The Influence of the Perception of Learning Process and the Perception of Campus Attraction to Campus Image, Motivation, and Decisions to Follow Education at Bri Regional Campus Surabaya

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Abstract

The objective to be achieved from this study is to test and analyze the influence of learning process perception, perception of campus attractiveness, campus image and motivation for decisions to attend education at BRI Regional Campus Surabaya. This research method uses a quantitative approach. This research includes a type of causal-comparative research. This research is a type of explanatory research. The sample population is BRI Regional Campus Surabaya Students as many as 178 students in the 2020/2021 school year. The analysis technique chosen is the structural equation model (SEM) using partial least square (PLS). The results of the analysis can be concluded that the perception of the learning process, perception of campus attractiveness, campus image and motivation have a significant and positive influence on the decision to follow education at BRI Regional Campus Surabaya.

Keywords: Perception of Learning Process, Perception of Campus Attractiveness, Campus Image, Motivation, Decision to Follow Education

1. Introduction

As an effort to create competent human capital (having skills, knowledge and attitude) in accordance with company needs and business development, PT Bank Rakyat Indonesia (BRI) organizes quality education programs that are planned, effective, efficient, targeted and sustainable. Education for human capital is organized by BRI Corporate University which is carried out in centers for organizing educational programs spread across several areas consisting of Main Campus and several Regional Campuses, one of which is Regional Campus Surabaya.

BRI Regional Campus Surabaya is one of the educational institutions organized by PT Bank Rakyat Indonesia (BRI). In competing with other educational institutions, BRI Regional Campus Surabaya needs to develop strategies to improve consumer decisions, given the low consumer decision to use educational services at BRI Regional Campus Surabaya.

There are many factors that must be considered by BRI Regional Campus Surabaya in improving consumer decisions, one of which is by paying attention to motivational factors in the decision to choose a school, someone has certain motivations that can encourage someone's desire to go to school in a certain place. According to Noor (2013) motivation is a desire in a person that causes that person to act. People usually act for a reason; to achieve the goal. Rinaldi, M., & Feronica, (2019) found that motivation had a partially significant effect on the decisions of students for the 2017/2018 academic year to choose to continue their education.

Fariska, I., Mananda, I., & Dewi, (2019) revealed that a good brand image can lead to motivation to visit a brand. So that customers are influenced to use the goods or services. Brand image represents the overall consumer perception of the brand that is formed due to information and consumer experience of a brand (P. Kotler, 2008). Fariska, I., Mananda, I., & Dewi, (2019) concluded that brand image has a positive effect on motivation. Building the resulting brand image can create a positive image of the company so that it can develop to be strong in the market and further motivate visitors to use the products or services offered.

According to Carmelia and Tishle (2004); Ueltschy, et al (2007) in Rusdianti, E., Wardoyo, P., & Purwantini, (2015) state that good performance really requires quality competence, so that it can be a source of excellence for an organization. The results of research by Rusdianti, E., Wardoyo, P., & Purwantini, (2015) show that the perception of the learning process significantly affects of school image. Hammond (2006) in his study emphasized that educational institutions need to have the ability to manage to produce graduates who are ready to enter the world of work and have competence. Graduates who are able to be accepted by the market play a very important role in creating an advantage. Li, T., & Calantone J., (1998) emphasize that companies/educational institutions must be able to meet what the market demands will certainly provide benefits, and this is an important thing for the community in choosing these educational institutions. The results of research by Rusdianti, E., Wardoyo, P., & Purwantini (2015) show that the perception of market attractiveness significantly affects the image of the school. This means that the better the perception of market attractiveness, the better the school's image.

2. Theoretical Review

2.1. Perception of Learning Process

According to Slameto (2003), perception is a process that involves the entry of messages or information into the brain through the human senses. According to Ali, M., & Asrori (2014) the notion of perception is the individual's process of interpreting, organizing and giving meaning to the stimulus that comes from the environment in which the individual is located which is the result of the learning process and experience Hamalik. O. (2012:77), suggests that the learning process is a system, meaning that the whole that occurs from the components that interact with each other with the whole to achieve learning objectives.

2.2. Perception of Campus Attractiveness

According to Hawkins and Coney, "perception is the process of how stimuli are selected, organized, and interpreted" in Sangadji, E. M., (2013). Product attractiveness according to Tjiptono (2011) is everything that producers offer to consumers with the aim of their products being in the spotlight, requested, sought, purchased, and consumed by consumers to meet consumer needs or desires. Through attraction consumers will create positive or negative reviews of a campaign and, consequently, will create activities that are favorable or unfavorable to Boschetti in (Santini, F., Ladeira, W., Sampaio, C., & Araujo., 2015).

2.3. Brand Image

Kotler (2016) argues that brand image is a description of the extrinsic nature or characteristics of a product or service, including the ways in which the brand seeks to meet the psychological or social needs of customers. According to Supranto, & Limakrisna (2011) brand image is what consumers think or feel when they hear or see the name of a brand or in essence what consumers have learned about the brand.

2.4. Motivation

Psychologists have developed several theories of motivation, while Oentoro (2012) defines motivation as the driving force within individuals that forces them to act, which arises as a result of unfulfilled needs. According to Usman (2013) motivation is the urge that a person has to do something, while the motive is the need (need), desire (wish), urge (desire) or impulse.

2.5. Decision to Follow Education

The decision to choose is one part of consumer behavior, which means a process that involves a person or group to choose, buy, use and utilize goods, services, ideas, or experiences to meet the needs and desires of (Solomon, 2015). Kotler (2016:124) explains that the decision-making process is a basic psychological process that plays an important role in understanding how a person actually makes decisions. Consumer behavior will determine the decision-making process in their purchase.

Consumer decisions, which are assumed to be student decisions, are one of the important factors for the existence of universities. The decisions that students choose in pursuing higher education are the key to the sustainability of the cycle of a university because students are assets of higher education. The decisions taken by students are principally the consumer's decisions in pursuing higher education as a place to study. The student's decision to continue higher education in the desired major is a decision where the previous student has made considerations for his future, both positive and negative impacts. The decision is part of a problem-solving effort that has an influence on his life both in terms of short and long term.

2.6. The Influence of Learning Process Perception on Campus Image

The learning process and services that are carried out properly and structured by vocational high schools will be able to produce graduates who are qualified and competent in their fields. If a vocational high school is able to produce an educated and competent workforce that can be directly absorbed by the market, then this will make a major contribution in building the image of a vocational school (Rusdianti, E., Wardoyo, P., & Purwantini, 2015). The results of research by Rusdianti, E., Wardoyo, P., & Purwantini (2015) show that the perception of the learning process significantly affects the image of the school. This means that the better the perception of the learning process, the better the image of the school. Based on some of the research results above, the following hypothesis is compiled:

H_1: Perception of the learning process has a significant influence on the image of the BRI Regional Campus Surabaya

2.7. The Influence of Perception of Campus Attractiveness on Campus Image

The study conducted by Prabowo (2013) shows that the perception of the attractiveness of the product (school) towards graduates greatly affects people's interest in choosing an education major. Rusdianti, E., Wardoyo, P., & Purwantini (2015), proved that the perception of market attractiveness significantly affects the image of the school. This means that the better the perception of market attractiveness, the better the image of the school. Febryono and Cempena (2016) and Hanif, M. H., & Soesanto (2017) conclude that attractiveness has a partially significant effect on brand image. Based on some of the research results above, the following hypothesis is compiled:

H_2: Perception of campus attractiveness has a significant influence on the image of the BRI Regional Campus Surabaya

2.8. The Influence of Campus Image on Motivation to Follow Education

According to research findings Fariska, I., Mananda, I., & Dewi (2019), concluded that brand image has a positive effect on motivation. Consumers who are accustomed to visiting certain brands tend to have consistency in the image of that brand. So it can be said that a good brand image can lead to motivation to visit a brand. So that visitors are influenced to use the goods or services. Fariska, I., Mananda, I., & Dewi, (2019) research proves that there is a significant influence between brand image variables on motivation. Sawaji, Jamaluddin.,Hamzah, Djabir,. Taba (2019) shows that the image of universities has a positive and significant influence on motivation. Based on the research results, the following hypothesis can be formulated:

H_3: Campus Image has a significant influence on Motivation to Participate in Education at BRI Regional Campus Surabaya

2.9. The Influence of Motivation on Decisions to Follow Education

According to research by Rinaldi, M., & Feronica (2019), it is proven that motivation has a significant effect on the decision to choose to continue education at STIE Eka Prasetya. Motivation variable can be defined ie. A desire in a person that causes that person to act. People usually act for a reason; to achieve the goal. Tanjung, H and Syahputra, (2020) stated that students are motivated to continue their studies at the Automotive Engineering Vocational School because students have the desire and need for skills so that these students continue their studies at the Automotive Engineering Vocational School to realize their dreams. This is certainly very encouraging student motivation. The motivation of students to continue their studies in SMK is also driven because of high expectations to be able to excel in SMK and after graduation they can immediately work without continuing to higher education. Sudirjo (2021), proves that there is an influence between consumer motivation on purchasing decisions. Based on several research results, the following hypothesis is formulated:

H_4: Motivation has a significant influence on the decision to attend education at BRI Regional Campus Surabaya

3. Research Method

This research method uses a quantitative approach. Based on the nature of the problem, this research is a causal-comparative type of research. According to its purpose, this research is a type of explanatory research. The population used in this study was BRI Regional Campus Surabaya students as many as 178 students in the 2020/2021 academic year. This study uses a total sampling method, which is a sampling technique when all members of the population are used as samples. Thus, the sample used in this study was 178 students in the 2020/2021 academic year.

3.1 Research Variable

The variables that will be used are into two categories, namely two independent variables, and three dependent variable. The following are the results of complete identification, namely: Independent Variables: Perception of Learning Process (X1), and Perception of Campus Attractiveness (X2). Dependent Variables: Campus Image (Y1), Motivation (Y2), and Educational Decisions (Y3).

3.2 Data Analyst Techniques

The analytical technique chosen to analyze the data and test the hypotheses in this study is the structural equation model (SEM), partial least squares (PLS) are used to answer the hypotheses. According to Imam Ghozali (2016:41), the calculation is carried out using the SmartPLS tool, because it is multi-lane and the model used is reflective. The calculation model is carried out using the SmartPLS tool because in this study it has a multi-path relationship and is in formative and reflective forms. The measurement model or outer model is carried out to assess the validity and reliability of the model, while the structural model or inner model is to predict the relationship between latent variables.

1) Measurement model (outer model)
The outer model, also known as the outer relation or measurement model, defines how each indicator block relates to the latent variable. Ghozali (2016:77), evaluation of the measurement model or outer model is carried out to assess the validity and reliability of the model. The validity test in the SEM field tests the validity of the convergent and discriminant.

Table 1. Rule of Thumb Validity Outer Reflective Model

Validity	Parameter	Rule of Thumb
	Loading factor	>0,5
Convergent	AVE	>0,5
	Communality	>0,5

Source: *Partial Least Square* (Ghozali, 2016:81)

Table 1, it can be seen that the outer model for validity testing is divided into two, namely convergent validity and discriminant validity. Convergent validity with the reflective model, relates to the principle that the measures of the construct should be highly correlated. Indicators are assessed based on the correlation between the item score and the construct score calculated by PLS, which can be seen from the loading factor value for each construct indicator. The rule of

thumb which is usually used to assess convergent validity is the loading factor value of more than 0.70 with the construct being measured, and the average variance extracted (AVE) value must be greater than 0.5, but for Research in the early stages of developing a measurement scale, the loading factor value of 0.5–0.6 is still considered sufficient Chin (Ghozali, 2016:73).

Discriminant validity, the principle of discriminant validity is related to the principle that different constructs should not be highly correlated. The way to test discriminant validity with reflective indicators is to see the cross loading value for each variable must be greater than 0.7 Fornell in (Ghozali, 2013:73)

The reliability of the outer model is measured using composite reliability. Composite reliability is an acceptable limit value. The level of good composite reliability (ρc) is 0.7, although it is not an absolute standard. Cronbach's alpha value is greater than 0.6 (Ghozali, 2016:81).

Table 2. Rule of Thumb Outer Reliability Reflective Model

Parameter	Rule of Thumb
Cronbach's Alpha	> 0,6
Composite Reliability	> 0,7

Source: *Partial Least Square* (Ghozali, 2013):81)

2) Structural model (inner model)
Inner model which is sometimes also called inner relation, structural model or substantive theory, describes the relationship between latent variables based on substantive theory.

Tabel 3. Rule of Thumb Inner Model

Criteria	Rule of Thumb
R-Square	0.75 (strong), 0.5 (moderate), and 0.25 (weak)
Q^2Predictice relevance	0.35 (strong), 0.15 (moderate), and 0.02 (weak)

Source: *Partial Least Square* (Ghozali, 2016:85)

The inner model is evaluated using R-square for the dependent construct or endogenous latent variable, in addition to the R-square measurement of the inner model is also carried out using a stone-geisser, namely looking at Q-square predictice relevance, tests for predictive relevance and t-test as well as the significance of the path parameter coefficients. structural. First, in assessing PLS, it is seen from the R-square for each dependent latent variable. Changes in the R-square value are used to assess the effect of certain independent variables on the dependent latent variable substantively (Ghozali, 2016:82).

3) Hypothesis Testing
Hypothesis testing is seen from the magnitude of the t-statistic value. The significance of the estimated parameters provides very useful information about the influence between variables in this study.

Table 4. Rule of Thumb Hypothesis Testing

Criteria	Rule of Thumb

Criteria	*Rule of Thumb*
Significance (2-*tailed*)	t-value 1.65 (significance level = 10%), 1.96 (significance level = 5%), and 2.58 (significance level = 1%)

Source: *Partial Least Square* (Ghozali, 2016:85)

Hypothesis testing for the outer model with reflective indicators is carried out by looking at the t-statistic value of the outer loading and compared with the value of ttable = 1.65. T-statistic > t-table, then the reflective indicator is valid and reliable as a measure of construct.

Hypothesis testing for the outer model with formative indicators is done by looking at the t-statistic value of the outer weight and compared with the t-table value = 1.65. T-statistic >t-table, then the formative indicator is valid.

Hypothesis testing for the inner model is carried out by looking at the value of t-statistics, T-statistics > t-table, it can be concluded that exogenous variables have a significant influence on endogenous variables.

4. Analysis and Discussion

4.1. Evaluate Outer Model

The outer model is often also called (outer relation or measurement model) specifying the relationship between the variables studied and their indicators.

4.1.1. Convergent Validity

Table 5. Convergent Validity

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Perception of Learning Process (X₁)					
PPP1	0.851	0.709	0.364	2.341	0.020
PPP2	0.846	0.715	0.374	2.265	0.024
PPP3	0.716	0.603	0.346	2.072	0.039
PPP4	0.768	0.648	0.350	2.196	0.029
PPP5	0.804	0.678	0.360	2.231	0.026
PPP6	0.800	0.666	0.351	2.282	0.023
PPP7	0.805	0.671	0.357	2.252	0.025
Perception of attractiveness of BRI Regional Campus (X₂)					
PDT1	0.571	0.537	0.342	1.672	0.095
PDT 2	0.796	0.643	0.390	2.042	0.042
PDT 3	0.811	0.652	0.405	2.003	0.046
PDT 4	0.886	0.648	0.429	2.066	0.039
PDT 5	0.789	0.648	0.393	2.008	0.045
PDT 6	0.711	0.551	0.377	1.886	0.060
BRI Regional Campus Image (Y₁)					
CBRI1	0.746	0.713	0.191	3.914	0.000
CBRI2	0.672	0.687	0.195	3.437	0.001
CBRI3	0.933	0.814	0.177	5.279	0.000
CBRI4	0.710	0.712	0.164	4.330	0.000
CBRI5	0.754	0.762	0.182	4.146	0.000

Advanced Table 5. Convergent Validity

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Motivation (Y$_2$)					
M1	0.742	0.743	0.045	16.585	0.000
M2	0.855	0.857	0.024	36.141	0.000
M3	0.823	0.822	0.034	24.113	0.000
M4	0.840	0.838	0.024	35.296	0.000
M5	0.838	0.838	0.026	32.663	0.000
M6	0.770	0.769	0.035	21.770	0.000
Decision to Follow Education (Y$_3$)					
KMP1	0.847	0.845	0.028	30.671	0.000
KMP 2	0.822	0.821	0.027	30.996	0.000
KMP 3	0.789	0.788	0.032	24.836	0.000
KMP 4	0.848	0.846	0.022	39.440	0.000

The variable perception of the learning process (X1) which is measured by 7 measurement items has a convergent validity value above 0.5, so the 7 items that measure the perception of the learning process (X1) are declared valid as a measuring tool for the construct. The variable perception of attractiveness of BRI Regional Campus (X2) which is measured by 6 measurement items has a convergent validity value above 0.5, so the 6 items are declared valid as a measuring tool for the construct. The BRI Regional Campus image variable (Y1) which is measured by 5 measurement items has a convergent validity value above 0.5, so the 5 items are declared valid as a measuring tool for the construct. The motivation variable (Y2) which is measured by 6 measurement items has a convergent validity value above 0.5, so the 6 items are declared valid as a measuring tool for the construct. Likewise, the decision to participate in education (Y3) which is measured by 4 measurement items has a convergent validity value above 0.5, so the 4 items are declared valid as a measuring tool.

4.1.2. Average Variance Extracted (AVE)

Table 6. AVE Value

	Average Variance Extracted (AVE)
Perception of Learning Process (X1)	0.640
Perception of attractiveness of BRI Regional Campus (X2)	0.588
Citra BRI (Y$_1$)	0.590
Motivation (Y$_2$)	0.660
Decision to Follow Education (Y$_3$)	0.684

The AVE value for the learning process perception variable (X1) is 0.640; variable perception of attractiveness of BRI Regional Campus (X2) of 0.588; variable BRI Regional Campus image (Y1) of 0.590; motivation variable (Y2) of 0.660; and the variable of decision to participate in education (Y3) is 0.68. At the critical limit of 0.5, the indicators in each construct have converged with the other items in one measurement. The results of the AVE value for the

indicator block that measures the construct can be declared to have a good discriminant validity value. This means that all construct variables are declared reliable.

4.1.3. Discriminate Validity

All of the constituent constructs are declared to have a good discriminant. Where the correlation value of the indicator to the construct is greater than the correlation value between the indicator and other constructs.

4.1.4. Composite Reliability

Table 7. Composite Reliability

	Composite Reliability
Perception of Learning Process (X1)	0.925
Perception of attractiveness of BRI Regional Campus (X2)	0.894
Citra BRI (Y_1)	0.876
Motivation (Y_2)	0.921
Decision to Follow Education (Y_3)	0.896

All of the constructs studied met the composite reliability criteria, namely the composite reliability value above 0.60, so that each construct was able to be positioned as a research variable.

4.2. Inner Model Test

This test is used to evaluate the relationship between latent constructs as hypothesized in the study, based on the PLS output, the following figure is obtained:
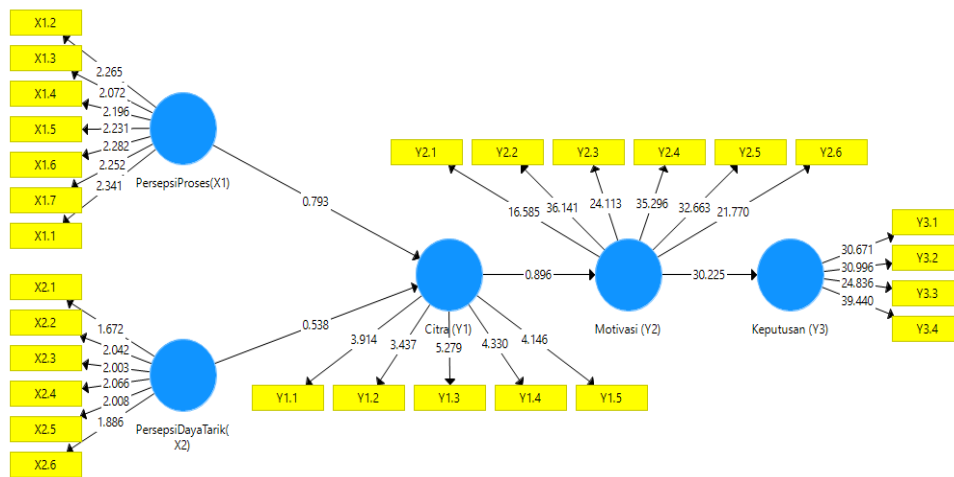

Figure 1. Result Framework Result

The results of the inner weight value of Figure 1 above show that Perception of learning process and perception of attractiveness affect BRI Regional Campus image, while BRI Regional Campus image has an effect on motivation, then motivation has an effect on educational decisions which is described in the following structural equation:

Y1 = 0.793 X1 + 0.538 X2

Y2 = 0.896 Y1

Y3 = 30.225 Y2

4.2.1 Hypothesis Testing

Table 5. Relationship between constructs

	Original Sample (O)	Sample Mean (M)	Standard Deviation STDEV)	T Statistics |O/STDEV|)	P Values
Process(X1) -> Image (Y1)	0.113	0.129	0.142	0.793	0.428
Attractiveness(X2) -> Image (Y1)	0.109	0.060	0.202	0.538	0.591
Image (Y1) -> Motivation (Y2)	0.132	0.102	0.147	0.896	0.371
Motivation (Y2) -> Decision (Y3)	0.829	0.829	0.027	30.225	0.000

The results of the table above can be explained as follows:

1. The Influence of Learning Process Perception (X1) on the Image of BRI Regional Campus Surabaya Campus (Y1)
   The perception of the learning process (X1) does not have a significant influence but has a positive direction on the image of the BRI Regional Campus Surabaya (Y1), because the T statistic value is 0.793 which means it is smaller than 1.96, so the hypothesis H1 which reads: "Perception of the Learning Process (X1) has a significant effect on the image of the BRI Regional Campus Surabaya (Y1)" can be declared not accepted.

2. The Influence of Campus Attractiveness (X2) on the Image of BRI Regional Campus Surabaya (Y1)
   Campus Attractiveness (X2) does not have a significant effect but has a positive direction on the BRI Image (Y1), because the T statistic value is 0.538 which means it is smaller than 1.96, so the hypothesis H2 which reads: "Campus Attractiveness (X2) has an effect on significant impact on the image of the BRI Regional Campus Surabaya (Y1)" can be declared not accepted.

3. The Influence of the Image of the BRI Regional Campus Surabaya (Y1) on the Motivation to Participate in Education at the BRI Regional Campus Surabaya (Y2)
   The image of the BRI Regional Campus Surabaya (Y1) does not have a significant effect but has a positive direction on the motivation to attend education at the BRI Regional Campus Surabaya (Y2), because the T statistic value is 0.896 which means it is smaller than 1.96, so the hypothesis H3 reads: "The image of the BRI Regional Campus Surabaya (Y1) has a significant effect on the Motivation to Participate in Education at the BRI Regional Campus Surabaya (Y2)" can be declared not accepted.

4. The Influence of Motivation to Participate in Education at BRI Regional Campus Surabaya (Y2) on Decisions to Participate in Education at BRI Regional Campus Surabaya (Y3)

Motivation to Participate in Education at BRI Regional Campus Surabaya (Y2) has a significant influence and a positive direction on the decision to attend education (Y3), because the T statistic value is 30,225 which means it is greater than 1.96, so the hypothesis H2 which reads: "Motivation to attend education at BRI Regional Campus Surabaya (Y2) has a significant effect on the Decision to Follow Education (Y3)" can be declared accepted.

4.2.2 Structural Model Testing

The learning process perception variable (X1) and perception of attractiveness of BRI Regional Campus variable (X2) which affect the BRI Regional Campus image variable (Y1) in the structural model has an R2 value of 0.026 which indicates that the model is "weak". The image variable (Y1) which affects the motivation variable (Y2) in the structural model has an R2 value of 0.017 which indicates that the model is "weak". While the motivation variable (Y2) that affects the decision variable (Y3) in the structural model has an R2 value of 0.687 which indicates that the model is "good".

4.3. Discussion

Reviewing the results of the analysis of existing data, the following will explain the results of the influence between existing variables.

4.3.1. The Influence of Perception of Learning Process on the Image of BRI Regional Campus Surabaya

Based on the results of the study, it is known that the perception of the learning process has no significant effect on the image of BRI Regional Campus Surabaya. However, the influence of the two variables is positive which indicates a unidirectional relationship, which means that if BRI Surabaya Regional Campus is able to carry out a good learning process, then this will contribute to building a better image of BRI Surabaya Regional Campus, but the effect is not significant. The results of research by Rusdianti *et al* (2015), show that the perception of the learning process has a significant effect on the image of the school. This means that the better the perception of the learning process, the better the image of the school will be.

4.3.2. The Influence of Perception of Campus Attractiveness to the Image of BRI Regional Campus Surabaya

The results showed that the perception of campus attractiveness had no significant effect on the image of the BRI Regional Campus Surabaya. The influence of these two variables is positive, which means, the higher the perception of campus attractiveness that occurs to students, the higher the Image of the BRI Regional Campus Surabaya will be, on the contrary, the lower the perception of campus attractiveness will be able to reduce the image of the BRI Regional Campus Surabaya.

The existence of a significant and positive influence on the perception of campus attractiveness on the image of BRI Surabaya Regional Campus shows the importance of campus attractiveness in forming a positive image, so that if BRI Surabaya Regional Campus wants to improve its campus image, it is very important for BRI Surabaya Regional Campus to attract prospective students to have a positive perception.

Li and Calantone in Rusdianti et al (2015) emphasize that companies/educational institutions must be able to meet what the market demands will certainly provide benefits, and this is an important thing for the community in choosing these educational institutions. The study conducted by Prabowo (2013) shows that the perception of the attractiveness of the product (school) towards graduates greatly affects people's interest in choosing an education major. Rusdianti et al (2015) proved that the perception of market attractiveness significantly affects the image of the school. This means that the better the perception of market attractiveness, the better the school's image. Febryono & Cempena (2016) and Hanif, M. H., & Soesanto (2017) conclude that attractiveness has a partially significant effect on brand image.

4.3.3. The Influence of BRI Regional Campus Surabaya's Image on Motivation to Participate in Education at BRI Regional Campus Surabaya

Based on the results of the study, it is known that the image of the BRI Regional Campus Surabaya has no significant effect on the motivation to participate in education at the BRI Regional Campus Surabaya. The influence of these two variables is positive, which means that the higher the image of the BRI Regional Campus Surabaya, the higher the motivation to attend education at the BRI Regional Campus Surabaya, on the other hand, the lower the BRI Regional Campus Surabaya image, the lower the motivation to attend education at the BRI Regional Campus Surabaya.

According to research findings Fariska et al (2019) concluded that brand image has a positive effect on motivation. Consumers who are accustomed to visiting certain brands tend to have consistency in the image of that brand. So it can be said that a good brand image can lead to motivation to visit a brand. So that visitors are influenced to use the goods or services. Fariska et al (2019) research proves that there is a significant influence between brand image variables on motivation. Sawaji (2019)) shows that the image of universities has a positive and significant influence on motivation.

4.3.4. The Influence of Motivation to Participate in Education at BRI Regional Campus Surabaya on Decisions to Participate in Education at BRI Regional Campus Surabaya

Based on the results of the study, it is known that the motivation to attend education at the BRI Regional Campus Surabaya has a significant effect on the decision to attend the BRI Regional Campus Surabaya Education. The influence of these two variables is positive, which means that the higher the student's motivation, the higher the student's decision to attend education, on the other hand, the lower the motivation, the lower the student's decision to take part in the Surabaya Regional BRI education.

According to Hamzah. B. Uno, (2013) concluded from several psychologists mentioning motivation as a hypothetical construct used to explain the desire, intensity direction, and

constancy of goal-directed behavior. According to research by Rinaldi, M., & Feronica (2019). Motivation (X1) has a significant effect on the decision to choose (Y) to continue education at STIE Eka Prasetya. Motivation variable can be defined ie. A desire in a person that causes that person to act. People usually act for a reason; to reach the goal.

Tanjung et al (2020) stated that students are motivated to continue their studies at the Automotive Engineering Vocational School because students have the desire and need for skills so that these students continue their studies at the Automotive Engineering Vocational School to realize their dreams. This is certainly very encouraging student motivation. Students' motivation in continuing their studies at SMK is also driven because of high expectations to be able to excel in SMK and after graduation they can work directly without continuing to higher education. Sudirjo researches (2021) proves that there is an influence between consumer motivation on purchasing decisions.

5. Conclusions

The results of this study prove that the perception of the learning process and the perception of campus attractiveness have no significant effect by having a positive direction on the image of the BRI Regional Campus Surabaya. Likewise, Campus Image which was found to have no significant and positive effect on Motivation to Participate in Education at BRI Regional Campus Surabaya. Meanwhile, motivation has a significant and positive effect on the decision to participate in education at BRI Regional Campus Surabaya.

It is hoped that BRI Regional Campus Surabaya can improve the Perception of the Learning Process and Perception of Campus Attractiveness so that Campus Image, Motivation and Decisions to Follow Education can increase. Then for improve the results of this study for other researchers who want to do the same research, it is recommended to use other variables that can affect Campus Image, Motivation and Decisions to Follow Education.

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