

The Role Of Social Media Marketing And Performance Expectancy On Enrollment Decision At MAN 1 Jepara: Social Media Interaction And Enrollment Intention As Mediating Variables

Peran Social Media Marketing Dan Performance Expectancy Terhadap Enrollment Decision Di MAN 1 Jepara: Social Media Interaction Dan Enrollment Intention Sebagai Variabel Mediasi

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ABSTRACT

Social Media Marketing is currently one of the most important marketing strategies for both profit and non-profit businesses, including educational institutions or schools. This study aims to analyze the role of social media marketing and performance expectancy on enrollment decisions at MAN 1 Jepara, with social media interaction and enrollment intention as mediating variables, while the analytical tool used was Partial Least Squares Structural Equation Modeling (PLS-SEM). The results of the study indicate that the analysis of the direct influence of social media marketing and performance expectancy on enrollment decisions is proven to be acceptable. Likewise, the indirect influence of the variables of social media interaction and enrollment intention is proven to be acceptable. These findings confirm that madrasah marketing strategies need to emphasize not only the intensity of digital promotions, but also improving the quality of interactions and managing educational performance expectations to encourage prospective students' enrollment decisions. This research provides theoretical implications for the development of educational marketing studies and practical implications for madrasa administrators in designing more effective digital-based student admission strategies.

Keywords: *Social Media Marketing, Performance Expectancy, Social Media Interaction, Enrollment Intention, Enrollment Decision*

ABSTRAK

Social Media Marketing untuk saat ini menjadi salah satu strategi pemasaran yang sangat penting baik untuk bidang usaha profit dan nonprofit salah satunya untuk Lembaga Pendidikan atau sekolah – sekolah. Penelitian ini bertujuan untuk analisis peran *social media marketing* dan *performance expectancy* terhadap *enrollment decision* di MAN 1 Jepara dengan *interaction social media* dan *enrollment intention* sebagai variable mediasi. Sedangkan alat analisis yang digunakan *Partial Least Squares Structural Equation Modeling* (PLS-SEM). Adapun hasil penelitian menunjukkan bahwa analisis pengaruh secara langsung *social media marketing* dan *performance expectancy* terhadap *enrollment decision* terbukti diterima. Begitu pula pengaruh tidak langsung variable *interaction social media* dan *enrollment intention* terbukti diterima. Temuan ini menegaskan bahwa strategi pemasaran madrasah tidak hanya perlu menitikberatkan pada intensitas promosi digital, tetapi juga pada peningkatan kualitas interaksi dan pengelolaan ekspektasi kinerja pendidikan untuk mendorong keputusan pendaftaran calon peserta didik. Penelitian ini memberikan implikasi teoretis bagi pengembangan kajian pemasaran pendidikan serta implikasi praktis bagi pengelola madrasah dalam merancang strategi penerimaan peserta didik berbasis digital yang lebih efektif

Kata Kunci: *Social Media Marketing, Performance Expectancy, Social Media Interaction, Enrollment Intention, Enrollment Decision*

1. Introduction

Competition among secondary education institutions in Indonesia is increasingly competitive, including at the Madrasah Aliyah (MA) level. This is driven by the growth of private

schools, the differentiation of flagship programs, and increasing public awareness of the quality and competitiveness of educational institutions (Muttaqin et al., 2020). Although public schools remain the primary choice in many regions, madrasas and private schools are required to adopt adaptive and innovative educational marketing strategies to maintain student interest (Habibah et al., 2023). In the madrasah context, these challenges are multidimensional because in addition to meeting national quality standards, madrasas also face public perceptions regarding limited resources, curriculum relevance, and learning quality compared to public schools (Muttaqin et al., 2020). Islamic education management literature emphasizes that increasing madrasah competitiveness requires visionary leadership, curriculum management that is responsive to current developments, and the planned and sustainable use of educational technology (Ainissyifa et al., 2024).

The development of digital technology has also changed Generation Z's decision-making patterns when choosing an educational institution. Widespread access to information through devices and social media has made digital platforms a primary source of reference in evaluating school choices (Hartini et al., 2025). Various studies have shown that strategically designed social media marketing practices can increase enrollment interest, strengthen an institution's image, and support effective student recruitment (Habibah et al., 2023). The use of platforms such as Instagram, Facebook, YouTube, and TikTok has been shown to expand promotional reach while building an educational institution's brand identity. In higher education, active interaction between institutions and audiences through social media contributes to improved perceived value, institutional image, and enrollment decisions (Rutter et al., 2016). Furthermore, content with emotional narratives has been shown to influence enrollment interest, particularly when mediated by audience engagement, rather than simply message exposure (Mahirohqudsi, 2025). Thus, social media functions not only as a means of conveying information but also as a medium for forming affective and relational connections between educational institutions and prospective students (Hartini et al., 2025).

However, empirical studies specifically examining the role of social media in influencing enrollment decisions at Islamic Senior High Schools remain relatively limited. This contrasts with findings that Islamic education in Southeast Asia, including Indonesia, is undergoing a process of modernization and increasingly integrated with the national education system, accompanied by increased use of technology (Sahin, 2018). Most research on Islamic education management still focuses on leadership, curriculum, and graduate quality, while the marketing dimensions of education and prospective student behavior in the madrasah sector remain underexplored (Ainissyifa et al., 2024). Large-scale studies also indicate disparities in academic achievement between madrasahs, which have the potential to influence perceptions of quality and the attractiveness of institutions in the eyes of the public (Muttaqin et al., 2020). This situation places madrasah communication and branding strategies through social media as strategic issues that still require further in-depth empirical study.

From the perspective of educational consumer behavior, the decision to choose an educational institution does not occur spontaneously, but rather through a structured psychological process. The Theory of Planned Behavior (TPB) explains that individual behavior is influenced by intention, which is formed from attitudes toward behavior, subjective norms, and perceived behavioral control (Ajzen, 1991). In the educational context, the decision to enroll is viewed as an actual behavior preceded by interest in enrolling, representing the intention component. Various studies have shown that social media marketing activities influence prospective students' interest and enrollment decisions. that social media interactions play a role in shaping an institution's image and influencing the decision to choose an educational institution (Rutter et al., 2016). research also shows that social media marketing activities influence prospective students' enrollment intentions, especially among the digital generation (Hartini et al., 2025). Furthermore found that digital marketing strategies influence interest,

which in turn impacts enrollment decisions (Wijaya et al., 2023). that social media engagement significantly improves enrollment decisions. Thus, social media marketing can influence enrollment decisions both directly and through mediating variables such as user interest and interaction. However, prior studies also report inconsistent findings regarding the effectiveness of social media marketing in educational contexts. Some studies indicate that social media presence does not significantly influence students' enrollment decisions, as prospective students prioritize institutional quality and academic reputation over promotional content (Heagey et al., 2025). Additionally, ineffective or excessive use of social media may even produce negative outcomes, such as distraction and reduced academic performance, which may weaken its promotional effectiveness (Agbeyangi, 2025). Other research also reports that social media marketing does not always significantly affect student enrollment when promotional strategies are not aligned with target audience needs (Ogeto et al., 2024).

Besides social media, performance expectancy also plays a crucial role in the educational context. Several studies have shown that performance expectancy positively influences enrollment and learning intentions (Tahir, 2023), although some findings suggest that this variable does not always significantly influence intention to utilize information systems (Betty & Ningtyas, 2019). In the context of State Islamic Senior High Schools (Madrasah Aliyah), competitive challenges are increasingly complex, particularly in urban and semi-urban areas. Madrasahs must compete with state and private senior high schools (SMA), as well as Islamic boarding school-based institutions that offer differentiated curricula and religious values (Muttaqin et al., 2020). The madrasah reform program and the implementation of the Independent Curriculum encourage the strengthening of technology-based governance and learning innovation, but aspects of external communication and digital marketing have received relatively little attention (Ainissyifa et al., 2024).

Based on these research gaps, this study aims to analyze the direct and indirect influence of madrasah social media activities on enrollment decisions at MAN 1 Jepara by involving several key mediating variables. The multiple mediation approach was chosen to gain a more comprehensive understanding of the psychological mechanisms that bridge the influence of social media on enrollment decisions (Preacher & Hayes, 2008). Theoretically, this research is expected to enrich the study of Islamic education management by integrating the perspectives of digital marketing and educational consumer behavior. Practically, the research findings are expected to provide an empirical basis for madrasah managers in designing more effective communication and social media strategies to increase competitiveness and student recruitment in the digital era.

2. Literature Review

Theory of Planned Behavior (TPB)

Theory of Planned Behavior (TPB) is a development of TRA which is designed to explain individual behavior that is not completely under volitional control. TPB adds the construct perceived behavioral control as the third determinant of behavioral intention, in addition to attitudes and subjective norms. This construct represents an individual's perception of the ease or difficulty of performing an action, which is influenced by previous experience and perceived barriers or supports. Thus, the TPB provides a more comprehensive understanding of the psychological factors that influence intention and actual behavior (Ajzen, 1991).

Enrollment Decision (ED)

The enrollment decision is the final outcome of an evaluation process involving various considerations, such as academic quality, financial aid, location, institutional reputation, social factors, and fit with long-term career goals. Consumer behavior models and social exchange theory explain that this decision is based on cost-benefit evaluations and perceived risks

(Heckman et al., 2018). In addition to rational factors, psychological dimensions such as the need for security, self-fit, and institutional image also play a significant role, particularly in the context of gender differences. In educational marketing, digital communications and brand awareness have been shown to influence every stage of the enrollment decision process, from initial awareness to final action (Bohara et al., 2022).

Social Media Marketing (SMM)

Social media marketing is about building real connections with target markets online so that potential consumers understand, like, and trust them enough to know how a brand can solve consumer problems (Meliawati et al., 2023). Contemporary marketing literature views social media marketing (SMM) as a set of strategic activities that go beyond conventional promotional functions. These activities include providing relevant information, two-way interaction, personalized messages, presenting trend-following content, entertainment elements, and facilitation. electronic word-of-mouth(e-WOM), which collectively shape consumer perceptions of quality, value, trust, satisfaction, and propensity to act. Thus, the effectiveness SMM is not only determined by the intensity of presence on social media, but also by the quality of experience the audience feels through the content and interactions provided. Marketing activities through social media allow organizations to reach a wider audience relatively cost-effectively, while providing consumers with relevant, up-to-date, and easily accessible information. The interactivity and openness of social media make SMMA highly potential for influencing consumer perceptions and attitudes toward a service or institution (Roosdhani, 2024).

Strategic approach to SMM Consumer perceptions serve as strategic input, consumer perceptions serve as evaluative judgments that translate marketing exposure into meaning, and satisfaction and purchase intentions emerge as behavioral outcomes. This integration provides a strong theoretical foundation (Thuy et al., 2025) that places these activities within a broader organizational framework, encompassing the scope of social media use, an organizational culture that supports openness and dialogue, a clear management structure, and governance and control mechanisms. These four dimensions determine how organizations utilize social media as a primary channel for brand communication consistent with institutional goals. In the context of consumer behavior, social media plays a role in all stages of the decision-making process, from need recognition, information search, evaluation of alternatives, to the final decision and post-decision behavior (Felix et al., 2016).

Performance Expectancy (PE)

In the framework Unified Theory of Acceptance and Use of Technology (UTAUT), performance expectancy (PE) defined as the extent to which a person believes that using a particular system, service, or technology will improve their performance or help them achieve certain goals(Hafiz et al., 2025). The level of individual belief that using a system or service will improve performance or desired outcomes. Several studies in higher education have consistently found that PE is the strongest predictor of behavioral intention to adopt learning technologies, such as e-learning, digital platforms, or academic information systems(Abbad, 2021).

Meaning In the context of school selection, it can be expanded beyond simply the use of technology to include prospective students' beliefs that the educational institution under consideration can enhance academic achievement, career opportunities, or long-term personal development. When students believe that a school provides a learning environment and resources that support the achievement of these goals, the likelihood of forming an interest and making an enrollment decision is stronger. Thus, performance expectancy acts as a cognitive mechanism that bridges the perception of benefits with actual intentions and decisions.

Social Media Interaction (SMI)

In recent years, social media has become a major networking and marketing platform for more and more businesses. e-commerce like Instagram and facebook, in part because social media fulfills a basic human need: social interaction. Social media provides a space for people with similar characteristics to communicate, share ideas, and build shared values (Al-gasawneh, 2020). Recent research in digital marketing emphasizes the importance of two-way interactions on social media, such as comments, real-time replies, audience participation in content creation, and social media activities.co-creation, in building consumer engagement, trust, and commitment. In the perspective of commitment trust theory, meaningful interactions create opportunities for shared value creation between organizations and audiences, although they also bring challenges related to privacy and potential misinformation (Gayatri et al., 2025).

Where people learn from the behavior and outcomes they observe, not just from their personal experiences. Substitution learning can be divided into two forms: independent substitution learning and interactive substitution learning. Independent substitution learning occurs when someone observes and adopts knowledge or behavior from observations, while interactive substitution learning involves sharing and collaborative participation. In traditional e-commerce, reading comments can be considered independent substitution learning, while in live broadcasts, interactions such as liking, sharing, and purchasing by other consumers can be observed in the live broadcast interface, making it an interactive substitution learning model that involves consumers (Hariguna & Ruangkanjanases, 2024). In line with Signaling Theory, which states that information conveyed through social media acts as a signal of institutional quality. Social media marketing activities such as publishing achievements, alumni testimonials, visualizing facilities, and quickly responding to prospective student inquiries serve as positive signals that reduce information asymmetry and increase trust. When these signals are received consistently and credibly, prospective students are more likely to make an enrollment decision.

Enrollment Intent (EI)

In educational marketing, prospective students are often positioned as consumers who progress through a series of stages in the decision-making process, as described in the AIDA model. At this stage, enrollment interest emerges in response to exposure to information and an initial evaluation of the institution's attributes. This interest is influenced by various factors, such as academic reputation, program quality, tuition costs, degree value, job opportunities, and social influences from family and peers (Bohara, 2022). College choice theory and social exchange theory explain that prospective students evaluate the academic, financial, social, and emotional benefits offered by an institution, then form a positive or negative attitude as the basis for their decision-making. Within this framework, enrollment intention functions as an attitudinal mediator variable that bridges the influence of stimuli performance expectancy on the final registration decision.

Research Model

Based on the review of previous theories and empirical findings, the research hypothesis is formulated as follows:

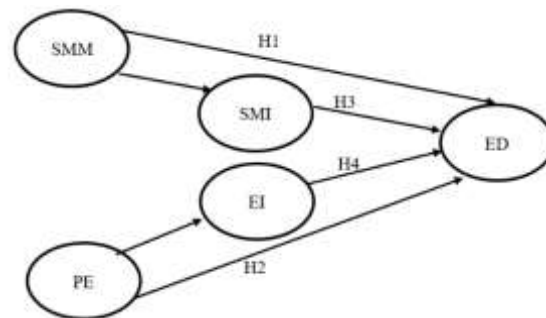


Figure 1. Research Model.

- H1 : Social media marketing have an impact on enrollment decision.
 H2 : Performance expectancy have an impact on enrollment decision.
 H3 : Social media interaction mediate the relationship between social media marketing and enrollment decision.
 H4 : Enrollment intention mediate the relationship between performance expectancy and enrollment decision.

3. Research Methods

This research applies a quantitative approach with the type explanatory research, which aims to test and explain the causal relationships between research constructs. A quantitative approach was chosen because the main focus of the research is on measuring quantifiable variables and testing the direct and indirect influences between variables, namely social media marketing, performance expectancy, social media interaction, enrollment intention, And enrollment decision.

explanatory research this approach allows researchers to verify the causal hypotheses formulated in the research conceptual model. This approach allows for empirical analysis of the structural relationships between variables, providing a more comprehensive understanding of the factors influencing prospective students' decisions in choosing MAN 1 Jepara as a secondary education institution.

Population and Sample

The population in this study was all prospective students who participated in the integrated registration process at MAN 1 Jepara in the 2025/2026 academic year. This population was chosen because all prospective students had been exposed to information about the madrasah through various channels, especially the official social media of MAN 1 Jepara, making it relevant to the research objective of analyzing the influence of social media marketing And performance expectancy to enrollment decision with the role of mediating variables.

This study employed a census sampling technique, where all members of the population were used as the sample. This was done because the population size was relatively limited and all members met the criteria for being respondents. Thus, this technique allowed researchers to obtain a comprehensive and representative picture of prospective student behavior in the enrollment decision-making process. This approach also minimized the potential for sampling bias and increased the internal validity of the research results (Sarbullah & Putri, 2022).

Analysis Tools

Path Analysis

Path analysis is used to test hypotheses in research by describing strong causal relationships between the tested variables. Path analysis calculations can be performed using PLS to identify complex relationships between variables, including the relationships between

variables and their respective indicators. Path analysis is an extension of multiple linear regression and opens up the possibility of analyzing various more complex models (Awogbemi et al., 2022).

T-test

Uji T (*Test T*) is a statistical test used to test the truth or falsity of the hypothesis that states that between two sample means taken randomly from the same population, there is no significant difference (Kim, 2015). Researchers will test using the T-test because this method can be used to test hypotheses containing mediating variables. In hypothesis testing, it can be said to be significant if the T-statistics value is greater than 1.96, whereas if the T-statistics value is less than 1.96, it is considered insignificant (Ghozali, 2016).

Descriptive Statistics

Descriptive analysis aims to interpret respondents' arguments regarding the choice of statements, the frequency distribution, and the mode of the statements based on the collected data. In this study, respondents' answers were described in ten scale statements using a Likert scale. This analysis was also used to describe the variables under study in depth.

Table 1. Research Indicators

No	Variables	Statement	Reference	
1	Social Media Marketing	SMM1	The information provided by MAN 1 Jepara's social media is very comprehensive.	(Widodo, 2022)
		SMM2	MAN 1 Jepara's social media provides information according to my needs.	
		SMM3	MAN 1 Jepara's social media facilitates the search for up-to-date information	
		SMM4	The content on MAN 1 Jepara's social media is always updated.	
		SMM5	MAN 1 Jepara activities are always uploaded on social media	
		SMM6	The content shared on MAN 1 Jepara's social media sites looks interesting	
2	Performance Expectancy	PE1	I study at MAN 1 Jepara will support my future work.	(Venkatesh et al., 2012)
		PE2	By studying at MAN 1 Jepara, I have been equipped with knowledge that will help speed up the completion of my future assignments.	
		PE3	Studying at MAN 1 Jepara improved my knowledge and skills.	
		PE4	After graduating from MAN 1 Jepara, I am confident that I can compete and win the competition so that I can get a job that meets my expectations.	
3	Social Media Interaction	SMI1	I usually choose to press Like on posts on MAN 1 Jepara's social media.	(Khalil et al., 2026)
		SMI2	I usually choose to add comments to posts on MAN 1 Jepara's social media.	
			I usually save a post from MAN 1 Jepara's social media	

		SMI3	I usually share a post through other social media apps because it is interesting and informative.	
		SMI4		
4	Enrollment Intention	EI1	I am willing to attend school at MAN 1 Jepara	(Sabbir, 2025)
		EI2	I am trying to get accepted at MAN 1 Jepara	
		EI3	I plan to continue my education at MAN 1 Jepara	
		EI4	I will strive to develop knowledge and skills at MAN 1 Jepara.	
		EI5	I will consider entering MAN 1 Jepara very highly.	
5	Enrollment Decision	ED1	I searched extensively for information in making the decision to study at MAN 1 Jepara.	(Nikolopoulos et al., 2021)
		ED2	I analyzed relevant information before making a decision to study at MAN 1 Jepara.	
		ED3	I focus my attention on important information and ignore irrelevant information related to MAN 1 Jepara.	
		ED4	Overall and after various considerations, I decided to study at MAN 1 Jepara	

4. Results and Discussion

The respondent profile includes relevant demographic information, such as gender, year of birth, and social media users who have registered at MAN 1 Jepara. The presentation of the respondent profile aims to ensure that the research sample meets the established criteria and represents the target group, namely prospective students who are in the decision-making stage of choosing a secondary school. This information also serves as a basis for interpreting the results of the measurement model analysis and the structural model. The respondents in this study numbered 175 people and were grouped into respondent profiles.

Table 2. Respondent profile

Variables	Sub Variable	Frequency	Percentage %
Gender	Man	45	17%
	Women	130	73%
Year of Birth	2009	88	50%
	2010	86	49%
	2011	1	1%
Have Social Media	Yes	175	100%
	No	0	0 %
Have you ever registered	Yes	175	100%
	No	0	0

PLS-SEM analysis

Model Fit Analysis

Model fit analysis is conducted to assess the suitability of the research model to the empirical data and to detect possible specification errors. In PLS-SEM, adequate model fit results

serve as the basis for model feasibility before testing for reliability, validity, and relationships between latent variables (Hair et al., 2021). The research model in the following figure shows the constructs and the direction of the relationships between the analyzed variables.

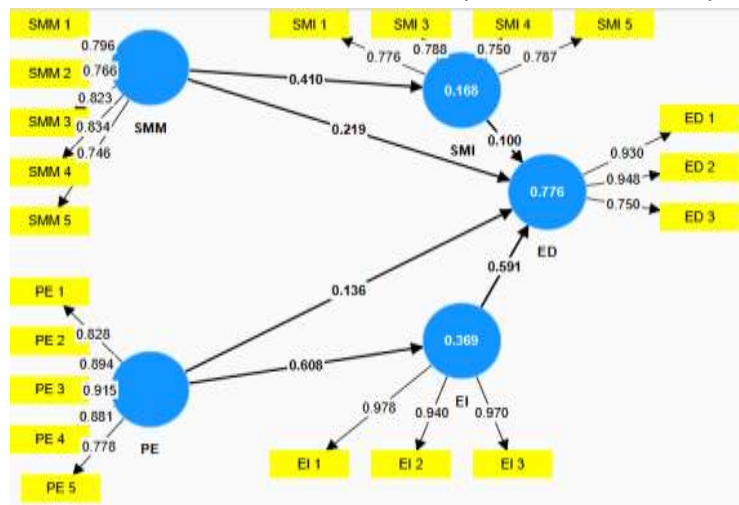


Figure 2. PLS-SEM Algorithm

Source: Data Processing Results

One of the indicators model fit in PLS-SEM is Standardized Root Mean Square Residual (SRMR), which measures the difference between the empirical correlation matrix and the model-generated correlation matrix. The smaller the SRMR value, the better the model fits the data. An SRMR value ≤ 0.10 indicates that the model has a good fit. fit acceptable, so the model is considered suitable for further analysis (Hair et al., 2021).

Measurement Model Analysis (Outer Model)

Reliability Test

Construct reliability is measured through the value Cronbach’s Alpha and Composite Reliability. Cronbach’s Alpha used to measure the internal consistency of indicators within a construct, where the generally accepted value must be above 0.7 to be categorized as reliable. In exploratory research, a minimum value of 0.6 is still tolerable. Meanwhile, Composite Reliability (CR) provides a more accurate estimate of reliability because it takes into account the weight of each indicator.

Table 3. Mark CA, CR, And AVE

Variables	CA	CR	AVE
Social Media Marketing	0.853	0.895	0.630
Performance Expectancy	0.912	0.934	0.740
Social Media Interaction	0.789	0.858	0.602
Enrollment Intention	0.960	0.974	0.927
Enrollment Decision	0.853	0.911	0.775

Source: Data Processing Results

Based on the results in table 3, all constructs have a value Cronbach’s Alpha in the range of 0.789 to 0.960, which indicates an excellent level of internal consistency. And the results of the analysis show that the CR values of all constructs are in the range of 0.858 to 0.974. Thus, it can be concluded that all constructs in the model have met the reliability criteria, both based on the value Cronbach’s Alpha and Composite Reliability, because all of them have values greater than 0.7. Construct validity is tested through two approaches, namely convergent validity and discriminant validity. Convergent Validity, the value Average Variance Extracted (AVE) which measures how much variance can be explained by the indicators in a construct compared to the

variance caused by measurement error. A good AVE value is greater than 0.5, which means the construct is able to explain more than 50% of the variance of its indicators. Based on the analysis results, all constructs have AVE values ranging from 0.630 to 0.927. Thus, it can be concluded that all constructs in the model have met the criteria for convergent validity, because each construct has an AVE value > 0.5 .

Discriminant Validity

Discriminant validity was tested using Fornell-Larcker criterion, where the square root AVE greater than the correlation between other constructs. The results of discriminant validity are explained in Table 4.

Table 4. Discriminant Validity using Fornell-Lacker

Variables	ED	NO	ON	SMI
Enrollment Decision				
Enrollment Intention	0.899			
Performance Expectancy	0.744	0.643		
Social Media Interaction	0.436	0.247	0.343	
Social Media Marketing	0.817	0.675	0.762	0.447

Source: Data Processing Results

Discriminant validity exists when the correlation value between a pair of constructs is below 0.95. Overall, these results confirm the existence of discriminant validity between the constructs.

Structural Model Analysis (Inner Model)

R-Square Value

The R-square value indicates the proportion of variation in the endogenous construct that can be explained by the exogenous construct in the model. The higher the R-square value, the stronger the model's explanatory power. A value of 0.75 is categorized as strong, 0.50 as moderate, and 0.25 as weak. This indicator is used to assess the overall strength of a structural model (Hair et al., 2021).

Based on the results of data processing, the R-square value of this study is presented as follows.

Table 5. Uji R-Square

Variables	Mark R-square
Enrollment Decision	0,776
Enrollment Intention	0,369
Social Media Interaction	0,168

Based on the results of the R-square value test, the R-square value for the variable Enrollment Decision of 0.776 shows that social media marketing and social media interaction as well as performance expectancy and enrollment intention together have a moderate role in explaining about 77.6% of the variability enrollment decision. Variables Enrollment Intention and Social Media Interaction have value R-square respectively 0.369 and 0.168, which indicates that both constructs also have a weak level of predictability.

Hypothesis Testing

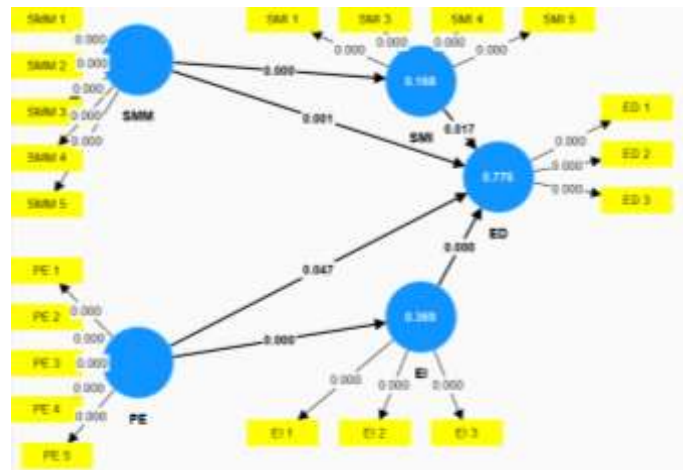


Figure 2. PLS-SEM Algorithm

Source: Data Processing Results

Results of hypothesis testing using estimation *bootstrapping* shows the direction and strength of the influence between constructs in the model. As can be seen from Figure 2, to test the significance of this influence, the p-value obtained through the procedure is used. *bootstrapping*. If the p-value < 0.05, then the influence between constructs is considered significant.

Overall, the results of this inner model analysis provide a strong basis for testing research hypotheses and evaluating the relationships between formulated constructs. For further clarification, the results of the hypothesis testing include the values *Path Coefficient* and value *P values* can be seen in table 6 below:

Table 6. Path Coefficient

Hypothesis	O	T Statistics	P Values	Results
Social Media Marketing ->Enrollment Decision	0.219	3.397	0.001	Accepted
Performance Expectancy->Enrollment Decision	0.136	1.989	0.047	Accepted

Source: Data processing results (2026)

Based on the results of the hypothesis testing analysis, further descriptions can be explained as follows:

H1 : Influence social media marketing to enrollment decision

The test results show that social media marketing has a positive and significant effect on enrollment decisions (O = 0.219; T = 3.397; P = 0.001). Thus, H1 is accepted. This finding indicates that prospective students' perceptions of enrollment decisions are greatly influenced by the ease with which applicants can access content, profiles, and registration information through social media.

These results are in line with social media marketing having a positive and significant influence on the decision to choose an educational institution (Peruta & Shields, 2016). The role of social media marketing also confirms that social media plays a significant role in prospective students' decision-making processes, particularly during the information search phase (Constantinides & Zinck Stagno, 2011).

H2 : Influence Performance Expectancy to enrollment decision

The test results show that performance expectancy has a positive and significant effect on enrollment decision (O = 0.136; T = 1.989; P = 0.047). Thus, H2 is accepted. This finding indicates that the higher the expectations of prospective students and parents regarding the

benefits and performance of education offered by the madrasah, the greater their tendency to make the decision to register.

This result is in line with performance expectancy is the strongest predictor in explaining individual intentions and decisions in choosing a system or institution, including in the educational context (Venkatesh et al., 2012). performance expectancy has a positive and significant influence on students' decisions in choosing and using learning systems in higher education institutions (Salloum & Shaalan, 2019).

Mediation Test

The mediation test in SEM-PLS is conducted to determine whether the influence of an independent variable on the dependent variable is channeled through an intermediary variable (mediator). The mediation test is conducted by examining the indirect effect through a bootstrapping procedure to assess its significance. The data processing yielded the following results:

Table 7. Mediation Test

Hypothesis	O	T Statistics	P Values	Results
Social Media Marketing ->Social Media Interaction->Enrollment Decision	0.041	2.114	0.035	Accepted
Performance Expectancy -> Enrollment Decision ->Enrollment Decision	0.359	4.679	0.000	Accepted

Source: Data processing results (2026)

Based on the results of the hypothesis testing analysis, further description can be explained as follows.

H3 : Influence social media marketing to enrollment decision mediated social media interaction

Hypothesis 3 aims to test the role social media interaction as a mediator in relationships social media marketing and enrollment decision the test results showed an O value of 0.041, a T-statistic of 2.114, and a P-value of 0.035, so it was accepted. This proves that social media interaction significantly mediates the influence of social media marketing to enrollment decision.

In the context of Indonesian education, social media interactions significantly mediated the influence of digital promotions on student interest and enrollment decisions (Wijaya et al., 2023). Furthermore, the level of interaction on educational institutions' social media significantly influenced prospective students' perceptions and decisions (Peruta & Shields, 2016).

H4: Influence performance expectancy to enrollment decision mediated enrolment intention

Hypothesis 4 aims to test the role of enrollment intention as a mediator in relationships performance expectancy and enrollment decision the test results show an O value of 0.359, a T-statistic of 4.679, and a P-value of 0.000, so it is accepted. This proves that enrollment intention significantly mediates the influence of performance expectancy to enrollment decision. which explains that expectations of educational performance do not directly drive enrollment decisions, but rather first shape prospective students' intentions or desires to enroll. The results of this study align with various previous studies showing that interest or intention to enroll plays a significant role as a mediator in the relationship between performance expectations and decisions to choose an educational institution. performance expectancy has a significant influence on intention, which functions as a mediator in the decision to adopt and select learning systems in educational institutions (Salloum & Shaalan, 2019).

Overall, the results of this study show that the four hypotheses in this study have a positive and significant influence (p -value < 0.05). Relationship social media marketing to enrollment decision, performance expectancy to enrollment decision, social media Marketing to enrollment decision mediated by social media interaction, and performance expectancy against enrollment decision mediated by enrollment intention. Among these relationships, the greatest influence is shown by Performance Expectancy towards Enrollment Decision mediated by Enrollment Intention with value path coefficient of 0.359 while the smallest influence is found in the relationship social media marketing to enrollment decision mediated by social media interaction with value path coefficient of 0.041. Thus, H1, H2, H3, and H4 can be declared accepted.

Thus, all the hypotheses proposed in this study are statistically supported, which strengthens the theoretical model in explaining the role of social media marketing dan performance expectancy to enrollment decision mediated enrollment intention and social media interaction.

5. Closing

This study shows that most of the indicators in social media marketing has a positive and significant influence on enrollment decision prospective students. Furthermore, performance expectancy proven to play an important role in increasing interest in registering or enrollment intention and encourage the occurrence of enrollment decision. This finding reinforces that the strategy social media marketing structured learning is able to form positive perceptions and student behavior effectively. This research is expected to serve as a reference for other educational institutions in developing social media marketing strategies. Further research can broaden the context of the research object, both at different educational levels and in institutions with diverse characteristics, to increase the generalizability of the research results. The use of mixed methods (mixed methods) is also recommended in order to gain a deeper understanding of the motivations and considerations of prospective students in the registration decision-making process.

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