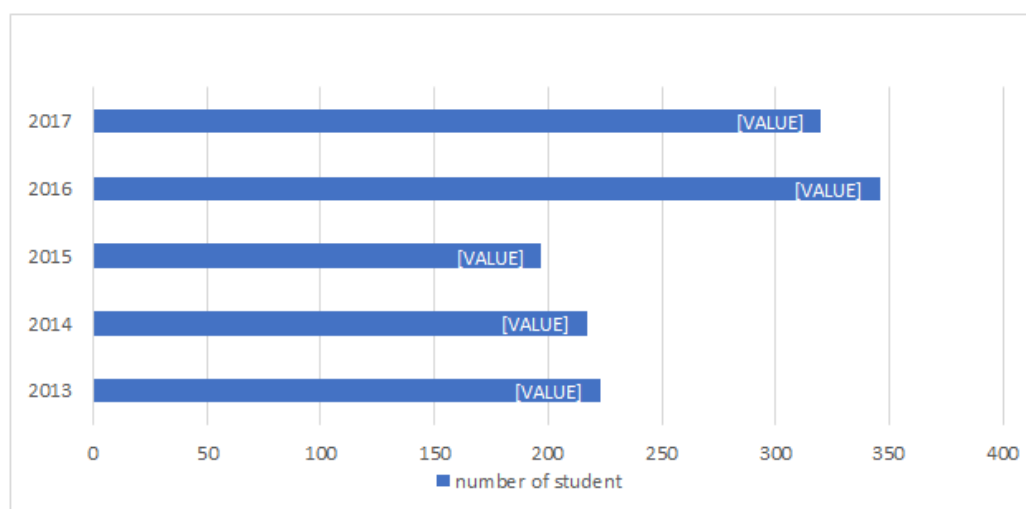


Fig-2: 2013-2017's Chart of Griya English Fun Students
 Source: Griya English Fun Enrollment data (2018)

The data above shows the growth in the number of student at Griya English Fun from 2013-2017 which overall showed a decline and only increased in 2016 but after that declined again. From these data, it indirectly shows the level of student decisions to enroll at Griya English Fun is still relatively low.

Before conducting in-depth research, the authors conducted a pre-survey test by giving several questions to 30 Griya English Fun students who aimed to find out what variables made them interested studying there.

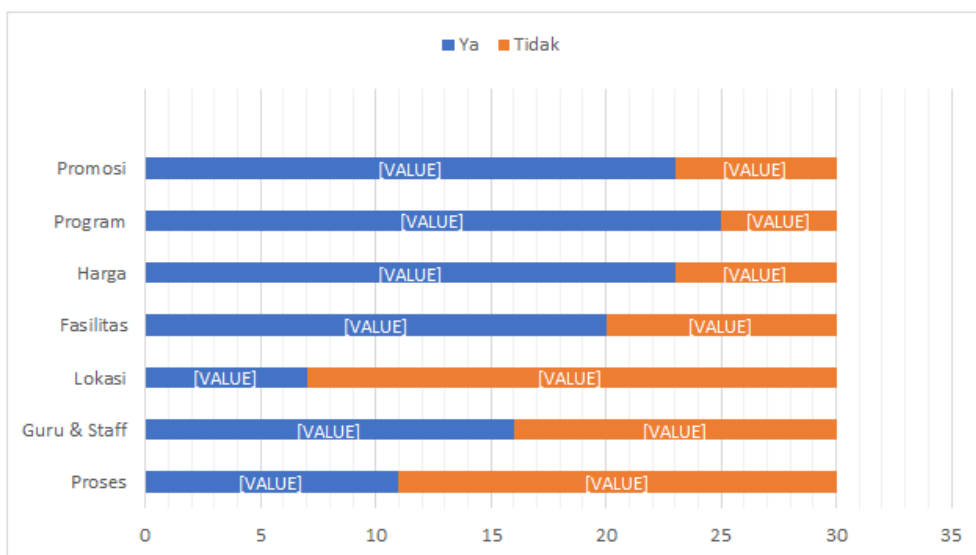


Fig-3: Pre-Survey Results
 Source: Source: Primary Data (2018)

Through the results of the pre-survey above, it can be seen several factors that become student references in making decisions to decide to study at Griya English Fun. The data above illustrates that promotion factor has a good role in students' decisions in choosing Griya English Fun as a place to study. In addition, other dominant factors that are used as a reference for students in choosing Bimbel Griya English Fun are the programs offered. Thus, further research needs to be done on "The analysis of Promotion and Program on the Decision Making Process of Students of the Bimbel English Fun Griya".

From the description behind this research, we formulated several problems as follows:

- Does promotion affect the students' decision making to study at Griya English Fun?
- Does the program offered affect the students' decision making to study at Griya English Fun?
- Does promotions and program offered simultaneously affect the student's decision making to study at Griya English Fun?

Then the we determines several objectives in this study including the following:

- To analyze the effect of promotion on the students' decision making at Griya English Fun.
- To analyze the effect of the programs offered on the students' decision making at Griya English Fun.
- To analyze the effect of promotion and program offered simultaneously on the student's decision making at Griya English Fun.

Theoretical review

Purchasing decisions are a process where consumers recognize the problem, find information about a particular product or brand and evaluate how well each alternative can solve the problem, which then leads to purchasing decisions [1]. Purchasing decisions are consumer decisions that are influenced by financial economy, technology, politics, culture, products, prices, location, promotion, physical evidence, people and, process. So as to form an attitude on consumers to process all information and draw conclusions in the form of responses that appears what products to buy [2].

There are five stages of consumers in the purchasing decision making process [3], namely; 1) Introduction to the problem, 2) Search for information, 3) Evaluate alternatives, 4) Purchase decisions. In this stage consumers will also form considerations on the brands of choice that will be purchased, where consumers may also form an intention to buy the product they like the most.

According to Daryanto [4], promotion is a flow of information or one-way persuasion that can direct an organization or someone to create transactions between buyers and sellers. Meanwhile, Hasan [5] explains that promotion is a marketing function that focuses on communicating marketing programs persuasively to target customers, prospective customers to encourage the creation of exchange transactions between the company and the audience. According to Lupiyoadi [6] promotional devices that we know include advertising (advertising), personal sales (personal selling), promotion promotion (sales promotion), public relations (public relations or public relations), word of mouth information), direct marketing (direct marketing), and marketing publications (marketing publications).

According to Jerome Mc.Charty quoted by Kotler and Armstrong [28], "product means the company offers to the target market". This means that the product is a combination of goods and services offered by the company to the target market. In other words, something that can be offered to the market to get attention, so that the product being sold wants to be bought, used or consumed that can fulfill a customer's desires or needs.

According to Tjiptono [1], the dimensions of product quality, namely; 1) performance, 2) features, 3) conformance to specification, 4) durability, 5) reliability, 6) service ability), 7) aesthetics, and 8) Perceived quality, Perceived quality is also a consumer perception of the overall quality or superiority of a product.

Hypothesis

Research conducted by Zain *et al.* [7] proved that promotion was one of the determining factors in the decision to choose private universities in Malaysia. Meanwhile, Khan [8] argues that there are four new variables of promotion that influence decisions in choosing and registering with private schools in Pakistan. This is confirmed by the findings of Singh & Dr. (Mrs.) Seema Singh [9] which states that promotion is the most dominant factor in determining students to choose Private Engineering College. Thus the first research hypothesis can be formulated:

H1: Promotion has a positive and significant effect on decision making

H0: Promotion does not have a positive and significant effect on decision making.

Ming [10] mentions that institutional factors that influence the decisions of students' choices are academic programs. Frimpong [11] stated programs, lecturers 'quality, completeness of library and internet facilities were factors that influenced students' decision to choose universities. The results of these studies are supported by Yenida and Saad [12] which states that the product has a significant effect on purchase decisions. Thus the research hypothesis can be formulated as follows:

H2: Programs have a positive and significant effect on decision making

H0: Programs do not have a positive and significant effect on decision making.

In the research entitled "Analysis of Promotion and Product Differentiation of Jukajo on Consumer Purchase Decision", Abel Gandhi and Julio Arthur Hairuddin [13] mentioned that having positive promotion and product differentiation variables impact on purchase decision partially and simultaneously. The 50.5% of impact variables have towards the consumer purchase decisions of Jukajo. Moreover, product differentiation becomes the most dominant variable which partially affects consumer purchase decisions. This research was conducted at a food and beverage company called Jukajo. From these findings, the researchers formulated the hypothesis as follows:

H3: Promotion and program offered simultaneously have affected the student's decision making to study at Griya English Fun

H0: Promotion and program offered simultaneously do not have affected the student's decision making to study at Griya English Fun

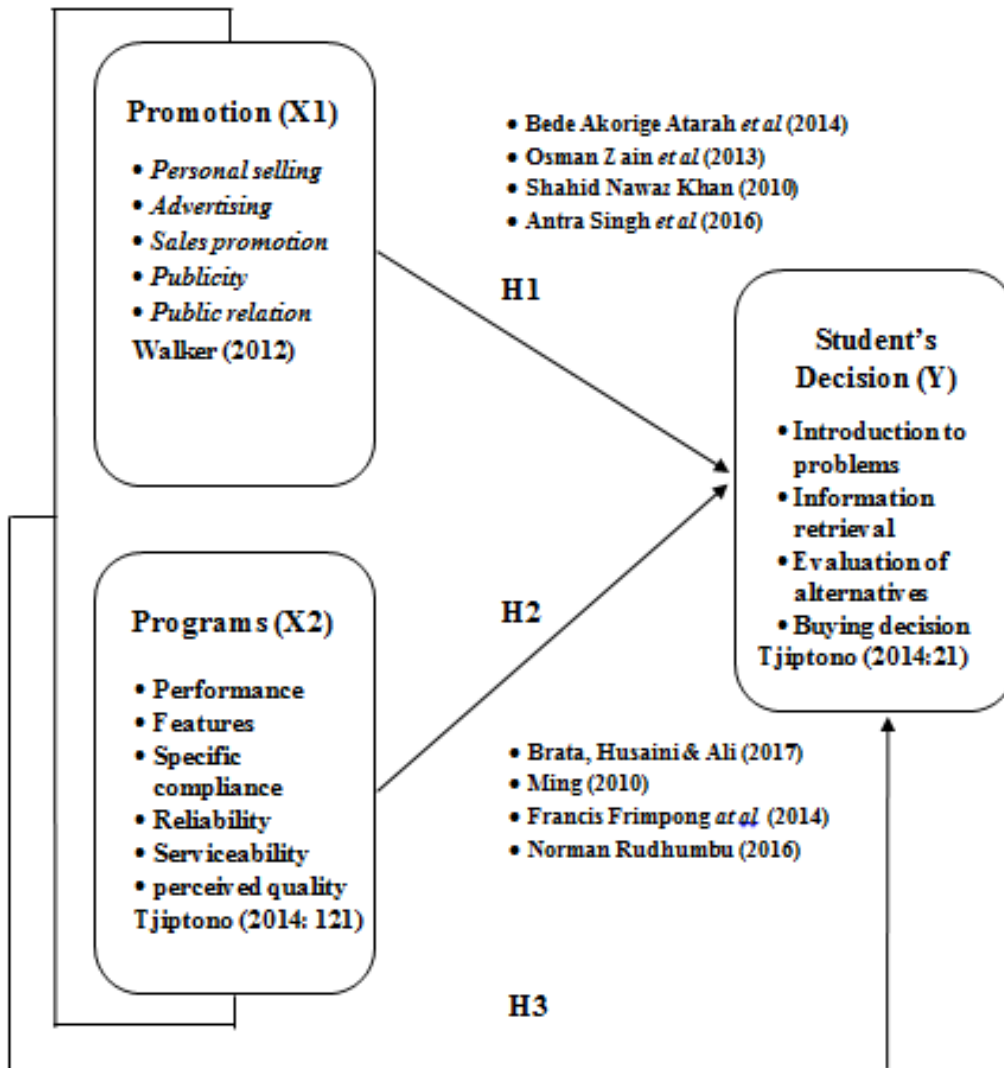


Fig-4: Research Framework

Source: Primary Data (2018)

METHODS

This research is a quantitative research with causality design. Quantitative research emphasizes the analysis of quantitative data (numbers) collected through measurement procedures and processed by statistical analysis methods [14]. Causal design is useful for measuring the relationships between research variables or useful for analyzing how a variable affects other variables [15]. Thus the quantitative research design with causality design is intended to determine the effect of promotion and program on student decision making to study at Griya English Fun, where the data used is quantitative data taken from certain samples with research instruments then the data are analyzed statistically.

Population and Samples

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by researchers to be studied and then conclusions drawn [16]. Thus the population in this study is the students at Griya English Fun, which is a total of 320 people throughout 2017.

The sampling method used in this study is a non-probability method. The non-probability sample method in this study was purposive sampling. According to Sekaran and Bougie [17], "the sampling here is confined to the specific type of people who can provide desired information, either because the only ones who have it, or conform to some criteria set by researcher". The statement explains that sampling here is limited to certain types of people who can provide the desired information, either because of the one who owns it, or according to several criteria set by the researcher. Criteria determined namely; 1) Students who take part in the Bimbel program at Griya English Fun. 2) Is a student who is studying junior high or high school. 3) Students who are at the Griya English Fun location when conducting research. The number of samples used refers to the Yamane or Slovin formula cited by Riduwan and Kuncoro [18], namely:

$$n = \frac{N}{N \cdot d^2 + 1} = \frac{320}{320 \times (0,05)^2 + 1} = 177,8 \approx 178 \text{ student}$$

Description: (n) number of samples, (N) number of population, (d) precision (set of 5% with a confidence level of 95%).

Scale

The variables in this study are measured by a Likert scale, where variables are first translated into indicators of variables, and then the indicators are used as a starting point for compiling instrument items that can be statements or questions. The answer to each item using the Likert scale has gradations that can be in the form of words and scores including, a) Strongly Agree = 5, b) Agree = 4, c) Enough Agree = 3, d) Disagree = 2, e) Strongly Disagree = 1.

Validity Test

According to Ghozali [5], validity testing is used to measure the validity of a questionnaire. A questionnaire is valid if the question in the questionnaire is able to express something that will be measured by the questionnaire. Sugiyono [16] states that valid means that the instrument can be used to measure what should be measured. The validity test in this study was carried out using the product moment correlation formula with the help of SPSS series 23. The basis for decision making is that if the correlation coefficient is generated ($r_{\text{arithmetic}} > r_{\text{table}}$), the questionnaire can be said to be valid as a research instrument.

Reliability Test

According to Ghozali [5], reliability testing is a tool to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is reliable if a person's answer to a statement is consistent or stable over time. Another opinion conveyed by Sugiyono [16], a reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data. Reliability testing is done with the Cronbach's alpha formula. According to Nunnally in Ghozali [5], a construct or variable is said to be reliable if it gives the value of Cronbach Alpha > 0.70.

Classical assumption test

In conducting multiple linear regression tests need to be fulfilled assumption tests such as normality test, multicollinearity test and heteroscedasticity test. The normality test can be done by the Kolmogorov-Smirnov test, if the probability value. Sig > 0.05 then the data is normally distributed. But if the data has a sig value. > 0.05, it can be said that the data is not normally distributed, meaning that data cannot be further analyzed by multiple linear regression / panel data regression.

The multicollinearity test is to aims to detect the presence or absence of multicollinearity in the regression model, this study is conducted by looking at the value of the VIF (Variance Inflation Factor) in the output evIEWS. If the VIF value is <10, it can be said that the model is free from multicollinearity.

Heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from the residual one observer to another observer. A good model if the residual variance from one observer to another observer remains or does not occur heteroscedasticity. The heteroscedasticity test can be detected by the Glejser test by regression between the independent variables on the residual absolute variable. Basic decision making is if the value of sig > 0.05, it can be said that the model does not contain the existence of heteroscedasticity [5].

Multiple Linear Regression Test

Multiple linear regression tests are used to model more than one independent variable on one dependent variable. In this case it is done to find out how much influence the independent variables are: Promotion (X1) and Program (X2) on the dependent variable namely Decision Making (Y). Multiple linear regression testing is done by the following equation.

$$Y = a + b_1 X_1 + b_2 X_2 + e_1$$

Description: (Y) Decision Making, (X1) Promotion, (X2) Program, (a) Constants, (b) Coefficient, (e) Error.

Hypothesis testing

Hypothesis testing in this study includes t test, F test and test coefficient of determination seen from the value of r square.

t Test Statistics

The t test is used to show whether or not the influence of independent variables on the dependent variable is significant or not. The significant level in this study is 5%, so if the value of $t_{\text{arithmetic}} < t_{\text{table}}$ and significance probability $< 5\%$ (0.05), the hypothesis proposed (H_a) is accepted. The $t_{\text{arithmetic}}$ value is searched by the formula:

$$t = \frac{r_p \sqrt{n - 2}}{\sqrt{1 - r_p^2}}$$

Description: (t) value of $t_{\text{arithmetic}}$, (r_p) Correlation coefficient, (n) Amount of data / observation [19].

F Test Statistics

The F test is used to indicate whether or not the influence of independent variables on the dependent variable is significant or not together (together). The significant level in this study is 5%, so if the value of $F_{\text{arithmetic}} < F_{\text{table}}$ and significance probability $< 5\%$ (0.05), the hypothesis proposed (H_a) is accepted. The value of $F_{\text{arithmetic}}$ is searched by the formula:

$$F = \frac{R^2 / k}{(1 - R^2) / (n - k - 1)}$$

Description: (F) $F_{\text{arithmetic}}$ calculated which is then compared to F_{table} (R^2) multiple correlation coefficient that has been found, (n) Amount of data / sample, (k) Number of independent variables [19].

Determination Coefficient Test

The coefficient of determination test is used to determine the magnitude of the contribution of the independent variable to the dependent variable, or in other words to find out how much the variance of the bound variable can be explained by all the independent variables. The coefficient of determination test can be seen from the percentage of R Square values produced.

$$KD = R^2 \times 100\%$$

Description: (KD), coefficient of determination, (R^2) value of R square.

RESULTS AND DISCUSSIONS

Griya English Fun was founded by Nur Farida in 2010 after she returned to Wonosobo after studying English in (English Village) Pare, Kediri for approximately 2 years. In its early years, this Bimbel (which at that time did not yet have a name), The founder only focused on giving English private tutoring with market segmentation only to middle school students around her home. In the second year, several high school students who were facing the National Examination asked him to become their English private tutor.

Towards the end of 2011 the number of requests for students to study privately began to boom until finally at the initiative of several fellow teachers, a tutoring institute with management was formed which was more organized under the name Griya English Fun.

Griya English Fun is officially located in Banjarsari village, Sukoharjo, Wonosobo, Central Java, Indonesia. The location of Bimbel is close to the Dieng Plateau, making the learning atmosphere more enjoyable.

Facility of the classrooms are filled with folding chairs, whiteboards, air conditioners and even this institution already has several computers and projectors used in multimedia classrooms. The programs offered by the Griya English Fun Tutoring Institute can be fairly evenly distributed where there are various choices of classes such as regular program classes, intensive program classes and private classes. Learning activities for regular classes last 2 times a week, 2 sessions (3 hours) each meeting for approximately one semester (6 months). Then for learning activities for intensive classes take place 3 times per week, 2 sessions (3 hours) each meeting for 2 months continuously. As explained above, the learning activities for classes outside the English language courses which began in 2018 depend on the number of requests from prospective students.

There are several programs in the Griya English Fun Tutoring Institute such as, grammar, conversation, English for children, writing, speaking, TOEFL, IELTS and TOEIC preparation. Especially for regular students at the last class meeting there was the "Griya English Fun goes to Borobudur" program where the students were trained and tested mentally to speak English with foreign tourists.

Respondent

Respondents who were the subjects in this study were students of program at Griya English Fun at the level of junior high school, high school and college students determined by purposive sampling technique. The number of respondents who became the study sample was 178 students. Respondents in this study were dominated by girls (54.50%) and boys (45.50%). According to the age category, it is also known that respondents with an age range between 17-19 years showed the largest number, 41.6%. According to the class level, most of them are 10th grade high school students (28.1%). Promotion variables are measured by 10 questions while the programs are measured by 11 questions.

Validity test

Validity test is carried out by *Pearson product moment* correlation formula, where the statement item is valid can be seen from the correlation value of the item score and total score ($r_{\text{arithmetic}}$) when the value exceeds the r_{table} value. The results of the analysis obtained by the calculated $r_{\text{arithmetic}}$ are presented in the following table. The researcher tested the validity and reliability of the 30 Griya English Fun students, the purpose of which was to find out whether the questionnaire was valid or not using the research instrument. Likewise with the reliability test which aims to determine whether or not the questionnaire is used with the research instrument. The results of the validity test are as follows.

Table-5: Validity Test Result

Promotion		Program		Student's Decision	
Code	$r_{\text{arithmetic}}$	Code	$r_{\text{arithmetic}}$	Code	$r_{\text{arithmetic}}$
X1.1	0.897	X2.1	0.883	Y1	0.895
X1.2	0.897	X2.2	0.863	Y2	0.917
X1.3	0.866	X2.3	0.860	Y3	0.889
X1.4	0.878	X2.4	0.877	Y4	0.906
X1.5	0.867	X2.5	0.897	Y5	0.923
X1.6	0.871	X2.6	0.897	Y6	0.897
X1.7	0.880	X2.7	0.871	Y7	0.893
X1.8	0.895	X2.8	0.887	Y8	0.904
X1.9	0.901	X2.9	0.879		
X1.10	0.893	X2.10	0.878		
		X2.11	0.897		

Description: valid if the value of $r_{\text{arithmetic}} > r_{\text{table}}$ (0.1471)

Source: Primary Data (2018)

From the results of the validity test using *Pearson product moment*, then all the statement items are valid because $r_{\text{arithmetic}} > 0.1471$.

Reliability Test

The next step is a reliability test using Cronbach's Alpha so that the results obtained are as follows.

Table-6: Realibility Test Result

Variable	Cronbach's Alpha	Explanation
Promotion	0.969	Very reliable
Program	0.971	Very reliable
Student's decision	0.968	Very reliable

Description: Reliable if the cronbach's alpha value > 0.7

Source: Primary Data (2018)

From the results of the reliability test using Cronbach's Alpha, it is stated that all the variables have been declared reliable because the Cronbach's Alpha value > 0.7 , so the next analysis can be continued.

Classical assumption test

In the classical assumption test there are three stages, namely the normality test using the Kolmogorov-Smirnov test, then proceed with the multicollinearity test, and the last stage by heteroscedasticity test using Geiser testing. This analysis uses SPSS 23 series software.

Normality Test

The results of the normality test with the Kolmogorov-Smirnov test are as follows:

Table-7: Kolmogorov-Smirnov Test Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		178
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.85450606
Most Extreme Differences	Absolute	.058
	Positive	.058
	Negative	-.057
Test Statistic		.058
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Primary Data (2018)

From the above test shows that all data are normally distributed because of the value of Asymp Sig. (2-tailed) > 0.05

Multicollinearity Test

The next step is a multicollinearity test. This test is done by looking at the tolerance value and VIF as follows.

Table-8: Multicollinearity Test Result

Variable	Tolerance	VIF
Promotion	0.195	5.128
Program	0.195	5.128

Source: Primary Data (2018)

In this multicollinearity test the data is said to be free from multicollinearity if the VIF value is > 10 and tolerance > 0.1. From the test results, two variables are produced that the VIF value of the two independent variables is greater than 10 and the tolerance value of the two variables is greater than 0.1, meaning that the two variables are free from multicollinearity.

Heteroscedasticity Test

The next step is conducting a heteroscedasticity test aimed to testing whether in the regression model there is an inequality of variance from the residual one observer to another observer. This heteroscedasticity test is carried out using the Glejser test where the results are as follows.

Table-9: The Glejser Test Result

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.084	.567		1.912	.058
	Promosi	.046	.032	.249	1.461	.146
	Program	-.035	.029	-.202	-1.189	.236

Source: Primary Data (2018)

Multiple Linear Regression Test

The next stage is examining a multiple linear regression test as well as a summary of the results of multiple linear regression tests as follows.

Table-10: The Multiple Linear Regression Test Result

	B	Std. Error	Beta	t	Sig.	F	Sig	R Square
Constanta	1.380	0.850		1.622	0.107	621.663	0.000	0.877
Promotion	0.297	0.047	0.378	6.278	0.000			
Program	0.428	0.044	0.583	9.689	0.000			

Description: The hypothesis is accepted if the value of Sig. <0.05

Source: Primary Data (2018)

As for the results of the regression equation after calculated by regression formula are as follows.

$$Y = a + b_1 X_1 + b_2 X_2 + e$$

$$Y = 1.380 + 0.378 X_1 + 0.583 X_2$$

Hypothesis Test

t Test Statistics

The t test aims to test how the influence of each independent variable individually on the dependent variable. This test can be done by comparing $t_{\text{arithmetical}}$ with t_{table} or by looking at the column of significance in each $t_{\text{arithmetical}}$. The significant level in this study is 5%, so if the value of $t_{\text{arithmetical}} < t_{\text{table}}$ and significance probability < 5% (0.05), the hypothesis proposed (H_a) is accepted. According to the multiple linear regression test result above shows both of independent variables namely promotion and program each have a significance value of 0,000 or below 0.05. thus it can be concluded that:

H 1 is accepted because of the sig value. 0,000 <0,5, meaning that the promotion has a positive and significant influence on decision making.

H2 is accepted because of the sig value. 0,000 <0,5, meaning that the program has a positive and significant influence on decision making.

This result explains that the promotion has been carried out by Griya English Fun is quite good. As the researcher once asked the Griya English Fun CEO, Mrs. Nurfarida, she said that Griya English Fun utilizes social media to reach markets such as aFacebook Ads and Instagram Ads. In addition to this, promotions in newspapers or local radio have also been carried out. Even at the end of the school year or before the school semester exam, the marketing team disseminates Griya English Fun programs to schools around there.

But unfortunately, Griya English Fun has not used Youtube content for media promotion even though it can be said that Youtube currently has its own uniqueness to reach the market. One more thing, Griya English Fun also does not yet have its own website which if utilized optimally is not only able to get the number of students but also creates engagement with its students.

The programs offered by Griya English Fun which can be said to be quite varied, ranging from grammar, conversation, English for children, writing, speaking, TOEFL, IELTS and TOEIC preparation. The program offered is quite complete but has not reached the adult market. Along with the growing demands in the world of work, Griya English Fun should also aim at the adult market.

F Test Statistics

The F test is used to determine the effect of independent variables together (simultaneous) on the dependent variable. Significant means that the relationship that occurs can apply to the population. The significant level in this study is 5%, so if the value of $F_{\text{arithmetical}} < F_{\text{table}}$ and significance probability < 5% (0.05), the hypothesis proposed (H_a) is accepted. The multiple linear regression test result in the table shows that the significance value is 0,000 or below 0.05, which means that H3 is accepted because of the sig value. 0,000 <0.5 is accepted because of the sig value. 0,000 <0,5, meaning that promotions and programs simultaneously have a positive and significant influence on student's decision.

Determination Coefficient Test

The multiple linear regression test result table above shows that the value of r square = 0.877, meaning that 87.7% of the variance of the decision-making variables can be explained by promotional variables and programs, while the remainder is explained by other variables outside the mode $e = 1 - r \text{ square} = 1 - 0.877 = 0.123$ (12.3%).

Based on the results of the analysis of determination that the Purchase Decision is influenced by many factors, apart from the variables of this article. The results of this study are in line and reinforced by previous studies including:

- Products, Prices and Distribution Channels have a positive and significant effect on Purchasing Decisions either partially or simultaneously on Mandiri e-Cash [20].
- Brand Image, Brand Awareness and Price have a positive and significant effect on Purchase Decision either partially or simultaneously, Case Study of SMECO Indonesia SME products [21];
- Quality of Service, Brand Image and Promotion has a positive and significant effect on Purchasing Decisions both partially and simultaneously at PT. Hartekprima Listrindo Jakarta [22].

CONCLUSIONS

The purpose of this study is to analyze more deeply the effect of promotion and program on student loyalty at Bimbel Griya English Fun through a purchase decision variable. Respondents used in this study are 178 students. Promotion has a positive and significant effect on students' decision making for tutoring at Griya English Fun. It can be said that with the improvement of the promotion strategy both below the line and above the line strategies will have a strong influence on students' decisions in choosing Bimbel Griya English Fun as a place of learning so that students will create loyalty towards the bimbel. This is certainly in line with the research conducted by Bede Akorige Atarah & Augustine Awuah Peparah [23] in a journal entitled "Assessing the Influence of Advertising on Student Enrollment in Private Tertiary Institutions in Ghana".

In this study mention that promotional activities in this case advertising have a strong influence on students' decisions in choosing higher education institutions in Ghana. In line with the research of Bede Akorige Atarah & Augustine Awuah Peparah, research has been conducted by Osman M. Zain, Muhammad Tahir Jan & Andy B. Ibrahim [24] entitled "Factors Influencing Students' Decisions in Choosing Private Institutions Of Higher Education In Malaysia: A Structural Equation Modeling Approach" also states that promotion is one of the determining factors in the decision to choose private universities in Malaysia. This study was conducted on 373 high school students regarding their perceptions in determining the selection of private universities in Malaysia.

The same was stated by Shahid Nawaz Khan [25] in his journal entitled "Impact of Promotion on Students' Enrollment: A Case of Private Schools in Pakistan". The results of the study state that there are four new variables of promotion that influence the decision in choosing and registering with private schools in Pakistas. The four promotional mix variables are school appearance, public relations, publicity, and advertisement (print and electronic media). Ms. Antra Singh & Dr. (Mrs.) Seema Singh [26] in his research entitled "Impact of Promotional Tools on Students Decision-Making: Study of Private Engineering Institutions in Delhi Ncr" states that promotion is the most dominant factor in determining students to choose Private Engineering College rather than other factors.

The program has a positive and significant effect on students' decision making for tutoring at Griya English Fun. From the results of hypothesis testing, it implies that the variety and completeness of the various programs offered by Bimbel Griya English Fun have a strong influence on students' decisions in choosing Bimbel Griya English Fun as a place of learning so that students will be loyal to the bimbel. Norman Rudhumbu, PhD [27] with his research entitled "Factors of Influence Undergraduate Students' Choice of a University: A Case of Botho University in Botswana" states that the factors that influence students' decisions in choosing Botho University in Botswana are academic programs, university image, university reputation, lecturer and staff quality, job opportunities while factors such as tuition and scholarships do not significantly affect students' decisions in choosing Botho University.

In line with that Francis Frimpong Fosu & Dr. Kofi Poku [11] with his journal entitled "Exploring the Factors of Influence Students' Choice of Higher Education in Ghana". This study was conducted on 400 respondents from Kwame Nkrumah University of Science and Technology (KNUST) and Christian Service University College in Ghana. The results of this study state that the study program, the quality of lecturers, the completeness of library and internet facilities are factors that influence the decision of students to choose universities. Ming [10] in his journal entitled "Institutional Factors Influencing Students' College Choice Decision in Malaysia: A Conceptual Framework" states that institutional factors that influence the decision to choose a student's place of study including location, academic program, university reputation, educational facilities, fees, availability of financial assistance, employment opportunities, advertising, representatives of HEIs (Higher Education Institutions) and campus visits.

REFERENCES

1. Tjiptono F. *Marketing Services - Principles, Applications and Research*, Andi Offset, Yogyakarta. 2014.
2. Alma B. *Marketing and Service Marketing Management*, Alfabeta, Bandung. 2013.
3. Sunyoto D. *Basic Concepts of Marketing Research & Consumer Behavior*, CAPS, Yogyakarta. 2014.
4. Daryanto. *Marketing Management: Sari Kuliah*, Satu Nusa, and Bandung. 2011.
5. Ghozali I. *Desain Penelitian Kuantitatif dan Kualitatif untuk Akuntansi, Bisnis, dan ilmu Sosial Lainnya*. Semarang: Yoga Pratama. 2016.

6. Lupiyoadi R. *Service Marketing Management*. Salemba Empat, Jakarta. 2014.
7. Zain OM, Jan MT, Ibrahim AB. Factors influencing students' decisions in choosing private institutions of higher education in Malaysia: a structural equation modelling approach. *Asian Academy of Management Journal*. 2013;18(1):75.
8. Khan SN, Qureshi IM. Impact of Promotion on Students' Enrollment: A Case of Private Schools in Pakistan. *International Journal of Marketing Studies*. 2010 Nov 1;2(2):267.
9. Singh MA. Impact of promotional tools on students decision-making: Study of private engineering institutions in Delhi NCR. *Asia Pacific Journal of Research*. 1(35). 2016 Jan.
10. Ming JS. Institutional factors influencing students' college choice decision in Malaysia: A conceptual framework. *International Journal of Business and Social Science*. 2010 Dec 1;1(3).
11. Fosu FF, Poku K. Exploring the factors that influence students' choice of higher education in Ghana. *European Journal of Business and Management*. 2014;6(28):209-20.
12. Yenida dan Saad." The Effect of Products and Promotions on Student Decisions in Choosing the Padang State Polytechnic Business Administration Department ". *Polibisnis Journal*. 2013; 5.
13. Gandhy A, Hairuddin JA. Analysis of Promotion and Product Differentiation of Jukajo on Consumer Purchase Decision. *Binus Business Review*. 2018 Mar 31;9(1):9-18.
14. Azwar S. *Research methods*, Pustaka Pelajar, Yogyakarta. 2017.
15. Umar H. *Research Methods for Thesis and Business Thesis*. Jakarta. PT. Rajagrafindo Persada. 2008.
16. Sugiyono. *Qualitative and Quantitative Research Methods R&D*, Alfabeta, Bandung. 2017.
17. Sekaran U & Bougie R. *Research Methods for Business*. Jhon Wiley & Sons Ltd, United Kingdom. 2013.
18. Kuncoro AE, Riduwan. *How to Use and Use Path Analysis. 6th print, Alfabeta, Bandung*. 2014.
19. Kotler P & Keller KL. *Marketing Management, 15th Edition*. Person Education, New Jersey. 2015.
20. Anggita R, Ali H. The Influence of Product Quality, Service Quality and Price to Purchase Decision of SGM Bunda Milk (Study on PT. Sarihusada Generasi Mahardika Region Jakarta, South Tangerang District). *A (Multidisciplinary Journal) ISSN*. 2017.
21. Novansa H, Ali H. Purchase Decision Model: Analysis of Brand Image, Brand Awareness and Price (Case Study SMECO Indonesia SME products). *Saudi Journal of Humanities and Social Sciences, ISSN*. 2017:2415-6256.
22. Yunita Ali, Hapzi. Analysis of Product Quality, Price's Service at PT. Prima Hartek Litrindo. *Scholares Journal of Economics, Business and Management*. 2017; 4: 833-841.
23. Atarah BA, Peprah AA. Assessing the influence of advertising on student enrolment in private tertiary institutions in Ghana. *International Journal of Business and Social Research*. 2014 Mar 25;4(3):55-65.
24. Zain OM, Jan MT, Ibrahim AB. Factors influencing students' decisions in choosing private institutions of higher education in Malaysia: a structural equation modelling approach. *Asian Academy of Management Journal*. 2013;18(1):75.
25. Nawaz K, Hussain K, Majeed A, Khan F, Afghan S, Ali K. Fatality of salt stress to plants: Morphological, physiological and biochemical aspects. *African Journal of Biotechnology*. 2010;9(34).
26. Singh SM, Advocate ER. *Broadband Over Power Lines a White Paper*. State of New Jersey, Division of the Ratepayer Advocate, NJ. 2016 Oct.
27. Rudhumbu N, Tirumalai A, Kumari B. Factors that Influence Undergraduate Students' Choice of a University: A Case of Botho University in Botswana. *International Journal of Learning and Development*. 2017;7(2):27-37.
28. Kotler P, Amstrong G. *Principle of Marketing. 14th Edition*. Pearson Education, New Jersey. 2014.