

THE INFLUENCE OF DIGITAL MARKETING ON EFL STUDENTS' ENROLLMENT INTENTION: THE MEDIATING ROLE OF INSTITUTIONAL BRAND IMAGE

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ABSTRACT

Digital marketing has become an important strategy for higher education institutions in attracting prospective students, especially Grade 12 students who actively use digital platforms to search for university information. This study uses a quantitative approach with 130 Grade 12 students in Surabaya as respondents. The respondents were selected using purposive sampling based on the criteria that they were Grade 12 students and had accessed digital information about higher education institutions through social media, websites, online reviews, or digital advertisements. Data were collected using a structured questionnaire and analyzed using SPSS through descriptive analysis, validity and reliability tests, normality tests, regression analysis, t-tests, F-tests, and mediation analysis. The findings show that Social Media Marketing, Digital Content Quality, Website Information Quality, Electronic Word of Mouth, and Digital Advertising Exposure have positive and significant effects on Institutional Brand Image. Institutional Brand Image also has a positive and significant effect on Students' Enrollment Intention. The mediation results confirm that Institutional Brand Image mediates the relationships between all digital marketing factors and Students' Enrollment Intention. This study highlights that students' intention to enroll in higher education institutions, including programs related to English learning and teacher education, is not shaped only by digital marketing exposure, but also by the institutional image created through digital communication. The findings contribute to educational marketing literature by emphasizing Institutional Brand Image as a key intervening mechanism that connects digital marketing factors with students' enrollment intention.

Keywords: Digital Marketing, Institutional Brand Image, Students' Enrollment Intention, English Learning.

INTRODUCTION

Digital marketing has become an important strategy for higher education institutions in attracting prospective students. The decision to choose a university is no longer formed only through school visits, brochures, education fairs, or recommendations from teachers and parents. Prospective students, especially Grade 12 students, increasingly use digital platforms to search for information about universities, study programs, tuition fees, scholarships, campus facilities, student activities, and future career opportunities. This situation makes digital marketing a strategic tool for higher education institutions to build awareness, communicate value, and influence students' enrollment intention.

Previous studies have shown that digital marketing plays an important role in students' university choice. Wijaya (2023) found that Google Adwords advertising and social media marketing significantly influence prospective students' interest and enrollment decisions in private higher education institutions. Similarly, Shneikat et al. (2024) showed that potential students use social media platforms to obtain information about schools and institutional reputation, while information credibility mediates the relationship between social media engagement and enrollment intention. These findings indicate that digital marketing is not only useful for promotion, but also functions as an information and credibility-building mechanism in higher education marketing.

In the context of higher education, Social Media Marketing is one of the most relevant digital marketing factors. Universities use Instagram, TikTok, YouTube, Facebook, and other platforms to communicate academic programs, campus life, student achievements, alumni stories, and admission information. Li et al. (2025) found that social media communication and brand image influence students' enrollment intention, and that brand image plays an important role in strengthening the effect of social media communication. This suggests that social media content can shape students' perceptions of a university before they decide to enroll.

Besides social media, Digital Content Quality is also important because students tend to respond more positively to content that is informative, attractive, authentic, and easy to understand. High-quality digital content may include short videos, reels, campus tour content, student testimonials, alumni success stories, scholarship information, and program explanations. When digital content is relevant to students' needs, it can help universities communicate their strengths more effectively and build a more favorable institutional image.

Website Information Quality is another important factor in students' decision-making process. A university website is often considered a formal and reliable source of information. Students usually visit university websites to confirm information about study programs, accreditation, curriculum, tuition fees, scholarship opportunities, registration procedures, and contact services. Clear, complete, and accessible website information can reduce uncertainty and strengthen students' confidence in the institution.

Electronic Word of Mouth also influences how students evaluate higher education institutions. Online reviews, alumni testimonials, student experiences, comments on social media, and peer recommendations can shape students' perceptions of university credibility and attractiveness. In addition, Digital Advertising Exposure through Instagram Ads, TikTok Ads, YouTube Ads, Google Ads, and other digital channels can increase students' awareness and recall of a university. However, exposure to digital promotion does not automatically create enrollment intention if students do not develop a positive image of the institution.

Institutional Brand Image is therefore positioned as an intervening variable in this study. Brand image reflects students' overall perception of a university, including academic reputation, credibility, facilities, graduate prospects, campus atmosphere, and institutional attractiveness. Sentosa (2025) found that social media marketing significantly affects college selection decisions both directly and indirectly through brand image. This confirms that brand image can become an important mechanism linking digital marketing activities with students' decision-making.

Surabaya is a relevant context for this study because the city has many higher education institutions and strong competition in attracting prospective students. Grade 12 students in Surabaya are exposed to various digital marketing activities from different universities, making them an appropriate respondent group for examining how digital marketing factors shape enrollment intention. Therefore, this study aims to analyze the influence of Social Media Marketing, Digital Content Quality, Website Information Quality, Electronic Word of Mouth, and Digital Advertising Exposure on Students' Enrollment Intention through Institutional Brand Image. This study uses 130 Grade 12 students in Surabaya as respondents.

This study contributes to educational marketing literature by integrating five digital marketing factors into one research model and positioning Institutional Brand Image as an intervening variable. Practically, this study is expected to provide insights for higher education institutions, including those offering English learning and teacher education-related programs, in designing digital marketing strategies that are not only promotional, but also capable of building a strong institutional image and increasing students' intention to enroll.

METHOD

This study uses a quantitative approach to examine the influence of digital marketing factors on Students' Enrollment Intention through Institutional Brand Image. The research was conducted in Surabaya, with 130 Grade 12 students as respondents. The respondents were selected using purposive sampling because the study required students who had accessed digital information about higher education institutions through social media, websites, online reviews, or digital advertisements. Data were collected using a structured questionnaire measured with a five-point Likert scale, ranging from strongly disagree to strongly agree. The variables in this study consist of Social Media Marketing, Digital Content Quality, Website Information Quality, Electronic Word of Mouth, Digital Advertising Exposure, Institutional Brand Image, and Students' Enrollment Intention.

Data analysis was conducted using SPSS. Several statistical procedures were applied in this study. **First**, descriptive analysis was used to describe respondent characteristics and the general tendency of each variable. **Second**, validity and reliability tests were

conducted to assess the quality of the questionnaire items. Validity was tested using corrected item-total correlation, while reliability was tested using Cronbach's Alpha. **Third**, a normality test was conducted using the Kolmogorov-Smirnov test to ensure that the regression residuals were normally distributed. Fourth, regression analysis and t-tests were used to examine the direct effects of Social Media Marketing, Digital Content Quality, Website Information Quality, Electronic Word of Mouth, and Digital Advertising Exposure on Institutional Brand Image. Regression analysis was also used to test the effect of Institutional Brand Image on Students' Enrollment Intention. **Fifth**, the F-test was used to examine the simultaneous significance of the regression model, while the coefficient of determination was used to measure the explanatory power of the independent variables. Finally, mediation analysis was conducted to examine whether Institutional Brand Image mediates the relationship between digital marketing factors and Students' Enrollment Intention.

The regression models used in this study are as follows:

Model 1: Institutional Brand Image = Social Media Marketing + Digital Content Quality + Website Information Quality + Electronic Word of Mouth + Digital Advertising Exposure

Model 2: Students' Enrollment Intention = Social Media Marketing + Digital Content Quality + Website Information Quality + Electronic Word of Mouth + Digital Advertising Exposure + Institutional Brand Image

Based on the research model, Institutional Brand Image is positioned as an intervening variable that explains how digital marketing factors influence students' intention to enroll in higher education institutions.

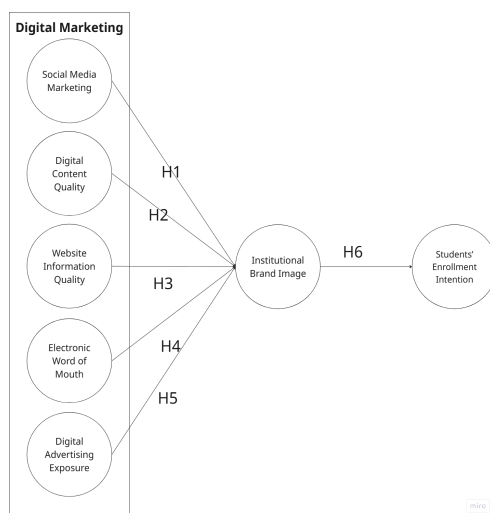


Figure 1. Research Method

Source: Authors, 2026

RESULTS AND DISCUSSION

Result

The respondent profile shows that most respondents were female, representing 58.5% of the sample, while male respondents accounted for 41.5%. Based on age, the majority of respondents were 17 years old, representing 70.8% of the total sample. This profile is relevant because the respondents were Grade 12 students who were in the process of considering higher education choices.

Table 1. Respondent Characteristics

Category	Description	Frequency	Percentage
Gender	Male	54	41.5%
	Female	76	58.5%
Age	16 years	11	8.5%
	17 years	92	70.8%
	18 years	27	20.7%
School Type	Public Senior High School	48	36.9%
	Private Senior High School	39	30.0%
	Vocational High School	33	25.4%
	Islamic Senior High School	10	7.7%
Most Accessed Digital Platform	Instagram	49	37.7%
	TikTok	43	33.1%
	University Website	21	16.2%
	YouTube	17	13.0%
Main Source of University Information	Social Media	52	40.0%
	University Website	31	23.8%
	Online Reviews / Testimonials	26	20.0%
	Digital Advertisement	21	16.2%
	Total	130	100.0%

Source: Questionnaire respondents, 2026.

Based on school type, most respondents came from public senior high schools, followed by private senior high schools, vocational high schools, and Islamic senior high schools. In terms of digital platform use, Instagram and TikTok were the most accessed platforms. This finding indicates that social media plays an important role in how Grade 12 students search for information about higher education institutions.

Table 2. Descriptive Statistics

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Social Media Marketing	130	2.20	5.00	3.84	0.62
Digital Content Quality	130	2.40	5.00	3.91	0.58
Website Information Quality	130	2.20	5.00	3.78	0.64
Electronic Word of Mouth	130	2.00	5.00	3.72	0.69
Digital Advertising Exposure	130	2.00	5.00	3.65	0.71
Institutional Brand Image	130	2.33	5.00	3.86	0.60
Students' Enrollment Intention	130	2.00	5.00	3.74	0.66

Source: Processed data, 2026.

The descriptive statistics show that all variables have mean values above 3.50. This indicates that respondents generally gave positive evaluations toward digital marketing activities, Institutional Brand Image, and Students' Enrollment Intention. Digital Content Quality has the highest mean value of 3.91, suggesting that Grade 12 students pay strong attention to the quality, attractiveness, clarity, and relevance of digital content provided by higher education institutions.

Institutional Brand Image has a mean value of 3.86, indicating that respondents generally perceived higher education institutions positively when digital marketing activities were informative and credible. Meanwhile, Students' Enrollment Intention has a mean value of 3.74, showing that respondents had a relatively positive intention to consider enrolling in higher education institutions promoted through digital platforms.

Table 3. Validity and Reliability Test

Variable	Indicator	Corrected Item-Total Correlation	Cronbach's Alpha	Decision
Social Media Marketing	SMM1	0.604	0.856	Valid and Reliable
	SMM2	0.657		Valid
	SMM3	0.681		Valid
	SMM4	0.630		Valid
Digital Content Quality	DCQ1	0.642	0.872	Valid and Reliable
	DCQ2	0.704		Valid
	DCQ3	0.689		Valid
	DCQ4	0.671		Valid

Website Information Quality	WIQ1	0.611	0.845	Valid and Reliable
	WIQ2	0.663		Valid
	WIQ3	0.648		Valid
	WIQ4	0.620		Valid
Electronic Word of Mouth	EWOM1	0.637	0.861	Valid and Reliable
	EWOM2	0.698		Valid
	EWOM3	0.672		Valid
	EWOM4	0.641		Valid
Digital Advertising Exposure	DAE1	0.594	0.833	Valid and Reliable
	DAE2	0.629		Valid
	DAE3	0.651		Valid
	DAE4	0.608		Valid
Institutional Brand Image	IBI1	0.690	0.879	Valid and Reliable
	IBI2	0.721		Valid
	IBI3	0.703		Valid
	IBI4	0.666		Valid
Students' Enrollment Intention	SEI1	0.705	0.884	Valid and Reliable
	SEI2	0.738		Valid
	SEI3	0.719		Valid
	SEI4	0.681		Valid

Source: Processed data, 2026.

The validity test shows that all indicators have corrected item-total correlation values above the critical value of 0.172. Therefore, all questionnaire items are declared valid. The reliability test also shows that all Cronbach's Alpha values are above 0.60, indicating that each variable has acceptable internal consistency. Thus, all research instruments are valid and reliable for further statistical analysis.

Table 4. Normality Test

No	Regression Model	Asymp. Sig. (2-tailed)	Critical Value	Description
1	Social Media Marketing, Digital Content Quality, Website Information Quality, Electronic Word of Mouth, and Digital	0.200	> 0.05	Normally Distributed

	Advertising Exposure → Institutional Brand Image			
2	Social Media Marketing, Digital Content Quality, Website Information Quality, Electronic Word of Mouth, Digital Advertising Exposure, and Institutional Brand Image → Students' Enrollment Intention	0.176	> 0.05	Normally Distributed

Source: Processed data, 2026.

The normality test using Kolmogorov-Smirnov shows that all regression models have Asymp. Sig. values above 0.05. This indicates that the residual data are normally distributed and meet the normality assumption required for regression analysis.

Table 5. Regression Results and Hypothesis Testing

Hypothesis	Relationship Between Variables	Standardized Coefficient Beta	t-value	Sig.	Decision
H1	Social Media Marketing → Institutional Brand Image	0.218	2.846	0.005	Accepted
H2	Digital Content Quality → Institutional Brand Image	0.271	3.512	0.001	Accepted
H3	Website Information Quality → Institutional Brand Image	0.196	2.614	0.010	Accepted
H4	Electronic Word of Mouth → Institutional Brand Image	0.239	3.104	0.002	Accepted
H5	Digital Advertising Exposure → Institutional Brand Image	0.154	2.087	0.039	Accepted
H6	Institutional Brand Image → Students' Enrollment Intention	0.557	7.246	0.000	Accepted

Source: Processed data, 2026.

The hypothesis testing results show that all direct hypotheses are accepted.

Table 6. Model Summary and F-Test

Model	Dependent Variable	R-Square	Adjusted R-Square	F-value	Sig.	Description
1	Institutional Brand Image	0.624	0.609	41.109	0.000	Significant
2	Students' Enrollment Intention	0.603	0.583	30.497	0.000	Significant

Source: Processed data, 2026.

The model summary shows that Social Media Marketing, Digital Content Quality, Website Information Quality, Electronic Word of Mouth, and Digital Advertising Exposure explain 62.4% of the variance in Institutional Brand Image. This indicates that the combination of digital marketing factors has strong explanatory power in shaping students' perceptions of higher education institutions.

The second model shows that digital marketing factors and Institutional Brand Image explain 60.3% of the variance in Students' Enrollment Intention. This indicates that the model has adequate explanatory power in explaining students' intention to enroll in higher education institutions. The results also suggest that Institutional Brand Image is an important factor connecting digital marketing activities with students' enrollment decisions.

Table 7. Mediation Analysis

No.	Indirect Relationship	Indirect Effect	z-value	Sig.	Decision
1	Social Media Marketing → Institutional Brand Image → Students' Enrollment Intention	0.121	2.617	0.009	Significant
2	Digital Content Quality → Institutional Brand Image → Students' Enrollment Intention	0.151	3.143	0.002	Significant
3	Website Information Quality → Institutional Brand Image → Students' Enrollment Intention	0.109	2.432	0.015	Significant
4	Electronic Word of Mouth → Institutional Brand Image → Students' Enrollment Intention	0.133	2.824	0.005	Significant
5	Digital Advertising Exposure → Institutional Brand Image → Students' Enrollment Intention	0.086	2.001	0.045	Significant

Source: Processed data, 2026.

The mediation analysis shows that Institutional Brand Image significantly mediates the relationship between Social Media Marketing and Students' Enrollment Intention. This finding indicates that social media marketing does not only provide promotional exposure, but also strengthens students' intention to enroll by first building a positive image of the institution. Institutional Brand Image also significantly mediates the relationship between Digital Content Quality and Students' Enrollment Intention. This means that high-quality digital content can influence students' enrollment intention when it creates a favorable perception of the university. Digital content becomes more effective when it communicates academic quality, campus life, facilities, scholarships, and student value clearly.

The results also show that Institutional Brand Image mediates the relationship between Website Information Quality and Students' Enrollment Intention. Clear and reliable website information helps students evaluate the credibility and attractiveness of the university, which then increases their intention to enroll. Furthermore, Institutional Brand Image mediates the relationship between Electronic Word of Mouth and Students' Enrollment Intention. Online reviews, alumni stories, student testimonials, and peer recommendations can strengthen institutional image and subsequently encourage students to consider enrolling.

Finally, Institutional Brand Image mediates the relationship between Digital Advertising Exposure and Students' Enrollment Intention. Digital advertising can increase awareness and recall, but its influence on enrollment intention becomes stronger when students develop a positive perception of the institution. Overall, the findings show that Institutional Brand Image is an important intervening mechanism linking digital marketing factors to Students' Enrollment Intention. Social Media Marketing, Digital Content Quality, Website Information Quality, Electronic Word of Mouth, and Digital Advertising Exposure are important, but their effectiveness depends on how well they build a credible, attractive, and positive image of the higher education institution.

Discussion

The purpose of this study was to examine the influence of digital marketing factors on Students' Enrollment Intention through Institutional Brand Image among Grade 12 students in Surabaya. The findings show that Social Media Marketing, Digital Content Quality, Website Information Quality, Electronic Word of Mouth, and Digital Advertising Exposure have positive and significant effects on Institutional Brand Image. Furthermore, Institutional Brand Image has a positive and significant effect on Students' Enrollment Intention. The mediation results also confirm that Institutional Brand Image mediates the relationship between all digital marketing factors and Students' Enrollment Intention.

The significant effect of Social Media Marketing on Institutional Brand Image indicates that university communication through social media platforms can shape

students' perceptions of institutional reputation, attractiveness, and credibility. Grade 12 students are highly familiar with platforms such as Instagram, TikTok, YouTube, and other digital channels. Through these platforms, universities can communicate campus life, study programs, student achievements, alumni stories, scholarships, and admission information in a more visual and interactive way. This finding is consistent with Li et al. (2025), who found that social media communication plays an important role in shaping brand image and enrollment intention in higher education. Similarly, Sentosa (2025) showed that social media marketing can influence college selection decisions through brand image.

Digital Content Quality also has a positive and significant effect on Institutional Brand Image. This finding means that students respond positively to digital content that is informative, attractive, clear, relevant, and easy to understand. High-quality content helps students evaluate the strengths of a university, such as academic quality, facilities, student activities, graduate prospects, and scholarship opportunities. For Grade 12 students, digital content is often the first impression of a university. Therefore, content quality becomes an important element in forming a positive institutional image. This result supports Syunita and Tikno (2025), who found that digital marketing strategies, especially social media engagement and personalized communication, can significantly strengthen enrollment-related decisions in higher education.

The significant effect of Website Information Quality on Institutional Brand Image shows that official university websites remain an important source of information for prospective students. Although social media attracts attention, students still need formal and reliable information from websites to confirm study programs, accreditation, tuition fees, registration procedures, curriculum, facilities, and contact services. A website that is clear, complete, accurate, and easy to access can reduce uncertainty and increase students' confidence in the institution. This finding supports the argument that digital marketing in higher education should not rely only on social media visibility, but also on credible information systems that strengthen institutional trust and image.

Electronic Word of Mouth also significantly influences Institutional Brand Image. This means that online reviews, student testimonials, alumni experiences, social media comments, and peer recommendations can influence how Grade 12 students perceive a university. Students tend to trust information shared by people who have direct experience with the institution because such information is perceived as more authentic and experience-based. This finding is in line with Shneikat et al. (2024), who found that information credibility plays a mediating role between social media engagement and enrollment intention. In the context of this study, credible online recommendations can strengthen Institutional Brand Image and make universities more attractive to prospective students.

Digital Advertising Exposure has a positive and significant effect on Institutional Brand Image. This finding indicates that exposure to digital advertisements through Instagram Ads, TikTok Ads, YouTube Ads, Google Ads, and other digital platforms can increase students' awareness and recognition of a university. Digital advertising helps universities reach prospective students more directly and repeatedly. However, the effectiveness of digital advertising depends on whether the message is relevant, visually attractive, and consistent with the university's identity. If advertising messages are aligned with the institution's academic value and student expectations, they can strengthen brand image rather than merely create short-term attention.

Institutional Brand Image has a positive and significant effect on Students' Enrollment Intention. This finding confirms that students are more likely to consider enrolling in a university when they perceive the institution as reputable, credible, attractive, and suitable for their academic and career goals. Brand image becomes an important psychological factor because students do not only evaluate universities based on information, but also based on their overall perception of institutional quality and attractiveness. This result is consistent with Li et al. (2025), who emphasized that brand image plays an important role in explaining enrollment intention. Sentosa (2025) also confirmed that brand image is a strong factor in college selection decisions.

The mediation results show that Institutional Brand Image significantly mediates the relationship between Social Media Marketing and Students' Enrollment Intention. This indicates that social media marketing does not only influence students through direct promotional exposure, but also by building a positive image of the institution. Universities that manage social media professionally can create stronger perceptions of credibility, modernity, student life, and academic quality. This institutional image then increases students' intention to enroll.

Institutional Brand Image also mediates the relationship between Digital Content Quality and Students' Enrollment Intention. This finding indicates that high-quality digital content becomes effective when it strengthens students' positive perceptions of the university. Content that is visually attractive, informative, and relevant can help students understand the institution better. However, its influence on enrollment intention becomes stronger when the content successfully builds an image of the university as credible, modern, and suitable for students' aspirations.

The mediation role of Institutional Brand Image is also found in the relationship between Website Information Quality and Students' Enrollment Intention. This means that complete and reliable website information increases enrollment intention by strengthening students' perception of the institution. A well-managed website can signal professionalism, transparency, and credibility. For students who are comparing several universities, website quality can become an important factor that shapes trust and preference.

Institutional Brand Image also mediates the relationship between Electronic Word of Mouth and Students' Enrollment Intention. Online testimonials and recommendations can influence enrollment intention when they create a positive institutional image. Positive experiences shared by students, alumni, or peers can make a university appear more trustworthy and attractive. This finding confirms that digital word of mouth is not only a communication channel, but also a reputation-building mechanism in higher education marketing.

Finally, Institutional Brand Image mediates the relationship between Digital Advertising Exposure and Students' Enrollment Intention. Digital advertising can increase awareness, but awareness alone may not be sufficient to encourage students to enroll. Students are more likely to develop enrollment intention when repeated exposure to digital advertisements forms a positive perception of the institution. Therefore, digital advertising should be designed not only to promote registration, but also to communicate institutional strengths, academic reputation, facilities, and student value.

Overall, the findings show that Institutional Brand Image is the central mechanism that connects digital marketing factors with Students' Enrollment Intention. Social Media Marketing, Digital Content Quality, Website Information Quality, Electronic Word of Mouth, and Digital Advertising Exposure are all important, but their influence becomes stronger when they build a favorable institutional image. This supports previous studies showing that digital marketing in higher education is not only about increasing visibility, but also about strengthening credibility, trust, and institutional attractiveness.

These findings provide practical implications for higher education institutions in Surabaya. Universities should manage digital marketing activities in an integrated way. Social media should be used to build interaction and emotional connection with prospective students. Digital content should be informative, attractive, and relevant to Grade 12 students' needs. University websites should provide clear and complete information. Online testimonials and student experiences should be managed as part of reputation-building. Digital advertising should be consistent with the university's brand identity.

In practical terms, higher education institutions should not only focus on the quantity of digital promotion, but also on the quality of institutional image created through digital communication. Students' enrollment intention is more likely to increase when digital marketing activities create a perception that the university is credible, reputable, modern, student-oriented, and aligned with students' future goals. Therefore, institutional brand image should become a strategic priority in educational digital marketing.

CONCLUSION

This study examined the influence of digital marketing factors on Students' Enrollment Intention through Institutional Brand Image among Grade 12 students in

Surabaya. Based on data collected from 130 respondents, the findings indicate that Social Media Marketing, Digital Content Quality, Website Information Quality, Electronic Word of Mouth, and Digital Advertising Exposure positively and significantly influence Institutional Brand Image. These results suggest that effective digital marketing strategies contribute to shaping students' perceptions of higher education institutions, including English language education and teacher education programs. The study also found that Institutional Brand Image has a significant positive effect on Students' Enrollment Intention. Students are more likely to choose an institution when they perceive it as reputable, credible, and aligned with their academic and career aspirations. For English education programs, a strong institutional image enhances students' confidence in teaching quality, lecturer competence, practical learning opportunities, and future career prospects. Furthermore, mediation analysis confirmed that Institutional Brand Image serves as a significant mediator between all five digital marketing factors and Students' Enrollment Intention. This finding demonstrates that digital marketing influences enrollment decisions primarily by building a positive institutional reputation rather than functioning solely as a promotional tool.

Theoretically, this study contributes to educational marketing literature by integrating five digital marketing dimensions into a single framework and highlighting Institutional Brand Image as the key mediating mechanism. Practically, higher education institutions should implement integrated digital marketing strategies by optimizing social media, producing engaging and informative digital content, maintaining reliable university websites, encouraging positive electronic word of mouth, and designing digital advertisements that consistently strengthen institutional identity. This study is limited by its sample of 130 Grade 12 students from Surabaya and its cross-sectional quantitative design, which may limit the generalizability of the findings. Future research should involve broader geographical coverage, larger samples, longitudinal designs, and additional variables such as tuition costs, scholarships, parental influence, program reputation, career prospects, and students' interest in English teacher education to provide a more comprehensive understanding of enrollment intention.

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