



Strategic: Journal of Management Sciences

journal homepage:
<http://jurnal.stiesultanagung.ac.id/index.php/strategic>



The Influence of Product and Physical Evidence On University Choice Decisions and Their Implications For Institutional Image, Moderated By Digital Marketing (A Survey of Students at Accredited Private Universities in The Bandung Metropolitan Area)

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ARTICLE INFO

Article History:

Received 1 May 2026
Revised 15 May 2026
Accepted 3 July 2026

Keywords:

Product, Physical Evidence,
Decision, Digital Marketing,
Institutional Image

ABSTRACT

Objective. The background of this study is based on the phenomenon of declining enrollment of new students at private universities (PTS) in Indonesia, including the Bandung metropolitan area, even though some institutions have received excellent accreditation. This situation indicates that institutional quality alone is not sufficient to maintain the appeal to prospective students. In the context of service marketing, product and physical evidence are important factors that influence students' decisions while also contributing to building the institution's image. However, the influence of these two variables increasingly depends on the effectiveness of digital marketing, which plays a role in strengthening or weakening prospective students' perceptions. The objective of this study is to examine the influence of product and physical evidence on the decision to choose a private university, as well as its implications for institutional image, moderated by digital marketing.

Research Methodology. This study employs a quantitative approach. The population consists of undergraduate students at accredited private universities in the Bandung Metropolitan Area from the 2020–2023 cohorts. The sampling technique used is purposive sampling, with a sample size of 400 respondents.

Results. The results of the study indicate that there is an influence of product and physical evidence on decision-making amounting to 71.44%, as well as an influence of decision-making on institutional image amounting to 74.34%, and an influence of decision-making on institutional image moderated by digital marketing amounting to 80.38%.

Conclusion. Universities should prioritise enhancing academic product quality, upgrading campus physical facilities, and optimising digital marketing techniques in order to influence student enrolment decisions and improve institutional image. Finally, combining great educational offerings, supportive physical evidence, and efficient digital communication is critical for establishing a strong and competitive institution reputation.

1. INTRODUCTION

Education is crucial for improving the quality of human resources and national progress (Junaidi et al., 2023). Education is a strategic investment in building high-quality human resources capable of contributing to national development. However, according to Do et al. (2025), the state of education in Indonesia remains challenging, as evidenced by the low percentage of the population who have completed higher education, which is approximately 6.41% of the total population. Although the curriculum and regulations have been well-designed, the results cannot yet be considered optimal. As public awareness of the importance of education grows, educational institutions, particularly private universities, can thrive (Piscayanti & Mahayanti, 2015). This has led to increasingly fierce competition among universities to attract students. To gain a competitive edge, universities must improve their services, educational programs, and faculty capabilities. However, data indicates that the performance and capabilities of private universities have declined in recent years. Legal issues and a mismatch between institutional capabilities and government regulations are among the causes of this decline.

Institutional reputation also significantly influences students' decisions. Public universities (PTN) are generally perceived as superior to private universities (PTS) in terms of quality, cost, facilities, and academic reputation, as evidenced by the dominance of PTN in rankings of the best universities in Indonesia and the increase in the number of PTN students compared to PTS (www.Goodstat.id, 2025). Consequently, PTNs must work harder to improve their reputation and competitiveness. However, many universities in Indonesia, including those in West Java, remain unaccredited, indicating that university management must be improved and meet national higher education standards.

Technological advancements have also transformed higher education marketing strategies (Azmi et al., 2022). Digital marketing has evolved into an effective tool for reaching prospective students, particularly Generation Z, who are highly tech-savvy. Higher education digital media enables the rapid, interactive, and effective dissemination of information (Nurulita & Santoso, 2023). This influences prospective students' choices when selecting a school. In addition to digital marketing, product factors and physical evidence also play a significant role in students' decisions to enroll in higher education (Awan, 2020). In this context, the product encompasses academic programs, educational quality, and innovations offered; physical evidence includes physical facilities such as buildings, infrastructure, and the campus environment (Alfitriya et al., 2025). To meet students' needs and preferences, both of these components must be managed optimally.

2. LITERATURE REVIEW

2.1 Product

In the discussion of services, (Rochman & Alimudin, 2019) defines a product as a type of educational service that students use to pursue education according to their interests. In higher education institutions, this interest can be seen in the majors or study programs chosen (Khalid et al., 2020). Higher education institutions that will survive and be able to win the competition with other institutions, both domestic and international, are those that offer a good reputation or educational quality, promising bright prospects for their students after graduation, and a variety of concentrations with good prospects (Pramudiyanto et al., 2024). According to Maisah et al. (2020), in higher education services, the products/services offered to new students are reputation, prospects, and diversity of options (Indriati & Djaddang, 2024).

Higher education institutions serve as one of the primary providers of educational services. The quality of service in meeting societal needs constitutes the vision and mission of these institutions. Arifin et al. (2020) state that the products within educational services include: Academic Programs, Accreditation, Curriculum, and Collaborations in education and research.

2.2 Physical Evidence

Physical evidence refers to the setting where a company and its customers interact, as well as any tangible component that facilitates service performance or communication (Rahayu et al., 2015). Physical evidence encompasses all tangible representations of a service, such as brochures, letterhead, business cards, report formats, signage, and equipment. In some cases, it includes the physical facilities where the service is provided. In an educational institution, physical facilities refer to buildings or structures and all facilities within them, including the interior and exterior of the building (Effendi et al., 2022).

In the academic setting, "physical evidence" refers to clean and well-ventilated classrooms, academic buildings, and language and computer laboratory facilities. According to Kuh in Al-Darraj, Z & Almohtasib (2021), the key term related to the service process is availability. According to (Kotler, 2002), physical evidence pertains to tangible aspects provided to students, such as educational facilities, the university website, brochures, course materials, and infrastructure. Physical evidence can have a significant impact on students' first impressions, particularly the building infrastructure, as students see it for the first time. On the other hand, Noverita & Mariyudi (2020) add that the condition of facilities, including factors such as technological equipment, furniture, the university environment, and available material and immaterial resources, are also of concern to students. Indirectly, the elements that must be present are availability, accessibility, and responsiveness from the university to demonstrate the quality of physical evidence (Yunningsih, 2022).

2.3 Digital Marketing

Digital marketing, according to Nunes et al. (2024), is a form of marketing that utilizes various web-based media, such as blogs, websites, email, AdWords, or social media, for marketing operations that include branding or brand awareness. Marketing activities will be carried out intensively using computers, mobile phones, or similar electronic devices, whether through product offerings, payments, or delivery. Tristante & Hurriyati (2023) explain that digital marketing strategies are those used by businesses to maximize sales through the digital potential currently being utilized. Every business owner or company has a different digital strategy tailored to the specific goals and needs of their respective businesses.

Meanwhile, marketing operations represent the latest development in terms of the university's publications and efforts to advance its digital technologies (Makrydakis, 2021). The dimensions in question are Teaching, Infrastructure, Curriculum, Administration, Research, Business Processes, Human Resources, Extension, Digital Transformation Governance, Information, and Marketing (Makrydakis, 2021). Furthermore, Calvert (2021) explains that online admission systems can impact higher education institutions in attracting students. Information access, ease of use, and safety and security are dimensions that must be present in digital marketing to attract student interest. The growth of marketing methods follows current student habits. The importance of digital media as a commercial platform is now widely recognized, and an increasing number of universities are adopting online marketing channels over traditional ones; therefore, this must be carefully considered (Luo, 2024).

2.4 Consumer Decision

Consumer decision-making is the stage in the decision-making process where the consumer actually makes a purchase. Decision-making is an individual activity directly involved in acquiring and using the goods offered. (Anjani & Perdhana, 2021) argues that, 'Decision-making is the process of selecting an option based on specific criteria among several alternatives'. Consumers generally make three types of purchase decisions: fully planned purchases, partially planned purchases, and unplanned purchases (Yahmini, 2019). The purchase decision is a stage in the purchasing decision-making process until the consumer actually buys the product. Typically, a consumer's purchase decision involves purchasing their most preferred brand (Aurelia et al., 2022).

In the decision-making process for purchasing services, such as choosing a university, there are several factors to consider, according to (Kusumaradya & Purwadi, 2021) , namely initiative, information seeking, evaluating offers, accuracy in deciding, and psychological impact. However, according to (Novianto et al, 2024) , the factors considered in making a university selection decision are Product Introduction, Information Search, Alternative Evaluation, Purchase Decision, and Post-Purchase Behavior. The product introduction referred to here means that consumers—in this case, prospective students—have already learned about the university they intend to attend through information searches. Another perspective suggests that the factors considered in the decision to choose a university include educational services, educational costs, promotion, location, quality of lecturers, staff, and alumni, and campus environment (Prasetyaningrum & Marliana, 2020) . This aligns with the findings of a study conducted by (Fakhri et al, 2017) , who noted that all aspects related to the campus environment, both internal and external, play a significant role in influencing university selection decisions, such as the reputation of academic programs, the university's reputation in the community, the educational system or courses offered, affordability, dormitory availability, campus aesthetics, the number of international students, and so on.

2.5 Brand Image

According to (Liu.,2019) share a common definition of brand image: it is the reinterpretation of all perceptions of a brand formed from consumers' and customers' past information and experiences with the brand. Brand image is related to consumer attitudes, specifically preferences toward a particular brand. Similarly, (Mazloomi et al, 2015) state that brand image is not merely a name or symbol; rather, the brand serves as a key element in the relationship between a company and its customers. (Irwanto et al, 2025) suggest that if customers hold a positive image of a brand, they will repurchase that product.

According to (Wibowo & Santoso, 2024) , consumer perceptions of brand image are formed from information related to the brand or various types of brand associations that exist in consumers' minds. In the world of education, particularly in higher education, several factors can influence the formation of a positive brand image. According to (Suvia & Yuwono, 2022) , the factors influencing brand image are heritage, trustworthiness, and service quality. Heritage is defined as the track record of the university, the cultural values it upholds, its organizational structure, and the facilities it possesses. Trustworthiness is defined as the reliability or expertise of the university, the competitiveness of its programs or the difficulty of its admission process, and the university's management policies. Service quality is defined as tangible evidence of the university's care for students, including responsiveness and the university's display of empathy. (Pandiangnan & Atmogo, 2021) also share the same view regarding the factors that shape a university's brand image: heritage, trustworthiness, and service quality.

2.6 The Relationship Between Products and Physical Evidence

One factor that can influence consumer decisions is the marketing strategy developed by a company. Ming states in (Arifin et al, 2020) that universities must seek more competitive marketing strategies to win the competition in the student recruitment market. One marketing concept that offers solutions and tools to achieve goals in a market with varying competition and perceptions of service and quality is the marketing mix. (Rahayu et al.,2015) argues that there are at least seven key variables in the marketing mix, two of which are Product and Physical Evidence. These two variables are interrelated, as demonstrated in a study conducted by (Arifin et al, 2020) , which aimed to examine the influence of the marketing mix, comprising product and physical evidence, on students' decisions regarding college selection. The results of the study indicate that these two variables are interrelated and have a positive impact on students' decisions when choosing a university. Through a marketing mix that is developed and targeted at the market, universities can communicate the value desired by consumers. These findings align

with the research by Rahayu, where components of the marketing mix have a positive impact on students' decisions when choosing a university.

2.7 The Influence of Products on Purchase Decisions

The benefits of the various options available where prospective students tend to choose the goods or services that best suit their needs and preferences influence their decision to select a college. This decision is influenced by educational offerings such as academic programs, curricula, accreditation, and high-quality academic services. As demonstrated by a number of studies, these offerings have a significant influence on students' decisions to enroll in college. The more diverse and varied the products offered, the greater the interest among students (Effendi et al., 2022). High-quality programs are also a key factor in attracting students to universities (Saputra et al., 2017). In fact, research (Awan, 2020) indicates that programs are the primary factor in choosing a university, especially when combined with a curriculum aligned with workforce needs and easy access to academic services.

2.8 The Influence of Physical Evidence on Purchase Decisions

Physical facilities in higher education, including spatial layout, furniture, buildings, and interiors, are crucial for attracting students and influencing their choice of college (Muarif, 2025). These decisions are not only influenced by the physical condition of the campus but also shape the institution's image through the real-life experience students have during their studies. Service experiences and student satisfaction levels determine the institution's image itself (Pramesti & Rizal, 2022). Therefore, decisions regarding higher education are influenced by student experiences and initial perceptions (Wang, 2022).

2.9 The Influence of Purchase Decisions on Brand Image

From the perspective of modern consumer behavior, the relationship between decisions and perceptions is not always one-way, where perceptions merely influence decisions. Rather, decisions made by individuals can also play a role in shaping perceptions and images of an object. This can be explained through various complementary theoretical approaches, whether from the perspectives of social psychology, consumer behavior, or service marketing. Based on these various perspectives, it can be concluded that institutional perceptions not only influence selection decisions; these perceptions are also influenced by psychological processes, post-decision evaluations, and the service experiences perceived by students. In this context, institutional perceptions are viewed as factors influencing outcomes following the selection stage (Hossain et al., 2023). The consumption experiences students have while using educational services shape institutional image; this is reinforced by the findings of (Khalid et al, 2020), which show that students' experiences during their studies influence institutional image. Additionally, (Pramesti & Rizal, 2022) state that post-purchase evaluations shape institutional image.

2.10 The Moderating Effect of Digital Marketing on the Relationship Between Purchase Decisions and Brand Image

Through ongoing interactions across various digital platforms, digital marketing serves as a moderating factor that strengthens the relationship between college selection decisions and institutional reputation. After prospective students choose a college, their experiences accessing campus information, student testimonials, and digital promotional content will make their perceptions of the institution more dynamic. The better a university's digital marketing, the better its reputation in the public eye. This aligns with the view (Kurniawan et al., 2023) which emphasizes the importance of digital interactions in building brand perception, and is supported by (Valos et al, 2016) regarding the strategic role of digital marketing in consumer behavior. The novelty of this study lies in the inclusion of digital marketing as a moderating variable in the relationship between decision-making and institutional image in higher education. This study emphasizes that students' post-decision digital experiences are crucial for strengthening or

shaping institutional image in a sustainable manner. These post-decision digital experiences remain a limited area of study in the literature on educational services marketing.

3. RESEARCH METHODOLOGY

This study employs a quantitative method. Given that this study is descriptive and verifiable in nature and is conducted through field data collection, the research methods used are the descriptive survey method and the explanatory survey method, also known as the deductive-hypothesis-verification approach, which involves the collection of primary data through a cross-sectional study. This research method involves studying the subject over a specific period of time rather than continuously over the long term (Akhtar, 2016).

This study utilized a combination of primary and secondary data from 104,731 students at accredited private universities in the Bandung Metropolitan area. The data were collected through literature review, observation, interviews, and a Likert-scale questionnaire (1–5). A sample of 400 respondents was also determined using proportional sampling and the Slovin formula (Priadana & Sunarsi, 2021; Sugiyono, 2016). Prior to data analysis, the research instruments were tested for validity and reliability (Pearson correlation > 0.7) and normality (Cronbach's Alpha > 0.7). Descriptive and confirmatory analysis (SEM) was used to evaluate the relationships among latent variables; these consist of physical evidence and products as exogenous variables, and student decisions, digital marketing, and institutional image as endogenous variables. Meeting the criteria for theoretical fit, parameter accuracy, explanatory power, and good predictive ability for the variables under study, the research model was deemed valid. Model estimation was performed using the Maximum Likelihood method with goodness-of-fit evaluations such as GFI, RMSEA, and CFI, and hypothesis testing was conducted simultaneously and partially via t-tests and F-tests.

4. RESULTS AND DISCUSSION

4.1 Respondent Characteristics

This study involved 400 Gen Z students from seven accredited private universities in the Bandung Metropolitan area. The objective was to identify respondent demographics based on gender, faculty, and year of enrollment. Respondents were selected because their decision to choose a university was based on post-choice evaluation (Pramezwarly et al., 2021), as well as this generation's strong digital interactions and experiences (Kotler et al., 2021; Kusmawati, 2019; Setyowati, 2022). The descriptive results indicate that the composition of respondents is relatively balanced between males (49.75 percent) and females (50.25 percent). The engineering (39.75 percent) and business economics (33.75 percent) faculties accounted for the largest shares of the 2023 (43.25 percent) and 2022 (34.25 percent) cohorts. Although these variations cannot be generalized as a representation of students' general interests, these findings require further research to support them.

4.2 Validity and Reliability Testing

The results of the instrument testing indicate that all variables used in this study are valid and reliable. All indicators are suitable for use in the study, according to the validity tests conducted on the variables Product, Tangible Evidence, Decision, Digital Marketing, and Institutional Image. The calculated r-value for each statement is greater than the critical r-value (0.300). Additionally, the Cronbach's Alpha reliability test indicates that all variables have values above 0.700, demonstrating that the research instrument is consistent and reliable for measuring the variables under study. Furthermore, the normality test using the One-Sample Kolmogorov-Smirnov method showed that the data are normally distributed because all variables have significance values (Asymp. Sig) greater than 0.05. If the normality assumption is met, the data can be used for further analysis, particularly for testing hypotheses using structural equation modeling (SEM).

Table.1: Validity and Reliability

Variable	Dimension	Range Calculated r	Critical r	Validity	Cronbach's Alpha	Reliability
Product (X1)	Study Program, Accreditation, Curriculum, Collaboration, Achievements	0.598 – 0.716	0.3	Valid	0.704	Reliable
Physical Evidence (X2)	Accessibility, Availability, Responsiveness	0.549 – 0.723	0.3	Valid	0.779	Reliable
Decision (Y)	Education Service, Cost, Promotion, Location, Quality, Environment	0.590 – 0.729	0.3	Valid	0.73	Reliable
Digital Marketing (M)	Information Access, Ease of Use, Security	0.556 – 0.900	0.3	Valid	0.709	Reliable
Institutional Image (Z)	Heritage, Trustworthiness, Service Quality	0.527 – 0.757	0.3	Valid	0.706	Reliable

4.3 Descriptive Analysis of Product and Physical Evidence

Overall, the results of the descriptive analysis indicate that all research variables—product, physical evidence, decision-making, digital marketing, and institutional image—fall into the “fair to good” category, suggesting that students’ perceptions of the university are relatively positive but not yet optimal. The primary strengths lie in accreditation, major physical facilities, educational services, access to digital information, as well as the institution’s image and trust within the community. However, there are still several aspects that need improvement, particularly in the curriculum and student development activities, support services such as health clinics and complaint mechanisms, affordability and financial access, the effectiveness of digital marketing—especially in attracting attention—as well as perceptions regarding costs and the ease of securing employment. Therefore, more targeted improvement strategies are needed to enhance the university’s competitiveness.

Table 2. Descriptive Analysis

Variable	Mean	Category	Key Strengths	Needs Improvement
Product	3.35	Fair to Good	Accreditation, Study Programs	Curriculum, Student Activities
Physical Evidence	3.09	Fair	Main Buildings & Facilities	Clinic, Complaint Mechanism
Decision	3.22	Fair to Good	Educational Services	Cost & Financial Access
Digital Marketing	3.33	Fair to Good	Access to Information	Advertising & Engagement
Institutional Image	3.27	Fair to Good	Image & Trust	Cost & Job Prospects

4.4 Structural Model Analysis

The results of the structural equation modeling analysis indicate that all Goodness of Fit (GOF) indicators met the required criteria, thus the model is deemed to have a good fit. This is evidenced by a low Chi-square value with a p-value > 0.05, as well as other indices such as GFI, TLI/NNFI, NFI, AGFI, IFI, and CFI, all of which are above 0.90, and RMSEA and ECVI, which also meet the acceptability thresholds. Furthermore, the PGFI and PNFI values indicate that the model exhibits a good level of parsimony. Thus, the research model is deemed valid and capable of accurately describing the relationships among variables, where the inter-variable relationships () are demonstrated through the gamma (γ) coefficient for the relationship between independent

and dependent variables and the beta (β) coefficient for the relationships among dependent variables.

4.5 Verificative Analysis

The Influence of Product and Physical Evidence on Decision

The results of structural equation model 1 indicate that physical evidence and product have a positive and significant impact on decision-making, both partially and simultaneously, with the equation $KM = 0.5442PRO + 0.4528PE$ and an R^2 value of 0.7144. This indicates that the product has the greatest overall influence at 40.28% (direct influence 29.62% and indirect influence 10.66%), followed by physical evidence at 31.17% (direct influence 20.50% and indirect influence 10.66%). Overall, these two variables account for 71.44% of the variation in decision-making, while the remaining 28.56% is influenced by other variables outside the model. Therefore, it can be concluded that improving product quality is the primary factor to consider when selecting a university. However, physical evidence remains important.

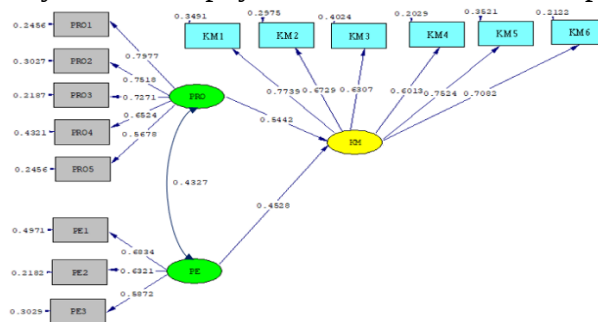


Figure 1. Model 1 Structure

The Influence of Decision on Institutional Brand Image

According to Structural Model 2, the decision variable has a positive and significant impact on institutional brand image with a path coefficient of 0.8622. This indicates that, as the quality of students' decisions in choosing a university improves, institutional brand image will increase by 0.8622. The coefficient of determination (R^2) of 0.7434 indicates that 74.34% of the variation in institutional brand image can be attributed to decision-making; other factors outside the model account for 25.66%. Therefore, the proposed hypothesis is accepted, as it can be concluded that decision-making has a strong influence on the formation of institutional brand image.

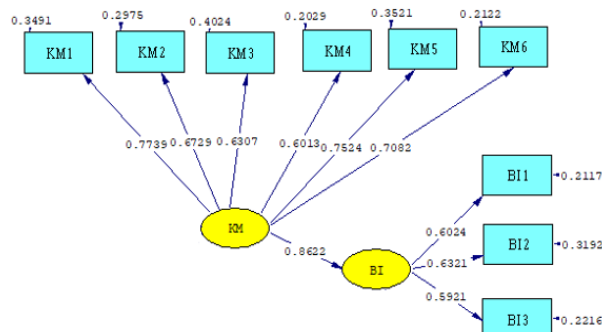


Figure 2. Model 2 Structure

The Effect of Decision on Institutional Image (Brand Image) Moderated by Digital Marketing

According to Structural Model 3, Decision has a positive impact on Brand Image, with a path coefficient of 0.8622. Digital Marketing is also shown as a moderating variable with a direct

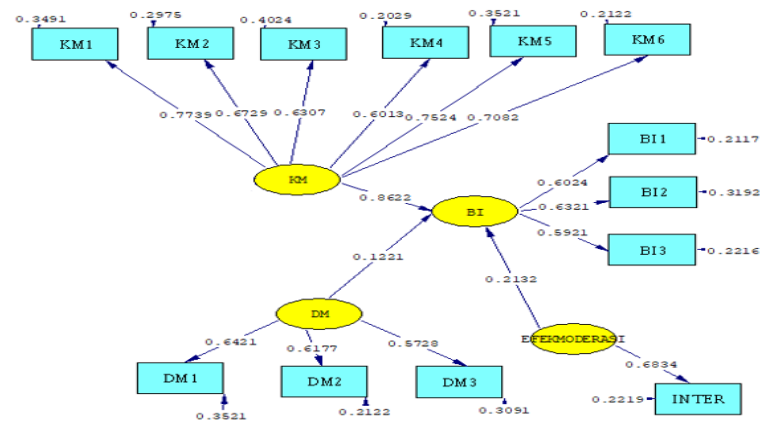


Figure.3 Model 3 Structure

4.6 Verificative Analysis

The Influence of Product on Decision

The results of the confirmatory analysis indicate that higher education offerings have a positive and significant impact on decision-making, with a path coefficient of 0.5442. This suggests that improvements in the quality of higher education offerings will lead to an increase in student preference for higher education institutions. Academic programs, accreditation, curriculum, achievements, and partnerships are the products in question, with academic programs being the primary factor as they are directly linked to students' interests and career prospects. Accreditation serves as a quality assurance, a relevant curriculum enhances graduates' competitiveness, campus achievements boost the institution's reputation, and partnerships open future opportunities. Consumer behavior theory states that decisions are influenced by the level of confidence in a product's benefits. This finding is also supported by previous research showing that the quality of a university's core offerings is the primary factor in attracting prospective students. Therefore, the better the management and development of a university's offerings, the stronger students' decision to enroll at that institution.

The Influence of Physical Evidence on Decision-Making

The results of the confirmatory analysis indicate that physical evidence has a positive and significant impact on decision-making, with a path coefficient of 0.4528. This suggests that if the quality of physical evidence on campus is better, students will be better able to choose a higher-quality institution. As part of the service marketing mix (7Ps), physical evidence is crucial for shaping prospective students' initial perceptions of the campus, the availability of facilities, and service responsiveness. The professional impression and trust of prospective students can be enhanced through modern facilities, a comfortable environment, and ease of digital and physical access. According to previous research, the physical condition of the campus—including buildings, laboratories, libraries, and other supporting facilities—is crucial in convincing students to enroll. Therefore, the better the physical evidence of a university, the greater the likelihood of convincing students to enroll.

The Impact of Decisions on Brand Image

The results of the confirmatory analysis indicate that the decision has a positive and significant impact on the institution's brand image, with a path coefficient of 0.8622, meaning that the stronger the brand image formed by students when they choose a university. The image formed through students' real-life experiences during the educational process begins with this decision. Initial perceptions and post-decision evaluations influence this image. In this context, the perception of the institution is shaped by the accumulation of experiences, student satisfaction, and students' confidence in the services provided. This finding aligns with service marketing theory, which states that brand image is dynamically shaped by consumer experiences. This finding is also supported by prior research that found that students' experiences after choosing a university play a significant role in shaping the institution's overall image. Therefore, students' decisions are not merely the result of the institution's image but also play a crucial role in reinforcing and shaping the institution's overall image.

The Effect of Decisions on Brand Image, Moderated by Digital Marketing

The results of the confirmatory analysis indicate that Decision has a very strong and significant effect on Brand Image, with a path coefficient of 0.8622, and this effect is moderated by Digital Marketing, which acts as a moderating variable with a direct coefficient of 0.1221 and an interaction effect of 0.2132, resulting in an R^2 value of 0.8038, indicating the model's ability to explain 80.38% of the variation in institutional image. These findings suggest that appropriate and high-quality decisions foster positive perceptions of the institution, and this influence becomes even stronger when supported by effective digital marketing strategies. Theoretically, this aligns with concepts of consumer behavior, brand equity, and integrated marketing communication, which emphasize the importance of digital communication in strengthening brand perception. Thus, digital marketing acts as an accelerator capable of expanding, accelerating, and reinforcing the impact of decisions on the formation of a superior institutional image in the eyes of stakeholders.

4. CONCLUSION

Overall, the research findings indicate that the constructed model has a good fit and is capable of strongly and significantly explaining how the variables interact with one another. Both the product and the physical evidence were found to have a positive impact on students' decisions to enroll in college. Products are considered the primary factor reflecting the institution's core quality, such as academic programs, accreditation, and curriculum, while physical evidence enhances understanding of the campus environment and facilities. Additionally, the decisions made by students have a significant impact on others' perceptions of the university. This indicates that post-decision experiences and evaluations are key components in shaping a positive perception of the university. Digital marketing, as a moderating factor, has also been shown to have the ability to strengthen these relationships; for example, effective digital communication has a greater effect on the impact of decisions on institutional reputation. With a high coefficient of determination, it can be concluded that product quality, support from physical evidence, decision accuracy, and reinforcement through digital marketing are important components in building a superior institutional image. However, there are other contributing factors outside of this model.

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