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The Influence of University X's Marketing Mix on Prospective Students' Purchase Intention in Bandung City

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ABSTRACT

This study analyzes the effect of service marketing mix elements—product, price, place, promotion, people, process, and physical evidence—on the purchase intention of prospective students toward University X in Bandung. The research addresses increasing competition among private universities and declining new student enrollment, which require more effective marketing strategies. A quantitative survey method was employed with 326 respondents from 60 high schools, vocational schools, and community learning centers in Bandung and the surrounding areas. Multiple linear regression analysis was conducted on 241 respondents in grades 10–12 who were aware of University X, with the results compared to those of 145 respondents from grades 11–12. In the overall analysis, price and people significantly influence purchase intention, while promotion shows a very weak effect. Product, place, and physical evidence show no significant effect. In the grade 11–12 segment, process is the only significant variable. The findings recommend marketing strategies focused on improving pricing and scholarship schemes, enhancing human resource competencies among lecturers, academic staff, students, and alumni, strengthening promotional efforts, and optimizing service processes. The study confirms that, in the higher education context, price, people, and process are dominant predictors of purchase intention, providing strategic insights for University X decision-makers.

INTRODUCTION

Competition in Indonesia's higher education sector is intensifying alongside digital transformation and globalization, which continue to influence the marketing strategies of educational institutions. Hemsley-Brown et al. (2016) explain that these changes have created intense competition in higher education, where institutions, lecturers, and students are responding rapidly to global trends. Gardner-Cook (2025) asserts that factors such as variations in academic programs, campus security, and student organizations have become key drivers of student interest. This situation is further exacerbated by students' increasingly critical decision-making processes in selecting universities, where practical considerations such as location, academic reputation, proximity to home, academic quality, and tuition fees are primary determinants (Inside Higher Ed, 2022).

Indonesia, with 2,841 private higher education institutions (PTS) and 125 state higher education institutions (PTN), faces significant challenges in recruiting new students (Higher

Education Statistics, 2023). The 2022 PTN Entrance Selection Transformation Policy has further intensified competition by substantially increasing PTN enrollment capacity (Kompas, 2022). As a result, many private universities have experienced declining applicant numbers and, in some cases, have been forced to close, with 252 higher education institutions undergoing merger facilitation programs in 2023 (Kompas, 2023).

This condition is also evident in West Java, one of the provinces with the highest concentration of universities in Indonesia. Data show a significant decline in the number of private universities in recent years (Table 1), while student enrollment in private universities decreased by 2.7%, compared to a 9.1% increase in state universities (Higher Education Statistics, 2023).

Table 1. Development of the Number of State and Private Universities in West Java 2017-2023

Year	State University	Private University	Total
2017/2018	12	385	397
2018/2019	12	389	401
2019/2020	12	377	389
2020/2021	12	380	392
2021/2022	12	376	388
2022/2023	12	359	371

Sumber: Higher Education Statistics 2023, PDDIKTI

In facing this competition, universities are encouraged to implement more effective digital marketing strategies oriented toward customer satisfaction (Lestari & Miswan, 2022; Syam et al., 2019). Castro Benavides et al. (2020) emphasize the importance of digital transformation in university marketing, particularly in attracting younger generations who are highly familiar with the digital environment. Research shows that digital marketing plays a key role in student recruitment strategies, with social media and digital platforms serving as the primary communication channels for engaging prospective students (Jain et al., 2024).

In the context of higher education marketing strategies, Moody (2020) asserts that university selection factors are multidimensional and complex, encompassing economic, sociological, and technological dimensions that influence student decision-making. The concept of the 7P service marketing mix (product, price, place, promotion, people, process, and physical evidence) remains relevant in the higher education sector, although several studies suggest the need for sector-specific adaptations (Flores Villarruel & Criollo Delgado, 2024). Jain et al. (2024) further explain that, in the digital era, relationships between higher education institutions and stakeholders require an integrated multi-stakeholder approach.

The novelty of this study lies in the comprehensive application of the 7P model within a single analytical framework to measure the influence of the service marketing mix on prospective student interest in the context of private universities in Indonesia, with segmentation based on prospective student readiness levels (grades 10–12). In contrast to previous studies that were still partial, such as the findings of Phan et al. (2025) in Cambodia, which identified significant influences from product, price, promotion, people, and process, this study found that only price and people have significant effects, while product and process are not significant. These findings indicate a shift in prospective student behavior in Indonesia,

prioritizing economic value and human resource quality. Furthermore, this study also addresses gaps in previous research (Saryono et al., 2018; Lingden, 2024), which did not specifically examine the influence of all 7P elements on purchase intention in private universities. It also contributes methodologically by applying confirmatory factor analysis and multiple regression, while incorporating prospective student readiness levels as a segmentation variable (Al-Adwan & Khdour, 2020; Alem et al., 2016; Rojas-Mendez et al., 2017). These findings provide strategic implications for University X to focus its marketing strategy on optimizing price perception and improving human resource quality, as well as encouraging further research to explore factors beyond the 7P marketing mix that explain 53.3% of the variance in prospective students' purchase intention.

Facing similar challenges, Private University X in Bandung has also experienced a decline in new student enrollment. As an institution scheduled to transition into a university in 2025, Private University X needs to understand the contribution of each marketing mix element to student enrollment decisions (Brkanlić et al., 2020; Chitamba et al., 2025; Rutarindwa et al., 2024). Therefore, this study aims to analyze the influence of service marketing mix elements (product, price, place, promotion, people, process, and physical evidence) on prospective students' enrollment intention at University X, providing strategic insights for developing more effective marketing strategies in an increasingly competitive higher education sector.

METHOD

This study employed a quantitative approach with a survey method to analyze the influence of service marketing mix elements on prospective students' enrollment intention. The quantitative approach was used because it enabled the measurement and analysis of relationships between variables using statistical techniques (Yilmaz, 2013).

The research population consisted of senior high school (SMA) students in West Java. The selection of this location was based on the fact that West Java has the largest number of higher education institutions and senior high schools in Indonesia, with 1,768 senior high schools and 823,771 students, yet a relatively low Gross Enrollment Rate (GER) for higher education of 27.21% (Higher Education Statistics, 2023). The sampling technique used non-probability purposive sampling, targeting students in grades 10–12 who resided in Bandung and surrounding areas. Based on Hair et al. (2018), the minimum sample size is 10 times the number of indicators; therefore, with 32 indicators across 8 variables, the minimum sample size was 320 respondents.

The study used seven independent variables representing the 7P service marketing mix and one dependent variable, measured using a 5-point Likert scale. The operational definitions and indicators of each variable are presented in Table 2.

Table 2. Operational Definition of Variables

No.	Variable	Variable Definition	Indicators / Measurement Tools
1	Product (X1)	All forms of academic and non-academic services offered by the university to prospective students.	1. Study programs 2. Academic reputation 3. Curriculum 4. Certification
2	Price (X2)	Prospective students' perception of tuition fees and their compatibility with the value obtained.	1. Cost aligned with quality 2. Tuition payment system 3. Affordability

			4. Scholarship availability 5. Comparison with other universities
3	Place (X3)	Location and accessibility of the university as well as ease of obtaining information.	1. Campus location 2. Transportation access 3. Online presence 4. Information on service facilities online
4	Promotion (X4)	Marketing communication efforts conducted by the university to attract prospective students.	1. Promotion on online media 2. Promotion on non-digital media 3. Promotion at schools 4. University X website
5	People (X5)	Quality of interaction between campus staff/employees and prospective students.	1. Staff quality and service 2. Lecturer reputation 3. Student reputation 4. Alumni reputation
6	Process (X6)	Procedures and flow of educational services experienced by prospective students.	1. Speed of registration and selection process 2. Communication and registration information process 3. Ease of academic and administrative service procedures 4. Ease of procedures 5. Student services
7	Physical Evidence (X7)	Physical evidence supporting the existence and credibility of the educational institution.	1. Building appearan 2. Campus facilities 3. Campus visual identity

Source: compiled by the author

Data were collected using a structured questionnaire distributed directly to respondents. The questionnaire was developed based on indicators of each variable and measured using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The research instrument was tested for validity and reliability prior to the main data collection. Validity testing was conducted using item correlation analysis, while reliability was assessed using Cronbach's Alpha, with a threshold of > 0.6 indicating acceptable reliability (Ghozali, 2013). The results indicated that all questionnaire items met the required validity and reliability criteria.

Data analysis was conducted using exploratory factor analysis (EFA) and multiple linear regression. EFA was used to assess construct adequacy and factor structure, while multiple regression was employed to examine the influence of independent variables on the dependent variable. Prior to regression analysis, classical assumption tests were conducted, including normality, heteroscedasticity, and multicollinearity tests. Hypothesis testing was performed using the F-test for simultaneous effects and the t-test for partial effects at a 5% significance level. The coefficient of determination (R^2) was used to assess the explanatory power of the model.

RESULT AND DISCUSSION

a. Respondent Profile

This study involved 326 respondents who met the criteria from 60 schools in Bandung, consisting of 58.90% female and 41.10% male. Distribution by school status shows 50.61% came from private schools, 48.77% from public schools, and 0.61% from PKBM (Community Learning Centers). Based on grade level, 43.87% of respondents were from grade 10, 28.22%

from grade 11, and 27.91% from grade 12. A total of 241 respondents (73.93%) had prior knowledge of University X, so the main analysis was focused on this group to obtain more valid results (Table 3).

Table 3. Respondent Profile

Profile	Kategori	Frekuensi	Persentase
Gender	**Female**	**192**	**58.90%**
	Male	134	41.10%
High School Status	**Private**	**165**	**50.61%**
	Public	159	48.77%
	PKBM (Community Learning Center)	2	0.61%
Grade	**10**	**143**	**43.87%**
	11	92	28.22%
	12	91	27.91%
Prior Knowledge of University X	**Yes**	**241**	**73.93%**
	No	85	28.07%
Respondent's Parent Profile			
Parents' Highest Education	**High School/ Vocational**	**178**	**54.60%**
	Bachelor's (S1)	98	30.06%
	Diploma (D3)	31	9.51%
	Master's (S2)	14	4.29%
	Doctoral (S3)	5	1.53%
Parents' Occupation	**Entrepreneur**	**128**	**39.28%**
	Private Employee	96	29.45%
	Laborer	33	10.12%
	Teacher/ Lecturer	16	4.91%
	Others	18	5.52%
	Civil Servant/ State-Owned Enterprise	15	4.60%
	Military/Police	13	3.99%
	Religious Leader	7	2.15%

Source: Processed primary data, 2025

The profile of respondents' parents shows diverse educational levels with the majority being high school/vocational graduates (54.60%), followed by bachelor's degree holders (30.06%). In terms of occupation, entrepreneurs dominate (39.28%), followed by private employees (29.45%). These demographic characteristics reflect the diversity of socioeconomic backgrounds that are representative of research on higher education decisions in Indonesia.

***b. Results Exploratory Factor Analysis* (EFA)**

Exploratory Factor Analysis testing was conducted to examine construct validity and unidimensionality of each research variable. Reliability analysis using Cronbach's Alpha showed that all variables have excellent internal consistency with values above 0.8. The Process variable showed the highest reliability (0.942), followed by People (0.929), Price (0.926), and Physical Evidence (0.921). The Purchase Intention variable underwent an elimination process of two indicators (INT NEG and INT DONE) to increase reliability from 0.821 to 0.921, resulting in four reliable final indicators.

Table 4. Summary of Reliability and Factor Adequacy

Variable	Cronbach's Alpha	Item	KMO	Bartlett's Sig.	Status
Product	0.899	4	0.835	0.000	Reliable & Adequate

Price	0.926	5	0.894	0.000	Reliable & Adequate
Place	0.907	4	0.806	0.000	Reliable & Adequate
Promotion	0.897	5	0.876	0.000	Reliable & Adequate
People	0.929	4	0.838	0.000	Reliable & Adequate
Process	0.942	4	0.853	0.000	Reliable & Adequate
Physical Evidence	0.921	3	0.760	0.000	Reliable & Adequate
Purchase Intention*	0.921	4	0.838	0.000	Reliable & Adequate

*After elimination of 2 items

Source: Processed primary data, 2025

Factor analysis adequacy testing using Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity showed satisfactory results for all variables. KMO values ranged from 0.760 to 0.894, all above the threshold of 0.5, with Price showing the highest value (0.894). Bartlett's Test was significant for all variables ($p < 0.001$), confirming adequate correlations among indicators for factor analysis.

Table 5. Factor Extraction Results and Factor Loading

Variabel	Eigenvalue	Variance Explained	Indikator Terkuat	Factor Loading	Communalities
Product	2.834	70.854%	PROD4 (Sertifikasi)	0.921	0.848
Price	3.577	71.542%	PRI2 (Sistem UKT)	0.871	0.759
Place	2.843	71.071%	PLA3 (Online Presence)	0.870	0.756
Promotion	3.227	64.548%	PRO3 (Iklan Menarik)	0.870	0.756
People	3.078	76.956%	PEO2 (Reputasi Dosen)	0.915	0.837
Process	3.218	80.453%	PRS2 (Komunikasi Pendaftaran)	0.928	0.860
Physical Evidence	2.388	79.613%	PHY2 (Fasilitas Kampus)	0.910	0.828
Purchase Intention	3.001	75.037%	INT3 (Yakin Pilihan Tepat)	0.931	0.867

Source: Processed primary data, 2025

Factor extraction confirmed that each variable forms a single factor with eigenvalue > 1, proving construct unidimensionality. The Process variable showed the highest explained variance (80.453%), followed by Physical Evidence (79.613%) and People (76.956%). All factor loadings were above 0.5 with the highest values on INT3/Purchase Intention (0.931) and PRS2/Process (0.928), indicating that these indicators represent their constructs very well.

c. Classical Assumption Test Results

Before multiple linear regression analysis, a series of classical assumption tests were conducted to ensure the model meets basic statistical requirements. Classical assumption tests include linearity, residual normality, multicollinearity, and heteroscedasticity, which aim to make coefficient estimates unbiased, consistent, and efficient

Linearity Test

The linearity test using scatter plots between the factor score of each independent variable and the dependent variable showed linear relationships with varying strengths. The linearity test results showed that Price and People had the strongest positive linear relationship with Purchase Intention, each with a regression coefficient of 0.22 and R^2 of 2.7% and 2.6%, respectively. Promotion showed a moderate positive relationship (coefficient 0.15; $R^2 = 1.4\%$),

while Process had a weak positive relationship (coefficient 0.12; R^2 = 0.6%). Product and Physical Evidence showed very weak positive relationships (coefficient 0.05; R^2 = 0.1%), while Place had a weak negative relationship (coefficient -0.06; R^2 = 0.2%)

Table 6. Summary of Linearity Test Results

Variable	Regression Coefficient	R^2	Direction of Relationship	Strength
Price	0.22	0.027 (2.7%)	Positive	Strongest
People	0.22	0.026 (2.6%)	Positive	Strongest
Promotion	0.15	0.014 (1.4%)	Positive	Moderate
Process	0.12	0.006 (0.6%)	Positive	Weak
Product	0.05	0.001 (0.1%)	Positive	Very Weak
Physical Evidence	0.05	0.001 (0.1%)	Positive	Very Weak
Place	-0.06	0.002 (0.2%)	Negative	Weak

Residual Normality Test

Residual normality testing using a histogram showed a distribution resembling a normal curve (bell-shaped curve) with a peak around zero and symmetrical distribution. The mean residual value approached zero (1.73E-16) and the standard deviation was 0.985, confirming that the model's prediction errors are not systematic. These results indicate that the residual normality assumption is met.

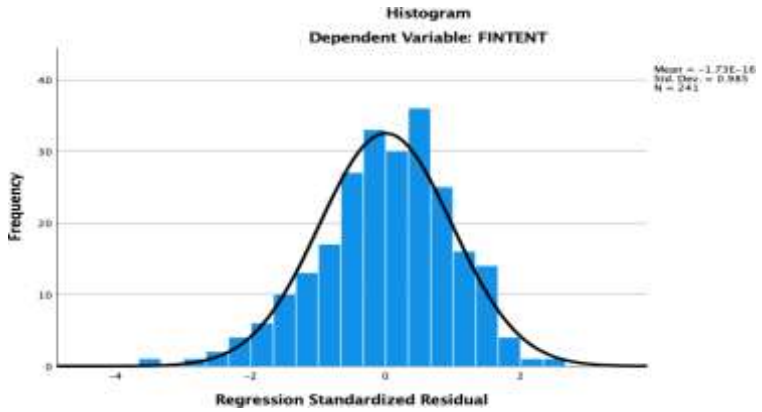

Figure 2. Residual Normality Tes

Multicollinearity Test

The multicollinearity test results showed no collinearity problems among independent variables. All variables had tolerance values in the range of 0.240-0.328 (> 0.1) and Variance Inflation Factor (VIF) between 3.045-4.162 (< 10), meeting the criteria for freedom from multicollinearity.

Table 7. Multicollinearity Test Results

Variabel	Tolerance	VIF	Status
Product	0.245	4.077	Free from Multicollinearity
Price	0.290	3.445	Free from Multicollinearity
Place	0.284	3.520	Free from Multicollinearity
Promotion	0.328	3.045	Free from Multicollinearity
People	0.287	3.489	Free from Multicollinearity
Process	0.240	4.162	Free from Multicollinearity
Physical Evidence	0.279	3.589	Free from Multicollinearity

Heteroscedasticity Test

The scatterplot between predicted values and standardized residuals showed a random distribution of points around the zero line without forming a specific pattern such as funneling or widening. This non-systematic distribution pattern confirms that the residual variance is constant, so the homoscedasticity assumption is met and the model is free from heteroscedasticity problems.

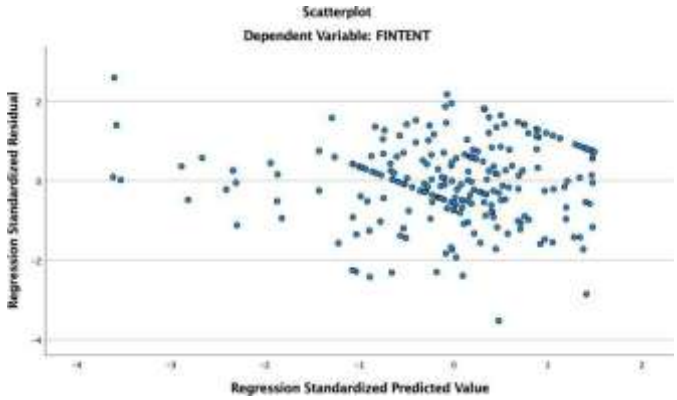

Figure 3. Heteroscedasticity Test

d. Multiple Linear Regression Analysis Results

After meeting the classical assumption tests, multiple linear regression analysis was conducted to examine the influence of the 7P marketing mix on purchase intention. Based on the analysis results, the following regression equation was obtained:

$$\mathbf{Y = -1.618E\text{-}17 + 0.051X_1 + 0.225X_2 - 0.059X_3 + 0.154X_4 + 0.224X_5 + 0.120X_6 + 0.049X_7 + \varepsilon}$$

Where: Y = *Purchase Intention*; X_1 = *Product*; X_2 = *Price*; X_3 = *Place*; X_4 = *Promotion*; X_5 = *People*; X_6 = *Process*; X_7 = *Physical Evidence*

The constant of -1.618E-17 (practically zero) indicates that when all marketing mix variables are zero, purchase intention will also be zero, although this interpretation is not relevant in practical context.

Coefficient of Determination Test Results

The coefficient of determination analysis results showed an R value of 0.683, indicating a strong relationship between the combination of the seven marketing mix variables and purchase intention. The R^2 value of 0.467 shows that 46.7% of the variation in purchase intention can be explained by the regression model, while the remainder (53.3%) is explained by other factors outside the model. The Adjusted R^2 value of 0.451 confirms that after adjusting for the number of predictors, the model still has substantial predictive ability. In the context of consumer behavior research, an R^2 value > 40% is considered to have good predictive power (Hair et al., 2019).

Table 8. Coefficient of Determination Test Results

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	0.683[a]	0.467	0.451	0.7175

[a] *Predictors*: *Product*, *Price*, *Place*, *Promotion*, *People*, *Process*, *Physical Evidence* [b] *Dependent Variable*: *Purchase Intention*

Simultaneous Test Results (F-Test)

The F-test yielded an F-calculated value of 29.134 with a significance of 0.000 ($p < 0.01$), which is much greater than the F-table (1.97) at a 5% significance level. These results confirm that the multiple linear regression model is appropriate to use and that the seven marketing mix variables simultaneously have a significant influence on purchase intention. Thus, the hypothesis that the 7P marketing mix jointly influences purchase intention is accepted.

Table 9. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	104.977	7	14.997	29.134	0.000[b]
Residual	119.939	233	0.515		
Total	224.916	240			

[a] *Dependent Variable*: *Purchase Intention* [b] *Predictors*: *Product*, *Price*, *Place*, *Promotion*, *People*, *Process*, *Physical Evidence*

Partial Test Results (t-Test)

The t-test was conducted to determine the influence of each independent variable partially on the dependent variable. The testing criteria used are:

1. If the t-calculated value > t-table and the significance value < 0.05, then H_0 is rejected (the variable has a significant influence)
2. If the t-calculated value < t-table and the significance value > 0.05, then H_0 is accepted (the variable has no significant influence)

With degrees of freedom (df) = n - k - 1 = 241 - 7 - 1 = 233 and a significance level of 5%, the t-table value obtained is 1.97. For a significance level of 10%, the t-table value is 1.651..

Table 10. Regression Coefficients and Significance Test

Variabel	Koefisien (B)	Std. Error	Beta	t-value	Sig.	Tolerance	VIF
(***Constant***)	-1.618E-17	0.046		0.000	1.000		
Product	0.051	0.097	0.051	0.530	0.597	0.245	4.077
Price	0.225	0.089	0.224	2.518	0.012*	0.290	3.445
Place	-0.059	0.091	-0.058	-0.646	0.519	0.284	3.520
Promotion	0.154	0.085	0.152	1.817	0.071**	0.328	3.045
People	0.224	0.089	0.224	2.510	0.013*	0.287	3.489
Process	0.120	0.097	0.120	1.231	0.219	0.240	4.162
Physical Evidence	0.049	0.091	0.048	0.535	0.593	0.279	3.589

*Significant at $\alpha = 0.05$; **Significant at $\alpha = 0.10$

Based on the t-test results in Table 9, the influence of each variable can be analyzed as follows:

1. Price Variable (X_2)

The price variable has a t-calculated value of 2.518 > t-table (1.97) with a significance value of 0.012 < 0.05. This result indicates that the price variable has a positive and significant influence on purchase intention. The regression coefficient of 0.225 indicates that each one-unit increase in positive perception of price will increase purchase intention by 0.225 units, assuming other variables are constant.

2. People Variable (X_5)

The people variable shows a t-calculated value of 2.510 > t-table (1.97) with a significance of 0.013 < 0.05. This proves that the quality of human resources has a positive and

significant influence on purchase intention. The regression coefficient of 0.224 shows that improvements in the quality of lecturers and staff will increase prospective students' interest by 0.224 units.

3. Promotion Variable (X_4)

The promotion variable has a t-calculated value of 1.817 > t-table for α = 10% (1.651) but < t-table for α = 5% (1.97), with a significance value of 0.071. This result indicates that promotion has a positive and significant influence at the 90% confidence level (α = 10%), but is not significant at the 95% confidence level (α = 5%). The coefficient of 0.154 indicates a relatively weak influence compared to the price and people variables.

4. Product Variable (X_1)

The product variable shows a t-calculated value of 0.530 < t-table (1.97) with a significance of 0.597 > 0.05. This result indicates that the product variable has no significant influence on purchase intention, although it has a positive direction of influence (coefficient 0.051).

5. Place Variable (X_3)

The place variable has a t-calculated value of -0.646 (absolute value 0.646 < 1.97) with a significance of 0.519 > 0.05. This result shows that place has no significant influence on purchase intention. The negative coefficient (-0.059) indicates a direction of influence that is contrary to the initial hypothesis.

6. Process Variable (X_6)

The process variable shows a t-calculated value of 1.231 < t-table (1.97) with a significance of 0.219 > 0.05. This result confirms that process has no significant influence on purchase intention, although it has a positive direction of influence (coefficient 0.120).

7. Physical Evidence Variable (X_7)

The physical evidence variable has a t-calculated value of 0.535 < t-table (1.97) with a significance of 0.593 > 0.05. This result shows that physical evidence has no significant influence on purchase intention, with a very small positive coefficient (0.049).

e. Result Interpretation and Discussion

Based on the t-test results, of the seven marketing mix variables tested, only two variables showed significant influence at the 95% confidence level. The price variable showed a t-calculated value of 2.518 > t-table (1.97) with a significance of 0.012, indicating a significant positive influence on purchase intention. The coefficient of 0.225 shows that each one-unit increase in positive perception of price will increase purchase intention by 0.225 units. This finding confirms that the perception of value for money is a primary consideration for prospective students, emphasizing the importance of competitive pricing strategies and clear communication of educational investment value.

The people variable also showed a significant positive influence with a t-calculated value of 2.510 and a significance of 0.013. The coefficient of 0.224 indicates that improvements in human resource quality will increase prospective students' interest by 0.224 units. This emphasizes the importance of investment in developing lecturer and staff competencies as an effective marketing strategy, as human resource quality becomes an important differentiator in competition among universities.

The promotion variable showed interesting results with a t-calculated value of 1.817 and a significance of 0.071. Although not significant at α = 5%, this variable is significant at α =

10% with a coefficient of 0.154, indicating that promotional strategies play a supporting role in the decision-making process despite their relatively weak influence.

The other four variables showed no significant influence. The product variable ($t = 0.530$, $p = 0.597$) indicates that study programs are perceived as relatively homogeneous among universities. The place variable shows a negative coefficient (-0.059) with a significance of 0.519, indicating that location is not a primary consideration or there is a trade-off with quality factors. The process ($t = 1.231$, $p = 0.219$) and physical evidence ($t = 0.535$, $p = 0.593$) variables are considered hygiene factors that must be present but are not primary determinants of decisions.

These results are consistent with Phan et al. (2025) who found similar patterns in Cambodia, showing consistency in prospective student behavior in Southeast Asia. The model has adequate predictive power ($R^2 = 46.7\%$, Adjusted $R^2 = 45.1\%$) and is free from multicollinearity (VIF < 10). Practical implications indicate that universities need to focus strategies on optimizing price perception through competitive rate setting and scholarship programs, as well as improving human resource quality through continuous lecturer and staff competency development.

CONCLUSION

This study analyzed the influence of the 7P marketing mix on prospective students' purchase intention at University X in Bandung, involving 241 respondents from grades 10–12 of senior high school students. Multiple linear regression analysis results showed that, simultaneously, all seven marketing mix variables significantly influenced purchase intention, with an F-statistic of 29.134 ($p < 0.001$) and a model explanatory power of 46.7%. Partially, only two variables showed a significant influence at the 95% confidence level, namely price ($\beta = 0.225$, $p = 0.012$) and people ($\beta = 0.224$, $p = 0.013$), while promotion showed a weakly significant influence at the 90% confidence level ($\beta = 0.154$, $p = 0.071$). These findings confirm that perceived value for money and human resource quality are dominant factors in prospective students' decisions to choose a university. Product, place, process, and physical evidence showed no significant influence, indicating that these factors are perceived as hygiene factors or relatively homogeneous across universities.

Based on these findings, University X is advised to focus its marketing strategy on optimizing price perception through competitive pricing, developing attractive scholarship programs, and clearly communicating the value of educational investment to prospective students. Investment in the development of lecturer and staff competencies through continuous training programs, recruitment of qualified academic staff, and the creation of a conducive academic culture should also be prioritized. Promotional strategies need to be strengthened as a supporting factor to increase brand awareness and build a positive institutional image among the target audience. For future research, exploration of factors beyond the 7P marketing mix is needed to explain the remaining 53.3% variance in purchase intention not captured by this model. Segmentation analysis based on demographic or psychographic characteristics of prospective students may provide deeper insights for developing more targeted marketing strategies. Longitudinal research is also recommended to understand changes in prospective students' preferences and behavior in the context of ongoing digital transformation in higher

education, so that marketing strategies can be proactively adapted to the dynamics of Indonesia's higher education market.

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