Indonesian Students' Behavior Towards Decision-Making In Choosing Distance Learning (Study on Open and Distance Students)

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Abstract: The university needs to know what factors influence student behavior in determining distance learning. It is very necessary as a way to formulate an optimal marketing strategy. This study aimed to determine the influence of student behavior factors consisting of cultural, social, personal, and psychological factors in determining decisions to take distance learning at the Universitas Terbuka. This study's population was UT students registered in the 2023-1 semester, as many as 439,222 students. From this population, there were 10,119 students as respondents with quota *sampling* techniques from all branch offices throughout Indonesia and abroad. The data analysis technique used is Multiple Linear Analysis with the *Enter* Method and the SPSS 25.0 *for Windows* program. The results showed that the student's behavior strongly influenced their decisions in choosing a distance learning system. The main factors shaping student behavior in determining decisions to study remotely are social factors, such as social status and the role of students in society, as well as the personality factors of the students themselves, such as the personal decisions of students in understanding their needs for distance learning systems that are following the conditions they face. In addition to these two factors, cultural factors of residence and student psychology also shape student behavior in determining decisions to study remotely. By knowing these factors, it is hoped can continue to compete with other universities that also organize distance learning courses so that it is always expected to be the first choice of students to participate in the distance learning system.
Keywords: Consumer Behavior, Purchasing Decisions, Distance Learning, Multiple Linear Analysis

Increasingly fierce competition in getting the number of students each semester causes universities to place orientation on consumers' or students' satisfaction. To achieve these goals, universities must try to produce and deliver what consumers want and understand consumer behavior in their target markets. It is because the survival of a business is highly dependent on consumer behavior (Tjiptono in Jayanti & Purwanti, 2017). By understanding consumer behavior, college management can develop the right strategies and programs to take advantage of existing opportunities. Understanding consumer behavior and the process of getting to know consumers is an important task in attracting consumers' or students' satisfaction. Therefore, universities need

to formulate an optimal marketing strategy in the field of education to win the competition between universities and increase the acceleration of the quality and professionalism of higher education management (Margaretha & Nilo, 2016). One of the things that can be done is to understand the attitudes and factors that are considered by prospective students choosing a college through the concept of *the marketing* mix (Suparto, 2014).

Universitas Terbuka is a university that implements an open and distance learning system. 91.03 percent of the total UT students are working groups. It contrasts with other universities whose students are generally dominated by *fresh graduates.* In addition, independent learning is a characteristic of UT students that differs from other campuses with face-to-face guidance from lecturers. It is important to know why someone chooses a campus that organizes Distance Higher Education compared to a face-to-face campus.

A good university must be able to see what is important to students and provide information about what the campus provides for students. Many factors must be considered before a prospective student chooses one of the universities of interest. The decision-making process begins with setting goals, developing alternatives, to determining the best choice. Some people choose spontaneously without planning because promotions, services, building facilities, and others tempt them. Of course, in determining the choice of college, a rational process is needed because it becomes a long-term plan and is related to large sacrifices, ranging from time, preparation, and funds, to the student's mental attitude (Wiliana, 2018). When viewed from the student's side, several factors motivate students in making their choice to choose a university in general. According to Harahap (2004), the factors influencing student educational decisions are process, cost, socioeconomic background, motivation, facilities, references, location, promotion, reputation, and alums. Knowing these factors will greatly help universities set policies to increase the number of students for the coming year.

Previous research conducted by Lusiati (2010) suggests that if the five factors (*responsiveness, assurance, tangible, empathy, reliability*) *of* service quality are improved, it can influence voting decisions and customer satisfaction, and vice versa. Mahardi Saputro (2017) suggests that the factors that influence students' decisions in choosing a college are family factors, peers, the personality of prospective students, school of origin, campus image, and employment prospects. In line with these two studies, research by Syardiansah (2017) stated that there are dominant factors that strongly influence new students in choosing universities, namely cultural factors due to local content, the influence of the living environment, similarities in terms of culture and environment, and social factors due to the community of friends and schoolmates. Research conducted by Fadli Harahap (2015) related to the factors that influence students' decisions to choose universities shows that all cultural and social variables have no effect as the main factor

in choosing a college, while personal factors such as psychological influences play a role in the college selection process. The effect of the variables studied was 40.4 percent, while the remaining 59.6 percent was influenced by other variables not examined. Rachmawati Koesoemaningsih (2013) proved that cultural, social, personal, and psychological factors simultaneously and significantly influence students' decisions in choosing study programs and colleges. The study also partially explained that cultural, social, personal, and psychological influences significantly affect student decisions.

Based on the description above, this research question is: What factors influence student behavior in determining distance learning? This study aims to determine the effect of cultural, social, personal, and psychological factors on the decision to study remotely. This research is relevant to be implemented because increasing the quantity and quality of students is a classic challenge for every university, especially now that many universities are organizing distance education. What distinguishes this research from previous studies is that it lies in the place, time, and differences in behavioral factors of conventional campus students with distance colleges. Nowadays, the implementation of open and distance education has been in demand by the community. It can be seen from the increasing number of students who register each semester. For this reason, it is necessary to explore the factors that influence student decisions in choosing distance learning at UT.

Consumer behavior is the process a person or organization goes through in finding, buying, using, and disposing of products or services after consumption to meet their needs. Consumer behavior will be shown in several stages, namely the stages before and after purchase. Consumer behavior studies where, under what conditions, and how a person's habits buy products with certain brands. According to Kotler (2012), the main factors influencing consumer behavior are cultural, social, personal, and psychological. Here is the explanation.

1. Cultural factors

   Cultural factors have the broadest and most profound influence on consumer behavior. Marketers must understand the role played by culture, subculture, and social class of buyers.

2. Social factors

   A consumer's behavior is influenced by social factors such as the behavior of the reference group, family, and the role and social status of the consumer.

3. Personal factors

   A buyer's decision is also influenced by personal characteristics, namely business and life cycle stage, occupation, economic conditions, lifestyle, and the buyer's personality.

4. Psychological factors

A person's purchasing choices are also influenced by four main psychological factors, namely motivation, perception, knowledge, and beliefs and attitudes.

Purchasing decisions are one of the activities carried out by everyone at every time and place. This purchasing decision is considered an action consumers take after evaluating all available alternatives so that the desire to buy arises (Armstrong, 2010). According to Sciffman and Kanuk (2008), a purchase decision is selecting two or more choices. Complex decision-making processes often involve multiple decisions because a decision involves two or more choice actions. Decisions always require a choice between several different behaviors. The essence of *consumer decision-making is* an integration process that combines knowledge to evaluate two or more alternative behaviors and choose one of them. The result of this integration process is a choice that is presented cognitively as a behavioral desire.

Furthermore, Kotler and Keller (2012) added that the purchasing decision process consists of a five-stage process that consumers go through: problem recognition, information search, evaluation of alternatives that can solve problems, purchase decisions, and post-purchase behavior. These five stages begin long before the consumer makes the actual purchase and have a long impact after that.

1. Problem introduction

   The buying process with problem recognition or buyer needs a difference between the actual situation and what he wants. These needs can be driven by stimuli from within or outside the buyer.

2. Information search

   Consumers may not actively seek information related to their needs. The extent to which the person seeks information depends on the strength of the need, the amount of information possessed, the ease of obtaining additional information, and the satisfaction obtained from information-seeking activities.

3. Evaluation of alternatives

   The information sought by prospective buyers is used to obtain a clearer picture of the alternatives they face and the attractiveness of each alternative.

4. Purchase decision

   Manufacturers must understand that consumers can handle the information they get by limiting the alternatives that must be selected or evaluated to determine which product to buy.

5. Post-purchase behavior

   If the goods purchased do not provide the expected satisfaction, the buyer will change his attitude towards the brand of goods to a negative attitude and may even reject it from the list

of choices. Conversely, if consumers can get satisfaction from the goods they buy, the desire to buy the brand of goods tends to become stronger.

Consumer behavior needs to be studied because it influences the purchasing decision process. The consumer purchasing decision process is a sequence of events that begins with recognizing needs, searching for information on these needs, evaluating alternatives, making purchasing decisions, and ending with behavior after making a purchase.

Consumer behavior is a picture that can show what consumers want in the short and long term. This condition can also be a strong basis for why consumers decide to make purchases and what factors can encourage and influence consumer decisions in making these purchases. Cravens (in Handayani et al., 2003) stated that it is necessary to understand the desires of consumers in the institution to meet their needs to achieve a high level of satisfaction. It indicates that student satisfaction starts with an understanding of what students want. One of the things that students need is good service, starting from the registration process, lectures, and exams, to when students complete the lecture process. Careful planning, adequate facilities, and supportive Human Resources are needed to support this.

According to Terry (in Priyanto, 2013), good and solid decision facts, data, or information becomes the basis for the right decision. The form of thinking is called decision-making, and the result of an action is called a decision. Decision-making is a fundamental human behavior. A person's decision is based on an awareness of fulfilling needs and desires. Then, if it has been based on wants and needs, the student will look for information about the college he wants. According to research by Saputro (2017), the factor influencing student decision-making in choosing a university is the university's image or study program.

Based on the theoretical basis and the results of previous research, the hypotheses in this study are as follows.

H1   : Student behavior positively and significantly affects student decisions in choosing distance learning.

The proposed research model is shown in Figure 1.

Figure 1. Research Model
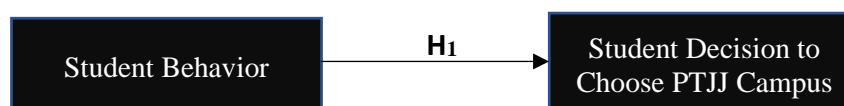
METHODS

This study uses a positivistic paradigm with a quantitative approach designed to answer questions, objectives, and research hypotheses as in the research model. Data analysis was carried out in stages, including validity tests, reliability tests, and analysis with *Partial Least Square (PLS)* to conclude. The research was conducted at universities that organize distance education in Indonesia, with the target respondents being Universitas Terbuka students throughout Indonesia. To achieve the research objectives properly, the *sampling* technique chosen was *simple random sampling*. The population in this study were all new UT students who registered in semester 2023.1, which amounted to 439,222 students. From the student population, the research sample was 2,000 people, with the sampling technique being *quota sampling*, where one unit office had a minimum of 50 students multiplied by 40 branch offices or units. Based on the distribution of *online* questionnaires, 10,119 data were obtained, which were processed to test the hypothesis. The data analysis technique used is Simple Linear Analysis with the *Enter* Method and the SPSS 25.0 *for Windows* program.

To answer the research hypothesis, this study uses variables measured through indicators using a Likert scale. The Likert scale generally uses a value between 1 and 5 to assess strongly disagree, disagree, neutral, agree, and strongly agree. A scale of 1 to 5 gives respondents the right to have an opinion. If the *pre-test* results show a *central tendency,* namely a neutral choice greater than 30 percent, a scaling improvement was carried out, forcing respondents to choose on an even scale. This study analyzes the relationship between two main variables, namely consumer behavior and purchasing decisions. To achieve the research objectives formulated, the variables, dimensions, and indicators used are as in the following figure.

Figure 2. Operationalization and Conceptualization of Consumer Behavior Variables and
Purchasing Decisions
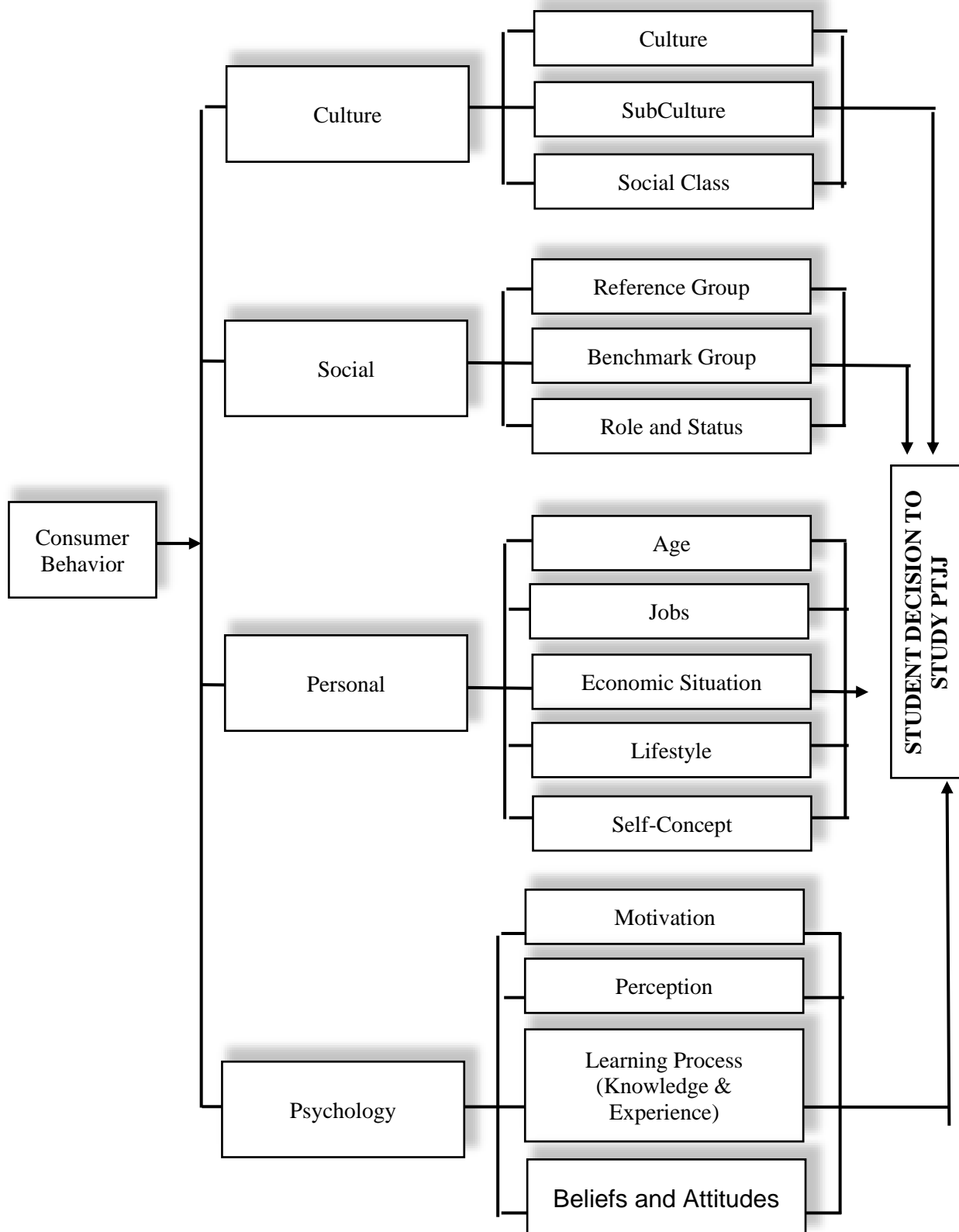
FINDINGS AND DISCUSSION

The study was conducted on 10,119 respondents who were university students by completing questionnaires. Based on gender, 69.19 percent of respondents were female. From the age group, 68.26 percent of respondents were in the age group 17-26 years. 34.40 percent of respondents currently study at the Faculty of Teacher Training and Education (FKIP). Currently, the education program pursued by most respondents is the Bachelor program (S1) which reaches 97.78 percent, with 38.63 percent of respondents still in the first semester. Based on the origin of UT Regional, the majority of respondents are students who come from UT Medan (14.76%), Serang (9.07%), and Bandar Lampung (8.44%). According to current employment, 43.18 percent of respondents were private employees, 27.66 percent were unemployed, 18.26 percent were self-employed, and 10.90 percent were civil servants. Regarding the average monthly income, 91 percent of respondents have an average monthly income of less than Rp5,000,000. The data obtained stated that 79.90 percent of respondents had never studied at another campus, and the rest (20.10%) had studied at another campus but had yet to graduate. In more detail, Table 1 shows the characteristics of UT students who became respondents to this study.

Table 1. Characteristics of UT Students who became Research Respondents

Characteristics	Total	Percentage
Gender:		
Male	3.118	30,81
Female	7.001	69,19
Age Group (years):		
17-26	6.907	68,26
27-42	2.821	27,88
43-58	383	3,78
59-77	6	0,06
> 77 years	2	0,02
Faculty:		
Faculty of Teacher Training and Education / FKIP	3.481	34,40
Faculty of Science and Technology / FST	656	6,48
Faculty of Law, Social and Political Sciences / FHISIP	3.215	31,77
Faculty of Economics and Business / FEB	2.767	27,34
Education program pursued:		
Diploma	165	1,63
Bachelor (S1)	9.894	97,78
Master (S2)	39	0,39
Doctor (S3)	21	0,21
Semester:		
One	3.909	38,63
Two	2.088	20,63
Three	735	7,26
Four	849	8,39
Five	378	3,74
Six	878	8,68
Seven	276	2,73
Eight	601	5,94

> 8 Semester	405	4,00
UT Regional Offices Origin:		
Banda Aceh	153	1,51
Medan	1.494	14,76
Batam	75	0,74
Padang	27	0,27
Pangkal Pinang	268	2,65
Pekanbaru	63	0,62
Jambi	93	0,92
Palembang	461	4,56
Bengkulu	167	1,65
Bandar Lampung	854	8,44
Jakarta	202	2,00
Serang	918	9,07
Bogor	328	3,24
Bandung	501	4,95
Purwokerto	201	1,99
Semarang	445	4,40
Surakarta	52	0,51
Yogyakarta	63	0,62
Pontianak	10	0,10
Palangkaraya	77	0,76
Banjarmasin	369	3,65
Samarinda	571	5,64
Tarakan	485	4,79
Surabaya	60	0,59
Malang	203	2,01
Jember	178	1,76
Denpasar	285	2,82
Mataram	268	2,65
Kupang	61	0,60
Makassar	127	1,26
Majene	114	1,13
Hammer	33	0,33
Kendari	148	1,46
Manado	80	0,79
Gorontalo	76	0,75
Ambon	183	1,81
Ternate	132	1,30
Jayapura	21	0,21
Sorong	126	1,25
Overseas Student Management Center	147	1,45
Work:		
Private Employee	4.369	43,18
Public Servant / ASN	1.103	10,90
Self-employed	1.848	18,26
Not Working	2.799	27,66
Average Income per Month Group:		
< IDR 5,000,000,	9.208	91,00
IDR 5,000,000 - IDR 10,000,000,	745	7,36
> IDR 10,000,000	166	1,64
Previous College Experience:		
Never studied at another campus	8.085	79,90
Have studied at other universities but have not graduated yet	2.034	20,10

Before further analysis, the validity and reliability of the research instrument were tested. The validity test in this study used the Pearson correlation test. Based on the validity test results, 37 indicators used to measure consumer behavior were declared valid. In addition, 12 indicators to measure purchasing decisions were also declared valid. Of the 37 indicators on the consumer behavior variable, all indicators (37 indicators) were declared valid and reliable with a Cronbach's Alpha value of 0.936. Eight of the indicators to measure the purchasing decision variable were declared valid and reliable with a Cronbach's Alpha value of 0.929 of the 12 declared valid. It means that 37 indicators on the consumer behavior variable and eight on the purchasing decision variable in this study show high validity and reliability. The results of the validity and reliability tests can be seen in Tables 2 and 3.

Table 2. The Results of Research Instrument Validity

Variables	Indicators	*Pearson Correlation*	*p-value*	Description
	1	$0,388^{**}$	0,000	Valid
	2	$0,433^{**}$	0,000	Valid
	3	$0,487^{**}$	0,000	Valid
	4	$0,539^{**}$	0,000	Valid
	5	$0,565^{**}$	0,000	Valid
	6	$0,567^{**}$	0,000	Valid
	7	$0,570^{**}$	0,000	Valid
	8	$0,558^{**}$	0,000	Valid
	9	$0,520^{**}$	0,000	Valid
	10	$0,560^{**}$	0,000	Valid
	11	$0,628^{**}$	0,000	Valid
	12	$0,514^{**}$	0,000	Valid
	13	$0,563^{**}$	0,000	Valid
	14	$0,547^{**}$	0,000	Valid
	15	$0,603^{**}$	0,000	Valid
	16	$0,611^{**}$	0,000	Valid
	17	$0,577^{**}$	0,000	Valid
Consumer	18	$0,604^{**}$	0,000	Valid
Behavior	19	$0,635^{**}$	0,000	Valid
	20	$0,638^{**}$	0,000	Valid
	21	$0,616^{**}$	0,000	Valid
	22	$0,476^{**}$	0,000	Valid
	23	$0,546^{**}$	0,000	Valid
	24	$0,611^{**}$	0,000	Valid
	25	0.631^{**}	0,000	Valid
	26	$0,586^{**}$	0,000	Valid
	27	$0,524^{**}$	0,000	Valid
	28	$0,536^{**}$	0,000	Valid
	29	$0,566^{**}$	0,000	Valid
	30	$0,550^{**}$	0,000	Valid
	31	$0,562^{**}$	0,000	Valid
	32	$0,537^{**}$	0,000	Valid
	33	$0,521^{**}$	0,000	Valid
	34	$0,563^{**}$	0,000	Valid
	35	$0,518^{**}$	0,000	Valid
	36	$0,463^{**}$	0,000	Valid

Variables	Indicators	*Pearson Correlation*	*p-value*	Description
	37	0,489**	0,000	Valid
	1	0,761**	0,000	Valid
	2	0,678**	0,000	Valid
	3	0,551**	0,000	Valid
	4	0,631**	0,000	Valid
	5	0,785**	0,000	Valid
Purchase Decision	6	0,600**	0,000	Valid
	7	0,742**	0,000	Valid
	8	0,790**	0,000	Valid
	9	0,801**	0,000	Valid
	10	0,797**	0,000	Valid
	11	0,799**	0,000	Valid
	12	0,722**	0,000	Valid

Table 3. The Results of Research Instruments Reliability.

Variables	Number of Indicators	*Cronbach's Alpha* value based on Standardized Items	Interpretation
Consumer Behavior	37 Indicators	0,936*	37 Valid and reliable indicators
Purchase Decision	8 Indicators	0,929*	8 Indicators are valid and reliable; 4 indicators are valid but not reliable

Notes: *)*Cronbach's Alpha* value based on Standardized Items is declared reliable if it is above 0.700

The next process was to test the influence of the student behavior variable as the independent variable and the student decision variable as the dependent variable to answer research questions and hypotheses. The test was carried out using Multiple Linear Analyses with the *Enter* Method. Tables 4 and 5 show the results of testing the effect of student behavior on student decisions.

Table 4. The influence between Student Behavior on Student Decisions
in the Selection of Distance Learning

Model	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Regression	92.278,673	1	92.278,673	4.856,402	0,000	H_1 Accepted
Residual	192.237,641	10.117	19,001			
Total	284.516,314	10.118				

Table 4 is a table of ANOVA test results to see the influence of student behavior on student decisions in choosing distance learning. Based on this table, it is known that the *p-value* is 0.000. It can be concluded that with a 95 percent confidence level, student behavior affects student decisions in choosing distance learning.

Table 5. The Coefficient of Student Behavior in Influencing Student Decisions
Choosing a Distance Learning Course

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	β		
Constant	17,421	0,246		70,866	0,000
Student Behavior	0,133	0,002	0,570	69,688	0,000

Notes: Dependent Variable is Purchase Decision

Table 5, through the t-test results or *p-value,* shows the coefficient of student behavior variables in influencing student decision variables. Based on Table 5, the t-test result value on student behavior is 69.688 (*p-value* = 0.000). Based on this data, the regression equation model that can be formed is as follows:

$$y = \alpha + \beta x \; or \; y = 17{,}421 + 0{,}133x$$

Figure 2. Regression Equation Model
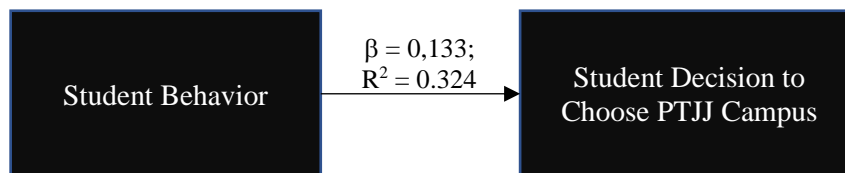
From the model shown in the equation and figure above, the interpretation is that every increase in student behavior by 1 unit will increase student decisions to choose a PTJJ campus by 0.133. The model above also shows the coefficient of determination or *R-Square* of 0.324 ($R^2 = 0.324$). It means that consumer behavior variables affect student decisions in choosing a PTJJ campus by 32.40 percent. On the one hand, the other 67.6 percent is influenced by other variables outside the regression equation. In other words, the other 67.6 percent is influenced by other variables not examined in this study.

Consumer behavior is the process a person or organization goes through in finding, buying, using, and disposing of products or services after consumption to meet their needs. Based on the findings in the study, it appears that consumer or student behavior is one of the factors that influence student decisions in choosing distance learning. This decision is considered an action taken by someone after evaluating the selection of two or more choices so that there is a desire to decide about something (Armstrong, 2010; Sciffman & Kanuk, 2008).

The findings in the study show that the main consumer or student behavior that influences student decisions in choosing distance learning courses comes from social and personal factors. The first is social factors. The social factors found in this study are social status factors and one's role in society. The results showed that social status factors and the role of students in society are part of student behavior that influences decisions in choosing distance learning. It is in line with

previous research, which states that the dominant factor influencing new students in choosing a college is social factors from the neighborhood community of friends and schoolmates (Syardiansyah, 2017). Previous research also explains that, partially, social factors significantly affect student decisions (Koesoemaningsih, 2013).

Second personal factors, in which personal factor is personality. According to the findings in this study, student personality is also part of student behavior that influences their decision to choose distance learning. This finding is in line with the literature, which states that personal or personal factors are one of the factors that influence consumer behavior. The personal is that a person's decision is influenced by personal characteristics such as personality (Kotler, 2012). The results of other studies also reveal that personal factors have a role in selecting universities by prospective students (Harahap, 2015).

In addition to social and personal factors, other factors contribute to influencing students' decisions in choosing distance learning, namely cultural and psychological factors. The study's results revealed that cultural factors such as the culture of residence, religion practiced, ethnicity of residence, and geographical conditions where students live affect students' decisions in choosing distance learning. In line with this research, Kotler (2012) explains that cultural factors have the broadest and deepest influence on consumer behavior. Marketers must understand the role played by culture, subculture, and social class of buyers. When associated with the study results, the university needs to understand the role of culture, such as the culture of residence, religion, ethnicity, and geographical conditions where students live. It needs to be done because these factors influence student behavior, influencing students' decisions in choosing distance learning. The results of the study are also in line with previous research conducted by Syardiansyah in 2017. One of the factors that influence new students in choosing a college is cultural factors. This is due to the existence of local content, the influence of the living environment, and similarities in the culture and environment owned by the new student's (Syardiansyah, 2017). In addition, the results of other studies that align with this study's findings state that cultural factors, both simultaneously and partially, significantly influence students' decisions in choosing study programs and universities (Koesoemaningsih, 2013).

Next is the psychological factor. The findings reveal that in deciding to study remotely, students have the belief that distance learning can contribute to themselves. In addition, students also believe that distance learning has the same quality as face-to-face learning. In addition to beliefs, students' motivation states that the presence of good quality and service from distance learning is also one of the psychological factors influencing students' decisions in choosing distance learning. Students' knowledge of the learning system in distance learning is also a psychological factor that influences students' decisions in choosing distance learning. In line with

the results of this study, Kotler (2012) explains that a person's purchasing choices are influenced by four main psychological factors: motivation, perception, knowledge, and beliefs and attitudes. The presence of beliefs, motivation, and knowledge possessed by students as part of psychological factors also influences students' decision to choose distance learning. Other studies that align with this study's findings also reveal that the influence of one's psychology has a role in selecting universities by prospective students (Harahap, 2015). Psychological factors, both simultaneously and partially, in other studies also significantly influence students' decisions in choosing study programs and universities (Koesoemaningsih, 2013).

In line with student behavior, students' decisions in choosing distance learning are based on personal decisions. Students feel that distance learning can fulfill their needs and meet their expectations. In addition, students also feel satisfied with their decision to choose distance learning. The existence of satisfaction from students when deciding to study with a distance system is positively influenced by personal factors that come from within students as part of student behavior. When linked to the previous literature, the presence of needs and the suitability of students' expectations in deciding to study remotely is part of the problem-recognition process before making a decision. The satisfaction that is fulfilled by students when running distance learning is part of the purchasing decision stage. In the end, students will have a positive attitude when entering the post-purchase behavior stage, and the desire to continue lectures with a distance system strengthens. It is due to the presence of satisfaction from the experience of running distance learning (Kotler, 2012). The results showed that it is important for universities or campuses to organize distance learning courses to study the personal or personal characteristics of students or prospective students in depth. In addition, universities or campuses organizing distance learning also need to pay attention to other factors, such as student social factors, to improve student decisions, which will lead to a new, stronger desire to continue studying with a distance learning system at the next level. The university or campus organizing distance learning also needs to analyze the cultures that develop around the place of residence and the geographical conditions where students live further. Universities or campuses also need to maintain good quality and service to students to maintain student confidence and motivation as a factor shaping student behavior in choosing distance learning.

CONCLUSIONS & ACKNOWLEDGMENTS
CONCLUSIONS

Along with the high demand for distance learning, the university continues to strive to be the *leading sector* in the distance learning system. To achieve this goal, the university must know what factors influence student behavior in determining distance learning. It is very necessary as

a way to formulate an optimal marketing strategy. This study was conducted to determine how cultural, social, personal, and psychological factors influence student decisions in choosing distance learning. The results showed that the student's behavior strongly influences students' decisions in choosing a distance learning system because this behavior is influenced by social factors, namely social status and the role of students in society. In addition, other factors that become why students choose a distance learning system are due to the student's personalities and the student's personal decision to understand their needs for a distance learning system that suits their conditions. By knowing these factors, it is hoped that can develop an optimal marketing strategy to continue to compete in the world of education so that it is hoped that UT will always be the first choice of students' decisions in participating in the distance learning system.

This study has several limitations. First, the factors that form student behavior have yet to be factored through further analysis to ascertain whether these factors form student behavior and significantly influence student behavior. The suggestion for future research is that indicators forming student behavior can be factorized first to see the significance of their influence on students' decisions to choose distance learning. Second, the sample in this study has yet to be proportionally distributed in each branch or campus unit organizing distance learning. Suggestions for future research are that researchers can use several samples that are proportionally distributed in each branch or campus unit that organizes distance learning.

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