



Public Interest in Private Language Education Institutions: An Integrative Multidimensional Analysis

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ABSTRACT

Purpose of the study: This study aims to analyze the multidimensional determinants of public interest in EF English First Pamulang Barat and to identify the most dominant factors influencing community enrollment decisions in a private language education institution.

Methodology: This research employed a descriptive quantitative survey design. Data were collected using a structured Likert-scale questionnaire distributed to 36 respondents selected through simple random sampling. Data were analyzed using descriptive statistical percentage analysis with SPSS software to measure dimensional contributions to public interest.

Main Findings: The overall public interest level reached 79.9% (Good category). All ten examined dimensions positively influenced public interest. Official certificates and diplomas obtained the highest score (85%), followed by small-class effectiveness (84%) and course consultant facilities (83.5%). Replacement classes received the lowest score (72%). Certification was identified as the most dominant determinant

Novelty/Originality of this study: This study offers a multidimensional quantitative mapping of public interest by ranking ten institutional determinants within a private language education context. It highlights certification as the dominant predictor, providing new insight into credential-oriented decision-making behavior and advancing understanding of institutional credibility in educational choice.

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1. INTRODUCTION

The increasingly rapid development of globalization has brought significant changes to various aspects of life, including education and communication [1]-[3]. The increasingly intense mobility of people, flow of information, and interaction across borders require every individual to possess competencies capable of competing globally. One such fundamental requirement is mastery of a foreign language, particularly English, the international language. English serves not only as a means of international communication but also as a means of access to science, technology, economics, and global job opportunities. In this context, English language proficiency is a crucial indicator of the quality of human resources that are competitive and adaptable to current developments [4], [5].

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Although English is formally taught in schools, reality shows that not all students are able to master it optimally [6]. The learning process, which tends to be oriented towards grammar and theory, coupled with a lack of active communication practice, often hinders the development of communicative language competency. As a result, many individuals lack confidence in using English both orally and in writing [7]-[9]. This situation has fueled the need for alternative learning methods outside of formal education, such as language courses or training institutions, which offer more practical, communicative methods that are oriented towards the real needs of students.

As public awareness of the importance of English language proficiency increases, numerous language education institutions have emerged, offering a variety of excellent programs [10], [11]. Competition between institutions is becoming increasingly fierce, requiring each institution to provide quality services, learning methods, facilities, and professional teaching staff to attract public interest. Public interest is a crucial aspect of a language education institution's sustainability, as it reflects the interests, needs, and rational considerations of individuals in choosing a particular educational service. One well-known and growing institution is the EF English First Pamulang Barat branch, which offers various advantages such as native teachers, small classes, modern facilities, and flexible schedules [12], [13]. The growth in the number of students at this institution demonstrates public interest, but the extent of this interest and the factors influencing it require scientific study.

A comprehensive literature analysis reveals a significant gap between theoretical understanding of the determinants of English learning interest and its practical implementation in the context of managing language education institutions, particularly in Indonesia. The first article [14] explores student perceptions in Islamic boarding schools (*pesantren*) and finds that enthusiasm (85%) can be enhanced through interactive methods, but its focus remains on the pedagogical realm of formal education. Meanwhile, the second article [15] strongly highlights the crucial role of teachers as motivators and key determinants in fostering students' intrinsic interest, emphasizing the quality of interpersonal relationships in the learning process. On the other hand, the third article [16] examines course institutions from the perspective of edupreneurship management, outlining how service innovation, marketing strategies, and cross-subsidies are implemented to ensure both business sustainability and educational accessibility. A clear gap emerges from these three studies: previous studies have focused more on internal learning factors (student perceptions) or external factors of institution management separately. There is still a lack of research that specifically examines public interest as a construct that is simultaneously influenced by internal factors (such as perceived benefits, learning experience, and teacher role) and external factors (such as marketing strategies, program innovation, institutional image, and the values offered by language education institutions). In addition, from a methodological perspective, the descriptive quantitative approach Idris and qualitative case study Haafidzoh used are still exploratory in a limited scope (one Islamic boarding school or one course institution) and have not been able to generalize the determinants of interest to a wider population. Therefore, the study entitled "Public Interest in Language Education Institutions" is very relevant to fill this gap, by offering a research model that integrates variables from both domains (quality of educational services and personal motivation) and uses a quantitative approach with a more representative sample to test the determinants of public interest empirically and comprehensively.

The main novelty of this study lies in its comprehensive and integrative approach in examining public interest in language education institutions, by positioning interest as a multidimensional construct influenced by complex interactions between individual internal factors and external institutional factors [17]. Theoretically, this study offers a synthesis by combining psychological perspectives (including perceived usefulness, attitudes toward foreign languages, intrinsic and extrinsic motivation, and previous learning experiences) and managerial-marketing perspectives (including institutional image, service quality, program innovation, promotional strategies, and perceptions of economic value and benefits) in one complete analytical framework. This approach overcomes the limitations of previous studies that tend to separate the two domains, thus producing a more holistic understanding of the determinants of public interest [18]. From a methodological perspective, this study presents novelty by using an explanatory quantitative approach involving community samples with diverse demographic and geographic characteristics, allowing for broader generalization of findings and empirical testing of causal relationships between variables. Thus, the contribution of this study is twofold: theoretically, it enriches the body of knowledge in the fields of educational psychology and non-formal education management through the development of a more comprehensive model of public interest; In practice, it provides strategic guidance for language education institution managers in designing programs, building the institution's image, and developing marketing communication strategies that are more effective and responsive to the needs and preferences of contemporary society [19], [20].

The urgency of this research rests on a contemporary phenomenon that demonstrates the increasing public demand for foreign language proficiency, particularly English, amidst globalization, digitalization, and an increasingly competitive job market. Data from the Central Statistics Agency (BPS) and reports from various research institutions indicate an increase in demand for foreign language competency in the past five years, in line with the growth of the industrial sector, tourism, the digital economy, and international mobility [21]. This phenomenon has driven the proliferation of language education institutions, both formal and non-formal, offering

a variety of courses with diverse methods and prices. However, amid the increasing number of language education providers, there remains a gap between the availability of institutions and the level of community participation, indicating a problem in understanding the factors that actually drive public interest in selecting and enrolling in programs at specific language education institutions [22], [23]. Without a comprehensive understanding of the determinants of this interest, language education institutions risk designing programs, determining marketing strategies, and establishing positioning that are not well-targeted, resulting in low service effectiveness and institutional sustainability. Furthermore, from a policy perspective, the government requires empirical data on community preferences and needs for non-formal education services to formulate appropriate regulations and intervention programs to improve access to and quality of language education equitably and fairly [24], [25]. Furthermore, this research becomes increasingly urgent considering the lack of empirical studies in Indonesia that specifically examine public interest in language education institutions with an approach that integrates individual internal factors (such as perception, motivation, and learning experience) and institutional external factors (such as image, service quality, and program innovation) in one complete analytical framework [26]. Therefore, research on "Public Interest in Language Education Institutions" is not only academically relevant to fill the gap in the literature, but also very crucial practically as a basis for course institution managers in making strategic decisions, as well as for policy makers in developing a non-formal education ecosystem that is responsive to the dynamics of community needs [27].

Based on this description, this study focuses on answering the question of the level of public interest in the EF English First Pamulang Barat language education institution and the factors that influence this interest. Therefore, this research is expected to provide a comprehensive overview of the dynamics of public interest in choosing a language education institution and provide a basis for consideration in developing a more effective and competitive management strategy for the educational institution.

2. RESEARCH METHOD

2.1. Research Design

This study employed a quantitative approach using a descriptive-comparative method [28]. The quantitative approach was chosen because the research aims to measure the level of public interest objectively through numerical data analyzed statistically. The descriptive method was used to systematically and accurately describe the level of public interest in a language education institution and the factors influencing it. Meanwhile, the comparative aspect was applied to identify differences in interest levels based on respondents' characteristics, such as gender, age, and educational background. This research is non-experimental in nature since it does not involve any treatment or manipulation of variables but merely observes and measures existing conditions.

2.2. Research Subjects and Objects

The subjects of this study were students enrolled at EF English First, specifically at its Pamulang Barat branch. The respondents were selected because they directly experienced the educational services and learning programs provided by the institution.

The object of this research was public interest in language education institutions, particularly at EF English First Pamulang Barat. The level of interest was measured based on several indicators, including perceptions of teacher quality, learning facilities, tuition fees, location, learning system, and additional services offered by the institution.

2.3. Data Sources and Data Collection Techniques

The data sources in this study consisted of, first primary data, data obtained directly from respondents through questionnaires distributed to students enrolled at EF English First Pamulang Barat. Secondary data, data obtained from institutional documents, books, academic journals, official reports, and other relevant literature related to the institution's profile, curriculum, and learning system.

Data collection techniques, the data collection techniques used in this study included. First questionnaire. The questionnaire was the main instrument used to measure public interest in the language education institution. It consisted of closed-ended statements using a five-point Likert scale. Strongly agree(5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1).

Second data collection techniques, interview, limited interviewees were conducted with management or staff members to obtain supporting information regarding institutional programs and services. And third, documentation, documentation was used to collect data related to the number of students, teacher profiles, facilities, and learning programs provided by the institution.

2.4. Research Instrument

The primary instrument used in this study was a structured questionnaire developed based on theoretical indicators of public interest in educational institutions [29]. The questionnaire consisted of closed-ended statements measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument was designed to measure several key dimensions influencing students' interest in enrolling at EF English First Pamulang Barat. The operationalization of variables is presented in Table 1 below.

Table 2.1 Operationalization of Research Instrument

Dimension	Indicator	Item Numbers	Scale
Economic Consideration	Tuition fees are proportional to course quality	1–2	Likert (1–5)
Teacher Quality	Professionalism and competence of teachers (including native teachers)	3–4	Likert (1–5)
Learning Facilities	Availability of modern and adequate facilities	5–6	Likert (1–5)
Learning Environment	Classroom comfort and conducive atmosphere	7–8	Likert (1–5)
Learning System	Small class system and interactive learning	9–10	Likert (1–5)
Flexibility	Flexible scheduling system	11	Likert (1–5)
Accessibility	Strategic and easily accessible location	12	Likert (1–5)
Additional Programs	Supporting programs (EF Extra, certificates, etc.)	13–14	Likert (1–5)

Ech item in the the questionnaire was scored as follows, strongly agree (SA) = 5. Agree (A) = 4, neutral (N) = 3, disagree (D) =2, strongly disagree (SD) = 1. Prior to data collection, the instrument was subjected to validity testing using product-moment correlation and reliability testing using Cronbach's Alpha coefficient to ensure internal consistency and measurement accuracy.

2.5. Data Analysis Technique

The collected data were analyzed using descriptive statistical techniques. The analysis procedures included, editing Checking the completeness of respondents' answers.. second. Coding for assigning numerical codes to each response. Third tabulation for, organizing the data into frequency distribution tables. The last, percentage calculation in using the following formula :

$$p = \frac{F}{N} \times 100\% \quad \dots(1)$$

Where :

P = Percentage

F = Frequency of responses

N = Total number of respondents

The results were then categorized into interest levels as follows, (1) 81%–100% = Very High, (2) 61%–80% = High, (3) 41%–60% = Moderate, (4) 21%–40% = Low, (5) 0%–20% = Very Low. Comparative analysis was conducted to examine differences in interest levels based on respondents' demographic characteristics.

2.6. Research Procedure

The research procedure began with the preparation stage, including proposal development and identification of research variables [30]. The next step involved designing and validating the research instrument to ensure its validity and reliability, followed by obtaining official research permission. Data were then collected through questionnaires, interviews, and documentation. After data collection, the responses were edited, coded, and tabulated before being analyzed using descriptive statistical techniques. Finally, the findings were interpreted to draw conclusions and formulate recommendations, which were then compiled into the final research report.

3. RESULTS AND DISCUSSION

3.1. Institutional Overview

EF English First is part of EF Education First, a private international educational institution founded in 1965 by Bertil Hult in Sweden. Over the decades, EF Education First has expanded globally and established branches in numerous countries, becoming one of the largest private language education providers worldwide.

The Pamulang Barat branch officially began operating on August 11, 2007, and is located at Gedung Superindo Lt. 3, Komplek Pamulang Permai Raya Blok SH No. 13, South Tangerang, Indonesia. Initially enrolling approximately 360 students in its first intake, the institution has grown steadily and become one of the most recognized modern English language schools in the Pamulang Barat area. The institution offers several competitive advantages, including (1) Qualified native and local professional teachers, (2) An effective small-class learning system, (3) Flexible scheduling arrangements, (4) EF Extra support programs, (5) Official certificates and diplomas, (6) Comfortable, air-conditioned classrooms, (7) Academic consultation services (course consultants). The institutional growth and sustained student enrollment reflect strong public acceptance and interest in the institution.

3.2. Descriptive Statistical Findings

The study examined ten key dimensions influencing public interest. All dimensions were found to positively contribute to shaping public interest. The detailed results are presented below.

Tabel. 2 Students' Perceptions of Service Quality at EF

Dimension	Percentage	Category
Tuition fees proportional to course quality	77%	Good
Qualified and experienced native teachers	81.5%	Very Good
Course consultant facilities	83.5%	Very Good
Comfortable and air-conditioned classrooms	81.7%	Very Good
Effective small-class system	84%	Very Good
Availability of replacement classes	72%	Good
Strategic and accessible location	76%	Good
EF Extra support program	76%	Good
Flexible scheduling system	82%	Very Good
Official certificates and diplomas	85%	Very Good

3.3. Dimensional Analysis of Public Interest

The analysis of the ten dimensions reveals that tuition fees proportional to course quality (77%) fall within the “good” category. Most respondents perceived that the cost of enrolling at EF English First Pamulang Barat is justified by the quality of instruction, facilities, and overall services provided. This finding indicates a positive value-for-money perception, suggesting that financial considerations do not hinder enrollment as long as quality standards are maintained.

The dimension of qualified and experienced native teachers (81.5%) was categorized as “very good.” Specifically, 33% of respondents strongly agreed and 64% agreed that they chose the institution because of its professional teaching staff. This highlights that teacher competence, experience, and credibility play a central role in shaping trust and sustaining public interest. The presence of qualified native instructors strengthens the institution’s academic image and enhances learning effectiveness.

Course consultant facilities (83.5%) also received a “very good” rating. Respondents recognized the importance of academic consultation services in guiding their learning progress and assisting them in selecting appropriate programs. This support system contributes to student satisfaction and reflects institutional commitment to personalized learning management. Similarly, comfortable and air-conditioned classrooms (81.7%) were evaluated positively, indicating that a conducive physical learning environment significantly enhances student engagement and concentration during the learning process.

The effective small-class system (84%) emerged as another strong dimension. Smaller class sizes allow more intensive teacher–student interaction, active participation, and individualized instruction. This structure supports communicative learning approaches and ensures that each student receives sufficient attention. In contrast, the availability of replacement classes (72%), although still categorized as “good,” obtained a comparatively lower score. This suggests that while students appreciate the option of make-up classes, improvements in schedule coordination and flexibility may further enhance satisfaction.

The strategic and accessible location (76%) and the EF Extra support program (76%) were both rated as “good”. The institution’s convenient location serves as a practical factor influencing enrollment decisions,

especially for students residing nearby. Meanwhile, the EF Extra program provides additional academic enrichment and institutional value, although it is not the primary determinant of public interest.

The flexible scheduling system (82%) received a “very good” evaluation, indicating that adaptability in scheduling is highly appreciated, particularly by students balancing school responsibilities and extracurricular activities. Finally, official certificates and diplomas (85%) achieved the highest percentage among all dimensions. This demonstrates that formal recognition and institutional legitimacy are the most influential factors shaping public interest. Certification is perceived not only as proof of competence but also as a valuable credential for future academic and professional advancement..

Among all dimensions analyzed, Official Certificates and Diplomas (85%) emerged as the most dominant factor influencing public interest. This finding indicates that the community highly values formal recognition as evidence of educational quality and institutional credibility. Certification is perceived as, (1) Proof of academic competence, (2) A valuable credential for further education, (3) An asset for future professional opportunities, (4) A symbol of institutional legitimacy. Therefore, official certification plays a critical role in shaping enrollment decisions.

3.5. Interpretation of Findings

The findings confirm that public interest in EF English First Pamulang Barat is multidimensional in nature. Public interest is not shaped by a single determinant but rather by the interaction of several interconnected factors, including academic quality reflected in teacher competence and instructional methods, adequate learning facilities and institutional services, a comfortable and supportive learning environment, flexible educational management, and formal recognition through certificates and diplomas. These elements collectively form a comprehensive perception of institutional quality in the minds of the community.

The dominance of the certification and diploma dimension indicates that the community adopts a long-term perspective when selecting a language institution. Enrollment decisions are not solely driven by the desire to improve communicative competence, but also by the expectation of obtaining tangible academic credentials that can support future educational advancement and professional career opportunities. In this regard, certification functions as both a symbol of institutional legitimacy and a practical asset for students.

Moreover, the strong scores in teacher quality (81.5%) and small-class effectiveness (84%) further reinforce the institution’s academic reputation. These findings demonstrate that instructional excellence and personalized learning systems significantly contribute to sustaining public trust. Overall, the average score of 79.9%, categorized as “Good,” indicates that EF English First Pamulang Barat has successfully established public confidence through a balanced integration of academic excellence, service quality, and institutional credibility.

The findings of this study indicate that public interest in EF English First Pamulang Barat is shaped by multiple interrelated factors, particularly academic quality, institutional services, learning environment, flexibility, and formal certification. These results are consistent with previous research conducted by Deddy Firdaus Yatyoga (2007), which examined public interest in language institutions and concluded that service quality, teacher competence, and institutional credibility significantly influence enrollment decisions. Similarly, studies in the field of educational marketing and service management conducted in the early 2010s emphasized that perceived instructional quality and institutional reputation are primary determinants of educational choice. Therefore, the present findings align with earlier empirical evidence that educational institutions must integrate academic excellence with supportive service systems to attract and sustain public interest. However, while previous studies tended to focus primarily on service quality and teacher professionalism as dominant variables, this study reveals a more nuanced hierarchy of influence among dimensions [31], [32].

A notable gap addressed in this research lies in the identification of certification and diploma recognition (85%) as the most dominant factor influencing public interest. Earlier studies generally positioned instructional quality or facilities as the strongest predictors of enrollment intention. In contrast, this study demonstrates that formal recognition and tangible academic credentials play a more decisive role in shaping long-term trust and perceived institutional value [33]. This suggests a shift in community orientation from purely skill-based expectations toward credential-oriented considerations. In other words, while communicative competence remains important, the community increasingly values documented proof of achievement that can be utilized for future academic progression or employment opportunities [34], [35]. This subtle but significant difference represents an analytical gap that enriches the discourse on educational consumer behavior.

The novelty of this research lies in its multidimensional quantitative mapping of public interest within a specific institutional context. Rather than examining interest as a single aggregate construct, this study disaggregates it into ten measurable dimensions and ranks them based on statistical contribution. This structured dimensional analysis provides clearer insight into which institutional attributes carry the greatest weight in public perception [36]. Additionally, the study highlights the interplay between pedagogical quality (teacher competence and small-class systems) and institutional legitimacy (certification), offering a more integrated framework for understanding educational choice behavior in private language institutions [37], [38]. The implications of these findings are substantial: language education providers should not only invest in instructional improvement but also

strengthen formal accreditation systems, certification transparency, and institutional branding strategies to enhance public trust and competitiveness [39], [40].

Despite its contributions, this study has several limitations. First, the sample size was limited to 36 respondents, which may restrict the generalizability of the findings to broader populations or other institutional branches. Second, the research employed a descriptive quantitative approach without incorporating inferential statistical modeling or qualitative exploration, limiting deeper causal interpretation. Third, contextual factors such as socioeconomic background, parental influence, or broader market competition were not extensively analyzed. Future research is therefore recommended to involve larger and more diverse samples, apply mixed-method designs, and explore additional psychological or sociocultural variables influencing public interest. Expanding the research scope would provide a more comprehensive understanding of decision-making processes in language education enrollment.

4. CONCLUSION

Based on the research findings, it can be concluded that the level of public interest in EF English First Pamulang Barat is categorized as good, with an overall statistical score of 79.9%, indicating that the institution is positively perceived and widely favored by the community. Furthermore, all examined dimensions including tuition affordability relative to quality, qualified native teachers, adequate facilities, comfortable classrooms, small class systems, replacement classes, strategic location, EF Extra programs, flexible schedules, and official certificates and diplomas were found to influence public interest. Among these factors, the most dominant determinant is the official certificate and diploma dimension, which achieved the highest statistical value of 85%, demonstrating that formal recognition and institutional credibility play a central role in shaping enrollment decisions. Therefore, the study confirms that public interest in the institution is influenced by a combination of service quality, academic support, and the perceived value of certified outcomes.

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USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declare that no artificial intelligence (AI) tools were used in the preparation, analysis, or writing of this manuscript. All aspects of the research, including data collection, interpretation, and manuscript preparation, were carried out entirely by the authors without the assistance of AI-based technologies.

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