THE INFLUENCE OF PERCEIVED TRAINING VALUE AND INSTITUTIONAL REPUTATION ON ENROLLMENT DECISION AT LPK TSUNAGU JAPAN INDONESIA

PENGARUH PERSEPSI NILAI PELATIHAN DAN REPUTASI LEMBAGA TERHADAP KEPUTUSAN PENDAFTARAN DI LPK TSUNAGU JAPAN INDONESIA

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Abstract: Perceived training value refers to how individuals believe training will improve their job prospects, skills, and future financial security. Institutional reputation relates to how the training center is perceived in terms of credibility, the success of alumni, and employer recognition. This research investigates the influence of perceived training value and institutional reputation on enrollment decisions at LPK Tsunagu Japan Indonesia, a vocational training institution preparing Indonesian migrant workers for employment in Japan. The study highlights how prospective trainees evaluate training programs' benefits and credibility before enrolling. This study applies quantitative research methods with data collected from current students through a structured questionnaire. The findings aim to provide insights that help vocational institutions align their training offerings with labor market demands, improve marketing strategies, and enhance enrollment rates by strengthening value propositions and institutional image.

Keywords: Perceived Training Value, Institutional Reputation, Enrollment Decision

Abstrak: *Persepsi nilai pelatihan merujuk pada sejauh mana individu meyakini bahwa pelatihan akan meningkatkan prospek kerja, keterampilan, dan keamanan finansial mereka di masa depan. Reputasi institusi berkaitan dengan bagaimana lembaga pelatihan dipersepsikan dalam hal kredibilitas, keberhasilan alumni, dan pengakuan dari pihak pemberi kerja. Penelitian ini menyelidiki pengaruh nilai pelatihan yang dipersepsikan dan reputasi institusi terhadap keputusan pendaftaran di LPK Tsunagu Japan Indonesia, sebuah lembaga pelatihan vokasi yang mempersiapkan pekerja migran Indonesia untuk bekerja di Jepang. Studi ini menyoroti bagaimana calon peserta pelatihan mengevaluasi manfaat dan kredibilitas program pelatihan sebelum memutuskan untuk mendaftar. Penelitian ini menggunakan metode kuantitatif dengan data yang dikumpulkan dari siswa aktif melalui kuesioner terstruktur. Temuan dari penelitian ini bertujuan untuk memberikan wawasan yang dapat membantu lembaga pelatihan vokasi dalam menyelaraskan program pelatihannya dengan kebutuhan pasar tenaga kerja, meningkatkan strategi pemasaran, dan mendorong peningkatan jumlah pendaftar melalui penguatan nilai yang ditawarkan dan citra institusi.*

Kata Kunci: *Persepsi Nilai Pelatihan, Reputasi Institusi, Keputusan Untuk Mendaftar*

INTRODUCTION

Research Background

The global demand for migrant workers continues to rise, driven by labor shortages across various economic sectors in developed and developing countries. Several key factors contribute to this increasing demand, including demographic shifts, declining birth rates in developed nations, and the rapid expansion of industries that require a large workforce. The demand for migrant workers presents a significant opportunity in Indonesia, particularly in regions such as North Sulawesi. Many migrant workers from the region find opportunities to work in countries with Government-to-Government (G2G) agreements, including Japan, Singapore, Malaysia, Hong Kong, Taiwan, South Korea, etc.

In terms of the labor market, Japan offers significant opportunities, particularly in industries facing labor shortages, such as healthcare, manufacturing, wholesale and retail, and services. To address these shortages, Japan has introduced immigration policies and structured vocational training programs to attract skilled workers. As a result, many job seekers view Japan as a destination offering better financial stability and career growth, making vocational training essential for meeting employer requirements (OECD, 2021). A well-established vocational training will lead to potential enrolees that the institution provides quality and a clear pathway to the future. When it comes to vocational training, many factors can have an impact. However, two aspects stand out as the most influential parts: perceived training value and institutional reputation.

Perceived training value refers to an individual's belief in the benefits of participating in a vocational training program, including career advancement, employment opportunities, and financial stability (Kirkpatrick and Kirkpatrick, 2016). Research suggests that individuals are more likely to enrol in training programs when they perceive that completing the course will lead to tangible employment benefits (Ford et al., 2018). Programs with high employment placement rates reinforce this perception and attract more participants. Another critical factor is institutional reputation. Institutional reputation plays a crucial role in influencing enrollment decisions. It refers to how an educational institution is perceived in terms of its credibility, effectiveness, and trustworthiness in the job market. The enrollment decision process involves a combination of rational and emotional considerations. People evaluate multiple factors before choosing a training institution. The decision to enrol is influenced by an assessment of how much the training will improve job prospects compared to the financial and time investment required (Blume et al., 2010).

There are approximately twenty labor recruitment agencies in North Sulawesi that play a crucial role in facilitating migrant worker departures. These agencies not only provide vocational training but also offer the necessary information to help prospective migrant workers meet the requirements for overseas employment. In North Sulawesi, there are eight vocational training institutions known as Lembaga Pelatihan Kerja (LPK) that specialize in preparing workers for employment abroad, particularly in Japan. The institutions below provide language training and skill development programs tailored to market demand. Each of these institutions above offers specialized training programs to develop both language proficiency and job-related skills required in specific fields. All LPKs collaborate with destination countries, particularly Japan, ensuring that migrant workers acquire skills aligned with industry needs.

Among the listed vocational training institutions, LPK Tsunagu Japan Indonesia has received the highest rating, with a five-star rating and 137 reviews, all containing positive feedback. LPK Tsunagu Japan Indonesia was chosen as the primary focus of this research due to its strong reputation in preparing migrant workers for employment in Japan. The institution provides Japanese language education and skill acquisition support to develop highly competent human resources. All students are also trained to communicate in Japanese through self-introductions, role-playing exercises, and other practical language activities, focusing on listening and speaking proficiency. The institution offers comprehensive training programs, including Japanese language courses and job-related skills training, which are essential for prospective migrant workers.

Research Objectives
1. To analyze the influence of perceived training value and institutional reputation simultaneously on enrollment decisions at LPK Tsunagu Japan Indonesia
2. To analyze the influence of perceived training value on enrollment decision at LPK Tsunagu Japan Indonesia
3. To analyze the influence of institutional reputation on enrollment decision at LPK Tsunagu Japan Indonesia

LITERATURE REVIEW

Marketing
Marketing is all about understanding what people need, want, and expect and then creating meaningful connections between institutions and potential participants. Marketing should be seen as a strategic tool that helps organizations anticipate and meet the needs of their audience. It is not just about promoting services; effective marketing delivers value in a way that builds trust and long-term relationships (Kotler, 2015).

Enrollment Decision
Consumer choices are shaped by a set of consistent psychological traits known as consumer decision-making styles. These styles represent consistent patterns in how individuals approach choices and purchases. Enrollment

decisions in vocational training programs, especially those preparing individuals for overseas employment, can be viewed through the lens of purchase decision behaviour, where prospective students act as consumers evaluating the value of educational services.

Perceived Training Value

Perceived training value is how individuals weigh the benefits of a training program against the time, effort, and money they need to invest. It plays a major role in their decision to enroll, as they carefully consider whether the expected benefits, such as learning new skills, better career opportunities, and higher earnings, are worth the commitment. Vroom's expectancy theory (2022) suggests that people are more likely to invest in training if they believe their efforts will lead to valuable outcomes. If a program is seen as a clear path to career growth, financial security, or improved job prospects, its perceived value increases, making it more appealing to potential students.

Institutional Reputation

A strong reputation does not develop overnight; it is built through consistent performance excellence, hands-on training, and strong employer partnerships. Institutions known for high job placement rates, recognized certifications, and collaboration with reputable companies naturally become more attractive to potential students. The role of institutional reputation in decision-making can be explained through the signalling theory (Conelly et al., 2011), which suggests that a well-known institution serves as a quality signal to both students and employers. When an institution has a strong reputation, it indicates that it has the competencies needed for the job market, making it a preferred choice for those who want better career prospects.

Empirical Studies

Chhor et al. (2024) examined the factors influencing students' enrollment decisions at the National University of Battambang (NUBB), Cambodia. Specifically, it aims to (1) identify the key factors shaping students' enrollment decisions, (2) analyze students' perceptions of these factors, and (3) explore gender-based differences in enrollment decisions. A quantitative research approach was adopted, surveying 350 first-year students using a structured questionnaire comprising 33 items across seven categories. The analysis highlights four significant factors influencing enrollment decisions: parental influence, prospective career opportunities, family support, and personal characteristics. Conversely, the university's reputation and multidisciplinary aspects did not show statistically significant effects. Gender analysis revealed a significant difference in family influence, with females reporting more potent effects than males. These findings underscore the need for higher education institutions to prioritize personalized support systems, career development initiatives, and strategies to address gender-specific needs to enhance student enrollment.

Erazo-Ordoñez, García-Salirrosas, and Macha-Huamán (2024) evaluated the influence of brand image and reputation on the purchase intention. This study has a quantitative approach, a non-experimental cross-sectional design, and an explanatory level through a structural equation model. The study sample is made up of 381 students from 3 private universities in the capital of Peru. The results of the theoretical model were accepted because the RMSEA and SRMR values are very close to zero, the CFI =1, Chi-square (X^2)= 0.000116, and the (df)=1. Also, a high correlation was found between reputation and brand image (β=0.793). It is concluded that a strong brand image together with a favorable reputation contribute considerably to explain the variability in the purchase intention and the successful performance of Peruvian private universities.

Amando, Guzman, and Juarez (2023) aimed to relate the three constructs in higher education institutions and compare their behavior both in high-quality accredited universities and in non-accredited ones in order to identify the incidence of accreditation. The research used an analysis of the data by structural equations model and the results showed that both the student's experience and the perceived value influence reputation. Meantime, the student's experience influences the perceived value and no differences are evident in the model because of the accreditation in high quality.

Research Hypothesis

H_1: Perceived training value and institutional reputation have a significant influence on enrollment decision
H_2: Perceived training value has a significant influence on enrollment decision
H_3: Institutional reputation has a significant influence on enrollment decision
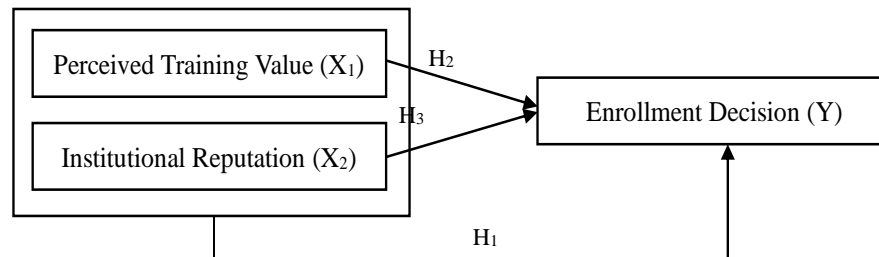
Research Model

Figure 2. Research Model
Source: Literature Review

RESEARCH METHOD

Research Approach

This research uses a quantitative approach to see how perceived training value and institutional reputation influence enrollment decisions at LPK Tsunagu Japan Indonesia. The quantitative method is chosen because it allows for the testing of hypotheses using numerical data analyzed through statistical techniques. This approach provides objective insights by measuring variables and examining relationships between them (Creswell, 2018). This approach is ideal for capturing the dynamics between perceived training value, institutional reputation, and enrollment decisions clearly and measurably.

Population, Sample Size, and Sampling Techniques

The population for this research includes individuals who have already enrolled in training programs at LPK Tsunagu Japan Indonesia. Their direct involvement in these programs makes them ideal for providing insights into how perceived training value and institutional reputation influence decisions to enroll. The population is all participants of LPK Tsunagu Japan Indonesia. The number of samples was determined as 100 respondents. The sampling method used was simple random sampling, which is ideal for selecting participants who have relevant experience and knowledge related to the study focus.

Data Type and Data Sources

The focus of this study was to measure the influence of key factors on enrollment decisions. Primary data collected directly from individuals participating in LPK Tsunagu Japan Indonesia's training programs. Primary data collection ensures that the insights gathered are highly relevant to real-world experiences related to training and certification processes. This ensures that the data accurately reflects the perceptions of those engaged in the training process, providing meaningful insights into what drives enrollment decisions.

Method of Collecting Data

Data for this study were gathered through structured surveys distributed. The surveys feature a structured questionnaire designed to collect quantitative data, ensuring consistency and comparability across all responses. Respondents were asked to rate each question according to a seven-point Likert scale, ranging from 1 = strongly disagree, 2 = disagree, 3 = slightly disagree, 4 = neutral, 5 = slightly agree, 6 = agree, 7 = strongly agree. Bryman (2016) notes that the Likert scale effectively measures the intensity of opinions and perceptions.

Operational Definition and Indicators of Research Variable
Table 1. Operational Definition and Indicators of Research Variable

Variable	Definition	Indicators
Perceived Training Value (X_1)	How trainees at LPK Tsunagu Japan Indonesia perceive the benefits of the training program in improving their Japanese language skills, cultural understanding, and job prospects in Japan	1. Perceived usefulness of training 2. Improvement in skills and knowledge 3. Relevance of training to job opportunities 4. Overall satisfaction with training quality

Institutional Reputation (X_2)	The perception of LPK Tsunagu Japan Indonesia's credibility, trustworthiness, and overall image as a high-quality training institution is based on public recognition, affiliations, and past performance	1. Awards and recognitions received 2. Media exposure and brand awareness 3. Word-of-mouth recommendations 4. Consistency in delivering high-quality training over time
Enrollment Decision *(Y)*	The factors that influence an individual's decision to enroll in the training program at LPK Tsunagu Japan Indonesia. This includes motivations related to the institution's reputation, certification value, and job opportunities	1. Influence of training reputation on enrollment 2. Influence of certification on enrollment 3. Influence of job opportunities on enrollment 4. Recommendations from others

Research Instrument Testing
Validity and Reliability Tests

Validity test ensures that the survey questions effectively capture the core constructs. Validity is critical because it guarantees that the data collected accurately reflects the intended concepts, thereby supporting the credibility of the research findings. The validity test will evaluate the ability of the survey items to distinguish between different respondent groups based on their perceptions. If the r-count value is greater than the r-table, then the item is valid.

Reliability refers to the consistency of the survey instrument in delivering stable results across different conditions. A reliable instrument ensures that the same responses would be obtained if the survey were repeated under similar circumstances, which is essential for drawing trustworthy conclusions. To assess reliability, this study will use Cronbach's Alpha, a statistical measure widely recognized for evaluating internal consistency. A Cronbach's Alpha value greater than 0.6 generally indicates that the survey items are reliable and consistently measure the same underlying construct.

Data Analysis Methods
Classical Assumption Tests
Normality Test

The normality test determines whether the data for both independent and dependent variables in the regression model follows a normal distribution. Ensuring normality is essential because any deviation can affect the accuracy and validity of statistical analyses. For this research, the normality test will be conducted using SPSS software, applying the Kolmogorov-Smirnov (K-S) test.

Multicollinearity Test

The multicollinearity test evaluates whether there is an excessive correlation among independent variables in the regression model. High multicollinearity can inflate standard errors, making it difficult to assess the individual impact of each variable accurately. This research will detect multicollinearity using the tolerance value, which indicates the proportion of a variable's variance that is not explained by other independent variables, if tolerance value less than 0.10 suggests potential multicollinearity issues, and the variance inflation factor (VIF), which measures how much the variance of a regression coefficient increases due to multicollinearity. If VIP < 10, then there is no multicollinearity (Ghozali, 2018).

Heteroscedasticity Test

The heteroscedasticity test checks whether the variance of residuals (errors) in the regression model remains constant across all levels of the independent variables. To detect heteroscedasticity, this study uses the Glejser test using SPSS software. The Glejser test examines the absolute values of the residuals against the independent variables. If the significance value (p-value) > 0.05, it indicates that the model is free from heteroscedasticity, meaning the variance is consistent and the regression estimates are reliable.

Multiple Linear Regression Analysis

Multiple linear regression analysis is a statistical technique to explore the relationship between one dependent variable and two or more independent variables. The dependent variable in this context is continuous,

while the independent variables can be either continuous or categorical. Hair et al. (2019) stated that multiple regression is crucial in social science research for understanding complex relationships and testing theoretical models. The multiple regression equation is as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$$

Y   = Enrollment Decision
α   = Constant
X_1 = Perceived Training Value
X_2 = Institutional Reputation
β_1 = Regression Coefficient of Perceived Training Value
β_2 = Regression Coefficient of Institutional Reputation
e = Error

Coefficient Correlation Test (R) and Coefficient Determination Test (R^2)

The correlation coefficient (R) is a statistical measure used to assess the strength and direction of the relationship between independent variables and a dependent variable (Field, 2018). It quantifies the degree to which changes in the independent variables (X_1 and X_2) are associated with variations in the dependent variable (Y). A higher correlation coefficient, closer to 1.0 or 100%, indicates a stronger relationship, while a coefficient approaching 0 suggests a weaker relationship.

The coefficient of determination (R^2) is a statistical measure that quantifies the proportion of variation in the dependent variable that can be explained by the independent variables (Hair et al., 2021). According to Sugiyono (2019), the purpose of determining the multiple coefficient test (R^2) is to measure the contribution of independent variables in explaining dependent variables. The magnitude of the determination coefficient is 0 to 1.

Hypothesis Testing
T-Test and F-Test

The T-test was employed to examine the research hypothesis by assessing the partial influence of each independent variable on the dependent variable. The hypothesis testing was conducted using a 95% confidence level, or a significance threshold of 5% (α = 0.05). If the significance value < 0.05 or the t-count > t-table value, then the hypothesis is accepted.

The F-test is used to determine whether all the independent variables, when considered together, have a significant influence on the dependent variable. In other words, it assesses the combined influence of the independent variables on the outcome of the study. The test is carried out using a 5% significance level (α = 0.05). If the significance value < 0.05 or f-count > f-table, then the hypothesis is accepted.

RESULTS AND DISCUSSION

Research Result
Validity Test
Table 2. Validity Result

Variable	Indicator	Validity			Results
		r-count	r-table	Sig.	
	X1.1	0.587	0.1966	0.000	Valid
	X1.2	0.753	0.1966	0.000	Valid
	X1.3	0.500	0.1966	0.000	Valid
Perceived Training	X1.4	0.747	0.1966	0.000	Valid
Value (X_1)	X1.5	0.747	0.1966	0.000	Valid
	X1.6	0.821	0.1966	0.000	Valid
	X1.7	0.684	0.1966	0.000	Valid
	X1.8	0.656	0.1966	0.000	Valid
	X2.1	0.511	0.1966	0.000	Valid
Institutional Reputation	X2.2	0.658	0.1966	0.000	Valid
(X_2)	X2.3	0.741	0.1966	0.000	Valid
	X2.4	0.795	0.1966	0.000	Valid
	X2.5	0.738	0.1966	0.000	Valid

	X2.6	0.772	0.1966	0.000	Valid
	X2.7	0.490	0.1966	0.000	Valid
	X2.8	0.660	0.1966	0.000	Valid
	Y.1	0.767	0.1966	0.000	Valid
	Y.2	0.641	0.1966	0.000	Valid
	Y.3	0.801	0.1966	0.000	Valid
Enrollment Decision (Y)	Y.4	0.767	0.1966	0.000	Valid
	Y.5	0.632	0.1966	0.000	Valid
	Y.6	0.681	0.1966	0.000	Valid
	Y.7	0.695	0.1966	0.000	Valid
	Y.8	0.766	0.1966	0.000	Valid

Source: Data Processed

Table 2 indicates that all indicators under variables Perceived Training Value (X_1), Institutional Reputation (X_2), and Enrollment Decision (Y) have Pearson correlation values (r-count) exceeding the r-table value of 0.1966. Additionally, their significance (Sig.) values are below 0.05. These results confirm that all the statements used in this study are valid.

Reliability Test
Table 3. Reliability Result

Variable	Cronbach's Alpha	Results
Perceived Training Value (X_1)	0.841	Reliable
Institutional Reputation (X_2)	0.824	Reliable
Enrollment Decision (Y)	0.850	Reliable

Source: Data Processed

Table 3 demonstrates that all variables have Cronbach's Alpha values exceeding 0.6. These results indicate that the independent variables in this study are reliable.

Classical Assumption Tests
Normality Test
Table 4. Normality Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		100
Normal Parameters[a,b]	Mean	0E-7
	Std. Deviation	3.16502485
	Absolute	.132
Most Extreme Differences	Positive	.089
	Negative	-.132
Kolmogorov-Smirnov Z		1.317
Asymp. Sig. (2-tailed)		.062

Source: Data Processed

Table 4 shows the SPSS output table and the result of Asymp. Sig. (2-tailed) of 0.062, which is greater than the significance value of 0.05 (5%). The result explains that the data is considered normally distributed.

Multicollinearity Test
Table 5. Multicollinearity Result

Model	Collinearity Statistics		Status
	Tolerance	VIF	
Perceived Training Value (X_1)	0.529	1.891	No Multicollinearity
Institutional Reputation (X_2)	0.529	1.891	No Multicollinearity

Source: Data Processed

Based on Table 5, the results show that the tolerance values for all independent variables are above 0.10, and the Variance Inflation Factor (VIF) values are below 10. This indicates that there is no multicollinearity among the independent variables.
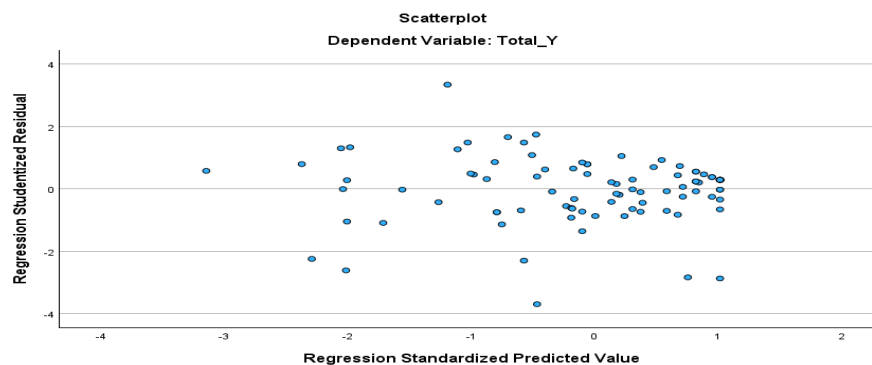
Heteroscedasticity Test

Figure 2. Scatterplot
Source: Data Processed

The scatterplot graph in Figure 2 shows that the data points are randomly distributed and evenly spread above and below the zero line on the Y-axis. This indicates the absence of heteroscedasticity in the regression model, suggesting that the model is appropriate for predicting the dependent variable Y based on the independent variables X_1 and X_2.

Multiple Linear Regression Analysis
Table 6. Multiple Linear Regression Analysis Result

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	-1.481	3.936		.376	.708
Perceived Training Value (X_1)	.278	.089	.261	3.146	.002
Institutional Reputation (X_2)	.732	.101	.602	7.245	.000

Source: Data Processed

Based on the regression analysis result in Table 8, it can be concluded that the multiple linear regression model equation in this study is as follows:

$$Y = -1.481 + 0.278X_1 + 0.732X_2 + e$$

1. The constant value (-1.481) indicates that if both Perceived Training Value and Institutional Reputation are zero (the respondents perceive no training value and are not influenced by the institution's reputation), the predicted Enrollment Decision would be -1.481. While this situation may not be realistic, it provides a mathematical baseline for the regression model.
2. The coefficient of Perceived Training Value (0.278) means that for every one-unit increase in Perceived Training Value, assuming Institutional Reputation remains constant, the Enrollment Decision is expected to increase by 0.278 units. This implies that the higher the perceived value of the training, the more likely individuals are to enroll.
3. The coefficient of Institutional Reputation (0.732) indicates that for every one-unit increase in Institutional Reputation while holding Perceived Training Value constant, the Enrollment Decision increases by 0.732 units. This shows that institutional reputation has a stronger positive influence on enrollment decisions than perceived training value, as evidenced by its higher coefficient and standardized beta.

Correlation Coefficient (R) and Determination Coefficient (R^2)

       Based on Table 7, the correlation coefficient (R) is 0.804, indicating a strong positive relationship between Perceived Training Value (X_1) and Institutional Reputation (X_2) with the Enrollment Decision (Y). Since the R value is close to +1, this suggests a high degree of correlation. Additionally, the coefficient of determination (R^2) is 0.646,

which means that 64.6% of the variation in Enrollment Decision (Y) can be explained by the two independent variables, Perceived Training Value and Institutional Reputation. The remaining 35.4% is influenced by other factors not included in the model.

Table 7. Correlation Coefficient (R) and Determination Coefficient (R^2) Result

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.804[a]	.646	.639	3.197

a. Predictors: (Constant), Institutional Reputation, Perceived Training Value

Source: Data Processed

Hypothesis Tests

        Based on Table 6, the results obtained are:

1. The table shows that the relationship between Perceived Training Value and Enrollment Decision is significant, with a t-count of 3.146 > t-table 1.984, and a Sig. value of 0.002 < 0.05 (α = 5%). Thus, the hypothesis (H$_2$) in this study is accepted.
2. The table shows a significant relationship between Institutional Reputation and Enrollment Decision, with a t-count of 7.245 > t-table 1.984, and a Sig. value of < 0.001 < 0.05 (α = 5%). Therefore, the second hypothesis (H$_3$) in this study is accepted.

F-Test

Table 8. F-Test Result

ANOVA [a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1811.519	2	905.760	88.592	000[b]
	Residual	991.721	97	10.224		
	Total	2803.240	99			

a. Dependent Variable: Enrollment Decision

b. Predictors: (Constant), Institutional Reputation, Perceived Training Value

Source: Data Processed

Based on Table 8, the F-count value is 88.529, greater than the F-table value of 3.09. Additionally, the significance value is <0.000, less than the significance threshold of 0.05 (5%). These results indicate that Perceived Training Value and Institutional Reputation significantly influence Enrollment Decision. Therefore, the first hypothesis (H$_1$) of this study is accepted.

Discussion

The Influence of Perceived Training Value and Institutional Reputation on Enrollment Decision

        The results of the multiple linear regression analysis confirm that hypothesis H$_1$ is accepted; both Perceived Training Value and Institutional Reputation, when considered together, have a significant and positive effect on students' decisions to enroll at LPK Tsunagu Japan Indonesia. This reflects Zeithaml's (1988) theory of perceived value, which states that consumers assess value based on what they gain compared to what they give up. In this case, students weigh the skills and opportunities provided by the training against the costs of tuition, time, and effort. According to Fombrun and Shanley (1990), institutional reputation acts as a signal that helps reduce uncertainty and gives students greater confidence in their decision. This dual influence is supported by Amado et al. (2023) that perceived training value and institutional reputation work together to shape a student's overall perception of quality and influence enrollment behavior.

The Influence of Perceived Training Value on Enrollment Decision

        The partial T-test results show that hypothesis H$_2$ is accepted, confirming that Perceived Training Value significantly influences students' decisions to enroll. This emphasizes how important it is for prospective students to believe that they will personally benefit from the training. When they perceive that the program offers clear advantages, such as Japanese language proficiency, job placement assistance, and a concrete pathway to work in Japan, they are more likely to decide to enroll. This result is strongly supported by Ford et al. (2018), who found that individuals are more inclined to join training programs when they believe the outcomes, such as employment or

career advancement, are realistic and attainable. Gong et al. (2020) showed that students often rely on their perceptions when deciding whether to enroll. This underlines the importance for training providers to communicate the actual benefits of their programs clearly and convincingly.

The Influence of Institutional Reputation on Enrollment Decision

The analysis supports hypothesis H$_3$ (accepted), indicating that Institutional Reputation has a significant independent effect on enrollment decisions. For many prospective students, especially those unfamiliar with the institution, reputation acts as a key signal of trustworthiness and quality. This supports Spence's signaling theory (1973), which explains that when there is uncertainty or incomplete information, individuals rely on signals like institutional reputation to guide their decisions. At LPK Tsunagu Japan Indonesia, the strong track record of graduates being employed in Japan, along with its positive public image, helps reduce uncertainty and build trust. Shams et al. (2024) found that institutional reputation has a significant impact on student loyalty and long-term engagement, suggesting that students tend to remain committed to institutions they believe in. Students associate a reputable institution with higher quality, better job prospects, and reduced risk, especially when making high-involvement decisions like pursuing international employment.

CONCLUSION AND RECOMMENDATION

Conclusion
1. Perceived Training Value and Institutional Reputation both have a positive and significant influence on Enrollment Decision in LPK Tsunagu Japan Indonesia. This indicates that these two variables simultaneously play a significant role in influencing the decision-making to enroll as a student at LPK Tsunagu Japan Indonesia.
2. Perceived Training Value partially has a positive and significant influence on Enrollment Decision at LPK Tsunagu Japan Indonesia. This suggests that the perceived training value has a clear influence on students' decision to enroll for joining the training program.
3. Institutional Reputation also partially has a positive and significant influence on Enrollment Decision at LPK Tsunagu Japan Indonesia. This demonstrates that a good reputation of an institution influences the students to make a decision to enroll at LPK Tsunagu Japan Indonesia.

Recommendation
1. LPK Tsunagu Japan Indonesia should focus on showcasing the real value students will gain from enrolling. Emphasizing the practical benefits, such as Japanese language fluency, job placement assistance, and the opportunity to work in Japan, will make the program more appealing. It would be beneficial to continuously update the curriculum to ensure that students acquire relevant skills that are in demand by employers in Japan. Highlighting the success stories of alumni who have successfully transitioned into careers in Japan could also further prove the value of the program. The positive experiences of past students and alumni play a significant role in boosting the institution's credibility, so encouraging word-of-mouth recommendations and showcasing alumni successes could go a long way.
2. Future research could explore how students' perceptions of the value of the training and the institution's reputation change over time, especially after they have completed their studies and entered the workforce. This would offer a more comprehensive understanding of how these factors influence students not only during the decision-making process but also in the long term. Another interesting area for future studies could be to look into other factors that play a role in students' enrollment decisions, such as financial concerns or the influence of their peers. It would also be valuable to conduct cross-cultural research comparing how students from different countries perceive the importance of perceived value and institutional reputation when choosing a training program.

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