INKUBIS: Jurnal Ekonomi dan Bisnis
Volume 8, Issue 4, 3774–3785
e_ISSN: 2775-3913
https://inkubis.polteksci.ac.id/index.php/ink/index
DOI: doi.org/10.59261/inkubis.v8i4.540

Brand Image, Service Quality, Marketing Strategy, and Tutoring Choice in Palembang

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Article Info:

Article history:
Received: September 12, 2026
Revised: October 02, 2026
Accepted: November 04, 2026
Available Online: November 27, 2026

Keywords:
Brand Image;
Decision To Choose;
Marketing Strategy;
Service Quality;
Tutoring

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Abstract

Background: Competition among supplementary-education providers has increased the importance of institutional reputation, service experience, and promotional communication in students' and families' selection of tutoring services. This study examines these relationships at BTA 70 PTC Palembang.

Objective: This study assesses the separate statistical associations of brand image, service quality, and marketing strategy with the tutoring-provider decisions of twelfth-grade students at BTA 70 PTC Palembang.

Methods: A quantitative correlational survey was conducted with 100 respondents drawn from a population of 245 registered twelfth-grade students. Likert-scale responses were analyzed in SPSS 25 using multiple linear regression; however, the documentation of the random-sampling procedure and sample-size justification remains incomplete.

Results: All three predictors were positively and statistically associated with tutoring choice: brand image ($t = 6.994$, $p < 0.001$), service quality ($t = 3.031$, $p = 0.003$), and marketing strategy ($t = 4.176$, $p < 0.001$). The model explained 75.1% of the variance in the outcome ($R^2 = 0.751$; adjusted $R^2 = 0.743$), although the submitted output did not include the joint F-statistic.

Conclusion: Within this sample, institutional reputation, perceived service quality, and promotional strategy were each related to students' tutoring preferences. Because the data are cross-sectional and correlational, the findings should be interpreted as associations rather than causal effects, and they do not replace a formal test of joint significance.

To cite this article: Sukoyo, S. (2026). The Influence of Brand Image, Service Quality, and Marketing on the Selection of BTA Tutoring in Palembang. *INKUBIS: Jurnal Ekonomi dan Bisnis, 8*(4), 3774–3785. https://doi.org/10.59261/inkubis.v8i4.540

INTRODUCTION

Intensifying competition within the education sector has increased the importance of preparing twelfth-grade students for the independent university entrance examination (UTBK). Many students therefore seek supplementary instruction to strengthen mastery of material that may not be covered in sufficient depth during regular schooling. Private tutoring, commonly referred to as bimbingan belajar (Bimbel), functions as a non-formal learning option intended to reinforce understanding and support academic achievement beyond the formal classroom. Indonesian Law No. 20 of 2003, Article 1, Paragraph 2, recognizes non-formal education as an organized educational pathway that may complement, supplement, or substitute formal education. At the international level, the expansion of supplementary education has accompanied increasingly competitive university admissions, making institutional reputation and perceived service quality more relevant to students' provider choices. This study examines that decision context specifically in Palembang.

Palembang currently hosts a variety of Bimbel providers that operate through both face-to-face and digital delivery models, each offering different instructional and service approaches. Ministry of Education and Culture records for 2024 report 67 non-formal education establishments in the city. The presence of numerous providers creates a competitive environment in which attracting prospective students becomes strategically important. Parents and guardians increasingly compare several attributes before choosing supplementary education, particularly when the objective is to improve students' prospects of admission to public universities (PTN). Because the manuscript does not provide a traceable source or a consistent definition of the institutional coverage represented by the figure of 67, that number is treated here only as contextual information rather than as a verified count of direct tutoring competitors.

BTA 70 operates in the Polda area of Palembang, appears in the Kemdikbud (2023) database, and was included by Detikcom (2024) among seven tutoring providers recommended for PTN preparation. Its programs include Ramadan Mabit activities, super-intensive classes, individual consultation, monthly trial examinations, motivational seminars, and structured mentoring. When viewed against the marketing-mix framework described by Kotler and Keller (2016), BTA 70 is reported to use a broader combination of promotional practices than comparable Palembang providers such as Matrik, Akademi Prestasi, Brain Academy, G.O, Primagama, and Al-Faqih Learning Center. These practices include advertising, sales promotion, experiential events, public relations, and personal selling. Because this study did not independently audit competing institutions or conduct a validated comparative ranking, the comparison is presented only as an illustration of promotional breadth and not as proof of institutional superiority.

To reinforce its competitive position, BTA 70 combines conventional and digital promotional activities. These include brochure distribution, motivational seminars, partnerships with schools across Palembang that have been developed since 2012, and collaboration with the Provincial Office and MDP through the National Grand Try Out since 2013. The institution also uses social media and influencer partnerships to extend its promotional reach to prospective students.

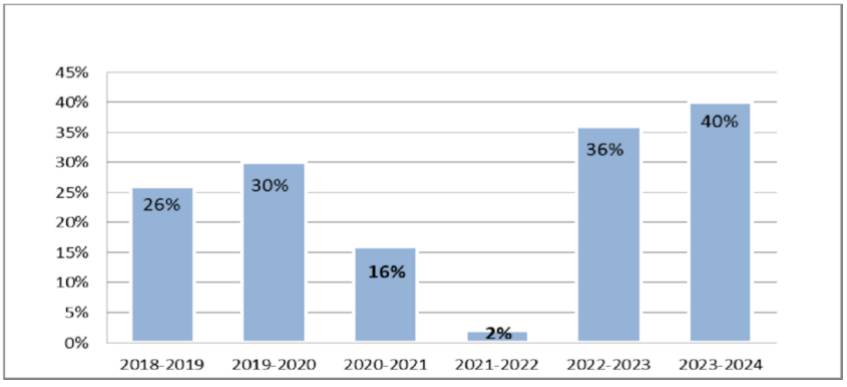


Figure 1. Development of Grade 12 Students of BTA Polda 2018-2024
Source: Bimbingan Tes Alumni 70 Polda Palembang Branch (2024)

BTA 70's enrollment pattern during 2018-2024 shows substantial fluctuation. The reported growth rate increased from 26% in 2018-2019 to 30% in 2019-2020, declined sharply to 16% in 2020-2021 and then to 2% in 2021-2022, before recovering to 36% in 2022-2023 and 40% in 2023-2024. This pattern reflects changing conditions in tutoring-provider demand across the pandemic and post-pandemic periods. The recovery also coincides with the institution's reported use of all eight marketing-mix dimensions, whereas comparison providers are described as applying fewer elements. Nevertheless, the percentages appear to represent year-on-year growth rather than absolute enrollment levels. Absolute student counts and the denominator used to calculate each percentage are therefore required for a valid comparison across years, and the trend itself cannot identify which marketing factor was responsible for the recovery.

The reported 40% increase in enrollment during the 2023-2024 academic year may indicate a strong post-pandemic recovery, but it cannot be meaningfully compared with a national industry benchmark unless a comparable and traceable reference is available. This limitation

strengthens the rationale for examining factors that may be associated with student enrollment decisions rather than attributing the increase to a single organizational cause. In particular, brand image, service quality, and marketing strategy warrant attention because each may shape how students evaluate a tutoring provider and may contribute to competitive differentiation. Understanding these factors is also relevant for designing educational marketing practices that can respond to changing expectations after the pandemic. Because the manuscript does not provide a verifiable primary source for the previously cited 15-20% national figure, no claim is made that BTA 70 outperformed a national average or that any specific factor caused the observed recovery.

Previous studies have examined brand image, service quality, promotion, word of mouth, and related determinants of consumer choice across several service settings. Oktavia, (2019); Wijayanti and Cahyono (2024) found that word of mouth, service quality, and brand image were associated with decisions to choose Jarimatika tutoring. Sipayung and Rustam (2022) reported that promotion, brand image, and service quality were related to the use of Grab services in Batam, while Aswan and Wahyudi (2023) linked word of mouth and brand image with visits to halal-tourism destinations in Padang. Istiana et al. (2023) showed that customer experience, brand image, and word of mouth were associated with purchasing decisions at PT. Jaladara Jaya Trans Klaten. By contrast, Munir (2023) found service quality to be significant in an e-commerce context while brand image was not. Ali et al. (2025) and Maulida et al. (2021) also highlighted the relevance of brand-related perceptions and service standards in shaping consumer behavior. In Palembang, Alfarizi et al. (2022) identified institutional image, campus accessibility, and facilities as relevant considerations in private-university selection, whereas Putri et al. (2024) reported relationships among service quality, brand image, social-media marketing, and parents' school-choice decisions. Riyanti and Siswahyudianto (2023) further emphasized the role of a deliberately developed brand image in strengthening consumer interest and confidence. Although these studies were generally quantitative, they differ in sector, sample, measurement, and model specification. Their findings therefore provide a basis for testing whether brand image, service quality, and marketing strategy show comparable conditional associations with twelfth-grade students' tutoring choices at BTA 70 in Palembang. The contribution of the present study is thus a focused contextual examination rather than a claim of novelty based solely on location.

Against this background, the study seeks to clarify which factors are most closely associated with BTA 70's enrollment choices and to assess whether established marketing constructs remain relevant within supplementary education. The findings are expected to contribute to the discussion of non-formal education in Indonesia under post-pandemic conditions. From an academic perspective, the study tests whether relationships observed in other service industries are also evident in a tutoring context; from a managerial perspective, it provides BTA 70 with evidence about the relative importance of perceived reputation, service delivery, and promotional activity.

Accordingly, this study estimates the individual and combined statistical relationships of Brand Image, Service Quality, and Marketing Strategy with the tutoring-provider decisions of twelfth-grade students at Bimbingan Tes Alumni (BTA) 70 PTC Palembang Branch. The analysis is intended to generate both academic and managerial insight. Partial t-tests are available for the individual predictors, whereas a formal simultaneous hypothesis would require an ANOVA/F-test. Because the submitted output does not report the corresponding F-statistic or p-value, the study does not claim that a joint significance test was completed.

METHOD

Data collection was conducted at the BTA 70 PTC Branch in Palembang over a three-month period from February to April 2025.

The study population consisted of 245 twelfth-grade students enrolled at BTA 70 PTC Branch across the Premier, Twinning Plus, Twinning, and Regular programs. The manuscript states that the Slovin formula was applied using a 6.5% error rate and that 100 respondents were selected. For N = 245, however, a sample of 100 corresponds to an implied precision of approximately 7.7%. A probability-based simple-random sampling approach is also described, under which every student should have had an equal opportunity to be selected. Direct substitution of N = 245 and e = 0.065 into $n = N/(1 + Ne^2)$ produces approximately 120

respondents rather than 100. In addition, the available manuscript does not provide the sampling frame or a reproducible description of the random-selection procedure; consequently, the stated simple-random sampling process cannot be independently verified.

This research adopts a positivist orientation and uses a quantitative correlational survey design. The approach is intended to examine statistically observable relationships among Brand Image (X1), Service Quality (X2), Marketing Strategy (X3), and the Decision of Grade 12 Students in Choosing Tutoring (Y). Rather than establishing causation, the design estimates the conditional associations among the variables on the basis of numerical survey data.

The study draws on both primary and secondary sources. Primary data were obtained directly from respondents through questionnaires. Secondary material was compiled from peer-reviewed journal articles, books, academic publications, market information, social-media material, and performance records relevant to comparable tutoring providers. Only the questionnaire responses enter the regression model; the secondary sources are used to establish context and theoretical background and are not treated as statistical observations.

The empirical model comprises four constructs: Brand Image (X1), Service Quality (X2), Marketing Strategy (X3), and Decision to Choose (Y). The instrument contains seven items for Brand Image, six for Service Quality, six for Marketing Strategy, and seven for Decision to Choose. As presented in the instrument specification, the indicators are assessed using a Likert-type response scale.

Information was collected through two complementary procedures: a literature review and a field questionnaire. The literature review was used to establish theoretical concepts and prior empirical findings from books, journal articles, and research reports, whereas the questionnaire generated the primary data used in the statistical analysis. The manuscript describes the instrument as using a five-point Likert scale, yet it also indicates removal of the neutral midpoint, which would ordinarily produce four response categories. Because the submitted document does not resolve this inconsistency, the original questionnaire should be checked before assigning definitive scale labels or interpreting score ranges.

Statistical processing was carried out in SPSS version 25 through several stages. Descriptive analysis summarized the data using means, standard deviations, and frequency distributions. The measurement instrument was then evaluated through item-validity testing, in which each calculated r-value was compared with the relevant critical r-value, and through reliability testing using Cronbach's alpha. A minimum alpha criterion of 0.70 was applied consistently across all constructs, as reflected in Table 3.

Before estimating the regression model, the classical assumptions were examined. Residual normality was assessed with the Kolmogorov-Smirnov test at a 0.05 significance level. Potential multicollinearity was evaluated using tolerance values above 0.10 and variance inflation factor (VIF) values below 10. Heteroscedasticity was assessed visually through the ZPRED-SRESID scatterplot and statistically through the Glejser test, with p-values greater than 0.05 interpreted as evidence consistent with homoscedastic residuals.

Multiple linear regression was used as the principal inferential procedure, with the model expressed as $Y = a + b1X1 + b2X2 + b3X3 + e$. The regression coefficients were used to estimate the conditional relationship of each predictor with the tutoring-choice outcome while the remaining predictors were held constant. Partial t-tests were used to evaluate individual predictor significance, and the coefficient of determination (R^2) was calculated to quantify the proportion of outcome variance represented by the predictors collectively. The available results include the individual t-tests and R^2. Although the research objective also refers to simultaneous testing, the ANOVA/F-statistic and its p-value are not included in the submitted output; therefore, no inference is made regarding a formally tested joint hypothesis.

RESULTS AND DISCUSSION

Research Results

Descriptive Statistical Test Results

Table 1
Descriptive Statistical Results

	N	Minimum	Maximum	Mean	Std. Deviation
Brand image	100	15.03	32.02	24.8304	4.1756
Service Quality	100	17.03	33.02	24.7604	4.2501
Marketing Strategy	100	17.03	34.02	25.4004	4.2971
Decision to Choose	100	16.03	34.02	24.7403	3.6282

Source: Data Processed (2025)

Table 1 summarizes the distribution of scores for all four study constructs across 100 respondents. Brand Image scores ranged from 15 to 32, with a mean of 24.83 and a standard deviation of 4.1756. Service Quality ranged from 17 to 33 and produced a mean of 24.76 (SD = 4.2501). Marketing Strategy scores also began at 17 but reached 34, with a mean of 25.40 and a standard deviation of 4.2971. For Decision to Choose Tutoring, the observed range was 16-34, the mean was 24.74, and the standard deviation was 3.6282. These statistics provide the descriptive profile of the variables used in the subsequent regression analysis.

Validity Test Results

Table 2
Validity Test Results

Variable	Question Item	R calculated	R table	Description
Brand image	X1.1	0.708	0.196	Valid
	X1.2	0.751	0.196	Valid
	X1.3	0.690	0.196	Valid
	X1.4	0.627	0.196	Valid
	X1.5	0.690	0.196	Valid
	X1.6	0.609	0.196	Valid
	X1.7	0.806	0.196	Valid
Service Quality	X2.1	0.715	0.196	Valid
	X2.2	0.835	0.196	Valid
	X2.3	0.621	0.196	Valid
	X2.4	0.752	0.196	Valid
	X2.5	0.647	0.196	Valid
	X2.6	0.764	0.196	Valid
Marketing Strategy	X3.1	0.778	0.196	Valid
	X3.2	0.689	0.196	Valid
	X3.3	0.765	0.196	Valid
	X3.4	0.773	0.196	Valid
	X3.5	0.803	0.196	Valid
	X3.6	0.784	0.196	Valid
Decision to Choose	Y1.1	0.811	0.196	Valid
	Y1.2	0.845	0.196	Valid
	Y1.3	0.765	0.196	Valid
	Y1.4	0.852	0.196	Valid
	Y1.5	0.803	0.196	Valid
	Y1.6	0.789	0.196	Valid
	Y1.7	0.793	0.196	Valid

Source: Data Processed (2025)

The item-validity results in Table 2 indicate that every indicator exceeded the critical r-value of 0.196. For Brand Image, the calculated correlations ranged from 0.609 to 0.806. Service Quality items produced values between 0.621 and 0.835, while Marketing Strategy ranged from 0.689 to 0.803. The Decision to Choose indicators showed the highest overall range, from 0.765 to 0.852. Based on the criterion applied in the study, all questionnaire items were therefore retained for the following stages of analysis.

Reliability Test Results

Table 3
Reliability Test Results

Variable	Cronbach's Alpha	Comparison Value	Description
Brand image	0.822	0.70	Reliable
Service Quality	0.851	0.70	Reliable
Marketing Strategy	0.881	0.70	Reliable
Decision to Choose	0.911	0.70	Reliable

Source: Data Processed (2025)

Cronbach's alpha values were above the 0.70 criterion for each construct: 0.822 for Brand Image, 0.851 for Service Quality, 0.881 for Marketing Strategy, and 0.911 for Decision to Choose. These coefficients indicate acceptable to strong internal consistency among the items within each measure and support their use in the regression analysis. The alpha results, however, should be interpreted specifically as evidence of internal consistency; they do not by themselves establish content validity, temporal stability, or reproducibility across independent samples.

Normality Test Results

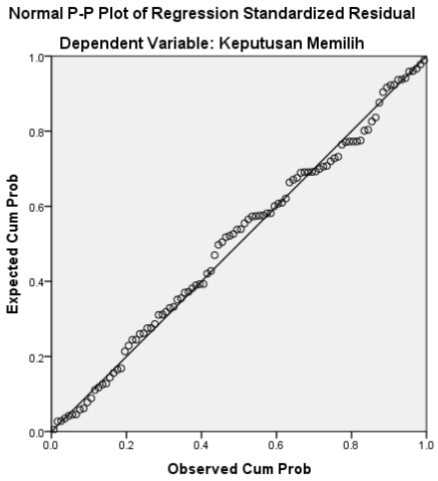


Figure 2. Normal P-P plot
Source: Data Processed, 2025

Table 4
Normality Test Results Using One Sample K-S

Description	Unstandardized Residual
N	100
Normal Parameters - Mean	.0000000
Normal Parameters - Std. Deviation	2.70175143
Most Extreme Differences - Absolute	.058
Most Extreme Differences - Positive	.051
Most Extreme Differences - Negative	-.058
Test Statistic	.058
Asymp. Sig. (2-tailed)	.200

Source: Data Processed (2025)

Figure 2 shows that the plotted residual probabilities lie close to the diagonal reference line, which is visually consistent with approximate normality. The Kolmogorov-Smirnov result in Table 4 provides additional support: the reported two-tailed significance value is 0.200, which is greater than the 0.05 criterion. Under the decision rule used in this study, the normality null hypothesis is therefore not rejected, and the residual distribution is considered adequate for the subsequent regression inference.

Multicollinearity Test Results

Table 5
Multicollinearity Test Results

Variable	Tolerance	VIF	Description
Brand image	0.977	1.023	Free from Multicollinearity
Service Quality	0.985	1.015	Free from Multicollinearity
Marketing Strategy	0.988	1.012	Free from Multicollinearity

Source: Data Processed (2025)

The diagnostics in Table 5 provide no indication of problematic multicollinearity. Brand Image has a tolerance value of 0.977 and VIF of 1.023; Service Quality has a tolerance of 0.985 and VIF of 1.015; and Marketing Strategy has a tolerance of 0.988 and VIF of 1.012. Because all tolerance values are well above 0.10 and all VIF values are far below 10, the three predictors can be included together in the regression model without evidence of severe linear redundancy.

Heteroscedasticity Test Results

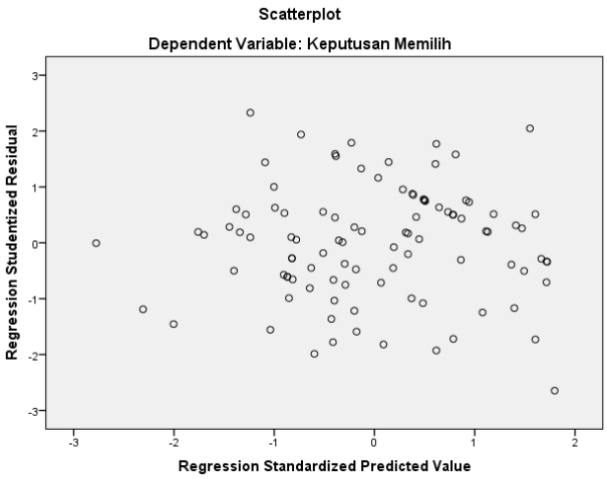


Figure 3. Scatter Plot
Source: Data Processed, 2025

Table 6
Glejser Test Results

Variable	Significance Value	Decision
Brand image	0.357	Homoscedasticity
Service Quality	0.144	Homoscedasticity
Marketing Strategy	0.446	Homoscedasticity

Source: Data Processed (2025)

The SRESID-by-ZPRED plot in Figure 3 displays residuals scattered on both sides of the reference area without an obvious funnel, curve, or other systematic pattern. On visual inspection, this distribution is consistent with an approximately constant residual variance across predicted values.

The Glejser test reported in Table 6 is consistent with the visual assessment. The significance values are 0.446 for Marketing Strategy, 0.144 for Service Quality, and 0.357 for Brand Image, all of which exceed 0.05. Based on the criterion adopted in the study, there is no

statistical indication of heteroscedasticity, and the homoscedasticity assumption is treated as satisfied for the regression analysis.

Multiple Linear Regression Test Results

Table 7
Multiple Linear Regression Analysis Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.386	2.791	-	0.497	0.621
	Brand image	0.467	0.067	0.538	6.994	0.000
	Service Quality	0.198	0.065	0.232	3.031	0.003
	Marketing Strategy	0.270	0.065	0.319	4.176	0.000

Source: Data Processed (2025)

Using the coefficients reported in Table 7, the estimated multiple linear regression equation is:

$$Y = 1.386 + 0.467 \times X1 + 0.198 \times X2 + 0.270 \times X3 + e$$

Description:
Y = Student decision to choose tutoring
X1 = Brand image
X2 = Service Quality
X3 = Marketing Strategy
e = Error

The constant of 1.386 represents the predicted tutoring-choice score when all three predictor scores are set to zero, although that condition is primarily a mathematical reference point. Controlling for the other variables, the Brand Image coefficient of 0.467 means that a one-unit increase in perceived brand image is associated with an estimated 0.467-unit increase in the tutoring-choice score. The Service Quality coefficient of 0.198 indicates an estimated increase of 0.198 units in the outcome for each one-unit rise in perceived service quality, with other predictors held constant. Likewise, the Marketing Strategy coefficient of 0.270 indicates a 0.270-unit increase in the predicted tutoring-choice score for a one-unit increase in the marketing-strategy measure, conditional on the remaining predictors. The positive direction of all three coefficients shows that more favorable perceptions of brand image, service quality, and marketing strategy correspond with higher reported inclination to choose the tutoring provider.

Partial Test Results (t-test)

Table 8
t-test Results

Variable	T calculated	T table	P value	Description
Brand image	6.994	1.661	0.000	Significant
Service Quality	3.031	1.661	0.003	Significant
Marketing Strategy	4.176	1.661	0.000	Significant

Source: Data Processed (2025)

The partial significance tests reported in Table 8 support the following interpretations:
1) Brand Image produced t = 6.994 with p < 0.001, exceeding the critical t-value of 1.661. Under the study's decision rule, Brand Image therefore shows a statistically significant positive association with students' tutoring-provider choices.
2) Service Quality produced t = 3.031 and p = 0.003, which also exceeds the critical t-value of 1.661 and falls below the 0.05 significance threshold. The coefficient direction indicates a positive association between perceived service quality and the decision to enroll.

3) Marketing Strategy yielded t = 4.176 with p < 0.001, again surpassing the critical value. This result indicates a statistically significant positive relationship between students' perceptions of the marketing strategy and their tutoring-provider choices.

Taken separately, Brand Image, Service Quality, and Marketing Strategy each show statistically significant positive partial associations with the tutoring-choice outcome in the estimated regression model.

Coefficient of Determination Test Results (R^2)

Table 9
Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square
1	0.867[a]	0.751	0.743

Source: Data Processed (2025)

Table 9 reports R = 0.867, indicating a strong linear relationship between the observed tutoring-choice scores and the predictions generated from the three explanatory variables. The R^2 value of 0.751 means that 75.1% of the observed variation in the outcome is represented by Brand Image, Service Quality, and Marketing Strategy within this sample. After accounting for the number of predictors relative to the sample size, the adjusted R^2 remains high at 0.743. Thus, the model explains a substantial share of variation in students' reported tutoring choices, while the remaining variation is attributable to factors not included in the model and to random error.

Discussion

The Influence of Brand Image on the Decision of Grade 12 Students in Choosing at Bimbingan Tes Alumni (BTA) 70 PTC Palembang Branch

Brand Image shows a positive and statistically significant partial association with students' enrollment decisions at BTA 70 PTC Palembang Branch. The result is supported by t = 6.994, which exceeds the critical value of 1.661, with p < 0.001; H1 is therefore supported under the study's hypothesis-testing criteria. Its unstandardized coefficient of 0.467 is larger than those of the other two predictors, indicating the largest estimated partial change in the outcome per unit change on the corresponding scale. Conceptually, brand image may operate through awareness, perceived institutional performance, affective associations, and accumulated evaluations of the provider. In the BTA 70 context, consistent service experiences, alumni recommendations, social-media activity, and distinctive programs such as Ramadan MABIT and motivational seminars may contribute to favorable perceptions among students and parents. These mechanisms are plausible interpretations of the observed association, rather than direct causal effects established by the cross-sectional design.

The result is consistent with Oktavia (2019) and Wijayanti and Cahyono (2024), who identified brand image as an important consideration in tutoring selection, as well as Aswan and Wahyudi (2023), who reported that favorable brand perceptions were associated with consumer engagement in a service context. Alfarizi et al. (2022) likewise found that institutional image contributed to educational-institution choice in Palembang. For BTA 70, external recognition through the Kemdikbud database and Detikcom recommendations may reinforce students' perceptions of institutional credibility. Within the limits of the present design, the findings suggest that a well-established brand can function as an informational and trust-related cue during provider evaluation and may also support repeat interest and word-of-mouth communication. This interpretation highlights the managerial relevance of maintaining a credible and consistent institutional reputation.

The Influence of Service Quality on the Decision of Grade 12 Students in Choosing at Bimbingan Tes Alumni (BTA) 70 PTC Palembang Branch

Service Quality is also positively and significantly associated with students' enrollment decisions at BTA 70. The analysis yielded t = 3.031 and p = 0.003, exceeding the critical t-value of 1.661 and supporting H2 according to the specified criterion. The unstandardized coefficient of 0.198 indicates that, with Brand Image and Marketing Strategy controlled, a one-unit increase in

perceived service quality corresponds to an estimated 0.198-unit increase in the tutoring-choice score. Although this coefficient is smaller than the coefficient for Brand Image, it still indicates a meaningful partial relationship. In this study, service quality encompasses tangible aspects, reliability, responsiveness, assurance, and empathy, all of which can shape how students evaluate their learning experience.

From a service-marketing perspective, student evaluations are influenced by the extent to which actual service experiences correspond with prior expectations. When service is perceived as reliable, responsive, and supportive, students may be more satisfied and more willing to recommend the provider. This interpretation is consistent with Munir (2023), Purnawan and Suarmanayasa (2021), who identified service quality as an important consideration in service-choice decisions. Related findings from Situmorang and Dewi (2023), Ula (2024), Wijayanti and Cahyono (2024) also show that service quality, facilities, and other service attributes can shape consumer satisfaction and choice. Sudaryono (2020); Supriyanto et al. (2026) similarly position service quality as a central element of service marketing and customer retention. In the BTA 70 setting, maintaining responsive educational support during the pandemic and post-pandemic periods may have contributed to student confidence and may also have reinforced the institution's broader brand and communication strategy. These mechanisms remain interpretive because the present data establish association rather than causal mediation.

The Influence of Marketing Strategy on the Decision of Grade 12 Students in Choosing at Bimbingan Tes Alumni (BTA) 70 PTC Palembang Branch

Marketing Strategy displays a positive and statistically significant partial relationship with twelfth-grade students' enrollment decisions at BTA 70. The result, $t = 4.176$ with $p < 0.001$, exceeds the critical t-value of 1.661 and therefore supports H3 within the study's testing framework. The coefficient of 0.270 indicates that, after controlling for Brand Image and Service Quality, a one-unit increase in the marketing-strategy score is associated with an estimated 0.270-unit increase in the tutoring-choice outcome. The finding suggests that students who evaluate the provider's promotional activities more favorably also report a greater inclination to choose BTA 70.

BTA 70 reports using an Integrated Marketing Communication (IMC) approach that combines multiple promotional channels, including advertising, sales promotion, events, social media, and mobile communication. This broad promotional mix coincided with the reported 40% enrollment growth in 2023-2024, although the descriptive time trend cannot demonstrate that marketing activity caused the increase. Emphasize that coordinated marketing communication can strengthen consumer perceptions and engagement, while Tjiptono (2020) argues that promotional elements are more effective when they convey a consistent message. Haque-Fawzi et al. (2022) likewise emphasize the need for integrated rather than fragmented marketing activity in competitive settings. Evidence from the tutoring sector is broadly consistent: Hanita (2022) found that targeted promotion could support enrollment growth, and Fariha et al. (2025) reported similar implications for the Intensive Course institution in Pati. Indrawan (2025), Sunyoto (2020) further stress the importance of understanding target-market needs when designing marketing programs. In practice, BTA 70 combines informational, persuasive, and educational activities through alumni testimonials, national trial examinations, motivational seminars, and mentoring. Such activities may strengthen students' awareness of the provider and shape their evaluation of the overall learning offer in Palembang's competitive tutoring market.

CONCLUSION

The analysis shows that Brand Image, Service Quality, and Marketing Strategy each have a statistically significant positive partial association with the tutoring choices of twelfth-grade students at BTA 70 PTC Palembang Branch. Within the estimated model, a stronger institutional reputation, more favorable evaluations of service delivery, and more positive perceptions of promotional activity are each associated with a greater reported inclination to enroll. These findings support managerial attention to consistent brand positioning, responsive and personalized service, and periodic review of promotional effectiveness. Future research could extend the model by including additional factors such as price, location, parental influence, and convenience, and by sampling students from multiple tutoring providers. The study is limited by

its focus on a single branch, the inclusion of only three explanatory variables, and reliance on closed-ended questionnaire data without complementary in-depth interviews, which restricts exploration of the emotional and psychological processes underlying students' decisions. From a management perspective, BTA 70 may benefit from strengthening consultation and parent communication, maintaining instructional quality, coordinating integrated marketing communication (IMC), and developing differentiated programs for broader student segments. The reported results support three positive partial relationships and indicate substantial explanatory power ($R^2 = 0.751$). However, because the supplied output does not report an F-statistic, a formal simultaneous significance test cannot be verified. In addition, the cross-sectional design supports associative interpretation only and does not establish causal effects.

ACKNOWLEDGEMENT

The author extends heartfelt praise and gratitude to Allah SWT, whose grace and blessings enabled the successful completion of this research. Sincere appreciation is directed to the supervising lecturer for the sustained guidance, constructive feedback, patience, and invaluable scholarly input provided throughout the research process. Gratitude is likewise conveyed to the management and staff of Bimbingan Tes Alumni (BTA) 70 PTC Palembang Branch for granting institutional access and facilitating data collection, and to all students who generously participated as survey respondents. The author also acknowledges the unwavering prayers, moral support, and encouragement of family members and friends throughout the duration of this scholarly endeavor.

AUTHOR CONTRIBUTION STATEMENT

Sabar Sukoyo served as the sole investigator and assumes complete responsibility for every phase of this study, encompassing conceptual formulation and research design, literature synthesis, instrument development, data gathering, statistical analysis and interpretation, manuscript drafting, iterative revision, and final approval of the submitted manuscript.

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