Branding as Communication: Understanding Students in Continuing to Open and Distance University

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Abstract
Although branding is now widespread among Indonesian universities, the application of branding principles in the higher education sector is comparatively recent and may be controversial for internal audiences who question its suitability and efficiency. Universities need to communicate these characteristics effectively and consistently to all of the relevant stakeholders. This study explains the influence or impact of brand awareness and brand association on the interest in continuing their studies of high school students from three areas in Indonesia, especially Universitas Terbuka (UT). This survey used 812 respondents in random clusters from three senior high school regions from three regions of Indonesia, namely Bandung representing the western area, Makassar (middle area), and Jayapura (east area). The quantitative research approach was taken as the method of this research, through pilot testing, validity, and reliability testing with the hypothesis that there is a positive relationship between brand awareness, brand association, and interest in continuing open and distance learning studies in Indonesia. The results showed that the respondents' responses indicated that the brand awareness at Universitas Terbuka as a whole is quite good, especially for brand unaware and top of mind. Both simultaneously and partially, brand awareness and brand association significantly affect interest in continuing studies at Universitas Terbuka.
Keywords: brand awareness; brand association; interest in continuing studies; open university; distance learning studies

Introduction

The existence of open and distance learning (ODL) in Indonesia has been introduced since 1984 with the establishment of Universitas Terbuka (UT) as the only state university that implements distance learning methods. In its journey, in 2013 the government issued a decree on the establishment of distance learning, strengthened by the Covid-19 pandemic, where all educational institutions are no exception to implementing distance learning. This makes UT no longer the only state university that implements open and distance learning.

This research was conducted to look back at how ODL is perceived by the public and also

students as stakeholders. In 2016, research was conducted by the Center for Public Relations and International Affairs UT regarding media perceptions of UT, as an ODL actor, the results showed that UT was already known among some media, but it was not understood how the learning process was, besides that the media felt there was no added value to report UT.

The second research in 2018 on the perceptions of the community around Jabodetabek towards UT showed almost the same thing, knowing UT but not interested in further understanding ODL procedures in Indonesia. The third thing that drives this research is the perception of the board of trustees of UT in 2021 towards the existence of UT which has not been recognized by the public.

Theoretical Framework
Brand Communication

The results of research by Shabbir, M. Q., Khan, A. A., & Khan, S. R. (2017) conducted in Pakistan found that brand awareness is fully influenced by brand loyalty and brand image from brand equity. Brand equity refers to a marketing term that describes the value of a brand that is communicated to the public. There are many studies on people's perceptions of a brand. Brand as an intangible asset is one of the most valuable assets owned by a company that functions to "communicate" all the characteristics of a company or organization. In this context, brand awareness and brand equity are at the heart of a company's marketing activities. With intensive fragmentation, sophistication, and market competition traditional producers of brands are forced to be more concerned with developing and maintaining long-term relationships with their consumers.

Brands are at the core of what consumers want, need, and perceive as value. The purpose of brand communication is to expose the audience to a product or organization, where the effect can be maximized in terms of increased awareness and higher recall so that customers will buy the brand that has the highest recall. Any brand communication activity will affect consumer response, which can be measured by analyzing variables such as brand awareness in terms of memory and recognition, liking, strength, and uniqueness of brand associations in consumer memory. These dimensions affect other characteristics of brand

alignment and the relationship between brand associations in consumers' memories to build a positive image.

Brand communication activities are a key integrative element in managing relationships between an organization or product and its customers, employees, suppliers, channel members, media, government regulators, and society. All efforts related to the brand communication process should aim to increase satisfaction and brand loyalty. Thus, this can make consumers more attached to the brand over time. Organizational or product managers will spend a lot of effort to create and maintain positive attitudes towards their brands and this is usually achieved through efforts to increase brand awareness and brand equity.

These two activities have been consistently found to play an important role in creating positive brand attitudes. However, there is still little discussion on brand awareness and brand equity regarding Distance Education conducted by Universitas Terbuka in Indonesia. Therefore, this research will look at how the brand equity of ODL is communicated in Indonesia, by observing the brand image and brand awareness of the community in seeing the existence of ODL and UT, especially the perception in the community.

ODL has become part of the learning process in Indonesia. Especially with the Covid-19 pandemic, it encourages all activities including learning to move to remote mode. On the one hand, the awareness of customers or the public is growing rapidly which gives them the ability to choose. Customers who are used to using a product usually have an awareness of the advantages of the product, and this affects the buying decision (MacDonald & Sharp, 2000). In the last 30 years, with advances in technology, independent study has become more accessible to program participants (students) in distance education colleges. Modern communication technologies can easily connect educational institutions to homes, workplaces, and community centers, making adult education and lifelong learning a national policy issue, distance education is used in a variety of settings and for a variety of purposes.

Universities use it to increase the number of students who have access to higher education; companies use it to improve the skills of their workers and keep them abreast of rapidly evolving technologies; individuals use

it for their own professional development and to improve their career opportunities; governments use it to provide job training to teachers or other workers, to improve the quality of traditional primary and secondary schools, and to deliver teaching to remote rural areas that might otherwise be underservedHowever, as the use of the Internet grows, the focus of distance education today has shifted dramatically towards network-based technologies (in general) and Internet-based delivery (more specifically). Today, the Internet is used more than any other continuing education delivery strategy, such as interactive television (ITV), correspondence, and direct-distance location combinations. Not only is online learning more common now, but it is also increasing every year. One reason for the growth is the fact that digital media can be transferred, stored, and widely accessible.

The Internet is becoming dominant among other distance education communication media. The distinction between distance and local education is disappearing. Especially after the COVID-19 pandemic. The need for effective classroom management systems and web services is increasing. There is a growing need for learning and teaching strategies that utilize technological capabilities. Communication and promotion provide tools to compare what the institution is doing with its stated mission and goals. Communications in promotion and marketing activities help identify problems and plan responses that will help distance education fulfill its mission. Marketing and promotional communications, emphasizing the importance of measuring and satisfying consumer needs, tends to result in better levels of student service and satisfaction as consumers. It provides a disciplined approach to increasing the attraction of students, employees, volunteers, donations, and grant resources needed. Communication in the marketing process emphasizes rational management and coordination of program development, pricing, communication, and distribution. In recent years the concepts of marketing communication and promotion have become increasingly important in all service sectors worldwide. The factors responsible for this are self-help policies, increased competitiveness in the market, increased customer expectations, and expanded access to information. To survive in such an environment, distance education institutions need to evaluate their activities with the external environment, get in touch with user needs, and integrate this analysis into the daily work of the managing organization of distance higher education

Open Distance Learning (ODL)

Educational institutions face communication problems with potential customers, namely high school graduates. Many face changing student needs and societal expectations, increased competition for scarce clients and funding sources, and unlimited financial pressures. One result of this is that educators are often forced to look at ways of communicating with potential customers to see what the discipline might offer to keep their institutions viable and relevant. Marketing communication, promotion of educational services, and branding of educational institutions have an image as the main function to generate corporate profits.

Educational administrators are concerned that only doing the marketing process will tend to be manipulative and expensive. Some administrators approach marketing without regard to the communication process with a "show me" attitude. This is precisely the wrong decision without considering the communication process that generates brand awareness. Therefore, brand awareness has a very large role in influencing buyer decisions (Moisescu, 2009). Usually, customers who have good brand awareness will show loyalty to the brand and are less interested in other brands (Dimitriades, 2006).
Brand awareness determines the long journey of the success of a product, so it must always be seen how the effect of customers on the brand (Cooil et al., 2007). In simple terms, it can be said that brand awareness is customers or people who consciously know the existence of UT, and when talking about ODL, the first thing they remember is UT. To get this brand awareness UT must hold various ways to promote, such as publications, advertisements, and special events, and also no less important is to encourage the growth of word of mouth. If a consumer hears or sees a brand one day, he will immediately know what that brand is, this is called brand awareness (Brewer, A. & Zhao, 2010). In addition, brand awareness has an important role in the consumer decision-making process. Consumers themselves will have brand awareness because of the forms of

marketing communication provided. Brand awareness is how customers connect a brand to the desired product, and this is closely related to brand equity (Pouromid, B. & Iranzadeh, 2012).

Brand image is the result of a person's observation of a product that is linked to the psychological process of a person or customer. The name of a product has a very dominant function in communicating a brand (Bresciani, S. & Eppler, 2010). Brand image is defined as a brand consideration that is influenced by organizational symbols communicated by the company. The image of a brand will be received as the image is created, and this brand image is also known as the source of brand equity (Mishra & Datta, 2011).

Table 1. Target audience and communication channels in distance education

	Communication Channels	**Target Audiences**
Distance Education Institutions	Advertising Public Relations Sponsorship Promotions Word-of-mouth Corporate communication	Students Students' families Employee Faculties/academic staff Donor Government Supplier

Distance Education Institutions should have an idea of what their corporate brand is. A corporate brand consists of three separate but overlapping concepts: (1) personality; (2) identity, and (3) image. Corporate personality is a term used similarly to a person's personality. Corporate identity is how the corporate personality is projected, transmitted, or communicated. It is the basis on which the organization is known and understood (whether this is deliberate and planned or not, intentional, or unintentional, well or poorly managed).

Corporate image is the impression created by a company's identity. It is the perception held by its audience about the organization. A company's image is what it feels and thinks and its organization. Distance Education Institutions must shape their personality. Their identity consists of social, ethical, ideological, and economic behaviors and institutional qualities.

The decision the institution must make is which communication channels to use in conveying the Distance Education Institution's message. They should be able to use advertising, public relations, sponsorship, word of mouth, and promotion to the public. From the perspective of students as prospective students, it is necessary to explore their interest in continuing their studies in college. Interest is a sense of preference and a sense of attachment to a thing or activity, without anyone telling you to (Slameto, 2010). In this case, the feeling of pleasure to pay attention to an activity encourages someone to be interested in the activity.

In another definition, it is stated that interest is expressed through a statement that shows that a person prefers one thing over another, manifested through participation in an activity (Djaali, 2012). Thus, every activity carried out with a strong interest will tend to be carried out with a sense of pleasure and attachment so that it can increase the enthusiasm or strength of interest in the activity. Thus, interest in continuing studies in college is the tendency of a senior high school student to study further in college which is driven by factors such as motivation, willingness, family environment, and school environment. With the hope that later after graduating as a scholar will get a better job and then the quality of life will be better (Khadijah et al, 2017). In this study, interest in continuing to higher education is described as the concept of "purchase interest", where students have an interest in continuing their studies which of course requires paying for buying the higher education services they are aiming for.

Research Hypothesis

The following is a research hypothesis that illustrates that Brand Equity consisting of Brand Awareness being the first independent variable and Brand Association being the second independent variable is predicted to affect interest in continuing to college (purchase interest), especially in Universitas Terbuka. The interest variable is the only

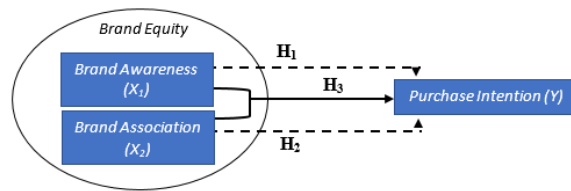dependent variable. The following is the hypothesis model.

Figure 1. Research Hypothesis

H1:   *Brand awareness* significant effect on purchase interest (continuing studies) at Universitas Terbuka

H2:   *Brand association* significant effect on purchase interest (continuing studies) at Universitas Terbuka

H3:   *Brand awareness* and *Brand association* simultaneously have a significant effect on purchase interest (continuing studies) at Universitas Terbuka

Material and Methodology

This research uses a survey by distributing questionnaires conducted in 2022. Due to the wide range of research, researchers targeted respondents from four regions, namely Bandung (West Java), Makassar (South Sulawesi), and Jayapura (which represents several provinces on the island of Papua, hereinafter referred to as Jayapura). The selection is based on internal Universitas Terbuka data obtained by the researcher that the four regions are the regions with the largest number of students per each of the Western, Central, and Eastern regions.

The sample size in this study was 812 students spread across three parts of Indonesia. Where each region is taken one senior high school was obtained from a random sampling of gradual clusters. For western Indonesia, the selected high school sample is SMK Bina Warga, Bandung, West Jawa, Central Indonesia is SMAN 16 Makassar, South Sulawesi, and Eastern Indonesia is SMAN 1 Jayapura, Papua.

Identities Respondent

Respondent identity is the entire profile of the respondent that is deemed relevant to the identified problem. Most of the respondents studied were female as many as 608 people (74.9%) and the remaining 204 men (25.1%). It is known that the majority of the respondents studied came from the city of Bandung as many as 272 people (33.5%), and the rest from the cities of Makassar and Jayapura each as many as 270 people (33.3%). The majority of the respondents studied came from SMK Bina Warga Bandung, West Java as many as 272 people (33.5%) and the rest from SMAN 16 Makassar, South Sulawesi and SMA 1 Jayapura, Papua each as many as 270 people (33.3%). Most of the respondents studied were still in class XI as many as 308 people (37.9%) and the least from class X as many as 214 people (26.4%).

Result and Discussion

The data that has been collected is then coded (coding) and processed using descriptive analysis to determine the respondents' responses to each variable studied, followed by multiple linear regression analysis with a sample of 812 respondents.

For ease in interpreting the variables under study, categorization of the percentage score of respondents' responses obtained using the criteria according to Narimawati (2010) is carried out as follows (Table 2).

Table 2. Criteria for Classifying the Percentage Score of Respondents' Responses

Number	Range Interval	Criteria
1	20,00% - 36,00%	No Good
2	36,01% - 52,00%	Not good enough
3	52,01% - 68,00%	Good enough
4	68,01% - 84,00%	Good
5	84,01% - 100%	Very Good

Source: Narimawati (2010)

Respondents' Responses to Brand Awareness (X1)

Respondents' responses are part of a descriptive analysis that aims to describe the results of respondents' answers or assessments on the research questionnaire. In this study, the respondents' assessment of the variables studied can be seen from the percentage value of the total score of the respondent's answers to the ideal score obtained.

The brand awareness variable is measured using four dimensions with 24 statement items that have been tested for validity and reliability, to find out the respondents' responses regarding these variables as a whole, the results of the recapitulation of respondents' responses are as follows (Table 3):

Table 3. Recapitulation of Respondents' Responses Regarding Brand Awareness

Number	Dimensions	Item	Actual Score	Ideal Score	(%)	Criteria
1	*Top of Mind*	9	26590	36540	72,77%	Good
2	*Brand Recall*	4	11488	16240	70,74%	Good
3	*Brand Recognition*	6	17660	24360	72,50%	Good
4	*Brand Unaware*	5	14787	20300	72,84%	Good
Total		24	70525	97440	72,38%	Good

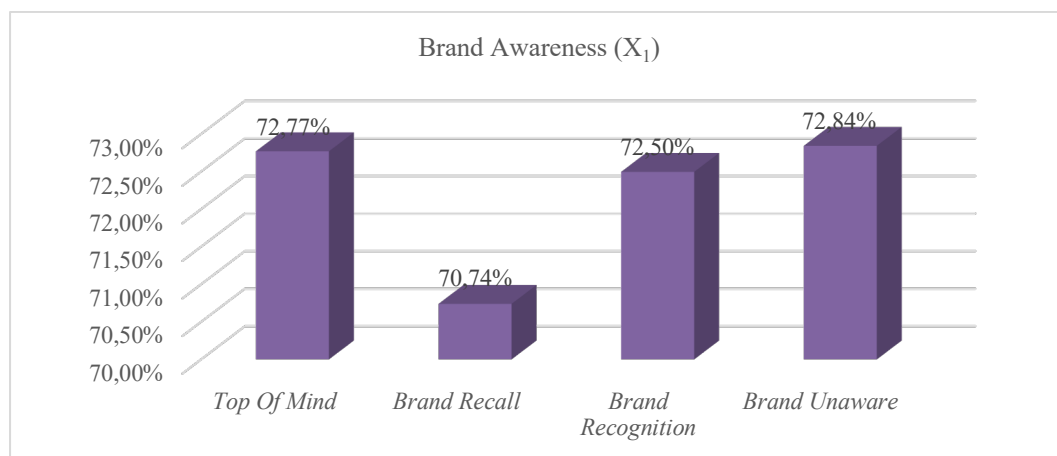Source: data from questionnaire 2023

Figure 2. Distribution of Respondents' Answers on Brand Awareness Variables

Figure 2 above is a recapitulation of respondents' answers to the brand awareness variable as measured using four dimensions with 24 statement items. Based on this table, it can be seen that the highest percentage score value is in the brand unaware dimension of 72.84%, while the lowest percentage score is in the brand recall dimension of 70.74%.

Respondents' Responses to Brand Association (X2)

The brand association variable is measured using eight statement items that have been tested for validity and reliability, to find out the respondents' responses regarding these variables as a whole, the results of the recapitulation of respondents' responses are as follows:

Table 4. Recapitulation of Respondents' Responses Regarding Brand Association

Number	Questioner		Alternative Answers					Actual Score	Ideal Score	(%)
			SA	A	D	DA	SD			
1	UT has no in-class lectures	F	40	68	459	206	39	2572	4060	63,3%
		%	4,9	8,4	56,5	25,4	4,8			
2	UT has a large number of students	F	14	23	321	354	100	2939	4060	72,4%
		%	1,7	2,8	39,5	43,6	12,3			
3	UT students are spread throughout	F	16	18	365	299	114	2913	4060	71,7%
		%	2,0	2,2	45,0	36,8	14,0			

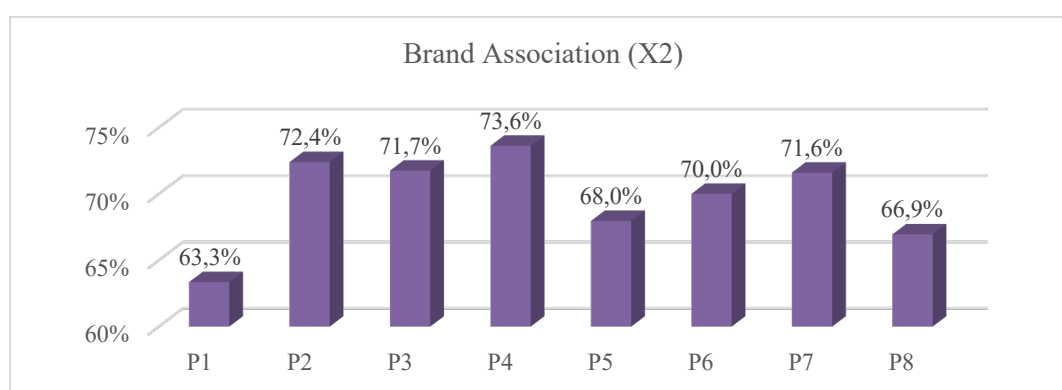|										
	Indonesia and even abroad.									
4	UT is known as a public university	F	18	19	283	376	116	2989	4060	73,6%
		%	2,2	2,3	34,9	46,3	14,3			
5	The majority of UT students are teachers	F	17	46	414	267	68	2759	4060	68,0%
		%	2,1	5,7	51,0	32,9	8,4			
6	UT graduates can qualify for CPNS selection	F	16	15	409	291	81	2842	4060	70,0%
		%	2,0	1,8	50,4	35,8	10,0			
7	UT graduates find jobs easily	F	15	22	353	321	101	2907	4060	71,6%
		%	1,8	2,7	43,5	39,5	12,4			
8	UT students are from the lower middle class	F	24	56	408	262	62	2718	4060	66,9%
		%	3,0	6,9	50,2	32,3	7,6			
Accumulated Total and Percentage		F	160	267	3012	2376	681	22639	32480	69,7%
		%	2,5	4,1	46,4	36,6	10,5			

Source: data from questionnaire 2023

Figure 3. Distribution of Respondents' Answers on Brand Association Variables

Table 4 above is a recapitulation of respondents' answers to the brand association variable as measured using eight statement items. Based on this table, it can be seen that the highest percentage score value is in the 4th statement item regarding "UT is known as a state campus" of 73.6%, while the lowest percentage score is in the 1st statement item regarding "UT has no lectures in class" of 63.3%. Overall, from the table, it is known that the percentage value obtained on the brand association variable is 69.7% (classified as good).

Respondents' Responses to Interest in Continuing Studies (Y)

The variable of interest in continuing the study is measured using four dimensions with 12 statement items that have been tested for validity and reliability, to find out the respondents' responses regarding these variables as a whole, the results of the recapitulation of respondents' responses are as follows:

Table 5: Recapitulation of Respondents' Regarding Interest in Continuing Studies

Number	Dimensions	Item	Actual Score	Ideal Score	(%)	Criteria
1	Product Confidence	3	9193	12180	75,48%	Good
2	Purchasing Habits	3	8258	12180	67,80%	Good enough
3	Giving Recommendations	3	8443	12180	69,32%	Good
4	Making Repeat Purchases	3	8215	12180	67,45%	Good enough
Total		12	34109	48720	70,01%	Good

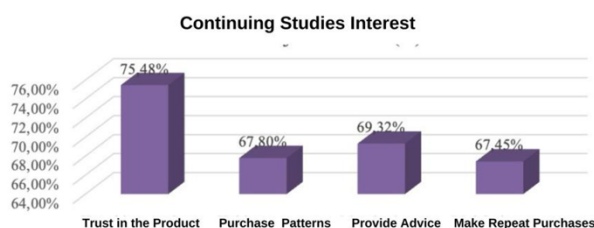Source: questionnaire data processing 2023

Figure 4. Distribution of Respondents' to the Interest in Continuing Studies Variable

Table 5 above is a recapitulation of respondents' answers to the variable interest in continuing their studies as measured using four dimensions with 12 statement items. Based on this table, it can be seen that the highest percentage score value is in the dimension of belief in the product of 75.48%, while the lowest percentage score is in the dimension of making repeat purchases of 67.45%. Overall, from the table, it is known that the percentage value obtained on the variable interest in continuing the study is 70.01%. The value of 70.01% when referring to the criteria according to Narimawati (2010: 84) is classified as good.

Comparative Analysis

The Comparative Analysis of the variables studied is presented as follows.
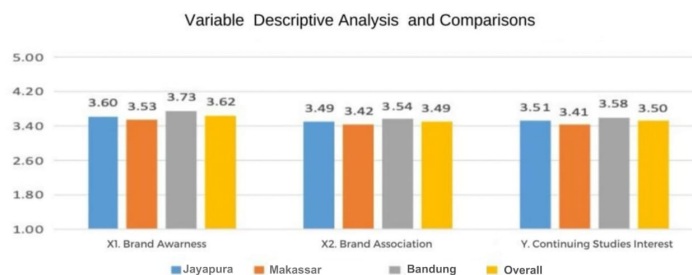

Figure 5. Descriptive Analysis of Research Variables

Based on the figure above, it is known that Brand Awareness, Brand Association and Interest in Continuing Studies are generally in the Good category (score interval 3.40 - 4.20), both in each region (Jayapura, South Sulawesi, West Java) and for the overall sample (812 respondents). However, when comparisons were made, respondents in the West Java region gave the highest scores for the three variables compared to the other regions, while the lowest scores were given by the South Sulawesi region. For further comparison, a hypothesis test was conducted using the Kruskal-Wallis test with the following hypothesis:

Ha-1: Brand Awareness in the three regions is significantly different.

Ha-2: Brand Association in the three regions is significantly different

Ha-3: Interest in Continuing Studies in the three regions is stated to be significantly different

The hypothesis above is declared accepted or there is a significant difference in the three regions if the resulting p-value <0.05. The results of the comparison test and hypothesis testing are presented in the following table 6.

Table 6. Comparison Test between Variables

Wilayah	n	X1. Brand Awarness	X2. Brand Association	Y. Continuing Studies Interest
Jayapura	270	3.60	3.49	3.51
Makassar	270	3.53	3.42	3.41
Bandung	272	3.73	3.54	3.58
Overall	812	3.62	3.49	3.50
p-value (Kruskal Wallis Test)		0.000	0.320	0.009

Based on the table above, it is known that West Java Brand Awareness is the highest of the other three regions, and the difference is declared significant (meaningful) as indicated by a p-value of 0.000 < 0.05. The highest Brand Association was achieved by the West Java sample, but the difference was declared insignificant compared to the other two regions (p-value 0.320 > 0.05). Meanwhile, the highest interest in continuing studies was achieved by the West Java sample, and the difference was declared significant from the other two regions (p-value 0.000 < 0.05).

Multiple Linear Regression Equation

The multiple linear regression equation to be formed is:

$$\hat{Y} = \alpha + \beta 1 X1 + \beta 2 X2$$

Description:
Y = Interest in Continuing Studies
α = Constant
X1 = Brand Awareness
X2 = Brand Association
βi = Regression coefficient on each independent variable

Table 7. Multiple Coefficient Regression

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.085	1.380		-.786	.432
	Brand Awareness (X1)	.280	.022	.415	12.565	.000
	Brand Association (X2)	.673	.056	.398	12.035	.000

a. Dependent Variable: Purchase Interest (Continuing Studies) at UT

Based on the results of the SPSS output in the table above, it can be seen that each regression coefficient value is in the Unstandardized Coefficients "B" value so that the multiple linear regression equation is obtained as follows:

$$\hat{Y} = -1{,}085 + 0{,}280X_1 + 0{,}673X_2$$

From the results of the regression equation, each variable can be interpreted as follows; (1) The constant value of -1.085, means that if all independent variables, namely brand awareness and brand association, are 0 (zero), in other words, there is no change, it is predicted that the interest in continuing the study will be -1.085; (2) A value of 0.280 in brand awareness, means that if brand awareness increases by 1 or gets better while the other independent variables are constant, it is predicted that interest in continuing the study will increase by 0.280; (3) A value of 0.673 in brand association, means that if brand association increases by 1 or better while the other independent variables are constant, it is predicted that interest in continuing the study will increase by 0.673.

From this equation, it can be concluded that when there is no brand awareness and brand association, the interest in continuing studies at Universitas Terbuka will be very low and it is also predicted that the better the brand awareness and brand association, the higher the interest in continuing studies at the Universitas Terbuka.

Coefficient Correlation Analysis (R)

Correlation analysis aims to see the extent of the relationship or closeness that occurs between the independent variable and the dependent variable.

Table 8. Multiple Coefficient Correlation

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752^a	.566	.565	5.043528

a. Predictors: (Constant), Brand Association (X2), Brand Awareness (X1)
b. Dependent Variable: Purchase Interest (Continuing Studies) at UT

The correlation value (R) obtained between brand awareness and brand association with interest in continuing studies is 0.752. The value of 0.752 according to Sugiono (2014: 184) is in the interval 0.60-0.799 including the strong correlation category, so there is a strong relationship between brand awareness and brand association with interest in continuing studies at Universitas Terbuka.

Table 9. Partial Correlation Coefficient of Brand Awareness (X_1)

Correlations

		Brand Awareness (X1)	Minat Melanjutkan Studi (Y)
Brand Awareness (X1)	Pearson Correlation	1	.699**
	Sig. (2-tailed)		.000
	N	812	812
Purchase Interest (Continuing Studies) at UT (Y)	Pearson Correlation	.699**	1
	Sig. (2-tailed)	.000	
	N	812	812

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation value (R) obtained between brand awareness and interest in continuing studies is 0.699. The value of 0.699 is in the interval 0.61-0.799 including the strong category with a positive relationship direction (+). This means that the better the brand awareness, the higher the interest in continuing studies at Universitas Terbuka and vice versa.

Table 10. Partial Correlation Coefficient of *Brand Association* (X_2)

Correlations

		Brand Association (X2)	Minat Melanjutkan Studi (Y)
Brand Assosiation (X2)	Pearson Correlation	1	.694**
	Sig. (2-tailed)		.000
	N	812	812
Purchase Interest (Continuing Studies) at UT (Y)	Pearson Correlation	.694**	1
	Sig. (2-tailed)	.000	
	N	812	812

**. Correlation is significant at the 0.01 level (2-tailed).

It is obtained information that the correlation value (R) obtained between brand association and interest in continuing studies is 0.694. The value of 0.694 is in the interval 0.61-0.799 including the strong category with a positive relationship direction (+). This means that there is a strong positive relationship between brand association and interest in continuing studies, which means that the better the brand association, the higher the interest in continuing studies at Universitas Terbuka and vice versa

Determination Coefficient Analysis (r^2)

The Coefficient of Determination (r^2) is used to measure how much the ability of the independent variables to contribute or influence the dependent variable.

Table 11. Coefficient of Determination (R-*square*)

Model Summaryb

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.752a	.566	.565	5.043528

a. Predictors: (Constant), Brand Association (X2), Brand Awareness (X1)
b. Dependent Variable: Purchase Interest (Continuing Studies) at UT

From the table of SPSS output results above, it is known that the coefficient of determination or R square is 0.566 or 56.6%. This shows that the interest in continuing studies at Universitas Terbuka can be influenced by brand awareness and brand association reaching 56.6%, while the remaining 43.4% is the influence or contribution of other variables not examined outside the study.

Table 12. Partial Determination Coefficient

Coefficientsa

Model		Standardized Coefficients Beta	Correlations Zero-order
1	Brand Awareness (X1)	.415	.699
	Brand Association (X2)	.398	.694

a. Dependent Variable: Purchase Interest (Continuing Studies) at UT

The following presents the results of the partial influence between the independent variables on the dependent variable with the formula *beta* X *zero order*: (1) Variable *brand awareness* = 0,415 x 0,699 = 0,290 or 29,0%; (2) Variabel *brand association* = 0,398 x 0,694 = 0,276 or 27,6%

From the results of the above calculations, it is known that of the total contribution of 56.6%, 29.0% was given by the brand awareness variable and 27.6% by the brand association variable. This means that the brand awareness variable makes the most dominant contribution to the interest in continuing studies at Universitas Terbuka.

The hypothesis to be tested in this simultaneous test is:

$H_0 : \beta_1 : \beta_2 = 0$ Brand awareness and brand association do not have a significant effect on interest in continuing studies at Universitas Terbuka

$H_a : \beta_1 : \beta_2 \neq 0$ Brand awareness and brand association have a significant effect on interest in continuing studies *at* Universitas Terbuka

With a significant level (α) of 0.05 or 5%
Criteria: reject H0 if the Fcount> Ftable value and accept Ha

Meanwhile, to get Ftable using a significant level (α) of 0.05, df1 = 2, and df2 = (n-k-1) = 809, so that Ftable is obtained = 3.007.

Table 13. Significant Test (F-Test)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26842.296	2	13421.148	527.619	.000^b
	Residual	20578.674	809	25.437		
	Total	47420.969	811			

a. Dependent Variable: Purchase Interest (Continuing Studies) at UT
b. Predictors: (Constant), Brand Association (X2), Brand Awareness (X1)

Based on the SPSS output above, it is known that the Fcount value is 527.619 with a p-value (sig.) = 0.000. Since the Fcount value is greater than Ftable (527.619 > 3.007) and the significance value is 0.000 <0.05, H0 is rejected and Ha is accepted, meaning that simultaneously brand awareness and brand association have a significant effect on interest in continuing studies at Universitas Terbuka. If presented in a picture, the Fcount and Ftable values appear as follows:

Figure 6. Curve Simultan Hypothesis Test

Reception Area H0
Rejection Area H0
F table = 3,007
F count = 527,619
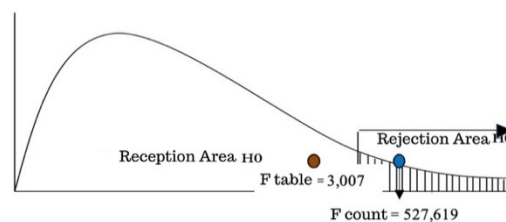
Partial hypothesis testing (t-Test)

Table 14. Partial Hypothesis (t-test)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.085	1.380		-.786	.432
	Brand Awareness (X1)	.280	.022	.415	12.565	.000
	Brand Association (X2)	.673	.056	.398	12.035	.000

a. Dependent Variable: Purchase Interest (Continuing Studies) at UT

Hipotesis X_1 : H_0: $\beta_1 = 0$

Brand awareness does not have a significant effect on interest in continuing studies at Universitas Terbuka. Ha: $\beta1 \neq 0$ Brand awareness has a significant effect on interest in continuing studies at Universitas Terbuka. With a significant level (α) of 5%, df = 809, so that the t-tables for the two-party test are -1.963 and 1.963. Criteria: Reject H0 if t-count > t-table or t-count < -table, accept Ha and Reject Ha if t-count < t-table or t-count > t-table, accept H0. From table 14 of the SPSS output results, the tcount value for the brand awareness variable on interest in continuing the study is 12.565 and the p-value (Sig.) is 0.000. Because the tcount value is greater than the ttable value (12.565> 1.963) and the significance value of 0.000 <0.05, H0 is rejected and Ha is accepted, meaning that partially brand awareness has a significant effect on interest in continuing studies at Universitas Terbuka. If depicted, the t-count and t-table values for testing the hypothesis appear as follows:
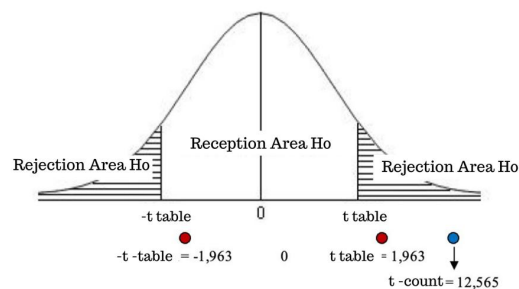

Figure 7: Partial Hypothesis Test Curve X_1

Based on the hypothesis test curve above, it can be seen that the tcount value is greater than the ttable value so H0 is rejected and Ha is accepted, which shows that partially brand awareness has a significant effect on interest in continuing studies at Universitas Terbuka, so the research hypothesis is accepted. X2 hypothesis: H0: $\beta2 = 0$, Brand association has no significant effect on interest in continuing studies at Universitas Terbuka. Ha: $\beta2 \neq 0$. Brand association has a significant effect on interest in continuing studies at Universitas Terbuka.

Conclusions

Based on the results of data analysis and discussion that have been presented in the previous chapter, the authors draw several conclusions according to the formulation of the problem as follows: Based on respondents' responses, it shows that brand awareness at Universitas Terbuka as a whole is classified as good, especially in brand unaware and top of mind. Respondents' responses to brand association at Universitas Terbuka as a whole are classified as good, this is supported by respondents' responses which state that Universitas Terbuka is known as a state campus, which has many students and is spread throughout Indonesia. Respondents' responses to interest in continuing their studies at Universitas Terbuka were high, especially regarding product confidence and recommendations.

Both simultaneously and partially brand awareness and brand association have a significant effect on interest in continuing studies at Universitas Terbuka with a total contribution of 56.6% which is dominated by brand awareness at 29.0% and followed by brand association at 27.6%. In comparison, the remaining 43.4% is the influence or contribution of other variables not examined outside the study. Based on the findings above, the results of this research prove that university brand awareness strongly influences prospective students to decide whether they will study at that university or not. Communicating the brand of a product, including universities, is a serious consideration for university managers.

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