

INTRODUCTION

Almost all sectors have experienced a complete transformation due to the global digital revolution. Even education has not been spared. These changes will affect educational systems around the globe. (Julia et al., 2022; Muhtar et al., 2019; Supriyadi et al., 2024). Digital transformation in education is about more than just using technology (full) organizational change, including work processes, culture, service delivery, and value creation. (Mahsusi et al., 2024; Vial, 2019; Wangi et al., 2018; Westerman et al., 2014).

The foundational framework for understanding technology adoption in education is based on Rogers' (2010) Diffusion of Innovations theory, which argues that successful implementation depends upon the perceived benefits, compatibility with existing values, and readiness of the stakeholders. (Rogers, 2010). Complementing this, Westerman et al. (2014) contend that to succeed in their digital transformation efforts, organizations require visionary leadership capable of merging technology with organizational strategy and culture. In value-based education systems, this shift must work in tandem with basic values and at the same time mark an improvement in academic quality and institutional competitiveness. (Pasaribu & Listiani, 2021; Widodo, 2025).

At the same time, educational institutions are under pressure to compete, making marketing practices that fit into robust principles of ethics essential. In value-based institutions, marketing frameworks highlight the principles of integrity, trust, fairness and moral obligation as signifying factors that differentiate ethical or value-based marketing from conventional ones. (Wilson & Grant, 2013). Research shows this marketing practice based in ethics builds student attraction and institutional trust. (Fahrudin et al., 2021; Harisatunisa, 2021).

Institutional image that concerns perceptions, beliefs and impressions of stakeholders (Kotler and Keller, 2016) plays a vital role in education choice. (Kotler, 2016). A strong institutional image instills students' confidence and motivation for higher studies. (Fradito et al., 2020; Ibrahim et al., 2022). Institutional image crystallization encompasses functional attributes, such as facilities and academic

programs, but also emotional aspects like trust and pride that are particularly relevant in value-laden educational contexts where alignment with institutional identity matters. (Nguyen & LeBlanc, 2001).

The overlying framework explaining student's intentions in higher education is Ajzen's (1991) Theory of Planned Behavior (TPB). (Ajzen, 1991). TPB suggests that the factors affecting behavioral intention are attitude toward the behavior, subjective norms and perceived behavioral control. This framework illustrates how digital transformation, value-based marketing, and institutional image interplay to impact decisions on students' education via implications for both their attitudes on higher education as well as the role of key mentors (parents, teachers) and self-efficacy.

Although theoretically appropriate, state senior high schools in Banten Province found it challenging to exploit these factors optimally. First, digital technology is still not being used to its full potential (and unevenly) in terms of learning processes, academic services, and information management. Infrastructure limitations and varying digital competencies among educators constrain students' access to higher education information and opportunities. (Prihatin et al., 2025; Supriyadi et al., 2024). Second, the schools' information delivery has not optimally incorporated value-based marketing principles. Communication regarding institutional advantages, graduate achievements, and study opportunities lacks a structured, transparent, and persuasive design aligned with ethical values. (Fahrudin et al., 2021; Falahiyah et al., 2023). Third, the institutional image among some students is perceived as lacking in competitiveness compared to other general schools, particularly regarding higher education opportunities. Academic and non-academic achievements remain insufficiently socialized to build a strong public perception. (Fradito et al., 2020; Ibrahim et al., 2022). Fourth, students' interest in pursuing higher education remains uneven, with many lacking clear educational planning due to limited information and motivation (Wulandari et al., 2021).

Although there are many research topics in the field of digital transformation, value-based marketing, and institutional image separately, little is known

about three-dimensional perspectives that may have a simultaneous influence on students' intention to choose higher education for Banten Province's state senior high schools. (As'ad, 2022; Sulistyowati & Husda, 2023). The interactions between these determinants and their joint influences on students' intentions await empirical exploration. This gap is crucial, as these factors do not act independently of one another in practice. Instead, they work together to influence students' perceptions, motivations and decisions about their educational trajectories. (Bravo-Jaico et al., 2025; Mulyono et al., 2025).

Designed to study how the factors of digital transformation, value-based marketing and institutional image impact simultaneously on students' interest in continuing education at state senior high schools throughout Banten Province. In particular, the present study aims to explore the effect of each dimension independently and jointly on students' intentions towards higher education. Becoming aware of the previously mentioned theoretical frameworks, this study examined hypothesizes that digital transformation, value-based marketing and institutional image positively and have significant effects on students' higher education intentions operating both partially and simultaneously.

This study advances the literature on educational management by integrating research on digital transformation, value-based marketing and institutional image into an examination of how these variables influence students' intentions to pursue graduate education. Practically, the results will guide school administrators, educational policymakers, and stakeholders in implementing effective measures that will improve the competitiveness of academic institutions as well as student motivation towards further studies. Understanding the ways that these factors interact to influence student decision-making will help providers coordinate efforts in a more coherent and effective way one which can be better aligned with real-world educational needs as well as ethical standards.

METHOD

A descriptive survey method employing quantitative research design was adopted in this study. Quantitative

research is a systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques. (Creswell & Poth, 2018). This survey is descriptive, its objective is to describe the characteristics of a population or phenomena as they exist in natural settings. (Eagle & Worrell, 2014). To obtain results regarding the effect of digital transformation, value-based marketing, and institutional image on students' interest in continuing to state senior high schools in Banten Province, this design is suitable to use.

This is the population ALL students in 22 state senior high schools in Banten Province According to the proportional random sampling method. (John W. Santrock, 2017) 20 students from each school were selected as respondents resulting in a total sample size of 440 individuals. This method guarantees that each institution is proportionately represented in the sample according to its population size, strengthening the generalizability of the results. (Naderifar et al., 2017). To minimize selection bias, respondents were randomly selected within individual schools. For collecting data, all variables were measured by adapted and closed-ended questionnaire with five-point Likert scale. It consists of four variables: digital transformation (X1), value-based marketing (X2), institutional image (X3), and students' higher education intentions (Y) [17,23]. Digital transformation includes leadership and digital strategy, access to infrastructure and technology, and digital competence of human resources. Value-based marketing includes truthfulness, fairness, accountability and justice in dealing with members of society. Institutional image consists of three pillars: institutional reputation, educational quality, and public trust. Conforming the insight about higher education intentions by exploring emotional enjoyment, attention and focus, curiosity, active participation, self-awareness, psychological motivation and choice tendency. (Ajzen, 1991).

Instrument validity was determined using expert judgment and item analysis (Pearson product-moment correlation). (DeVellis & Thorpe, 2021). In all, items that had correlation coefficients higher than the critical value were retained. The reliability was calculated using Cronbach's alpha, with acceptable reliability determined by values greater than

0.70. (Nunnally & Bernstein, 1994). The reliability coefficients of all the variables were acceptable.

The questionnaire was administered directly by the researchers to identified respondents through collaboration with school personnel. The researcher introduced the study and its aim, assured confidentiality, then gave instructions on how to complete it before distributing them. Secondary data were obtained by reviewing institutional records and observing facilities and practices.

SPSS software was used for data analysis. Tests of prerequisites were normality test with the Kolmogorov-Smirnov test, linearity with analysis of variance, multicollinearity with Variance Inflation Factor and heteroscedasticity with the Glejser test. (Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, 2019). Multiple linear regression analysis was performed for hypothesis testing, once the assumptions were satisfied. T-tests were used to assess partial effects and F-tests for simultaneous effects, while the quantity of explained variance was determined with R^2 . The regression equation is $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$, in which Y indicates the students' higher education intentions, X_1 refers to digital transformation, X_2 signifies value-based marketing, and X_3 represents institutional image; where a stands for constant term (intercept of a line), bs are the estimated regression coefficients and finally e is error terms.

The research was performed in 22 state senior high schools in all districts of Banten Province for six months (September 2024 to February 2025) including preparation, data collection, analysis and writing.

proportionally and 20 respondents from each institution were selected. The response rate was 100% as all distributed questionnaires were completed and valid for analysis.

The respondent characteristics showed a balanced representation in terms of gender, with 52.3% female and 47.7% male respondents. Respondents represented different grade levels, with 48.2% from grade XII, 31.8% from grade XI and 20.0% from grade X which validates students' at different stages of educational planning.

Descriptive Statistics

A descriptive analysis was performed for each variable to observe central tendency and dispersion. As shown in Table 1, mean and standard deviation of digital transformation, value-based marketing, institutional image, and higher education intention students.

Respondents perceived all variables at high levels according to mean scores. For the overall mean score, institutional image ($M=4.18$, $SD=0.55$) obtained the highest followed by higher education intentions ($M=4.12$, $SD= 0.60$), value-based marketing philosophy (MBSP) ($M=4.02$, $SD= 0.58$), and digital transformation scale factor defined as there above measurements with respective to SGPA($M=3.84$, $SD=0+62$). This indicates that students generally will hold positive perceptions of their school's perceived digital readiness, ethically grounded marketing practices, institutional reputation, and motivation for seeking higher education.

RESULT

Respondent Characteristics

This study is a descriptive survey conducted on 440 students from 22 state senior high schools in Banten Province. The questionnaires were allocated

Prerequisite Test Results

An assumption test was run performing each of the steps below before hypothesis testing to ensure multiple linear regression analysis would be appropriate.

Normality Test

Table 1: Descriptive Statistics of Research Variables

Variable	N	Mean	Standard Deviation	Interpretation
Digital Transformation (X1)	440	3.84	0.62	High
Value-Based Marketing (X2)	440	4.02	0.58	High
Institutional Image (X3)	440	4.18	0.55	High
Higher Education Intentions (Y)	440	4.12	0.60	High

Kolmogorov-Smirnov test was used to check the normality of data distribution. Table 2 presents the results.

Table 2: Normality Test Results

	Unstandardized Residual
N	440
Kolmogorov-Smirnov Z	1.024
Asymp. Sig. (2-tailed)	0.246

The Kolmogorov-Smirnov test produced a significance of 0.246, far above the standard threshold of 0.05. This shows that the residuals are normally distributed with reasonable, which confirms normality assumption in regression analysis.

Linearity Test

Test for linearity: shows that the relationships (between each independent variable and dependent variable) are linear. Table 3 presents the results.

Table 3: Linearity Test Results

Relationship	Deviation from Linearity Sig.	Interpretation
X1 → Y	0.187	Linear
X2 → Y	0.234	Linear
X3 → Y	0.156	Linear

All the relations were non-linear ($\text{sig} \leq 0.05$), supporting that the relation of all independent variables with dependent variable is linear.

Multicollinearity Test

VIF (Variance Inflation Factor) and tolerance values were used to check for multicollinearity. Table 4 presents the results.

Table 4: Multicollinearity Test Results

Variable	Tolerance	VIF	Interpretation
Digital Transformation (X1)	0.672	1.488	No multicollinearity
Value-Based Marketing (X2)	0.645	1.550	No multicollinearity
Institutional Image (X3)	0.589	1.698	No multicollinearity

Tolerance values are greater than 0.10 and VIF is less than 10, denoting no multicollinearity among independent variables.

Heteroscedasticity Test

Test for Heteroscedasticity was conducted with the help of Glejser test where absolute residuals are regressed against independent variables. Table 5 presents the results.

Table 5. Heteroscedasticity Test Results (Glejser)

Variable	t	Sig.	Interpretation
Digital Transformation (X1)	1.234	0.218	No heteroscedasticity
Value-Based Marketing (X2)	0.987	0.324	No heteroscedasticity
Institutional Image (X3)	1.456	0.146	No heteroscedasticity

They all have $p > 0.05$ and there is no heteroscedasticity, that is to say: the variance of residuals has a constant value with respect to all levels of independent variables.

Table 6: Multiple Linear Regression Analysis Results

Variable	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
(Constant)	0.876	0.234		3.744 0.000
Digital Transformation (X1)	0.187	0.052	0.193	3.596 0.000
Value-Based Marketing (X2)	0.245	0.058	0.237	4.224 0.000
Institutional Image (X3)	0.412	0.063	0.378	6.540 0.000

Dependent Variable: Higher Education Intentions (Y)

Hypothesis Testing

Multiple Linear Regression Analysis

The effect of digital transformation, value-based marketing, institutional image on higher education intentions was analyzed using multiple linear regression analysis. The regression coefficients can be found in Table 6.

The regression equation can be formulated as:

$$Y = 0.876 + 0.187X_1 + 0.245X_2 + 0.412X_3 + e$$

Partial Test (t-test)

The t-test was used to assess the partial effect of each independent variable on the dependent variable.

Hypothesis 1 (H₁): Digital transformation has a positive and significant influence on students' higher education intentions.

The analysis revealed a t-value of 3.596 with a significance level of 0.000. Since the significance value is less than 0.05, H₁ is accepted. This indicates that digital transformation partially has a positive and significant influence on students' higher education intentions at state senior high schools in Banten Province. The standardized coefficient beta (B = 0.193) indicates that for every one-unit increase in digital transformation perception, students' higher education intentions increase by 0.193 units, holding other variables constant.

Hypothesis 2 (H₂): Value-based marketing has a positive and significant influence on students' intentions to pursue higher education.

The results of the analysis provided $t = 4.224$ & $\alpha = 0.000$. As the value of significance is less than 0.05, H₂ is accepted. This means that partially value-based, marketing had a positive and significant effect on the intention of students to enter higher education at state senior high schools in Banten Province. The Standardized coefficient beta (B = 0.237) implies that when the perception of value-based marketing increases by one unit, students' higher education intentions increase by 0.237 units, while other variables are kept constant.

Hypothesis 3 (H₃): Institutional image has a positive and significant influence on students' higher education intentions.

The t-value was 6.540 and $p < 0.000$, in that order of the analysis. Again, since the significance value is below 0.05, we accept H₃. It means that partially institutional image has a positive and significant effect on students' intention to continuing study in higher education at the state senior high schools in Banten Province. DI: The standardized coefficient beta (B = 0.378) indicates that with a oneunit increase in the perception of the institutional image of higher education, students' intentions towards higher education will rise by 0.378 units after controlling other variables. Out of the 3 independent variables, institutional image has highest impact on higher education intention.

Simultaneous Test (F-test)

An F-test was performed to analyze the combined effects of all independent variables on the dependent variable. Table 7 presents the results.

Table 7. Simultaneous Test (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	68.234	3	22.745	45.678	0.000
Residual	217.124	436	0.498		
Total	285.358	439			

Hypothesis 4 (H₄): Digital transformation, value-based marketing, and institutional image simultaneously have a positive and significant influence on students' higher education intentions.

The results showed an F value of 45.678 ($p < 0.000$). As the p-value is < 0.05 , we accept H₄. These results show that coincidentally digital transformation, value-based marketing, and institutional image have a positive and significant effect on the intention of students for higher education at state senior high schools in Banten Province.

Coefficient of Determination (R²)

The proportion of variance in the dependent variable that is accounted for by the independent variables is indicated by the coefficient of determination. Table 8 presents the results.

The analysis produced an R value of 0.734, signifying a strong positive correlation between

Table 8: Coefficient of Determination

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	0.734	0.539	0.536	0.706

the independent variables as a whole and the dependent variable. The R² value of 0.539 indicates that digital transformation, value-based marketing and institutional image collectively account for a substantive portion (53.9%) of the variance in students' intentions to seek higher education opportunities. This accounts for 53.9% of the total variation, with the remaining 46.1% explained by other factors not explored in this study. The R²adj of 0.536 indicates that the model has considerable explanatory power even after accounting for the number of predictors.

Summary of Hypothesis Testing

Table 9 summarizes the hypothesis testing results.

The below results prove that hypotheses 1, 2, 3 and hypotheses 4 have been confirmed. This means that digital transformation individually and collectively on value-based marketing and institutional image have a significant positive impact on students' intention to continue their education in higher education institutions at Senior High Schools in Banten Province. Institutional image proved to be the powerful predictor followed by; value-based marketing and digital transformation.

DISCUSSION

This research examined how digital transformation, value-based marketing and institutional image

affected students' higher education intentions from state senior high school of Banten Province. The results showed that students' intentions to seek higher education have a significant effect on individual relationships of all three variables and joint relationships. This part addresses these points concerning theory and earlier studies.

Digital Transformation Influence on Students Higher Education Intentions

The result suggesting that digital transformation has a positive and significant effect on students' higher education intention ($\beta=0.193$, $p<0.001$) is consistent with the Diffusion of Innovations (Rogers, 2003) which implies the adoption of technological innovation facilitates timely access to any information in both learning environment and institution effectiveness as drivers of purpose for educational attainment. In the school system, students can explore higher education options, admission requirements in universities, scholarship information and potential career pathways on institutional websites, social media and academic information systems (Supriyadi et al., 2024). This increase in access to information lowers the uncertainty regarding higher education and enhances students' perceived behavioral control (Ajzen, 1991), which is an important component of Ajzen's (1991) Theory of Planned Behavior.

These findings support the findings of Westerman et al. his emphasis (2014) on the role of visionary leadership in realising digital transformation, which goes beyond technology to connect with organizational strategy. With active leadership for digital in schools, students observe better learning environments, seamless administrative services delivery and enhanced communications, leading

Table 9: Summary of Hypothesis Testing

Hypothesis	Statement	Result	Conclusion
H ₁	Digital transformation positively influences higher education intentions	t = 3.596, p = 0.000	Accepted
H ₂	Value-based marketing positively influences higher education intentions	t = 4.224, p = 0.000	Accepted
H ₃	Institutional image positively influences higher education intentions	t = 6.540, p = 0.000	Accepted
H ₄	Digital transformation, value-based marketing, and institutional image simultaneously influence higher education intentions.	F = 45.678, p = 0.000	Accepted

towards impressions of institutional quality and thus motivation for graduate study. Anwar et al. (2025) also discovered that when technology advancement is designed and merged with the values of Islamic pedagogy, this offers a significant improvement in student satisfaction and perception on their learning outcome, compared to Islamic educational institutions adapting toward digital transformation. (Anwar et al., 2025).

This result is in agreement with [8]. (2023), you proved the significant relationship between digital competence and institutional innovation on students' learning process in school. (Sopandi et al., 2023). Widodo (2025) also discovered that adaptive learning models combining AI and gamification with foundational values could reinforce students' critical literacy and spiritual education, thus improving their academic self-confidence and motivation in higher education. The current research builds on this work by showing that digital transformation impacts not just academic performance, but also students' intentions to continue further studies.

Yet, the moderate beta coefficient for digital transformation ($\beta=0.193$) compared with other variables implies that greater attention to higher education goals can partly mitigate the concern around digital readiness being cardinal compared to re-capturing of capabilities by experienced stakeholders in HET institutions. As Prihatin et al. added, this could be due to the uneven spread of digital transformation in state senior high school institutions in Banten. (2025), whose constraints on effectiveness digital included infrastructure limitations and varying levels of competencies among educators. If digital was further along with implementation, you would expect stronger influences on this educational aspiration variable, and so this pattern indicates that there is space to achieve in relation to the investment-related components.

Value-Based Marketing and its Impact on Higher Education Intentions of Students

The positive and significant redirect of value-based marketing on students' higher education intentions ($\beta=0.237$, $p<0.001$) also offers strong support to the first dimension in the Value-based marketing

framework originally presented by Wilson and Grant (2013), in which it is proposed that marketing activities based on principles tend to create trust and long term relationship with stakeholders. When school fosters open communication, builds trust, and exhibits fairness in its relationships, students develop positive feelings toward the institution as well as enhanced confidence in its promise to prepare them for future achievements.

This study's result in line with Harisatunisa (2021) research that show that brand image of an education institutions marketing influence on the success of student recruitment. (Harisatunisa, 2021). Value-based marketing strategies focusing on value gap harmonization between institutional identity and student ethical belief systems positively influence first infinity metrics perceptions and choices of prospective students, posits the study. Similarly, Fahrudin et al. (2021) found that price-based marketing strategies based on principles increase institutional competitiveness by providing a substantive educational experience that is more relevant to students' spiritual needs.

This finding is explained with additional power by the Theory of Planned Behavior (Ajzen, 1991). Value-based marketing affects students' perceptions of higher education by presenting advanced study with ethical values that cohere and reinforce. Calls for higher education legitimisation, explicit reference to successful alums who consistently balance religious faith and academic excellence contribute positively to students' perspectives towards their institution(s) - MarcKnight Additionally, value-based marketing strengthens subjective norms by incorporating parents and community members in the communication of institutions that ultimately lead to their support for students' educational aspirations (Falahiyah et al., 2023).

The strong impact of value-based marketing also shows that Banten Province is a region where values dominate people's life, because this province has peculiar culture and religion. From our discussion line of attack students in this setting tend to respond better to marketing strategies that honor and mirror their religious identity. According to Juraerah and Fauzi (2023) marketing communications that show

authenticity and value alignment generate additional trust and engagement among communities. (Juraerah & Fauzi, 2023). This finding indicating that institutions can differentiate themselves from your average schools by focusing on their ethics both in curriculum and all ways you communicate to stakeholders.

A Study of the Institutional Image Distortion and Favorability: The Influence on Students' Higher Education Intentions

This result that institutional image has the most significant impact on students' higher education intentions ($\beta=0.378$, $p<0.001$) corresponds with the theoretical framework of Kotler and Keller (2016), which points out that an organizations' image is a configuration of stakeholder perceptions, beliefs, and impressions regarding its identity and significantly affects behavioral intentions. When students view their schools as abundant with academic prestige, educational quality, and public trust in the institution, they become more confident of the ability of their school to prepare them for success when it comes to the university.

This is consistent with the findings of Fradito et al. (s's 2020, research showing that perception of school image greatly affecting educational decisions and stakeholder commitment. "The development of image does require an integrated approach in which promotional activities are combined with the real improvement of service quality," their study concluded. Similarly, Ibrahim et al. According to (2022), systematic attention with respect to stakeholder needs, competitive positioning and consistent delivery of quality experiences is essential for the development and nurturing of institutional image. The current study builds on these findings and assesses the role of institutional image and its contribution to higher education intentions in the context of Islamic senior high schools.

Institutional image as a predictor is explicable through a variety of theoretical perspectives. Theoretical Framework of Signalling Theory: The image of an institution signals its quality to prospective students and their families, mitigating information asymmetry and the uncertainty regarding educational outcomes (Nguyen & LeBlanc, 2001). Students read

an upbeat institutional picture as a sign that the school has set up earlier cohorts for higher education success, raising their belief that they too will achieve similar results. Such an interpretation is consistent with the perceived behavioral control component of TPB, as students' beliefs that they can pursue higher education are bolstered by being associated with institutions believed to do so effectively.

The strong influence of institutional image can also be explained by Jefkins' (2004) self-definition that regards institutional images as multidimensional. Based on several important things, such as academic reputation or what is also known as institutional image (Harisatunisa et al., 2021). If all these dimensions are perceived positively, they build widespread confidence in students both for their school and its capacity to help their academic progress.

Note that such results are all the more important given the local context barriers previously mentioned. Some students looked at state senior high schools as less competitive than general schools, while academic and non-academic achievements had not yet been widely socialized (Fradito et al., 2020). The impact of institutional image on intentions regarding higher education was found to be so overwhelming that targeted action in this area (even without accompanying improvements in quality claims) has the potential for great rewards in terms of increased motivation towards studying above both socially and personally inappropriate levels.

A synoptic consolidation of digital transformation, value-based marketing and institutional image

The result indicating that the digital transformation, value-based marketing, and image of higher education institution coefficient have simultaneous and meaningful effect on ($F=45.678$; $p<0.001$) while having an R^2 equal to 0.539 ensuring these three factors enable more than half of higher education students significantly affecting their tendency in deciding on their future academic route. The fact that this finding is integrated addresses the research gap already highlighted by As'ad (2022) and Sulistyowati and Husda (2023) in terms of the relative shortage of studies focusing on those variables at once in values

surrounding education. (As'ad, 2022; Sulistyowati & Husda, 2023).

The interaction between these three aspects can be explained in terms of their supplementary contributions to the TPB determinants of intention. For this reason, digital transformation positively affects perceived behavior control because it enriches accessibility to information and supplements academic preparation. Value-based marketing impacts attitudes and subjective norms primarily by promoting value alignment and activating community members. They shape attitudes by establishing reputation and perceived quality, subjective norms by providing social validation, and perceived behavioral control by signaling institutional effectiveness. Collectively, these elements form a rich tapestry of motivational influences for students.

This finding is similar to Mulyono et al. 's (2025) comprehensive account of higher education transformation for value-based marketing identified competitive development strategies, brand image, and transformative student experiences as synergistic classes that influence educational choices. Similarly, Bravo-Jaico et al. (2025) found that students' decision-making processes surrounding higher education are directly influenced by digital governance, administrative efficiency, and service quality. The current research generalizes these findings by showing similar synergetic effects in value-based education contexts beyond primary schooling.

The fully-integrated model accounts for 53.9% of the variance in higher education intentions, which is a large proportion, but we must recognize that there are other factors not included in the current study that also drive students' motivations. These could range from family socioeconomic status to peer impacts, individual academic achievement and aggregate labor market conditions. Still, the high share of variance explained by the three institutional factors indicates that school administrators can significantly influence student motivation through deliberate investments in digital infrastructure, value-based communication methods and impression management strategies.

The Primacy of Institutional Image

More interestingly, special attention should be paid to the finding that image is proved to be the

strongest predictor of the three variables. The focus on the image is consistent with research that underscores how images aggregate multiple dimensions of institutional performance and stakeholder experience over time. Although digital transformation and value-based marketing help image formation, institutional image per se denotes the comprehensive assessment that is most directly affective in behavioral intention.

Such perspective converges with Kotler and Keller's (2016) definition of image as the collection of beliefs, ideas and impressions that would directly influence behavioral responses. It also aligns with Nguyen and LeBlanc (2001), who found that institutional image is at the heart of retention decisions, even mediating the impact of other attributes of institutions. In educational settings, where choices are tied to high personal stakes and long-term impacts, the broader portrayal summarized by institutional image may feel especially important.

In practical terms, schools should invest in digital transformation and the value-based marketing effort, but they need to be careful of how general these investments will be effectual or if needs be specifically designed to foster institutional image. These efforts should be communicated to stakeholders, and they should be clearly articulated as related to improving the quality of education. Value-based marketing must genuinely represent those values and be applied consistently in all interactions with stakeholders. Thus, when these investments lead to improved institutional image, their final effect on students' intentions will be magnified.

With all together, these findings lend support to our integrated theoretical framework guiding the present study. Rogers (2003) Diffusion of Innovations theory relates the effects of adopting digital transformation on students] perceptions via improved information access and institutional capabilities. Westerman et al. Lead by example with a vision for what the new world looks like and that leads to change apart from Cummings et al. (2014) leadership framework. According to Wilson and Grant (2013), the value based marketing framework indicates that when value based marketing is principled, it builds student trust and influences their attitude. Using

the theoretical lens of institutional image (Kotler & Keller, 2016), UCG09 highlights how stakeholders create behavioral intentions based on perceptions. Finally, Ajzen (1991) Theory of Planned Behavior serves as the umbrella framework that explains how these institutional factors affect intention via their effects on attitude, subjective norms and perceived behavioral control.

The confirmation of all four hypotheses also illustrates how this integrated framework can advance the understanding of student higher education intentions in particular educational contexts. The results also indicate that, as there is a limited and evolving literature on institutional interactions and students outcomes, more sessions should be organised to capture other related themes.

Practical Implications

The results yield a number of practical implications for school administrators and education policymakers. Firstly, investments in digital transformation need to be targeted and gradually integrated in order to bolster not only operational efficiency but also student access to higher education information and academic preparation. This includes developing full scale digital platforms that can disseminate information about university opportunities, scholarship programs and career pathways.

Second, schools need to build marketing strategies that are true representations of values and convey these values during every student interaction. Institutional commitment to promote the values of sincerity, reliability, fairness and corporate social responsibility must be reflected through public marketing communications in intention as well as in action and operation rather than merely being stated within advertising materials.

Third, image building at the institutional level should be viewed as a strategic priority that necessitates a concerted effort across multiple growing dimensions, such as academic reputation, quality of service delivered, stakeholder satisfaction and public visibility. Schools need to start systematically marketing good news about their achievement, especially success stories of alums, and building perceptions in the community.

Four, the interactive impact of these factors suggest an integrated approach to both digital transformation, value-based marketing and image building will have a greater impact than piecemeal efforts. School administrators should write well-coordinated plans addressing all three areas.

CONCLUSION

This study provides confirmation on the acceptance of all four hypotheses namely that digital transformation, value-based marketing and institutional image both have a positive and significant effect respectively as well as together to students higher education intentions in state senior high schools of Banten Province. The model highlighted the significance of not only institutional image but value-added marketing and digital enablers as well, indicating that collectively they explain 53.9 per cent variance in student intentions.

For school administrators, these results highlight the importance of integrated strategies. Investment in digital inclusivity and educator competencies should also be matched by authentic value-based marketing practices that display honesty, trustworthiness, and justice among all stakeholder interactions. Institutional image building through consistent communication of achievements, alum success stories, and service quality exerts the strongest impact on student motivation in this regard systematic communications should be given priority.

The results have theoretical implications for educational policymakers by indicating the need to formulate policies that will enable them to map out digital transformation in every state senior high school, focusing on digital and value-based marketing principles, as well as encouraging province-wide activities to strengthen its institutional image. To ensure that all schools can grow and thrive without compromising their competitive status with institutions at a higher level of resources there must be targeted support specifically for under-resourced ones. If these three aspects are synergistically addressed, schools could strengthen their position as a desired educational pathway and prepare students effectively for the ongoing transition to higher education, thus fulfilling their strategic role in championing value driven education in Indonesia.

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