

The influence of religious beliefs on gen Z's intentions to choose Islamic higher education

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Abstract

Perguruan Tinggi Keagamaan Islam (PTKI) plays a vital role not only as centers for religious moderation but also in producing graduates who become community leaders contributing to national and religious development. This study aims to examine the factors influencing Generation Z's intention to enrol in PTKI, with a focus on UIN Kiai Haji Achmad Siddiq Jember as a case study. The research specifically investigates whether religiosity, along with attitude, subjective norms, and perceived behavioral control, affects students' enrollment decisions. A quantitative approach was employed using a structured questionnaire to 168 high school students in the Tapal Kuda region (Jember, Banyuwangi, Lumajang, Bondowoso, Pasuruan, Situbondo, and Probolinggo). The data were analyzed using Structural Equation Modeling Partial Least Squares. The results indicate that attitude, subjective norms, and perceived behavioral control positively and significantly influence students' intention to enrol, with attitude being the most dominant factor. In contrast, religiosity does not significantly impact enrollment decisions. These findings suggest that PTKI should focus their promotional and communication strategies on academic quality, professional prospects, and social influence rather than relying solely on religious orientation to attract prospective students.

Keywords: Consumer Behaviour, Religiosity, Intention, SEM-PLS

Abstrak

Perguruan Tinggi Keagamaan Islam (PTKI) berperan tidak hanya sebagai pusat moderasi keagamaan tetapi PTKI menghasilkan lulusan yang menjadi pemimpin masyarakat yang berkontribusi pada pembangunan nasional dan keagamaan. Penelitian ini menyelidiki apakah religiusitas, termasuk sikap, norma subjektif, dan kontrol perilaku yang dirasakan, memengaruhi keputusan pendaftaran mahasiswa. Pendekatan kuantitatif digunakan dengan menggunakan kuesioner terstruktur kepada 168 siswa SMA di wilayah Tapal Kuda (Jember, Banyuwangi, Lumajang, Bondowoso, Pasuruan, Situbondo, dan Probolinggo). Data dianalisis menggunakan Structural Equation Modeling Partial Least. Hasil menunjukkan bahwa sikap, norma subjektif, dan kontrol perilaku yang dirasakan secara positif dan signifikan memengaruhi niat mahasiswa untuk mendaftar, dengan sikap sebagai faktor yang paling dominan. Sebaliknya, religiusitas tidak secara signifikan memengaruhi keputusan pendaftaran. Temuan ini menunjukkan bahwa PTKI harus memfokuskan strategi promosi dan komunikasinya pada kualitas akademik, prospek profesional, dan pengaruh sosial daripada hanya mengandalkan orientasi keagamaan untuk menarik calon mahasiswa.

Kata kunci: Perilaku Konsumen, Religiositas, Intensi, SEM-PLS

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1. Introduction

All types of organizations, including universities, will face several challenges, such as consumer needs, globalization, technological developments, and market competition (Rehman & Iqbal, 2020). The importance of the existence of universities is stated in the Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education (Republik Indonesia, 2012). The growth of universities in Indonesia has reached 4717, consisting of Colleges, Universities, Polytechnics, Community Academies, and Institutes (Setiawan & Lenawati, 2020). One of the rapidly growing universities is Islamic Religious Higher Education (Kholis et al., 2021; Simbolon et al., 2023). Islamic Religious Colleges in Indonesia has a significant role; apart from being a center for studying religious moderation, the potential of Islamic Religious Colleges graduates can produce community figures who play a role in building the nation and religion (Simbolon et al., 2023).

Seeing the potential for a high and increasing number of students every year (Setiawan & Lenawati, 2020), universities must be adaptive to all changes, including changes in consumer needs, demographics, and technological developments (Sonia, 2021). Adaptiveness is needed by higher education because universities are providers of intellectual assets that are required to be able to meet the needs of society (Sonia, 2021). However, many universities fail to meet needs (Balzer, 2020; Setiawan & Lenawati, 2020). Not a few universities develop slowly (Balzer, 2020). Some of the causes of the failure of universities include bias in the requirements (Balzer, 2020).

Universities face challenges in maintaining their existence (Balzer, 2020). The challenge of maintaining their existence is reinforced by competitiveness that comes from within the country and abroad (Setiawan & Lenawati, 2020). Universities need a strategy (Balzer, 2020). Organizations must be consumer-oriented in a situation where competition is very tight (FIRMAN et al., 2020). Only consumer-oriented organizations that provide added value will survive the competition (ILYAS et al., 2020). One way to maintain the quality of universities requires input from several parties, such as prospective students (Ta et al., 2023). The planning system must involve all dimensions (Simbolon et al., 2023). Students are the leading players in higher education. Many universities fail and are slow because the needs of prospective students are at odds with the development of Islamic Religious Colleges, accompanied by an increase in the number of students in Indonesia (Balzer, 2020; Setiawan & Lenawati, 2020).

Several studies have investigated factors influencing students' choice of higher education, including the roles of attitude, subjective norms, perceived behavioral control, and religiosity (Ajzen, 2020; Manuere et al., 2022). Previous research has largely focused on general higher education institutions or on the influence of religiosity on student behavior in different contexts, but limited studies specifically address Generation Z's intention to enroll in Islamic Religious Colleges (PTKI). This indicates a research gap: while the influence of consumer behavior factors on student enrollment has been examined, there is insufficient empirical evidence on how religiosity interacts

with behavioral intentions among Generation Z in the context of Islamic higher education in Indonesia. Moreover, previous studies have not fully considered the enrollment decision-making process as a function of attitude, social influence, and perceived behavioral control in a PTKI setting. Addressing this gap, the present study provides new insights by integrating religiosity into the Theory of Planned Behavior framework and focusing specifically on Generation Z prospective students in the Tapal Kuda region. By doing so, this research contributes both theoretically, by extending consumer behavior and TPB models in the context of religious higher education, and practically, by offering actionable guidance for Islamic Religious Colleges to design enrollment strategies that are aligned with the preferences and expectations of Generation Z students.

Thus, this study aims to produce an analysis of the survey results of the level of awareness and intention of Generation Z towards the interest in studying at Islamic Religious Colleges. The university chosen is the State Islamic University of Kiai Haji Achmad Siddiq Jember (UIN KHAS Jember) because it is one of the most prominent Islamic universities in the Tapal Kuda area. UIN KHAS has several diverse study programs and a halal study center. In addition to being the largest generation in Indonesia, generation Z will be the majority of prospective students in 2024 (Jayani, 2021). The theory used in the study is consumer behavior. Consumer behavior was chosen because it is used to understand and predict consumer behavior (Manuere et al., 2022). In addition, the novelty of this study is the addition of new aspect, religiosity. Islamic Religious Colleges is a religious-based university, so religiosity may influence interest in registering for Islamic Religious Colleges. The results of the study are expected to be able to provide survey data on the behavior of prospective students, especially at Islamic Religious Colleges. Thus, the research output can be used as a benchmark in determining the strategic steps of universities.

2. Literature Review

Consumer Behaviour

Human preferences, including likes, dislikes, views, and opinions, will change over time. Preference changes can be influenced by the external environment, experience, and information (Shahab et al., 2021). Consumer behavior theory is important in several sectors, such as e-commerce, entrepreneurs, and government (Chen et al., 2023). Consumer behavior is the study of how consumers, both individuals and groups, choose, buy, use, and dispose of goods or services (Manuere et al., 2022). The definition of consumer behavior can be interpreted as thoughts, feelings, and actions in consuming (Babin et al., 2023).

Consumer behavior theory is used to understand and predict consumer behavior (Manuere et al., 2022). Consumer behavior theory is widely used in marketing research (Vanhala et al., 2020). More than 70% of research related to consumer behavior uses surveys (Vanhala et al., 2020). Previous research has successfully applied consumer behavior theory in predicting consumer motivation, behavioral intentions, and technology adoption. Several models that apply consumer behavior theory include the

theory of planned behavior, the technology acceptance model, the self-determination theory, and the uses and gratification theory (Shahab et al., 2021).

Based on the theory and previous study, the hypotheses 1, 2, and 3 are developed

- H1: Attitude has a positive effect on student's intention to register for Islamic Higher Education
- H2. Subjective norm has a positive effect on student's intention to enroll in Islamic Higher Education
- H3. Perceived Behavioral Control has a positive effect on student's intention to register at Islamic Universities

Religiosity

Religiosity is a person's commitment to believing, following, and practicing a particular religion (Bhuian et al., 2018; Obregon et al., 2022). Religiosity shapes individual behavior both in personal and professional life (Obregon et al., 2022). Religiosity is one of the most influential factors in human behavior (Eid & El-Gohary, 2015). Islamic religiosity significantly influences daily life both intrinsically and extrinsically, especially in GCC countries, where Indonesia is one of the GCC countries (Alkhowaiter, 2022). Intrinsic religiosity has a positive and direct effect on tourists' pro-environmental behavioral intentions in hotels, while extrinsic religiosity does not have a significant direct effect. Intrinsic religiosity and extrinsic religiosity both indirectly influence pro-environmental behavioral intentions through awareness of saving and connectedness to nature (S. Wang et al., 2020).

In addition, previous studies have shown that religiosity is positively related to consumer attitudes, activism, and personal norms in reducing food waste (Elhoushy & Jang, 2021). Previous studies have shown that a person's religiosity influences a person in deciding to get vaccinated, especially in countries where the majority have beliefs or religions (Bullini Orlandi et al., 2022; Garcia & Yap, 2021). In the use of m-Payment in Saudi Arabia, Islamic religiosity has been shown to positively moderate the relationship between behavioral intentions and the use of m-Payment (Alkhowaiter, 2022). This study formulates four hypotheses based on previous theories and research.

- H4. Religiosity has a positive effect on students' interest in registering at an Islamic University

3. Research Method

The study used a quantitative research approach. Survey data were collected using a questionnaire instrument distributed to high school students in the Tapal Kuda area: Jember, Banyuwangi, Jember, Lumajang, Bondowoso, Pasurun, Situbondo, and Probolinggo. The research instrument was designed in collaboration with experts in both the relevant field and language to ensure content validity. The respondent population was high school students or equivalent under the Ministry of Education, Culture, Research, and Technology and the Ministry of Religion. Non-probability sampling was used because the target population could not be defined (Saunders et al., 2016). The sample size uses a 95% confidence level with a 5% margin of error. The most widely used minimum sample size estimation method in PLS-SEM is the "10-

times rule” method (Hair et al., 2011; Peng & Lai, 2012). The sample size should be greater than 10 times the maximum number of inner or outer model links pointing to any latent variable in the model. The design variables used in this study consist of 16 indicators. According to the “10-times rule” for PLS-SEM, the minimum sample size should be at least 10 times the maximum number of indicators pointing to any latent variable. Therefore, the minimum required sample for this study is 160 respondents.

Before data collection, the instrument was tested using a pilot study. Pilot study testing was conducted to ensure the readability of the research instrument. The pilot study was conducted together with prospective respondents and experts. Data collection was conducted for one month. Respondents filled out the questionnaire online using Google Forms, which can be distributed using WhatsApp groups, Instagram, and other social media. Respondents filled out the questionnaire questions using a Likert scale of 1, “strongly disagree” to 4, “strongly agree.” This 4-point scale was chosen to avoid a neutral midpoint, which encourages respondents to take a stance and enhances the interpretability of attitude measurements (Koo & Yang, 2025). The survey results are processed and then described using tables and graphs. In addition to being described using tables and graphs, the study uses Confirmatory Factor Analysis (CFA) to test the hypothesis. The theory used uses consumer behavior, TPB. In addition to using TPB, the study developed E-TPB and extended TPB by adding aspects of religiosity. Hypothesis testing uses Structural Equation Modeling Partial Least Square (SEM-PLS). SEM-PLS is used because the hypothesis being tested is a confirmation of the model by adding new variables. Figure 1 shows the research model. In Table 1 is shown the variable definition.

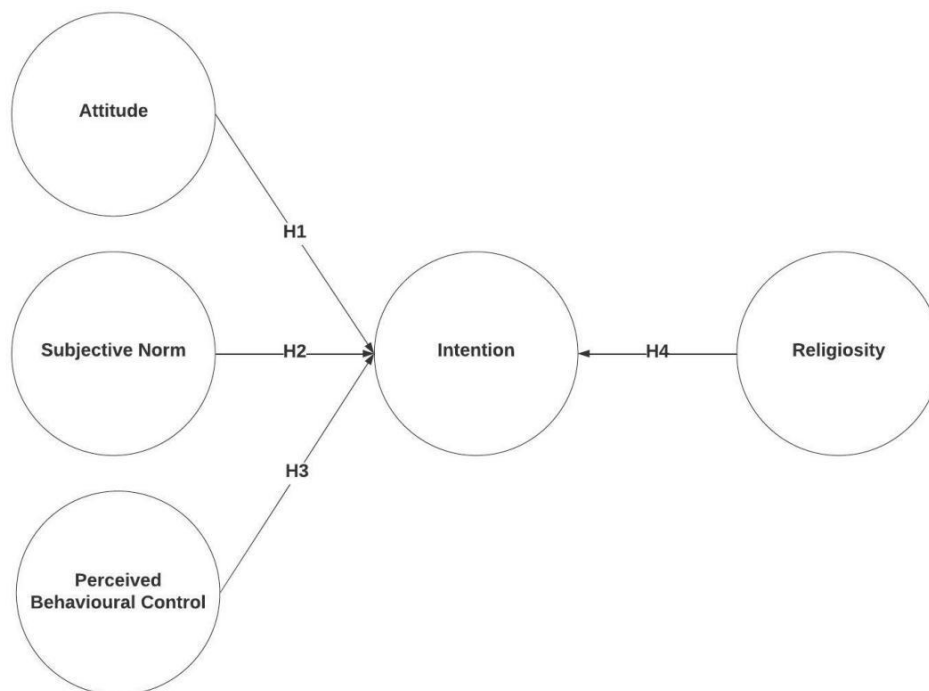


Figure 1. Research Model
(Modification of consumer behavior theory by adding the religiosity variable)

Table 1. Variable Definition

Variable	Theory	Indicators	Reference
Attitude	Consumer Behaviour, TPB	ATT1. In my opinion, enrolling in an Islamic university is the right decision. ATT2. In my opinion, enrolling in an Islamic university will be beneficial for my future. ATT3. I feel happy to register at Islamic University ATT4. Islamic university is my choice of study	(Elshaer et al., 2021; Zuki & Bakar, 2023; Qi & Ploeger, 2021; Vu et al., 2023)
Subjective Norm	Consumer Behaviour, TPB	SVN1. My family suggested that I enroll in an Islamic university. SVN2. My friends suggested me to enroll in Islamic university SVN3. My teacher or kiai advised me to register at an Islamic university	(Elshaer et al., 2021; Zuki & Bakar, 2023; Qi & Ploeger, 2021)
Perceived Behavioural Control	Consumer Behaviour, TPB	PBC1. I am confident that I can pass the Islamic university admission test. PBC2. I am confident that can easily pass the Islamic university admission test. PBC3. I have enough knowledge to pass the Islamic university admission test	(Elshaer et al., 2021; Zuki & Bakar, 2023; Qi & Ploeger, 2021)
Intention	Consumer Behaviour, TPB	INT1. I prefer Islamic University as my place of study INT2. I intend to enroll in an Islamic University INT3. I am trying to get accepted into an Islamic University	(Elhoushy & Jang, 2021; Elshaer et al., 2021; Zuki & Bakar, 2023; Qi & Ploeger, 2021; Vu et al., 2023; S. Wang et al., 2020)
Religiosity	Religiosity	RLG1. My life is based on Islam RLG2. My religion is an important thing in my life RLG3. I follow the rules of the Islamic religion	(Elhoushy & Jang, 2021; Elshaer et al., 2021; S. Wang et al., 2020)

Before the data is processed, each question is given a code. Then, the data is converted to be processed using Smart-PLS. To obtain the hypothesis results, inner and outer model testing is carried out. Measurement is using reflective outer assessment. Reflective outer model testing follows the rules, including the reliability indicator; each indicator loading must be equal to or higher than 0.70. Furthermore, convergent validity uses AVE, which must be equal to or higher than 0.50 (Bagozzi & Yi, 1988; Hair et al., 2011). Discriminant validity: By the Fornell-Lacker criteria, the AVE of each latent construct must be higher than the highest squared correlation of the construct with other latent constructs. In addition, the indicator loading must be higher than its cross-loading (Chin & Marcoulides, 1998). Inner model testing can be done by accessing the path coefficient. Model testing uses bootstrapping with a minimum bootstrap sample of 5000 to assess the path coefficient. The t-value is 1.95,

with a significance level of 5% (Hair et al., 2011). The duration of the research is 9 months, from March 21, 2024, to September 30, 2024.

4. Results and Discussion

4.1. Result

Data collection was carried out both online and offline. The target area is the horseshoe area consisting of Jember, Banyuwangi, Jember, Lumajang, Bondowoso, Pasuruan, Situbondo, and Probolinggo. Data was collected using a Google Forms survey instrument for the online method and a survey using sheets for the offline method. Data was collected from August 15, 2024, to October 29, 2024.

The total number of raw respondents was 207, with 84 respondents completing the survey online and 123 respondents completing it offline. Data cleaning was performed to ensure the sample met the research criteria. The following exclusion criteria were applied: respondents not in grade 12 of high school or equivalent, respondents outside Generation Z, missing domicile information, respondents residing outside the Tapal Kuda region, missing information on high school major, or incomplete responses to the questionnaire.

After data cleaning, 168 valid respondents remained. This sample size meets the minimum requirement calculated based on the “10-times rule” for PLS-SEM, as the maximum number of links pointing to any latent variable in the model is 16. Table 2 summarizes the demographics of respondents, categorized by gender, domicile, field of study, and student major. This demographic overview ensures transparency and allows future researchers to assess the representativeness and replicability of the study.

Table 2. Respondent Demographics

Criteria	Description	Total	Percentage
Gender	Men	43	26%
	Women	125	74%
Domicile	Banyuwangi	31	18%
	Bondowoso	11	7%
	Jember	114	68%
	Lumajang	9	5%
	Situbondo	3	2%
Field of Study	Religion	6	4%
	Science	78	46%
	Social	51	30%
	Fashion	9	5%
	Technic	18	11%
	Other	6	4%

Table 3 shows the test results for each variable's validity. The outer loading test results show validity and reliability testing. The calculation results in outer loading must be greater than 0.7.

Table 3. Outer Loadings



Variable Codes	Attitude	Intention	Perceived Behavioral Control	Religiosity	Subjective Norm
ATT1	0.8688				
ATT2	0.7922				
ATT3	0.9231				
ATT4	0.8613				
INT1		0.9516			
INT2		0.9516			
INT3		0.9407			
PBC1			0.8878		
PBC2			0.8977		
PBC3			0.8998		
RLG1				0.9443	
RLG2				0.9542	
RLG3				0.9327	
SVN1					0.8873
SVN2					0.8413
SVN3					0.8545

Average Variance Extracted (AVE) must be more than 0.5. The reliability value must be greater than 0.70. One way to measure it is by using Cronbach's Alpha, which must also be more than 0.70. In Table 4, it can be seen that the Composite Reliability and Cronbach's Alpha values are greater than 0.70.

Table 4. Construct Reliability and Validity

Variable	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Attitude	0.886	0.909	0.921	0.744
Subjective Norm	0.827	0.844	0.896	0.742
Perceived Behavioral Control	0.876	0.879	0.924	0.801
Intention	0.944	0.944	0.964	0.899
Religiosity	0.939	0.942	0.961	0.891

The discriminant validity used is the Fornell-Larcker Criterion principle. Each construct must have an AVE greater than the correlation between the construct and other constructs. In other words, the AVE value of the construct must be greater than the correlation value between constructs to ensure that the construct has good discriminant validity. Table 5 shows that the AVE has a greater correlation between constructs and other constructs.

Table 5. Discriminant Validity

Variables	Attitude	Intention	Perceived Behavioral Control	Religiosity	Subjective Norm
Attitude	0.8626				
Intention	0.7894	0.9480			
Perceived Behavioral Control	0.6325	0.6195	0.8951		
Religiosity	0.3041	0.1717	0.2840	0.9438	
Subjective Norm	0.6535	0.6759	0.5371	0.0039	0.8613

Table 6. Hypotheses Result

Hypotheses	Original Sample	Sample Mean	Standard Deviation	T Statistics	P Values
H1 Attitude -> Intention	0,5508	0,5405	0,0725	7,5960	0,0000
H2 Subjective Norm -> Intention Perceived Behavioral Control ->	0,2315	0,2423	0,0852	2,7166	0,0068
H3 Intention	0,1583	0,1593	0,0670	2,3635	0,0185
H4 Religiosity -> Intention	-0,0424	-0,0413	0,0503	0,8431	0,3996

Based on Table 6, the results show that three hypotheses were supported, while one hypothesis was not supported. The first hypothesis, which states that attitude has a positive effect on students' intention to register at Islamic Religious Colleges, was accepted with a p-value of 0.000. The second hypothesis, which states that subjective norm has a positive effect on students' intention to register at Islamic Religious Colleges, was also accepted with a p-value of 0.0068. Similarly, the third hypothesis, which states that perceived behavioral control (PBC) has a positive and significant effect on Generation Z students' intention to register at Islamic Religious Colleges, was accepted with a p-value of 0.0185. However, the fourth hypothesis was not supported because religiosity did not have a significant positive effect on students' intention to register at Islamic Religious Colleges, as indicated by a p-value of 0.3996.

4.2. Discussion

Attitude and Student's Intention to Register for Islamic Higher Education

The results of this study show that attitude positively affects students' intention to enroll in Islamic Religious Colleges. The results indicate that students with positive perceptions of Islamic Religious Colleges regarding educational quality, religious values, and long-term benefits are more likely to intend to enroll. This finding emphasizes that students' attitudes play a critical role in their decision-making process, particularly how they evaluate the benefits and reputation of the institution. Positive attitudes toward the colleges provide insight for Islamic Religious Colleges in designing effective strategies to attract prospective students.

For instance, promotional campaigns that highlight institutional accreditation, successful alumni, quality academic programs, and superior non-academic facilities can strengthen students' positive perceptions and increase enrollment intentions. Additional factors such as school background, brand awareness, and trust in the institution also contribute to shaping students' attitudes and intentions intentions (Juhaidi et al., 2025). Targeted marketing and strong branding enhance the perceived value of Islamic Religious Colleges.

Empirical support for these findings comes from Fathorrahman (Fathorrahman, 2024). who found that positive perceptions of universities including service quality and institutional image, significantly influence students' higher education choices. Similarly, Somantri et. al. (2025) reported that institutional image impacts new student registration decisions, while Nagoya et. al. (2021), and Wang et al. (2021) found that students' attitudes toward universities correlate positively with their enrollment intentions. In practice, Islamic Religious Colleges should prioritize strategies that develop and maintain a strong, positive institutional image. Marketing efforts should

communicate the quality of education, relevance of the curriculum, Islamic values, and the long-term benefits for graduates. By doing so, colleges can effectively enhance students' attitudes and, consequently, their intention to enroll.

Subjective norm and student's intention to enroll in Islamic Higher Education

The results of the study show that subjective norms positively affect students' intention to enroll in Islamic Religious Colleges. For example, students from families with strong religious traditions or those receiving encouragement from teachers and peers are more likely to intend to enroll. This finding highlights that social context, and influential individuals play a key role in shaping enrollment decisions. These results are consistent with previous research emphasizing the importance of subjective norms in educational decision-making. Altawalbeh and Al-Mughrabi (2024) found that perceived social expectations significantly influence students' intentions in adopting e-learning in higher education. Differences with Imari et al. (2020), who reported minimal effects of extrinsic factors like parents or peers on study program selection, can be explained by contextual variations, including differences in program focus, cultural background, and respondent characteristics. In practice, Islamic Religious Colleges can leverage these findings by involving family, teachers, and community influencers in promotional strategies. Providing targeted information and engaging key social actors can enhance students' intention to enroll and support institutional recruitment objectives.

Perceived Behavioral Control and student's intention to register at Islamic Universities

The results of this study show that perceived behavioral control (PBC) positively affects students' intention to enroll in Islamic Religious Colleges. The results indicate that students who believe they have the necessary resources, skills, and access such as sufficient information, financial support, and administrative guidance, are more likely to intend to enroll. This finding highlights that students' perception of control over the enrollment process significantly influences their decision to register. When students feel confident in their ability to navigate registration procedures and overcome potential barriers, their intention to enroll increases.

Empirical support for this result comes from Imari et al. (2020) who found that PBC significantly affects students' intention to select a Sharia economics program at IAIN Ponorogo. Similarly Wang et al. (2021) reported that vocational high school students' perception of ease or difficulty in pursuing further education correlates positively with their educational intentions. In practical terms, Islamic Religious Colleges can enhance PBC among prospective students by providing clear, step-by-step guidance on the enrollment process, offering financial assistance programs, and ensuring sufficient administrative support. Such strategies empower students, reduce uncertainty, and strengthen their intention to enroll. Overall, this finding underscores the importance of facilitating students' access to resources and information. By actively supporting prospective students' ability to control the enrollment process, colleges can improve recruitment outcomes and foster positive enrollment decisions.

Religiosity and students' interest in registering at an Islamic University

The results of this study show that religiosity positively affects students' intention to enroll in Islamic Religious Colleges. From a theoretical perspective, this result can be explained by the distinction between personal religiosity and behavioral intention in educational decision-making. According to (Ajzen, 2020) intention is influenced not only by beliefs or values but also by perceived outcomes, relevance, and instrumental benefits of the action. In this context, students' high religiosity does not automatically translate into enrollment intention if they perceive that Islamic universities may not optimally support their career or professional goals.

Another theoretical explanation comes from expectancy-value theory, which posits that behavioral choices depend on both the value placed on an outcome and the expectation of achieving it (Eccles & Wigfield, 2020). Students may value religiosity but perceive that professional or academic benefits are better achieved at non-Islamic institutions, reducing the influence of religiosity on their enrollment intention. Empirically, this finding aligns with Romadhon and Walyoto (2024), who found that religiosity did not significantly affect students' interest in choosing the Sharia Business Management program, whereas location and social factors were more influential. However, in contexts where students perceive a strong alignment between religiosity and career or academic outcomes, religiosity can positively affect intention, as observed by Khoiruddin (2021) in Sharia-focused accounting students at UIN Suka Riau.

Overall, these findings suggest that Islamic Religious Colleges should not rely solely on students' religiosity to attract enrollment. Institutions need to emphasize career relevance, program quality, and practical outcomes, demonstrating how Islamic-based education can simultaneously support religious and professional development. This approach aligns students' values with actionable benefits, potentially increasing enrollment intention despite religiosity alone not being a significant predictor.

5. Conclusion

The research results show that attitude, subjective norms, and perceived behavioural control positively and significantly influence students' intention to enroll in Islamic Religious Colleges. Among the three factors, attitude shows the most dominant influence, indicating that students' positive views and perceptions of Islamic Religious Colleges related to the quality of education, Islamic values, and prospects are critical in forming their intention to enroll. Subjective norms, which include the influence of family, friends, and teachers, also proved significant, confirming the importance of the role of the social environment in the educational decision-making process. In addition, perceived behavioural control, the extent to which students feel capable and have the resources to enroll, also strengthens their intention to choose Islamic Religious Colleges.

In contrast, religiosity does not significantly influence students' intention to enroll in Islamic Religious Colleges. This finding shows that a person's level of religiosity is not always the primary indicator when choosing an Islamic-based higher education institution. Many students with a high level of religiosity consider other factors, such as

career prospects, curriculum quality, or institutional reputation, and do not immediately choose Islamic Religious Colleges. These results align with several previous studies stating that educational decisions are more influenced by professional orientation and social environment than by spiritual dimensions alone. This finding is particularly novel because it highlights that religiosity, when incorporated as an extension of the Theory of Planned Behavior (Extended TPB), may not significantly predict enrollment intentions in the context of Islamic Higher Education, providing a new perspective on how spiritual values interact with practical considerations in educational choice.

This study has several limitations, including the limited scope of respondents in specific regions and groups. It has not included other variables that also have the potential to influence student intentions, such as family economic conditions, previous academic experience, and perceptions of the relevance of study programs to job market needs. Therefore, further research is expected to use a mixed methods approach that combines quantitative and qualitative data and expands respondents' geographic scope and characteristics.

Based on these findings, it is recommended that Islamic Religious Colleges emphasize communication strategies that highlight academic and professional excellence and build an image of an institution that is competent and adaptive to the needs of the times. Promotional activities should also involve parties who influence prospective students, such as parents and teachers, and promotional messages should be adjusted to values relevant to today's young generation. Overall, this study contributes a new understanding to the literature by showing that integrating religiosity into Extended TPB for higher education selection provides nuanced insights, suggesting that academic and career considerations may outweigh spiritual motivations in students' decision-making processes.

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