Model for increasing interest in enrolling in private universities based on a segmentation, targeting, and market positioning strategy in Indonesia

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ABSTRACT

This study aims to examine the factors that influence interest in enrolling in private colleges in the DKI Jakarta area, with a focus on how the Segmentation, Targeting, and Positioning (STP) strategies of these colleges affect student enrollment decisions. The research addresses a gap in understanding how these marketing strategies impact enrollment in this specific region, which has not been widely studied. Using a survey method with a quantitative approach, the study explores aspects like accreditation, ranking, and clustering of colleges. Data were collected from 283 non-official and non-religious colleges, with a sample of 166 colleges, through questionnaires sent to policymakers. The data were analyzed using descriptive statistical methods and Structural Equation Modeling-Partial Least Squares (SEM-PLS) analysis. The results show that the segmentation strategy is particularly successful, while the targeting and positioning strategies are moderately effective. Unlike previous studies that generalize the effects of marketing strategies on college enrollment, this research offers a detailed analysis specific to the DKI Jakarta region. The hypothesis testing confirms that segmentation, targeting, and positioning strategies positively influence enrollment interest, both individually and together. However, the study is limited to one region and one type of college, indicating a need for further research in different contexts. The study concludes with recommendations to strengthen each part of the STP strategies by addressing identified weaknesses to improve their overall impact.

1. Introduction

Higher education institutions that have high-quality standards will be able to influence prospective students who really want to study to enter these tertiary institutions. This will also influence the level of student achievement and satisfaction both directly and indirectly through leadership policies, lecturer competence, and employee service, all of which are included in the internal quality of higher education (Opatha, 2020). The quality in question refers to the assessment of students and graduates regarding the overall excellence or superiority of a higher education institution. In the digital era, comments posted online might satisfy secondary school leavers' information needs when choosing a university (Wut et al., 2022). In other words, reputation signals how a company's products, work, strategies, and prospects compare with those of competing organizations (Mustaffa et al., 2016).

Over the past two decades, extensive research has been done on high school graduates' university choices around the world. Most of these studies have been quantitative, using survey data (Walsh et al., 2015). Agrey and Lampadan (2014) identified major factors for the questionnaires or to follow-up on survey results. For sampling, most of the studies targeted prospective university students, while others recruited high school students or first-year university students (Cattaneo et al., 2017). In terms of geographical distribution, most studies have been conducted in a single country and a few across countries in the same region. Almost all the studies have been cross-sectional in design, with only a few having adopted a longitudinal approach (Xu and Yao, 2015).

Prospective students' perceptions of the quality and reputation of an institution are one of the strongest influences on the choice of the institution as a place to study (Dennis et al., 2016). After

becoming a student, institutional leaders are also influential in framing and influencing ideas regarding vision, mission, and achievement targets, which are very important in supporting initial perceptions before becoming a student (Marshall, 2016). Quality is also defined as "a set of properties that encompasses the ability of a good or service to address a particular need." The expression of the need for this definition also indicates certain criteria, requirements, or standards. In addition, quality determines how one can "create, design, produce and provide after-sales service of the most economical, most useful and always satisfying quality products" (Njagi et al., 2023).

Quality, as one of the vital marks of an effective advanced education organization, is seen here as various qualities of instructive help, which brings about the important abilities and mastery procured by college graduates (Akareem and Hossain, 2016). In this situation, the nature of instructive administrations is the market's principal concern, not entirely set in stone by the seriousness of instructive foundations and summed up as scholarly rankings (Gamage et al., 2020). Depicts the exercises of instructive foundations as a fundamental quality framework (Neuwirth et al., 2018), empowering the accomplishment of multi-guidelines in the instructive climate and simultaneously carrying out systems to accomplish the most extreme fulfillment in addressing buyer needs (understudies, guardians, and clients graduate of). While estimating quality, consumer loyalty with advanced education administrations fills in as a central component, so it ought to think about necessities and interests, meet quality prerequisites/measures, and attempt to surpass its assumptions. The main assessment of shopper fulfillment incorporates evaluating fulfillment with quality, satisfaction of special commitments, and institutional (section) status. This assessment appears as deciding KPIs (Key Execution Markers) as pointers connected with outside shoppers (school graduates, guardians, managers), estimating the nature of the showing system, and endeavors to characterize quality pointers that are reflected in understudy scholastic accomplishment and accomplishments.

In higher education literature, the role of educational staff determines the level of service quality felt by students (Kurniawan et al., 2018; Soni and Govender, 2018). In addition, positive perceptions of the quality of educational services can attract new students by carrying out positive word-of-mouth marketing communications with family and friends, as well as convincing them to return to their university/alma mater to take higher educational qualifications (Ada et al., 2017).

One of the utmost concerns of students is university reputation, for which the ranking of a university is the most obvious measurement. Prestigious universities are highly sought after because they offer an objective benefit in that employers use university rankings as an indication of the quality of graduates and thus prefer to recruit from among the graduates of more highly ranked universities; university prestige also provides a psychological benefit to students and their families as they have a sense of pride and satisfaction when telling others that they attend a top-ranked university (Dearden et al., 2019). Nonetheless, Proudfoot and Boyd (2024) found that in the UK, the benefits of attending a highly-rated university were undervalued in families with no direct experience in higher education.

The brand image of higher education institutions, in the form of meaning, identity, and strength of attachment, can also influence trust and loyalty to the institution. Ali et al. (2018) studied loyalty as not limited to the duration of a student's stay at a university but continuing even after they graduate. Student loyalty helps increase student enrollment by providing "the extent to which a student is willing to rely on or have faith and confidence in higher education to take appropriate steps that benefit him and help him achieve his learning and career goals. " Indicators of service satisfaction in higher education institutions, such as timeliness, consistency, transparency, wisdom, sincerity, and integrity, affect trust in the institution (Dennis et al., 2016). These factors can also contribute to the institution's branding. Brand image, meaning, identity, and the strength of students' attachment can influence their trust and loyalty. These elements help create the unique character of a higher education institution (Dobre et al., 2021).

The essence of this approach is that to maintain its existence, business/service activities must be able to align the resources they have with the demands of the market to be penetrated and environmental conditions. Apart from that, specifically for the public service sector, they must be able to compete to provide more value to stakeholders who act as customers. Companies/institutions that implement strategies quickly and precisely will have a competitive advantage to win market domination and customer loyalty (Hadi et al., 2019).

To implement and manage a market-oriented marketing strategy, a company organization that is market-oriented is needed. The characteristics of a market-oriented organization are: (1) focused on customers, (2) has competitor intelligence, and (3) there is cross-functional cooperation and involvement. The first and third characteristics are only possible if the organization has an organizational culture that allows all members of the organization to agree to systematically work together to continuously create customer value that is superior to the customer value delivered by competitors. Meanwhile, the second characteristic is needed so that the company can have information about the strengths and weaknesses of its competitors so that the company can create and deliver customer values that are superior to those of its competitors.

The culture of national higher education systems may suggest homogeneous patterns of positioning within national borders (Sigl and Leišytė, 2018).

However, the phenomena of globalization and internalization, also revealed by global rankings, demonstrate the 'nested' nature of organizational fields, opening potentially more diverse and more complex positioning pathways (Hüther and Krücken, 2018). Given these multiple sources of identity, it may be difficult to depict just one overall university identity, while different identities can be balanced in an overarching narrative (Morphew et al., 2018). Therefore, organizational identity can be conceptualized as a multidimensional variable along a continuum between integration and fragmentation that impacts different positioning outcomes. The university identity is one of several possible cultural artifacts in an organization, indicating that it is a narrower concept than, for example, organizational culture. The latter conventional definition often highlights that organizational culture can be managed and manipulated, resulting in changes in the collective behavior of organizational members (Cachón-Rodríguez et al., 2021). Organizational identity focuses on the symbolic, mythological, and cognitive aspects of the organization. A key element is the creation of an organizational reality through the use of symbols and myths, which can obscure the line between truth and falsehood (Telci and Kantur, 2014).

Questions that are currently often the subject of hot discussion, for example, is higher education branding to attract student interest and convince users an early sign that higher education institutions are being transformed from social institutions towards industry standards? Consequently, the quality of uniqueness that has previously highlighted academic culture and identity shifts to 4P or even 7P so that it is easily perceived as unique and of high quality. Image imitation can be a dangerous effect of branding at the higher education level. Many universities are starting to imitate the attributes of advanced university education processes abroad or within the country (for example, according to webometrics). Many take advantage of the need for collaboration as an opportunity to help boost their image and reputation. Furthermore, there are those who completely adopt it, like a reseller or product franchise (Brkanlić et al., 2020). If many universities become more similar in their attributes and characteristics, then one element that is most difficult to imitate becomes important to pay attention to and maintain, namely, the unique and distinctive quality of the higher education institution.

For an image to work both internally within the organization and externally, the model suggests the need for identity coherence, strategic clarity, and transparency in strategic communications. Analysis of internal image perception can be carried out by collecting data from various symbolic presentations and attributes (internet, PR, buildings, and artifacts), that is, data indicating coherence (or lack thereof) within and between organizational identity, symbolic identity, and/or transparency. Reputation is a construct of third-party perceptions about a university, institutionalized by previous experiences (de la Cruz del Río-Rama et al., 2021). Reputation also consists of assessments based on history, stakeholder perceptions of the organization, and the university's perceived ability to create value.

Dimitrova and Dimitrova (2017) explored how a university's unique reputation highlights its strengths and characteristics, making it stand out and surpass competitors while better meeting the needs of students. This shows that reputation can enhance competitiveness by managing competitive advantages, which is a key strength for higher education institutions. At the same time, society values these distinctive achievements (Lapiņa et al., 2015).

Strategic marketing is a market-driven strategy development process that considers an ever-changing business environment and the need to deliver superior customer value. So, in essence, strategic marketing discusses the process that must be carried out in establishing a market-driven strategy to achieve the company's goals, namely delivering customer value that is superior to the customer value delivered by competitors. Delivering customer value is not a short-term process but a long-term process because it must include the creation, delivery, maintenance, and development of customer value so that it can always be superior to the value delivered by competitors (Fantauzzi et al., 2019; Johansyah et al., 2024).

The marketing strategies are market-oriented, so when preparing marketing programs, they should also be market-oriented. In strategic marketing, these marketing programs include development programs for existing products, development of new products, programs for creating and developing brand equity, pricing programs, distribution channel development programs, and logistics. as well as relationships with customers (customer relationships), integrated marketing communication programs, as well as marketing research and development programs (Johansyah et al., 2023; Idowu et al., 2018).

The fundamental difference between marketing programs in a strategic marketing plan and an annual marketing plan lies in the period and detailed description. Marketing programs in strategic marketing plans have a period, usually a minimum of 3 (three) or 5 (five) years, whereas in annual marketing plans, they only range from weeks, months, or a maximum of one year, and the description of the programs is not as detailed as in annual marketing plans. The marketing programs in the strategic marketing plan only function as a more detailed explanation of the strategic marketing strategy and as a reference in preparing marketing programs in the annual marketing plan (Ahmed, 2015; Hackley, 2014). Also, the marketing strategy is an ongoing process (an ongoing process) of making decisions, implementing these decisions, and measuring the effectiveness of implementing these decisions over time. They also stated that implementing and monitoring marketing strategies

involves (1) preparing marketing plans and budgets; (2) executing the plan, and (3) using the plan to manage and continuously monitor strategies. When evaluating marketing strategies, it is important to also consider new opportunities and potential future threats. Key factors in marketing higher education include the product life cycle stage (duration of study), students' needs as consumers (comfort, security, reliability), market potential (such as professional training and certification), the competitive landscape, and the institution's resource readiness (Mushketova et al., 2018; Johansyah et al., 2022).

New positioning will become important if competition is very fierce (Kayombo and Carter, 2017). Positioning is a form of communication strategy to enter the understanding of the consumer market so that the products and brands offered contain certain meanings that, in various aspects, reflect the superiority of the product or brand in an associative relationship. According to Wang (2011), the positioning is perception mapping and is when a product or service matches market share. Effective positioning places a product or service in the first line of potential buyers' minds. Positioning is a very powerful tool for creating an image. Image is the result of a representation of the desire to be what you want, do what you want to do, and get what you want to get (Akareem and Hossain, 2016). The selection of market segments must also consider competitive factors, which are determined by the four components of competition (4C): company, customers, competitors, and change. To succeed in the chosen customer segment, every business or service activity, whether product- or service-based, must have a solid strategy. Many definitions of strategy suggest that "Strategy is the long-term direction and scope of an organization, aimed at gaining advantages by aligning resources in a challenging environment, meeting market demands, and fulfilling stakeholder expectations.

Custom division-based methodologies should be created while focusing on undergrad versus graduate understudies, such as postgraduate (Fitri et al., 2019). These methodologies need to consider the persuasive job of different qualities connected with forthcoming understudies' inclinations (Dennis et al., 2016). Vettori (2018) tracked down the connection between school notoriety and graduates' solidarity of connection (and furthermore between connection strength and trust) to be inconsequential, while the ongoing outcomes show that standing coincides with apparent quality. Advanced education foundations must decide on fitting division with regards to building brand picture, brand importance, brand character, and strength of connection, which emphatically impacts the connection between understudies and graduates and their institute of matriculation (Chatzipanagiotou et al., 2016). Furthermore, advertisers should have the option to separate their business sectors between transient business sectors, future business sectors, essential business sectors, and auxiliary business sectors to focus on customers. The transient objective market is the market that is being designated today and is wanted to be arrived at soon.

The future market is the portion of the overall industry three or five years from now. The essential objective market is the primary objective of the advertiser's item. They comprise shoppers who are vital for the organization's endurance (Taute et al., 2017). By and large, the essential objective is obsessive clients (weighty clients). In some cases, the essential objective is the merchants (fundamental wholesalers) who control most of the item dispersion. The optional market is a market comprising purchasers who are frequently not considered significant yet whose numbers are huge (Poon and Lau, 2016). Factors that should be viewed in showcasing advanced education are the stage in the item life cycle (length of study), the cravings of understudies as customers in the general market (solace, security, dependability), likely on the lookout (proficient preparation and certificate exercises), as well as the construction and rivalry force and asset status (Mushketova et al., 2018). After the target market is selected, the next process is positioning. Positioning is basically a strategy to enter the consumer market understanding (Abdul-Kahar and Mahmoud, 2014). The new positioning will become important if competition is very fierce. Positioning is a form of communication strategy to enter the understanding of the consumer market so that the products and brands offered contain certain meanings that, in various aspects, reflect the superiority of the product or brand in an associative relationship.

The main contribution and novelty of this paper are as follows:

- This study uniquely focuses on the impact of the college's STP (Segmentation, Targeting, Positioning) strategy on the interest in entering private colleges within the DKI Jakarta Territory. By examining these specific marketing strategies, the research sheds light on how different elements influence student decisions, providing new insights into effective enrollment strategies for higher education institutions.
- The study employs a combination of descriptive statistical analysis and Structural Equation Modeling-Partial Least Squares (SEM-PLS) analysis. This methodological approach allows for a nuanced understanding of the relationships between segmentation, targeting, and positioning strategies and their effects on college interest, demonstrating a sophisticated application of quantitative research techniques in the field of education marketing.
- By surveying policymakers from 166 out of 283 non-official and non-religious colleges in the DKI Jakarta region, the study captures a broad and representative view of the strategic approaches and their outcomes. This large sample size enhances the reliability of the findings and provides a robust foundation for policy

recommendations aimed at improving college recruitment and positioning strategies.

2. Research methodology

The research employs both descriptive and verification methods. The descriptive method is used to provide a detailed description of the objects and variables studied, gathering data and information aligned with the research objectives. Data was collected through questionnaires distributed to a selected sample of respondents from higher education clusters. The aim of the study is to assess and analyze the model for increasing interest in enrolling in private universities, specifically focusing on higher education institutions in the DKI Jakarta region.

The study explores the Higher Education STP (Segmentation, Targeting, Positioning) Strategy as an exogenous variable, focusing on the marketing policies, segmentation, target markets, and positions chosen by universities in DKI Jakarta. The theoretical framework for this research is based on a marketing strategy process, which consists of four stages: (1) strategic situation analysis, (2) formulating a marketing strategy, (3) developing a marketing program, and (4) implementing and managing marketing strategies. The unit of analysis is higher education institutions in DKI Jakarta, with respondents including university management and leadership involved in policy-making and strategic planning, such as rectors, vice-rectors, directors, and other representatives.

The study population consists of all non-official, non-religious higher education institutions in DKI Jakarta in 2022, totaling 283 institutions. This includes 85 Foundations (30%), 21 Institutes (7%), 12 Polytechnics (4%), 112 Colleges (40%), and 53 Universities (19%). The research was conducted over three months (August-October 2022), with surveys distributed to selected universities in the region. Additionally, a Focus Group Discussion (FGD) with private university managers was planned for November 2022 to deepen the qualitative analysis. Follow-up interviews were conducted with 10% of the total respondents, randomly selected to represent different types of higher education institutions.

An exploratory approach was adopted to better understand the relationships between variables, particularly how institutional characteristics influence intermediary variables (such as

institutional performance) and their impact on the dependent variable (university competitiveness). The survey was distributed to 166 institutions, and Partial Least Square (PLS) testing was used to analyze the relationships and effects between variables.

The study utilized a 5-point or 7-point Likert scale to measure respondents' agreement with various questions, with options ranging from "strongly disagree" (score = 1) to "strongly agree" (score = 7). The number of response categories was based on recommendations from previous research, with 5 and 7 categories commonly used for adult respondents, as 3 categories are more suited for children, while 9 categories require more consideration and time (Moshood et al., 2020).

A validity test was conducted on the questionnaire before field distribution, using Pearson correlation and r-test or t-test for validity and Cronbach's Alpha to assess reliability. These analyses were performed using MS-Excel. Respondents were primarily administrative leaders, such as rectors, vice-rectors, directors, or their representatives, responsible for strategic planning at each institution. The sample size was determined using the Slovin formula, based on a population of 283 institutions, aiming for a 95% confidence level with a 5% margin of error (Bizimana et al., 2020).

$$n = \frac{N}{1+Ne^2} \tag{1}$$

where, the sample size for this study was determined using the Slovin formula, which calculates the minimum number of respondents needed to ensure reliable results. In this formula, n represents the minimum number of colleges to be surveyed, N is the total population of 283 colleges in DKI Jakarta (including both PTN and Non-Administration PTS), and e is the margin of error. For this research, a 95% confidence level was selected, corresponding to a 5% margin of error. This approach ensures that the sample size is sufficient to accurately represent the population and provide reliable data for the analysis.

The base example size for the example of respondents to be reviewed was = 165.74 or adjusted up to 166 college samples. This amount is then divided proportionally according to the types of private universities in DKI Jakarta in 2022, as in Table 1.

Table 1: Determination of the number of respondents based on the number of private universities in 2022

Type of college	Amount	Proportion	Number of samples	Rounded
Academy	85	30%	49.8	50
Institute	21	7%	12.3	12
Polytechnic	12	4%	7.0	7
Secondary school	112	40%	65.6	66
University	53	19%	31.0	31
Total	283	100%	165.74	166

For in-depth research, 10% of the total sample of respondents was around 17 institutions, consisting

of 5 academies, 1 institute, 1 polytechnic, 7 colleges, and 3 universities. According to Babbie, the

questionnaire return rate of up to 50% is quite good, the questionnaire return rate of up to 60% is categorized as good, and the return rate by respondents of 70% is very good. However, the rate of return is only a guide because it is not based on statistical calculations.

3. Discussion

Testing the influence of the STP strategy on interest in entering higher education was carried out simultaneously in one model, which tested hypotheses 1, 2, 3, and 4. Hypothesis testing included partial testing: (a) The segmenting strategy offered had a positive effect on interest in entering College; (b) The targeting strategy offered had a positive effect on interest in entering college (c) The positioning strategy of higher education has a positive effect on interest in entering college (d) Segmenting, Targeting and Positioning have a positive effect on interest in entering college.

Basically, testing this hypothesis refers to structural equation model 2, namely:

$$Y = 0.744\,X1 + 0.697\,X2\,0.426\,X3 \qquad (2)$$

The results of this hypothesis test calculation can be presented in Table 2.

Table 2: Structural model testing

Model	Path	Track	T-statistics	F-statistics	R^2
Y	$X_1 \rightarrow Y$	0.744	2.731		
Y	$X_2 \rightarrow Y$	0.697	5.331	51.586	0.902
Y	$X_3 \rightarrow Y$	0.426	2.097		

Based on the path coefficients, college segmentation has the strongest direct influence on interest in enrolling in college (with a path coefficient of 0.744), followed by targeting (0.697), and positioning strategy (0.426). The results in Table 2 suggest that interest in higher education can be boosted by developing strategies for selecting market segments, identifying target markets, defining market positions, and promoting readiness to adapt to new practices (such as standard operating procedures, technology, and human resources). Additionally, the research findings indicate that to increase interest in higher education, the STP strategy should focus on improving segmentation in higher education institutions.

The calculation results indicate that the frequency of achievements and percentage scores for the latent variables of segmentation, targeting, and positioning strategies in DKI Jakarta Province are high. Similarly, the dimensions of market segmentation, target markets, market position, procedural readiness for the new normal, and human resource readiness also show high scores. However, the dimension of technological readiness remains low. The high scores in market segmentation, target markets, market position, procedural readiness for new normal learning, and human resource readiness have a significant impact on the overall STP strategy as well as on the

performance and competitiveness of higher education institutions. The lowest scoring dimension of the STP strategy is technological readiness. These findings align with Kayombo and Carter (2017), who emphasize that, in addition to a strong segmentation strategy, key elements for enhancing a university's position and brand are course availability, teaching quality, and facilities, which are crucial brand dimensions in the education market. Abdul-Kahar and Mahmoud (2014) further noted that positioning strategies result in differences in student admission requirements across state, private, and individual universities, reflecting how universities perceive their positioning in terms of what they offer to their students.

This research also aligns with the findings of Shahzad et al. (2020), which show that adapting to new learning habits in higher education—such as improving information quality and system quality—has a direct link to user satisfaction and positively impacts overall performance. Information quality also strengthens the connection with system use. Similarly, the study by de Queiroz Machado et al. (2012) introduces a model that reveals the e-readiness of higher education environments. This model highlights the importance of key stakeholders, the facilities available for learning, and the capacity of educational institutions. E-readiness refers to the ability of higher education institutions and their stakeholders to create e-learning opportunities through the use of technology. Universities can sustain their STP strategies and adapt to the new normal by focusing on target markets, market positioning, updating procedures for the new normal, technological readiness, and human resource readiness.

However, this study's respondents were limited to the management and leaders of higher education institutions in the DKI Jakarta area. This specific group may not fully capture the perspectives of other stakeholders, such as students, faculty, and administrative staff, who could provide a more comprehensive view of the STP strategies and their effects. Additionally, the research focuses solely on the DKI Jakarta Province, which limits the geographical scope and may affect the applicability of the findings to other regions. Higher education institutions in different provinces or countries may face distinct challenges and opportunities, potentially leading to different outcomes in similar studies conducted elsewhere.

4. Conclusion

The calculation results indicate that the frequency of achievements and percentage scores for the latent variables of segmentation, targeting, and positioning strategies in DKI Jakarta Province are high, reaching 90.2%. Similarly, the dimensions of market segmentation, target markets, market position, procedural readiness for the new normal, and human resource readiness also score high, except for technological readiness, which remains

low. These high scores in market segmentation, target markets, market position, procedural readiness for new normal learning, and human resource readiness have a significant impact on the overall STP strategy, enhancing the performance and competitiveness of higher education institutions. Technological readiness, being the weakest dimension, suggests an area for improvement. As the influence of the higher education STP strategy strengthens, it will have a greater impact on increasing student interest in enrolling in college.

The primary factor influencing interest in enrolling in private universities in DKI Jakarta is the segmentation strategy. To enhance academic quality and achieve this, the strategy includes (1) designing an integrated curriculum that combines national and local content, addressing the needs for advancements in science, communication, information technology, and market demands, and (2) preparing essential and supplementary academic resources, along with comprehensive academic guidelines. For institutions to develop transparent, high-quality, and modern management systems, it is essential that institutional managers and staff are well-prepared and professional. Key aspects include mastering and improving administrative tasks and systems that support daily operations, such as the university's monitoring and evaluation system. Additionally, the strategic geographical location of private universities plays a role in determining their development potential.

This research has several limitations. First, regarding the research instruments, the author acknowledges that they were not fully optimized to explore the real conditions related to uniqueness, capability, STP strategies, higher education clusters, performance, and competitiveness. Second, concerning respondents, the research did not deeply reach the core issues due to the limited time and resources available to gather valid data and perform meaningful analysis. This suggests that there is potential to further refine and deepen the interpretation of the data. Third, the regional scope of the research is limited to universities in DKI Jakarta Province. The author recognizes that this study could be expanded to other regions with more diverse institutions. Lastly, in terms of theoretical limitations, the author admits that the research has not fully explored management science theories in a comprehensive way.

The contribution of STP and adaptation to the new normal significantly influences the interest in entering university. This is supported by strong synergy between the dimensions of market strategy, target markets, positioning, and procedural adjustments for the new normal within the STP framework. Similarly, the adaptation to the new normal aligns well with academic performance, contributing to overall performance. The interaction between these performance dimensions and STP, along with new normal adaptation, enhances the synergy between these two variables. However, this study has some limitations in terms of its

implications for increasing interest in higher education. It is recommended that future researchers who focus on similar topics test the research model further by including moderating factors beyond the higher education clusters for both PTS and PTN universities.

Compliance with ethical standards

Ethical considerations

Informed consent was obtained from all participants, and their confidentiality was maintained. The study was reviewed and approved by the relevant institutional ethics committee, ensuring compliance with ethical research standards.

Conflict of interest

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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