The Determinant of Student Decision to Continue Their Study on Postgraduate Sharia Economic Study Program of Uin Alauddin Makassar

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

This research aims to examine and partially and simultaneously the effects of (1) socialization, (2) study program accreditation, (3) tuition fees, and (4) job opportunities for students' decisions to continue their education on Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar. This research is an ex-post facto research that examines causal associative relationships with a quantitative approach. The sampling technique is done by proportional random sampling. Techniques of analysis and processing of research data using multiple linear regression analysis. The results show that socialization partially does not have an effect, study program accreditation has a positive and significant effect, tuition fees has a positive and significant effect, and job opportunities do not have an effect, and simultaneously socialization, accreditation, tuition fees, and job opportunities have effect on students' decisions to continue their education in the Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar. It indicates that the all factors in this study can be determined as the factors for the students to choose Postgraduate Sharia Economic Study Program in UIN Alauddin Makassar; thus, in order to increase the decisions of other students, the university needs to increase aspects that this research has been conducted. The recommendation for future researchers is conducting

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research with other variables to know other reasons and aspects of students to continue their study at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar.

1. INTRODUCTION

Education is a process of human interaction with the environment that takes place consciously and planned in order to develop all its potential both physically (physical health) and spiritually (thinking, feeling, intention, work, creativity, and conscience) that cause changes in positive thinking and behavior [1]. In addition, Law of the Republic of Indonesia Number 20 Year 2001 concerning National Education System, defines that "education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by himself, society, nation, and state [2].

Education is determined as an important aspect in creating quality human resources. Thus, education is considered as a priority in society in general. In accordance with Law no. 20 Year 2003 concerning Compulsory Education for Indonesian Citizens, the compulsory education does not discourage people from continuing their study [3], even in formal education. In the Law of the Republic of Indonesia Number 20 Year 2003 concerning Compulsory Education for Indonesian Citizens, it is stated that "Formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education" [4]. After a student completes/graduates at the undergraduate level (S1), they can continue to postgraduate level (S2).

However, postgraduate study program is not an easy matter. Often the lack of information and ignorance of interests or talents often lead to problems and regrets in the future [5]. These problems include the quality of higher education which is not in line with expectations, cannot attend lectures properly because they are not interested in their choice, and cannot complete lectures properly which leads to drop out (DO) [6]. The study program (*Prodi*) is the spearhead in a higher education unit, so that the study program offered and chosen by students becomes something crucial. Not a few students are confused in choosing a study program for higher education levels, especially the postgraduate study program (S2) [7].

In the perspective of prospective students, the decision to choose a postgraduate further study program at a university is considered to have the potential to change an individual's life. For this reason, it is important for higher education institutions to identify the factors that are considered when a prospective student chooses a study program as a destination for further education [7]. One of study programs that is lately being talked is Sharia Economic Study Program. Sharia Economic Study Program is a study program that studies economic principles such as resource management, studies of economic principles both macro and micro, and international trade in accordance with Islamic sharia principles based on the Qur'an, hadith, and the principles of *fiqh* derivatives [8,9,10]. This study program is available at both public and private universities; but usually, this program is more available in Islamic universities.

One of Islamic universities in Indonesia that has the Sharia Economic Study Program is UIN Alauddin Makassar. The Sharia Economic Study Program is one of the relatively new study programs of the nine masters study programs at UIN Alauddin Makassar (Universitas Islam Negeri Alauddin Makassar) and has an "A" accreditation. In terms of interest in this study program, it is very volatile; but in the last two years of this study program, the demand for this study program has increased quite significantly which is influenced by various factors, such as study program accreditation, socialization, tuition fees, and job opportunities, and many other factors [11].

Through the socialization process, a person can understand and carry out the rights and obligations based on the role of each status according to the culture of the community [12,13]. In other words, individuals learn and develop patterns of social behavior in the process of self-maturation [14]. Therefore, these

values, norms, and beliefs can be maintained by all members of society. Other than that, the study program accreditation also becomes the factor of students in choosing the study program and the universities. The important reason for accreditation of study programs is that accreditation is one of the requirements in applying for jobs in an institution, both public and private [15]. Moreover, the acceptance of Candidates for Civil Servants (CPNS) has long required the results of accreditation, both study program and university when students graduate.

In addition, the tuition fee is one of the factors taken into account by prospective students in pursuing education. It takes into account the ability of themselves and their parents to pay and finance the needs during education [16]. If they cannot afford the payment, they cannot continue choosing the master program in a particular university. Furthermore, an aspect that is no less important to consider in choosing a major or study program is the opportunity/prospect of work in the future because if someone does not think about it carefully, even college graduates have the potential to become unemployed [17].

According to the description above, as the study program manager, the researcher is interested in examining and analyzing more deeply the influence of the socialization, tuition fees, study program accreditation, and job opportunities on students' decisions to continue their undergraduate studies (S2) in the Sharia Economic Study Program Postgraduate of UIN Alauddin Makassar entitled "The Determinant of Student Decision to Continue Their Studies on Postgraduate the Sharia Economic Study Program of UIN Alauddin Makassar."

2. LITERATURE REVIEW

2.1 Decision Making

Decisions are the result of solving a problem that must be faced firmly. According to Stoner, decisions are the result of solving problems they face decisively [18]. The decision itself is a very vital element of activity. A person's leadership spirit can be seen from the ability to solve problems and make the right decisions. The right decision is a decision that weighs and can be accepted by subordinates and decisions in choosing among alternatives [19]. This definition contains three meanings, namely: a) there is a choice on the basis of logic or consideration; b) there are several alternatives to which the best one that must be chosen; and c) there is a goal to be achieved and the decision is getting closer to that goal [20].

In addition, according to Max in Chairunnisa (2018), "decision making is commonly defines as closing from among alternatives''. Marsh et al., (2016) stated that "decision making can be defined as the selection based on same criteria of one behavior alternative from two or more possible alternative". However, Kolios, Mytilinou, Lozano-Minguez, & Salonitis, (2016) stated "decision making is a systematic approach to the nature of a problem, collecting facts and data, making a thorough determination of the alternatives at hand, and taking the most appropriate action."

In a research conducted by Gerjemis defines that, in deciding a program study and major in a particular university, a student determines the external validity of the identified clusters through differential associations with several person variables such as career decision-making, self-efficacy, career choice anxiety, fees, and decision-making style [21]. In addition, they also consider academic functioning in higher education to decide a program study and major, such as commitment, academic, accreditation, and social adjustment.

The basics of decision-making indicators according to George R. Teryy in Raudeliūnienė, Davidavičienė, & Jakubavičius (2018) are as follows.

a. Intuition. Decision making based on intuition or feelings has a subjective nature, thus, it is easy to be influenced.
b. Experience. Decision making based on experience has the benefit of practical knowledge. Because of experience, one can guess the problem even if just by looking at it one can find a way to solve it.
c. Fact. With the fact that the level of trust in decision making can be higher so that they can accept the decisions made willingly and gracefully. Decision making based on facts can provide healthy, solid, and good decisions.
d. Authority. Decision-making is based on authority; decisions that result from authority are mostly subordinates, regardless of whether the recipient accepts voluntarily or forcedly, decisions can last a long period of time, and have authenticity.

e. Rational. Decision making based on rational; the resulting decisions are objective, logical, more transparent, maximizing the results or values within certain limits so that it can be said to be close to the truth or in accordance with what is desired.

2.2 Socialization

Socialization is the learning process of citizens of a cultural group about the social values that apply in society [22]. Through the process of socialization, the survival of a cultural community group can be guaranteed. Seen from the discourse of social psychology, socialization is a process that allows individuals to develop ways of thinking, feeling, and behaving that are useful for effective social adjustment in social life [23]. In cultural development, socialization functions as a means of dynamically internalizing the cultural values of a society from the older generation to the younger generation [24].

In introducing and spreading information about a particular event or an institution, socialization needs to be carried out. It is used to reach out larger audience or participants. It is also needed by a university that wants to accept new students for particular study program. When socialization is actively and massively done, there will be more audience get the information about what study program is available, when and where to apply, and how to apply.

Several types of socialization that are needed to do by the university are in the following.

a. Education. Education is a learning process that aims to develop self-potential and realize a better learning process. This education aims to develop personality, intelligence and self-control, and have skills.
b. Promotion. Promotion is an effort to inform or offer products or services with the aim of attracting potential consumers to use the services that have been offered. This promotion can be in the form of advertisements, posters, brochures, and even word of mouth.

2.3 Tuition Fees

According to Atmaja, Harun, & Ibrahim, (2016), cost is a form of economic sacrifice made to achieve the entity's goals. If it is associated with the tuition fees, it is a form of economic sacrifice made to be able to take education so that it can improve life for the better. Tuition fees in a broad sense are all costs incurred by students to obtain educational services offered by schools. Kuslum defines the tuition fees or the price as a financial sacrifice that must be incurred by students in pursuing education in higher education.

Tuition fees in education sector include Education Development Contribution (SPP), Student Welfare, and Facilities Fund (DKM) every semester, funds for dormitories (only for students living in dormitories) every month including food and transportation fees, and other costs such as library membership, computer laboratory, health, etc. According to Lupiyoadi (2013), there are differences in the tuition fees at each college, including 1) based on the study program; example: economics, sharia, *dirasyah Islamiah*, sharia and law, etc; 2) based on the student level; example: undergraduate students are different from postgraduate students, where the fees for postgraduate are more expensive; 3) based on student credit load; and 4) based on the type of student program; example: a program with a bachelor's degree or non-degree/ baccalaureate /diploma [25].

The tuition fees in the educational stage or program will affect the way various students choose the educational program, such as in higher education choosing. It happens because numerous of students will think the tuition fee will be afforded by them or not. If the educational program can be reached, they might have decision to take it and vice versa [26,27]. It is proven by the research conducted by Wilkins stating that the impacts of increasing the tuition fees cause high levels of anxiety and consequently consider a much broader range of study options in students [28].

2.4 Study Program Accreditation

Accreditation is a process used by authorized institutions to provide formal recognition that an institution has the ability to carry out certain activities [29]. Other than that, accreditation is an acknowledgment of tertiary institutions or study programs that show that the college or study program in implementing its educational program and the quality of the graduates it produces that has met the standards set by the National Accreditation Board for Higher Education (BAN-PT) [30]. It shows that universities that have been accredited get greater recognition in the

community compared to universities that have not been accredited [31].

Therefore, usually, when a student wants to decide what study program or university they want to take, they will find the information about it, including the accreditation the program or university. If the accreditation is good, the more students will have encouragement to take it. It is in line with the research conducted by Bennet et al (2015), stated that students in fact hold a positive perception of accreditation, although they possess limited knowledge and awareness of the educational program accreditation.

The indicators for accreditation of study programs in this study are: 1) curriculum (according to academic standards of lectures and BAN-PT which has practical material); 2) learning (good, safe and conducive lecture activities); 3) human resources (teaching staff have educator certificates that are recognized on a national scale); and 4) academic atmosphere (TU staff serve students in a friendly manner [32].

2.5 Job Opportunities of Graduates

The definition of prospects can be interpreted as things that might happen in an event that has the potential to cause a certain impact. While work has a meaning as an activity to do something or what is done, work is an activity carried out by someone to do or produce tools to satisfy the needs of both goods and services by getting rewards or wages. Thus, what is meant by the prospect of study programs is the availability of work opportunities that can be done for a graduate to produce goods and services and get salary rewards [33].

The prospect of study programs is the availability of job opportunities for a graduate to produce goods and services and receive compensation in the form of wages or salaries. The indicators used in assessing job prospects are aspirations, graduate job prospects, study period, and alumni success [34].

Trommsdorf states that future orientation is a complex cognitive with motivational phenomenon, namely the anticipation and evaluation of the future self in its interaction with the environment [35]. The hopes or aspirations of students when they graduate from college, especially postgraduates, get a good job in the not-too-distant future. Apart from the student's self-competence, the college quality factor when he graduates is also a consideration for companies or agencies that open job vacancies [36]. Therefore, some students will find the study program or university that gives the biggest opportunity to find job. It is in line with the research conducted by Sojkin et al (2011) that stated the students tend to choose university for their higher education because of work or job opportunities the university gives seen from their alumni.

3. RESEARCH METHODS

The research design used by this study is correlation research design. Correlation research design is a design that design allows the researcher to establish some kind of a relation between two or more closely related topics or variables. The data analysis used in this study is quantitative research because the research data analyzed is in the form of numbers and analysis using statistics [37]. The variables that are conducted are socialization activities, study program accreditation, tuition fees, and alumni employment opportunities towards students' decisions to continue their studies at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar. This research processes data and obtains both primary and secondary data to describe socialization activities, study program accreditation, tuition fees, and alumni employment opportunities for students' decisions to continue their studies at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar.

The instrument used to gain data for this research is a questionnaire by spreading it to the students of postgraduate program for magister program (S2) in the Sharia Economic Study Program in UIN Alauddin Makassar batch 2018-2020. The population in this study is active students of Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar. The sampling technique in this study is carried out by pro-portionate random sampling. The time of the research is carried out from September to December 2020. Based on academic information data for Postgraduate students at UIN Alauddin Makassar, the Sharia Economic Study Program from the 2018 to 2020 batch was recorded as 137 students with (1) the 2018 batch of 41 students, (2) the 2019 batch of 49 students and (3) the 2020 batch of 47 students.

4. RESULTS AND DISCUSSION

4.1 Validity Test

The aspects that are tested in validity test are the questionnaires whether they are valid. This test is carried out using Pearson correlation. The guideline of a model is said to be valid if the significance level is below 0.05 then the question items can be said to be valid. The following table shows the results of the validity test of 5 variables with 30 samples of respondents.

Table 1 shows that the socialization variable (X1) from question 1 to question 7 has valid question criteria with a significant value less than 0.05. This is in line with Iman Ghozali's explanation that if all statement items have an r-count value greater than the r-table, all statement items are considered valid and can be used in this study.

Table 2 shows the study program accreditation variable (X2) from question 1 to question 10 has valid question criteria with a significant value less than 0.05. This is in line with Iman Ghozali's explanation that if all statement items have an r-count value greater than the r-table, all statement items are considered valid and can be used in this study.

Table 3 shows that the variable tuition fee variable (X3) from question 1 to question 7 has valid question criteria with a significant value less than 0.05. This is in line with Iman Ghozali's explanation that if all statement items have an r-count value greater than the r-table, all statement items are considered valid and can be used in this study.

Table.4 shows the employment opportunity variable (X4) from question 1 to question 10 which has valid question criteria with a significant value less than 0.05. This is in line with Iman Ghozali's explanation that if all statement items have an r-count value greater than the r-table, all statement items are considered valid and can be used in this study.

Table 5 shows the student decision variable (Y) from question 1 to question 7 has valid question criteria with a significant value less than 0.05. This is in line with Iman Ghozali's explanation that if all statement items have an r-count value greater than the r-table, all statement items are considered valid and can be used in this study.

Table 1. Socialization variable validity test results (X1)

Question Items	Pearson Correlation	Sig (2-tailed)	Result
Question 1	0.721**	0.000	Valid
Question 2	0.643**	0.000	Valid
Question 3	0.438*	0.015	Valid
Question 4	0.866**	0.000	Valid
Question 5	0.645**	0.000	Valid
Question 6	0.682**	0.000	Valid
Question 7	0.695**	0.000	Valid

Source: Primary Data processed, 2021

Table 2. Study program accreditation variable validity test results (X2)

Question Items	Pearson Correlation	Sig (2-tailed)	Result
Question 1	0.464**	0.010	Valid
Question 2	0.651**	0.000	Valid
Question 3	0.425*	0.019	Valid
Question 4	0.426**	0.019	Valid
Question 5	0.657**	0.000	Valid
Question 6	0.578**	0.001	Valid
Question 7	0.739**	0.000	Valid
Question 8	0.519**	0.003	Valid
Question 9	0.484**	0.007	Valid
Question 10	0.644**	0.000	Valid

Source: Primary Data processed, 2021

Table 3. Tuition fee variable validity test results (X3)

Question Items	Pearson Correlation	Sig (2-tailed)	Result
Question 1	0.617**	0.000	Valid
Question 2	0.650**	0.000	Valid
Question 3	0.811**	0.000	Valid
Question 4	0.712**	0.000	Valid
Question 5	0.657**	0.000	Valid
Question 6	0.694**	0.000	Valid
Question 7	0.643**	0.000	Valid

Source: Primary Data processed, 2021

Table 4. Job opportunity validity test results (X4)

Question Items	Pearson Correlation	Sig (2-tailed)	Result
Question 1	0.643**	0.010	Valid
Question 2	0.657**	0.000	Valid
Question 3	0.415*	0.022	Valid
Question 4	0.523**	0.003	Valid
Question 5	0.694**	0.000	Valid
Question 6	0.838**	0.000	Valid
Question 7	0.823**	0.000	Valid
Question 8	0.661**	0.000	Valid
Question 9	0.414**	0.023	Valid
Question 10	0.513**	0.004	Valid

Source: Primary Data processed, 2021

Table 5. Student decision variable validity test results (Y)

Question Items	Pearson Correlation	Sig (2-tailed)	Result
Question 1	0.522**	0.003	Valid
Question 2	0.625**	0.000	Valid
Question 3	0.775*	0.000	Valid
Question 4	0.723**	0.000	Valid
Question 5	0.704**	0.000	Valid
Question 6	0.717**	0.000	Valid
Question 7	0.617**	0.000	Valid

Source: Primary Data processed, 2021

4.2 Reliability Test

Reliability test is carried out on valid statement items. This test is used to measure a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable if a person's answer to the statement is consistent or stable from time to time. This test is conducted to assess the consistency in the research instrument, the instrument is said to be reliable if the Cronbach Alpha value is above 0.60.

Based on table.6, the results of the test on the reliability of the questionnaire resulted in a croncbach alpha number X1 of 0.815, X2 of 0.844, X3 of 0.805, X4 of 0.798, thus, it can be

concluded that, all variables have cronbach alpha values (α) which is greater than 0.60 (α > 0.60), then, the instrument is said to be reliable.

4.3 Classic Assumption Test

4.3.1 Normality test

In this study, the normality test is carried out using the One Sample Kolmogorov-Smirnov Test (K-S) method. With the One Sample Kolmogorov-Smirnov Test (K-S) method, the normality test analysis is carried out by looking at the comparison of the significance values. A regression model can be said to meet the assumption of normality if it has a significance value of > 0.05.

Table 6. Reliability test results

No.	Variable	α (Alpha Cronbach)	>/<	Result
1.	Socialization (X1)	0.802	>0.60	Reliable
2.	Study Program Accreditation (X2)	0.844	>0.60	Reliable
3.	Tuition Fees (X3)	0.805	>0.60	Reliable
4.	Job Opportunities (X4)	0.798	>0.60	Reliable
5.	Student Decision (Y)	0.782	>0.60	Reliable

Source: Primary Data processed, 2021

Table 7. One-sample kolmogorov-smirnov test results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	2.20746965
Most Extreme Differences	Absolute	.088
	Positive	.078
	Negative	-.088
Test Statistic		.088
Asymp. Sig. (2-tailed)		.200c,d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Source: Primary Data processed, 2021

In this study, statistical normality testing is carried out using the Kolmogorov Smirnov test. The results of the normality test as presented in the table above, obtained the Sig Kolmogorov Smirnov value of 0.200. The value has met the normality test requirements which means the normality assumption is met.

4.3.2 Multicollinearity test

The multicollinearity test aims to test whether there is a correlation between the independent variables in the regression model. In this study, the multicollinearity test is carried out using the VIF (Variant Inflation Factor) method and the tolerance value in the coefficients table. The VIF and tolerance values are opposite values, if the tolerance is large, the VIF is small, and vice versa. A model is said to be free of multicollinearity if it has a VIF < 10 or a tolerance value of > 0.1.

The table above shows that the VIF value of all independent variables and interaction variables are below 10; thus, all of these variables do not contain multicollinearity (non-multicollinearity).

4.3.3 Heteroscedasticity test

The heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from the residuals of one observation to another. If the variance from the residual of one observation to another observation remains, it is called homoscedasticity and if the variance is different it is called heteroscedasticity.

This study uses the Glejser test to detect the presence of heteroscedasticity. If the Sig value between the Independent Variables is greater than the absolute value of 0.05, it is concluded that there is no heteroscedasticity.

Table.9 shows that the significance value of all independent variables is above 0.05; thus, all these variables do not contain heteroscedasticity in this study. This is in line with Iman Ghozali's explanation that if the significance value has a value greater than 0.05, it can be concluded that there is no heteroscedasticity in the regression model.

4.4 Hypothesis Test

The hypothesis in this research that is tested is:

H1: socialization (X1) affects decision of students to continue their education at postgraduate sharia economic study program of UIN Alauddin Makassar (Y)

H2: study program accreditation (X2) affect decision of students to continue their education at postgraduate sharia economic study program of UIN Alauddin Makassar (Y)

H3: tuition fee (X3) affects decision of students to continue their education at postgraduate sharia economic study program of UIN Alauddin Makassar (Y)

H4: job opportunities (X4) on decision of students to continue their education at postgraduate sharia economic study program of UIN Alauddin Makassar (Y)

H5: socialization, study program accreditation, tuition fees, and job opportunities affect student decisions to continue their education at postgraduate sharia economic study program of UIN Alauddin Makassar (Y)

4.4.1 F-test (simultaneous test)

Sumultanious test (F). This test is conducted to determine whether the variables studied in this study have a high level of feasibility to be able to explain the phenomena analyzed using the F test.

4.5 Coefficient of Determination Test (R2)

The coefficient of determination (R2) essentially measures how far the model's ability to explain the variation of the dependent variable is. The following are the results of the coefficient of determination test which are presented in Table 12. The coefficient of determination (R Square) test of the regression model is used to determine how much the independent variable is capable of explaining the dependent variable.

The value of Adjusted R Square is not the same as the value of R Square because of other factors that influence the student decision variable (Y) in practice factors such as educational facilities and teaching staff also influence student decisions.

5. DISCUSSION

5.1 Socialization (X1) on the Decision of Students to Continue Their Education at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar (Y)

Based on the results of hypothesis testing, the socialization variable does not have an effect on the student's decision to continue education at

Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar. It is indicated by the value of the regression coefficient (b) of -0.229 with a significance of 0.661 (> 0.05). The results of this study are not in line with the results of this study by Kamal & Rahmadiane, (2017) who stated that socialization has a positive and significant effect on student decision making choosing to continue their education.

5.2 Study Program Accreditation (X2) on the Decision of Students to Continue Their Education at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar (Y)

Based on the results of hypothesis testing, the study program accreditation variable has a positive effect on the student's decision to continue education at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar. From the partial test calculation, the study program accreditation value has a significant effect on student decisions. The higher the accreditation of the study program, the more positive the student's decision to choose to continue their studies is. Then, the result is that the t-count value for study program accreditation variable is 2.203 with a significant value of 0.037 which is smaller than 0.05 and the value of the study program accreditation coefficient is 0.361 which states that study program accreditation has a positive and significant effect on student decisions. This research is in line with the results of the research by Kamal & Rahmadiane, (2017) who stated that the accreditation of study programs has a positive and significant effect on student decision making to choose to continue their education.

5.3 Tuition Fees (X3) on the Decision of Students to Continue Their Education at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar (Y)

The results of the analysis show that there is a positive influence between the variable tuition fees and the student's decision to continue their studies at the Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar. It is indicated by the t-count < t-table or 0.448 < 1.984 and the resulting significant 0.022 < 0.05 which means that the tuition fees has an effect on students' decisions to continue their education at the Postgraduate Sharia Economic Study

Program of UIN Alauddin Makassar. This is in line with what was conveyed by Lupiyoadi, (2013) who states that in fact it is not because of cheap education that someone should continue their education, but consider the benefits that will be obtained in the future.

Table 8. Multicollinearity test results

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	X1_ Socialization	.841	1.189
	X2_ Study Program Accreditation	.719	1.390
	X3_ Tuition Fees	.658	1.521
	X4_ Job Opportunities	.786	1.272

Source: Primary Data processed, 2021

Table 9. Heteroscedasticity test results (glejser test)

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.678	4.094		.654	.519
	X1_ Socialization	.025	.081	.062	.315	.756
	X2_ Study Program Accreditation	.109	.092	.253	1.185	.247
	X3_ Tuition Fees	-.142	.101	-.311	-1.396	.175
	X4_Job Opportunities	-.059	.070	-.172	-.845	.406
a. Dependent Variable: ABS_RES						

Source: Primary Data processed, 2021

Table 10. Hypothesis test results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.229	7.267		.444	.661
	X1_ Socialization	-.203	.144	-.229	-1.415	.170
	X2_ Study Program Accreditation	.361	.164	.386	2.203	.037
	X3_ Tuition Fees	.440	.180	.448	2.444	.022
	X4_ Job Opportunities	.071	.124	.095	.570	.574
a. Dependent Variable: Y_ Student Decision						

Source: Primary Data processed, 2021

Table 11. F test results (simultaneous test)

ANOVAa					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	114.685	4	28.671	5.072	.004b
Residual	141.315	25	5.653		
Total	256.000	29			
a. Dependent Variable: Y_ Student Decision					
b. Predictors: (Constant), X4_ Job Opportunities, X1_ Socialization X2_ Study Program Accreditation, X3_ Tuition Fees					

Source: Primary Data processed, 2021

Table 12. coefficient of determination test results (R2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.669a	.448	.360	2.378
a. Predictors: (Constant), X4_ Job Opportunities, X1_ Socialization X2_ Study Program Accreditation, X3_ Tuition Fees				

Source: Primary Data processed, 2021

5.4 Job Opportunities (X4) on the Decision of Students to Continue Their Education at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar (Y)

The results of the study show that job opportunities (X4) does not have an effect on students' decisions to continue their education at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar (Y). It is seen from a regression coefficient (b) of 0.095 with a significance of 0.574 (>0.05). Increased job opportunities will increase students' decisions to continue their education at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar. This is not in line with the research conducted by Sojkin et al (2011) that stated the students tend to choose university for their higher education because of work or job opportunities the university gives seen from their alumni.

5.5 Socialization, Study Program Accreditation, Tuition Fees, and Job Opportunities on Student Decisions to Continue Their Education at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar (Y)

Based on the results of the analysis, it shows that socialization, study program accreditation, tuition fees, and job opportunities for study program graduates together (simultaneously) have a positive and significant effect on student decision making to continue their education at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar. This is indicated by the results of testing with the F test which obtained an F-count value of 28.671 with a significance value of F of 0.004 which means sig F <0.05. The results of multiple regression testing show that the coefficient of determination (R2) is 0.448. The value of the coefficient of determination indicates that the contribution of the four independent variables to the dependent variable.

This contribution means that socialization, study program accreditation, tuition fees, and job opportunities affect 44.8% of students' decision making to continue their education at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar while the remaining 55.2% is influenced by other variables not examined in the study. This is in line with Muhyadi, (2015) who argues that decision-making is a systematic approach to the nature of a problem, collecting facts and data, careful determination of the alternatives faced, and taking actions that according to calculations are the most appropriate actions.

6. CONCLUSION

According to the results of the research that has been carried out, it can be concluded that the socialization test, study program accreditation, tuition fees, and job opportunities give effect on students' decisions to continue their education at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar. In detail, socialization variable does not have an effect, study program accreditation has a positive effect, the tuition fees has a positive and significant effect, and job opportunities do not have an effect on the student's decision to continue education at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar. It indicates that the all factors in this study can be determined as the factors for the students to choose Postgraduate Sharia Economic Study Program in UIN Alauddin Makassar; thus, in order to increase the decisions of other students, the university needs to increase aspects that this research has been conducted. However, there are still several aspects that this research has not conducted affecting the students' decision to continue their study at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar. Therefore, the recommendation for future researchers is conducting research with other variables to know other reasons and aspects of students to continue their study at Postgraduate Sharia Economic Study Program of UIN Alauddin Makassar.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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