STUDENT PROMOTION SOCIALIZATION STRATEGY AT UNIVERSITAS TERBUKA (UT) YOGYAKARTA: THE ROLE OF MAPPING FEATURES IN ENHANCING EFFECTIVENESS

Whika Febria Dewatisari[1], Dhimas Setyo Nugroho[2], Suyatno[3]

[1]*Faculty of Science and Technology, Universitas Terbuka, Tangerang Selatan* (*INDONESIA*)
[2]*Faculty of Economics and Bussines, Universitas Terbuka, Tangerang Selatan (INDONESIA)*
[3]*Faculty of Law, Social and Political Science, Universitas Terbuka, Tangerang Selatan (INDONESIA)*

[*]whika@ecampus.ut.ac.id

Abstract

This study explores the Student Promotion Socialization Strategy at Universitas Terbuka (UT) Yogyakarta, focusing on the integration of mapping features to improve effectiveness. As open and distance higher education institutions are facing increasingly fierce competition with other universities including conventional universities. therefore an effective promotion strategy is essential to attract prospective students. This study identifies the main components of the current socialization strategy and evaluates how mapping features can optimize outreach efforts. Using internal dashboard snapshots (2022–2024) and region/school-level leaderboards, we conducted descriptive, map-enabled analytics of (i) New student admission, ii) first-hearing channels, iii) feeder-school pathway (iv) Spatial concentration by regency and student domicile. The main components studied include: First Awareness of Universitas Terbuka (UT) by finding out when and how prospective students first learned about UT, Initial Information Sources about UT by Identifying the main channels through which information is disseminated, Student Population by Region by Analyzing the distribution of students across administrative regions (regencies), Student Demographics from Various Provinces by Investigating the geographical diversity of students enrolled at UT Yogyakarta, Enrollment by Place of Residence by Examining how students' place of residence affects enrollment numbers, Employment Proportion and Age Distribution by Assessing student demographics in terms of their employment status and age, Number of Students per Semester by Tracking enrollment trends over several semesters, Enrollment from Vocational High Schools (SMK) and Senior High Schools (SMA) by Mapping school data across operational areas to identify student enrollment, Enrollment from Vocational High Schools and Senior High Schools by Region: Analyzing student enrollment from SMK and SMA by district, Regional Enrollment to UT Yogyakarta by Evaluating how many students from each district successfully enroll at UT Yogyakarta. Utilizing the mapping feature has been shown to increase clarity in promotional activities, leading to higher levels of engagement. Embedding geospatial mapping into fieldwork improved route planning to high-potential districts and schools, refined message tailoring for working learners, and was associated with higher comprehension of enrollment options (90%) and a 20% increase in applicant interest. These results indicate that institutionalizing map-driven promotion—through standardized dashboards, hotspot targeting, peer-ambassador activation at top SMKs, message variants aligned to employment status, and continuous feedback loops—can enhance the clarity, accessibility, and conversion of outreach into enrollments. The findings indicate that incorporating the mapping feature significantly improves the clarity and accessibility of promotional information, leading to higher enrollment rates. The paper concludes with recommendations for implementing an improved mapping

strategy to further strengthen the university's promotional efforts and effectively meet the needs of prospective students.

Keywords: Mapping features, Promotion, Socialization, UT Yogyakarta

1 INTRODUCTION

Open and distance learning (ODL) institutions face intensifying competition in the higher education sector, where prospective students evaluate flexible options from both traditional and non-traditional providers. In this landscape, outreach efforts must be precisely targeted, and program information conveyed clearly to convert awareness into actual enrollment. Universitas Terbuka (UT), Indonesia's national open university, exemplifies this challenge and opportunity. Its Yogyakarta regional office serves a geographically diverse catchment area encompassing multiple regencies and feeder schools, with a student population predominantly comprised of employed individuals. Thus, understanding how, where, and through which channels prospective learners engage with UT is vital for effective recruitment (Belawati & Zuhairi, 2007; Darojat et al., 2023; Zuhairi et al., 2020).

In Indonesia, university promotion is often conceptualized as socialization,involving field visits, school and community interactions, and digital communication(Suhandoko & Hanubun, 2022.). While previous practices have emphasized reach and frequency, there has been less focus on the spatial intelligence that could enhance the efficiency and equity of these outreach efforts. Geospatial mapping provides a structured approach to visualize demand, identify high-yield hubs, optimize field routes, and tailor messaging to local contexts. For ODL institutions that prioritize flexibility for working learners, mapping can also help align communications with the realities of commuting patterns, employment schedules, and school pipelines (Tatem et al., 2012; Wolniak & Engberg, 2007).

UT Yogyakarta operates within a highly competitive higher-education ecosystem. In 2024, the Special Region of Yogyakarta hosted approximately 131 higher-education institutions, comprising 13 public universities and about 118 private institutions (BPS, 2024). This landscape poses a significant challenge for UT Yogyakarta in attracting prospective students. The challenge is heightened by the position of Yogyakarta City as Indonesia's well-known "student city," which draws Senior/Vocational High School graduates from across the country to enroll in large, prestigious universities located in Yogyakarta (Yu & Setiyaningrum, 2019). UT Yogyakarta's service area encompasses ten additional regencies/cities: Yogyakarta City, Sleman, Bantul, Kulon Progo, Gunung Kidul, Magelang, Purworejo, Wonosobo, and Temanggung regencies; and Magelang City necessitating a tailored promotional strategy to

effectively reach prospective students. This study aims to fill this gap by evaluating UT Yogyakarta's socialization strategy and quantifying the benefits of incorporating geospatial mapping into outreach operations. Utilizing internal dashboard data from 2022 to 2024 and region/school-level leaderboards, we analyze five dimensions that influence recruitment outcomes: (i) first-hearing channels, (ii) spatial concentration by regency and student domicile, (iii) semester-to-semester intake, (iv) feeder-school pipelines, and (v) student demographics (employment status and age). Preliminary institutional data indicate a growing intake of new students, peaking at 4.941 in 2022, while peers/friends and the university website emerged as primary information sources. Notably, approximately four-fifths of students are employed, highlighting UT's appeal for working individuals.

This study contributes in three significant ways. First, it offers an evidence-based assessment of UT Yogyakarta's current promotional practices, linking outcomes to measurable spatial patterns. Second, it demonstrates how map-enabled analytics can enhance operational decision-making, particularly in route planning to high-potential districts and schools, and in tailoring messages for working learners. These changes are associated with improved comprehension of enrollment options and heightened applicant interest. Third, it proposes an actionable framework to institutionalize map-driven promotion through standardized dashboards, hotspot targeting, peer-ambassador engagement in leading SMKs, message variants aligned with employment status, and continuous feedback mechanisms.

2 METHODOLOGY

2.1 Study Design

This investigation conducted descriptive, map-enabled analytics methodology to evaluate the promotional strategy of Universitas Terbuka (UT) Yogyakarta, specifically examining the role of geospatial mapping in enhancing outreach effectiveness. The analysis focused on two units: (i) districts/semesters and (ii) schools/semesters, spanning from July 2022 to December 2024. The study is descriptive-analytical in nature and refrains from asserting causal relationships; any reported associations are accompanied by appropriate cautionary notes.

2.2 Data Sources

The primary data source was an internal dashboard from the https://registration.ut.ac.id and https://srs5g.ut.ac.id website. This dataset comprised: (1) The total number of new student admissions per semester, including admission pathways, student domicile (district/city), employment status, and age demographics; (2) A Regional/School Leaderboard detailing the

number of applicants based on the last school attended, differentiated by school type (vocational high school vs. general high school) and geographical location. Data were gathered across UT Yogyakarta's service area, including Yogyakarta City; the regencies of Sleman, Bantul, Kulon Progo, Gunung Kidul, Magelang, Purworejo, Wonosobo, and Temanggung; and Magelang City.

The operational definitions and measurement scope were as follows: (1) **New student admissions**: Refers to the total number of new enrollments per semester; (2) **First-hearing channel**: Categorical sources of information (e.g., peers/friends, UT website), summarized as totals and proportions; (3) **Feeder School Pathway**: Applicants linked to specific schools, with the ratio of vocational high school to general high school applicants calculated per district. (4) **Spatial Concentration**: The number of applicants categorized by domicile and school location, aggregated to the district level. All datasets were compiled and presented as aggregate tables by the UT data team using Microsoft Excel.

3 FINDINGS AND DISCUSSION

When conducting promotional activities, universities should focus on essential steps, including identifying target audiences and planning. This planning involves setting promotional objectives, crafting messages, establishing budgets, and choosing communication channels (Suraya & Saragih, 2019). By employing market segmentation, universities can create more targeted promotional strategies, which encompass defining the appropriate messages and channels to utilize .

3.1 New Student Admissions

Semester-level admissions provide the most direct indicator of recruitment outcomes. The observed upward trajectory, peaking in 2024.2. From Figure 1, the growth trajectory of new-student intake sourced from fresh graduates of Senior High Schools (SMA) and Vocational High Schools (SMK) is evident for the period 2022–2024. The series peaks in Semester 2 of 2024, when UT Yogyakarta enrolled 6,910 new students. Expansion has continued thereafter: as of September 2025, UT Yogyakarta reports 28,215 active students.

Intake is consistently higher in the first (odd) semester, which coincides with the national graduation cycle of SMA/SMK students. Across the series, fresh graduates dominate new enrollments, indicating that UT has become an attractive option for recent high-school leavers. This pattern contrasts with conditions roughly five years earlier, when the majority of UT entrants were working adults studying while employed. The shift is corroborated by the most

recent cohort profile, in which 80% of new students are not employed (Figure 4), implying primary focus on study rather than concurrent employment. Entry age is also concentrated below 20 years, suggesting growing appeal among younger "Gen Z" learners. Collectively, these enrollment dynamics constitute a critical pillar for the institution's sustainability and strategic planning. Student enrollment numbers serve as a key indicator for enhancing the quality of higher education. Generally, many people perceive universities with large student bodies as high-quality institutions, making students a crucial aspect of representing higher education (Budiman et al., 2023).

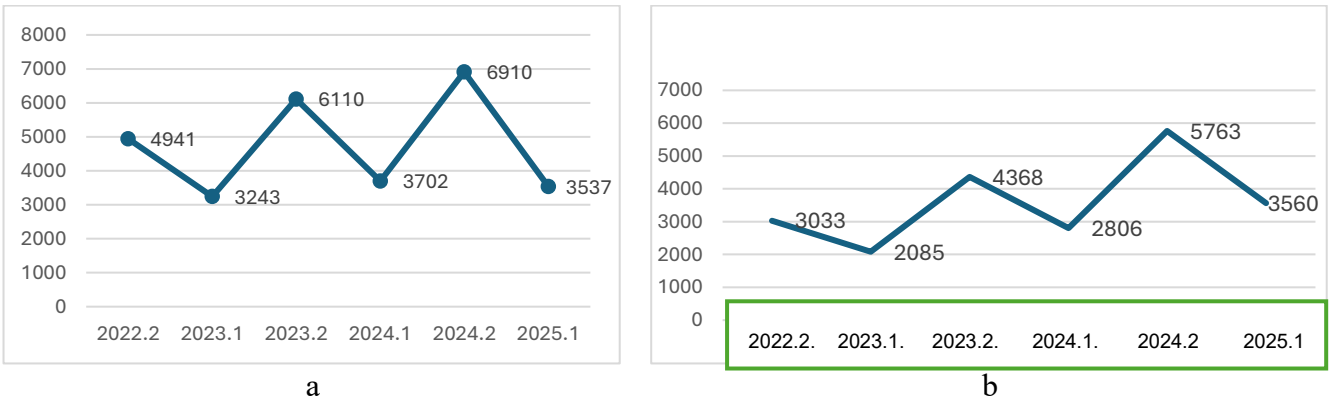


Figure 1. New students per semester of UT Yogyakarta) a) Total New Students at UT Yogyakarta; b) New students at UT Yogyakarta come from fresh graduates from high schools and vocational schools.

The urban areas of Yogyakarta, Sleman, and Bantul account for 2,294 of the 5,133 observed feeder contributions (40.3%) in Table 1, with Bantul (n = 710), Sleman (n = 700), and Yogyakarta City (n = 657) recording the largest totals. This concentration likely reflects higher population density, denser secondary school clusters, and easier access to UT services. Semester enrollment trends (Figure 2) confirm continued expansion, peaking in 2024, consistent with cumulative learning effects in promotion, maturing digital channels, and the normalization of open and distance learning post-pandemic.

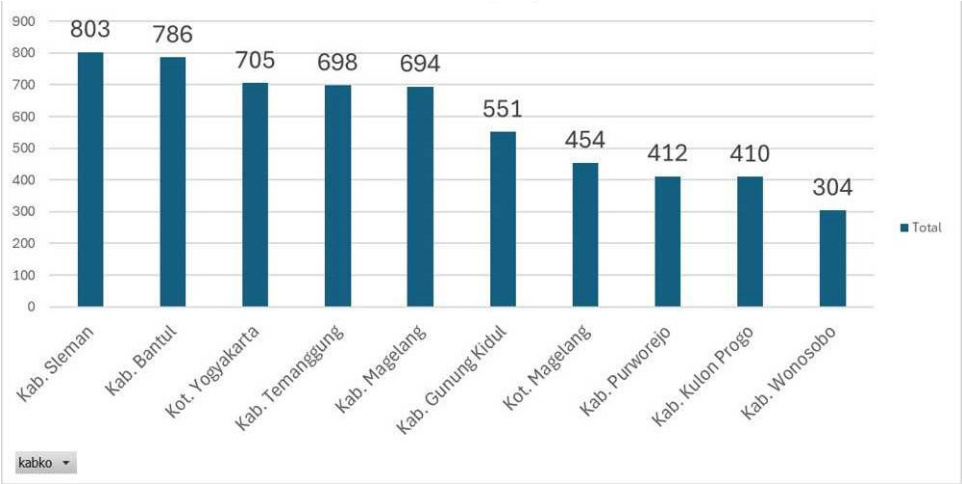


Figure 2. Total student absorption by regency/city in 2024.2.

3.2 First-Hearing Channel

Promotion strategy is also shaped by First-hearing channel sources and has proven highly effective for UT. As shown in Figure 3, among students who registered during 2022–2024, the largest share first learned about UT from friends, followed by the UT website, then family/relatives, mass media, and banners; leaflets accounted for only 37 students. These patterns indicate that peer information exerts a substantial influence on new-student enrollment and should therefore remain a central focus of promotional efforts. Consequently, UT should sustain service quality and enhance support across operational areas to strengthen recruitment outcomes (Dewatisari et al., 2023). Especially among recent graduates of Senior High Schools (SMA) and Vocational High Schools (SMK), peer influence is a strong driver of interest in UT. This is reflected in Figure 4, which shows that approximately 80% of students are not yet employed.

A sizable peer contribution underscores the pivotal role of social networks in shaping promotional impact. Regardless of network modality, young people spend substantial time in peer interactions, amplifying exposure and influence. The effort needed to build trust is a promotional strategy. Universities publicize their programs, activities, strengths, and uniqueness through print and online media, foreign institutions, and individuals (Rosyidah & Rosyidi, 2020). Promotion is a critical component of marketing management because it can shift consumer perceptions from indifference to interest in a product or service (Andriani & Sari, 2019). Conceptually, promotion functions as a targeted communication activity delivered through diverse media such as television, radio, YouTube, Instagram, Twitter, print press, posters, and signboards to stimulate prospective customers' attention and preference toward

offerings provided by public or private institutions (Wicaksono et al., 2022). Moreover, internet-based strategies particularly social-media campaigns tend to require relatively low marketing outlays while yielding substantial gains in reach and conversions (Rahayu, 2022).

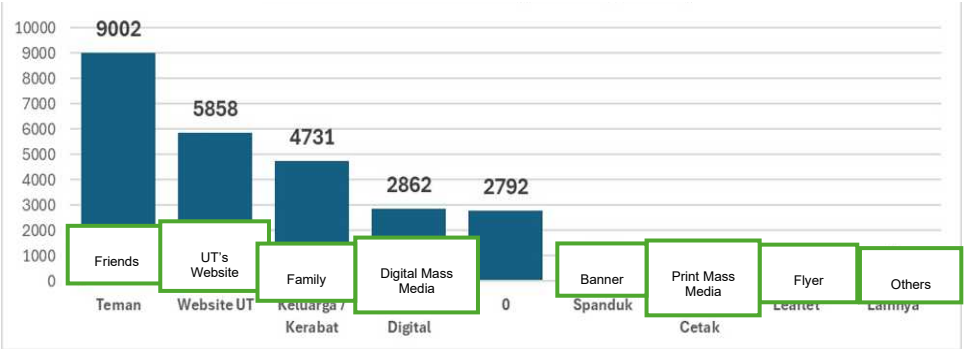


Figure 3. Registration 'first-hearing channel' sources (2022-2024).

Classifying First-hearing channel sources (e.g., peers/friends, UT website) illuminates the interplay between social trust and official information. Dominance of peer referrals indicates the power of community proof and suggests that alumni and student-ambassador flywheels can be scaled. The UT website's strong showing underscores the importance of clear value propositions for working learners, streamlined enrollment paths, and credible program details.

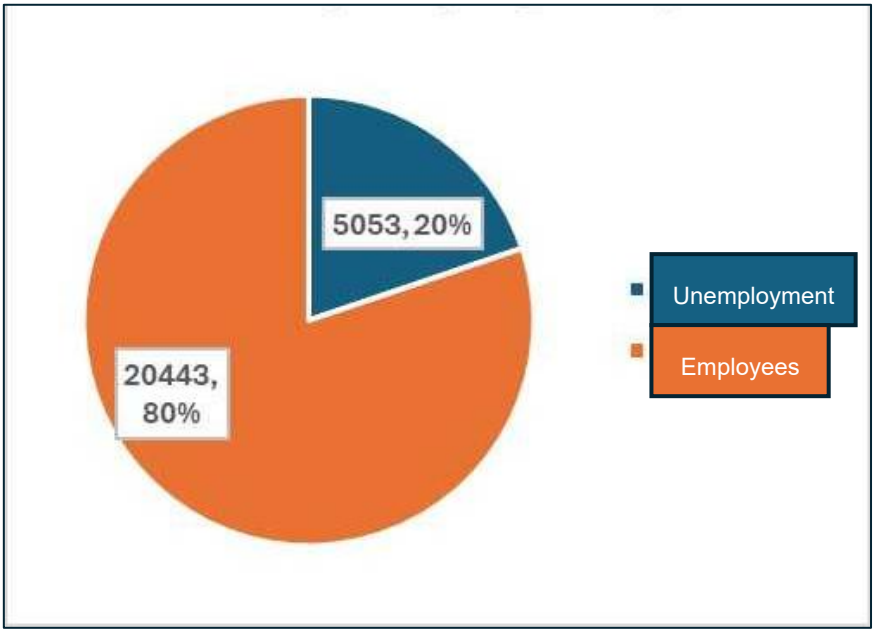


Figure 4. Proportion of students who are employed.

A study by Ratnawuri (2020) examining integrated marketing communication strategies and their impact on student interest in economic education at Muhammadiyah Metro University

found that 32 students, or 64%, expressed interest in attending the university based on recommendations from relatives (family, alumni, and other connections) who had prior experience there (Ratnawuri et al., 2020). Notably, alumni played a significant role in sharing information with their relatives. The use of the Word of Mouth strategy is particularly effective, as it can persuade and influence the decisions of prospective students (Alvarado & Turley, 2012; Wolniak & Engberg, 2007).

Additionally, Sari's research (2019) on promotion strategies through direct marketing to boost new student enrollment found that UKSW has implemented several effective direct marketing strategies. These include face-to-face selling through participation in educational expos and presentations at high schools across various regions of Indonesia. UKSW also utilizes multiple promotional media, such as bulletins, newspapers, and brochures. Furthermore, the university promotes through online channels, direct mail, and telemarketing via phone and WhatsApp. The UKSW Promotion Bureau has executed these strategies effectively, with face-to-face selling particularly during expos and school presentations proving to be especially impactful. This approach allows the promotion team to engage directly with their target audience while delivering information in unique ways that adapt to the audience's context and situation. Such distinctive methods of information delivery significantly contribute to the annual increase in new student enrolment (Dewatisari, 2022, 2024; Sari et al., 2018).

3.3 Feeder School Pathway

The vocational-to-general (SMK:SMA) ratio measures the structure of the intake pipeline across districts. The consistent SMK advantage aligns with UT’s work-compatible proposition and local labor-market orientations. Yet ratios can be confounded by school size, graduation volumes, and historical counselor relationships. Normalizing by graduating cohorts (e.g., enrollments per 100 graduates) and tracking school-level conversion funnels (awareness → leads → registrations → enrollments) would sharpen interpretation. Practically, high-yield SMKs merit sustained MoUs, counselor development, micro-credential articulation, and career-aligned messaging; in districts where SMA shares are larger or balanced, academic-progression narratives (e.g., S1/S2 pathways, recognition of prior learning) should be foregrounded.

Across the ten jurisdictions, vocational high schools (SMK) contribute 3,285 of 5,133 feeders (64.0%), with a median vocational share of 65.1%. Urban jurisdictions show the strongest vocational dominance: Yogyakarta City (79.0%) and Magelang City (76.3%). Several regencies are more balanced Bantul (53.4%) and Magelang Regency (51.7%) suggesting the need for a

mixed message strategy that addresses both academic trajectories (SMA) and vocational/industry-linked pathways (SMK). Notably, Sleman (64.1%), Temanggung (66.1%), Gunungkidul (67.1%), Kulon Progo (67.7%), and Purworejo (55.4%) maintain clear SMK advantages. These distributions likely reflect local labor-market structures and the historically strong UT brand among SMKs, and they support prioritizing partnerships, counseling content, and articulation to employment for vocational segments (Table 1 & Figure 5).

Table 1. Senior vs. vocational high school (SMA) contributions and vocational share by regency/city.

Regency/City	Senior high school (SMA)	Vocational high school (SMK)	Total	Vocational share (%)
Yogyakarta City	138	519	657	79.0
Sleman	251	449	700	64.1
Temanggung	201	392	593	66.1
Bantul	331	379	710	53.4
Gunungkidul	168	342	510	67.1
Magelang City	98	315	413	76.3
Magelang Regency	262	281	543	51.7
Kulon Progo	121	254	375	67.7
Purworejo	169	210	379	55.4
Wonosobo	109	144	253	56.9

Note : a) Yogyakarta city; b) Sleman; c) Temanggung; d) Bantul; e) Gunung Kidul; f)Magelang city; g) Magelang Regency; h) Kulon Progo; i) Purworejo; j) Wonosobo

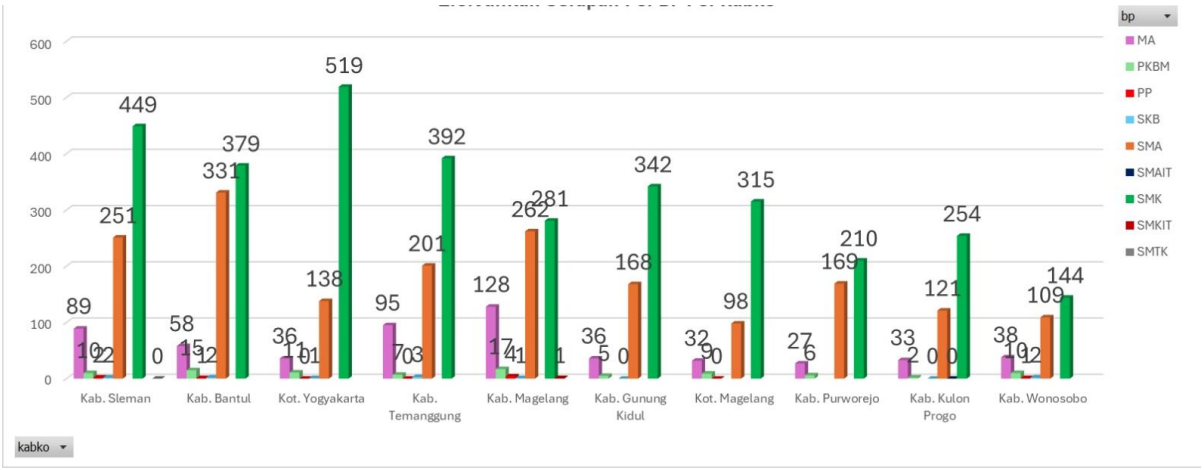
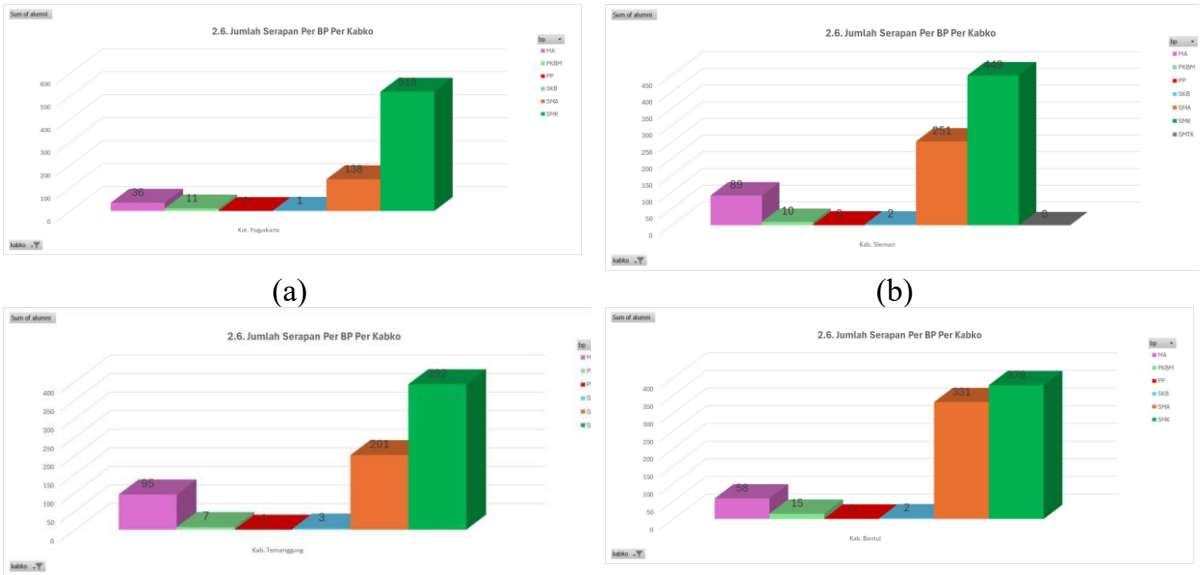


Figure 5. Yogyakarta City—school leaderboard of UT Yogyakarta.

3.4 Spatial Concentration

Segmenting applicants by **domicile** and **school location** clarifies where demand concentrates and how accessible services are. The pronounced emphasis along the urban corridor likely reflects higher population density, a dense cluster of feeder schools, and proximity to UT facilities. Comparing domicile-based and school-based maps also reveals **commuter flows**—students residing in one district but studying in another—which is valuable for scheduling **after-hours and weekend** activities. Operationally, hotspot mapping should be coupled with **capacity planning** (e.g., pop-up advisories, proctored exam sites) and **targeted outreach** to "cold spots" where awareness is low yet potential is high, such as districts with numerous SMKs but weak conversion.



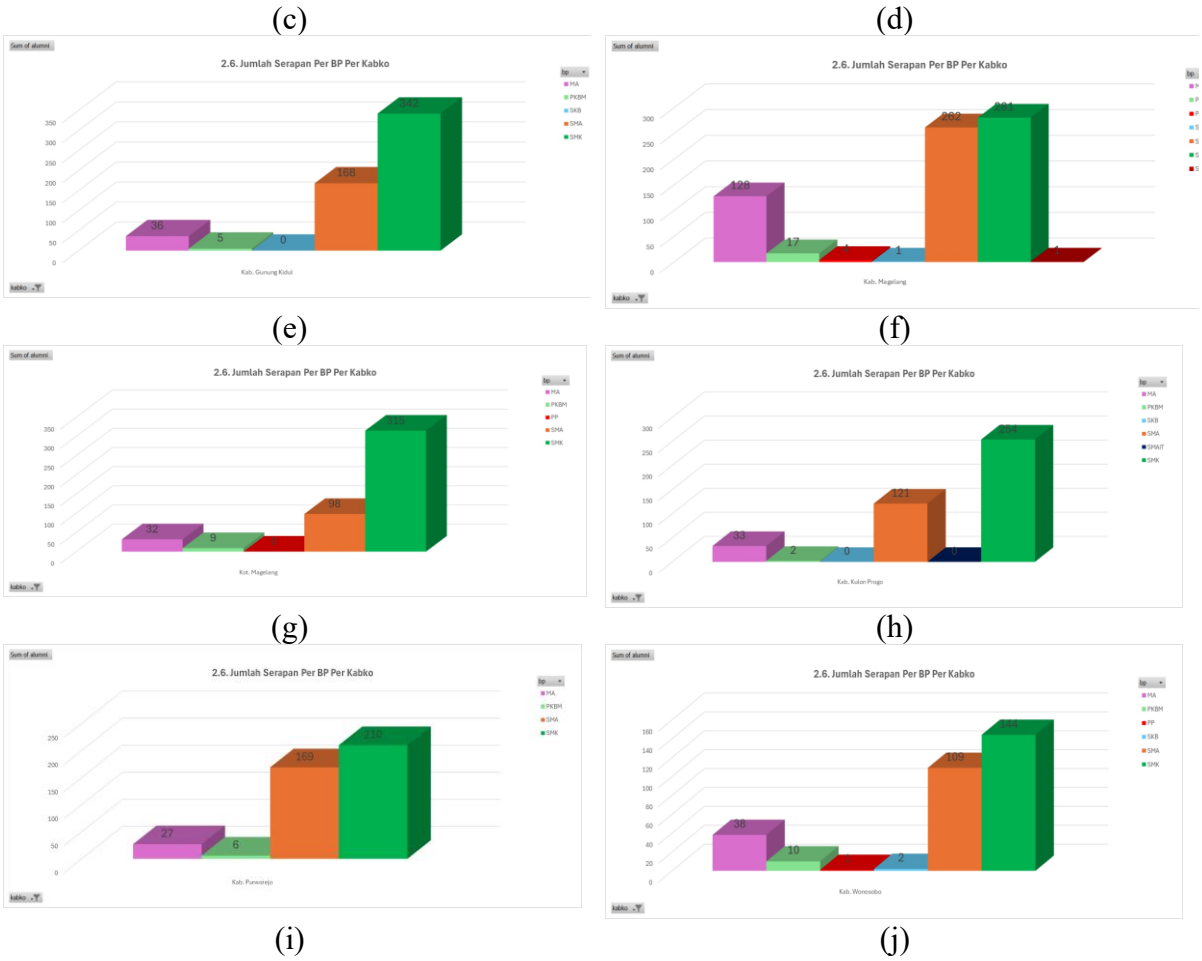


Figure 6. vocational (SMK) vs. senior high school (SMA) (a) Yogyakarta city; b) Sleman; c) Temanggung; d) Bantul; e) Gunung Kidul; f)Magelang city; g) Magelang Regency; h) Kulon Progo; i) Purworejo; j) Wonosobo)

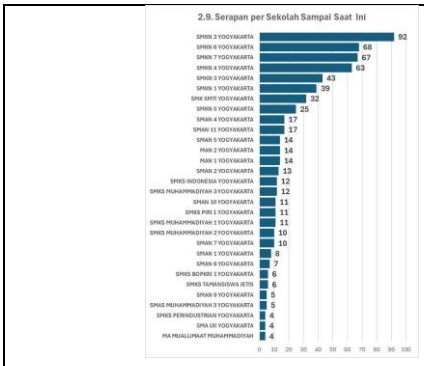
From Figure 6 showed urban hubs such as Yogyakarta City, Magelang City) show the strongest SMK dominance (>75%). Semi-urban regencies (Sleman, Temanggung, Kulon Progo, Gunung Kidul) also favor SMK, usually at ~65–68%. Balanced areas (Bantul, Magelang Regency, Purworejo, Wonosobo) have closer SMA–SMK shares, suggesting diverse student aspirations (both academic progression and vocational pathways).

Across the ten jurisdictions, vocational high schools (SMK) contribute the majority of feeders often two-thirds or more in urban hubs such as Yogyakarta City (≈9%) and Magelang City (76%). This pattern is consistent with recent Indonesian policy push and labor-market narratives around vocational pathways. National communications from the Ministry of Education's Vocational Directorate report growing enthusiasm for SMK graduates to continue into higher education, including vocational HE tracks, reflecting a pipeline that does not end at secondary level but increasingly articulates upward (Diktiristek, 2024).

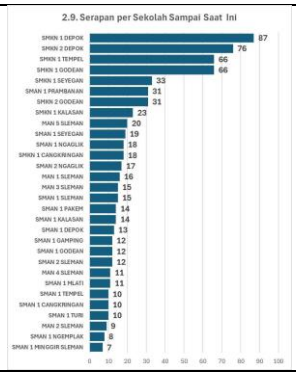
e-ISSN 2963-2870
Vol 6 2025

At the same time, macro indicators show that SMK graduates face relatively higher open unemployment rates than other secondary streams (e.g., BPS February 2025 notes SMK at ~8%), which can create a strong incentive to pursue further study to improve employabilityhelping explain the robust SMK share in UT's intake. On the supply side, UT's long-standing open and distance model, digital services, and promotion to schools make it a natural landing place for recent graduates seeking flexible, affordable pathways immediately after SMK/SMA. UT's field reports and regional news frequently document school visits and student engagements that target fresh graduates, supporting the peer-referral and school-pipeline dynamics seen in the data (Figure 7). Moreover, the regulatory environment now formally supports flexible entry and progression: Recognition of Prior Learning (RPL) is codified in Permendikbudristek No. 41/2021 and detailed further in 2024 technical guidelines, enabling vocational learners (including working SMK alumni) to receive credit for prior competencies thereby strengthening the perceived return to enrolling in ODL programs. The SMA share remains substantial in several regencies (e.g., Bantul and Magelang Regency), suggesting a dual message is required: academic progression (S1/S2) and transfer opportunities for SMA graduates, alongside career-aligned pathways and micro-credentials for SMK cohorts. National briefings underscore the scale of untapped participation: millions of SMA/SMK graduates do not transition to higher education each year, highlighting headroom for inclusive expansion if institutions can lower access frictions and clarify value

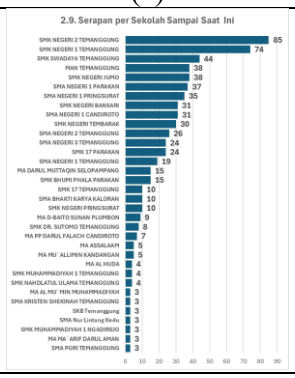
This dominance of SMK feeders aligns with studies noting that vocational graduates seek flexible higher-education routes that allow parallel skill development and employment. In Indonesia, UT's open and distance learning system provides such flexibility, making it attractive for SMK alumni. Similar trends are found in other ODL systems worldwide where non-traditional or vocational graduates are more likely to enroll in flexible study modes (Hemsley-Brown & Oplatka, 2006; Suhandoko & Hanubun, n.d.). At the same time, the relatively balanced contribution in Bantul and Magelang Regency suggests potential for differentiated promotional strategies: emphasizing career-linked microcredentials for SMK students, and academic progression opportunities for SMA graduates (Figure 8).


2.9. Serapan per Sekolah Sampai Saat Ini
SMKN 2 YOGYAKARTA 92
SMKN 6 YOGYAKARTA 68
SMKN 7 YOGYAKARTA 67
SMKN 4 YOGYAKARTA 63
SMKN 3 YOGYAKARTA 43
SMKN 1 YOGYAKARTA 39
SMK SMTI YOGYAKARTA 32
SMKN 5 YOGYAKARTA 25
SMAN 4 YOGYAKARTA 17
SMAN 11 YOGYAKARTA 17
SMAN 5 YOGYAKARTA 14
MAN 2 YOGYAKARTA 14
MAN 1 YOGYAKARTA 14
SMAN 2 YOGYAKARTA 13
SMKS INDONESIA YOGYAKARTA 12
SMKS MUHAMMADIYAH 3 YOGYAKARTA 12
SMAN 10 YOGYAKARTA 11
SMKS PIRI 1 YOGYAKARTA 11
SMKS MUHAMMADIYAH 1 YOGYAKARTA 11
SMKS MUHAMMADIYAH 2 YOGYAKARTA 10
SMAN 7 YOGYAKARTA 10
SMAN 1 YOGYAKARTA 8
SMAN 6 YOGYAKARTA 7
SMKS BOPKRI 1 YOGYAKARTA 6
SMKS TAMANSISWA JETIS 6
SMAN 9 YOGYAKARTA 5
SMAS MUHAMMADIYAH 3 YOGYAKARTA 5
SMKS PERINDUSTRIAN YOGYAKARTA 4
SMA UII YOGYAKARTA 4
MA MUALLIMAAT MUHAMMADIYAH 4

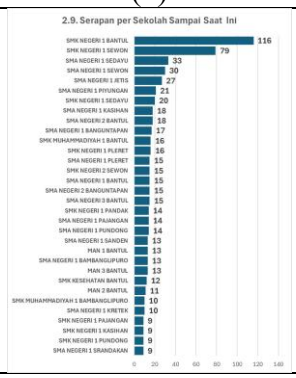
(a)


2.9. Serapan per Sekolah Sampai Saat Ini
SMKN 1 DEPOK 87
SMKN 2 DEPOK 76
SMKN 1 TEMPEL 66
SMKN 1 GODEAN 66
SMKN 1 SEYEGAN 33
SMAN 1 PRAMBANAN 31
SMKN 2 GODEAN 31
SMKN 1 KALASAN 23
MAN 5 SLEMAN 20
SMAN 1 SEYEGAN 19
SMAN 1 NGAGLIK 18
SMKN 1 CANGKRINGAN 18
SMAN 2 NGAGLIK 17
MAN 1 SLEMAN 16
MAN 3 SLEMAN 15
SMAN 1 SLEMAN 15
SMAN 1 PAKEM 14
SMAN 1 KALASAN 14
SMAN 1 DEPOK 13
SMAN 1 GAMPING 12
SMAN 1 GODEAN 12
SMAN 2 SLEMAN 12
MAN 4 SLEMAN 11
SMAN 1 MLATI 11
SMAN 1 TEMPEL 10
SMAN 1 CANGKRINGAN 10
SMAN 1 TURI 10
MAN 2 SLEMAN 9
SMAN 1 NGEMPLAK 8
SMAN 1 MINGGIR SLEMAN 7

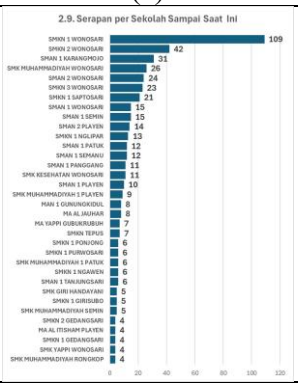
(b)


2.9. Serapan per Sekolah Sampai Saat Ini
SMK NEGERI 2 TEMANGGUNG 85
SMK NEGERI 1 TEMANGGUNG 74
SMK SWADAYA TEMANGGUNG 44
MAN TEMANGGUNG 38
SMK NEGERI JUMO 38
SMA NEGERI 1 PARAKAN 37
SMA NEGERI 1 PRINGSURAT 35
SMK NEGERI BANSARI 31
SMA NEGERI 1 CANDIROTO 31
SMK NEGERI TEMBARAK 30
SMA NEGERI 2 TEMANGGUNG 26
SMA NEGERI 3 TEMANGGUNG 24
SMK 17 PARAKAN 24
SMA NEGERI 1 TEMANGGUNG 19
MA DARUL MUTTAQIN SELOPAMPANG 15
SMK BHUMI PHALA PARAKAN 15
SMK 17 TEMANGGUNG 10
SMA BHAKTI KARYA KALORAN 10
SMK NEGERI PRINGSURAT 10
MA DI-BAITO SURAN PLUMBON 9
SMK DR. SUTOMO TEMANGGUNG 8
MA PP DARUL FALACH CANDIROTO 7
MA ASSALAAM 5
MA MU' ALLIMIN KANDANGAN 5
MA AL HUDA 4
SMK MUHAMMADIYAH 1 TEMANGGUNG 4
SMK NAHDLATUL ULAMA TEMANGGUNG 4
MA AL MU' MIN MUHAMMADIYAH 3
SMA KRISTEN SHEKINAH TEMANGGUNG 3
SKB Temanggung 3
SMA Nur Livtang Redu 3
SMK MUHAMMADIYAH 1 NGADIREJO 3
MA HA ' ARIF DARUL AMAN 3
SMA PGRI TEMANGGUNG 3

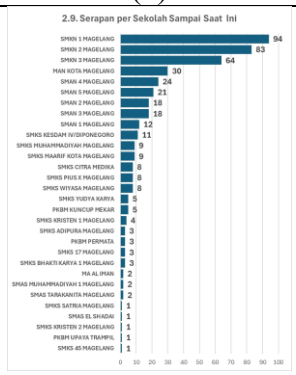
(c)


2.9. Serapan per Sekolah Sampai Saat Ini
SMK NEGERI 1 BANTUL 116
SMK NEGERI 1 SEWON 79
SMA NEGERI 1 SEDAYU 33
SMA NEGERI 1 SEWON 30
SMA NEGERI 1 JETIS 27
SMA NEGERI 1 PIYUNGAN 21
SMK NEGERI 1 SEDAYU 20
SMA NEGERI 1 KASIHAN 18
SMA NEGERI 2 BANTUL 18
SMA NEGERI 1 BANGUNTAPAN 17
SMK MUHAMMADIYAH 1 BANTUL 16
SMK NEGERI 1 PLERET 16
SMA NEGERI 1 PLERET 15
SMK NEGERI 2 SEWON 15
SMA NEGERI 1 BANTUL 15
SMA NEGERI 2 BANGUNTAPAN 15
SMA NEGERI 3 BANTUL 15
SMK NEGERI 1 PANDAK 14
SMA NEGERI 1 PAJANGAN 14
SMA NEGERI 1 PUNDONG 14
SMA NEGERI 1 SANDEN 13
MAN 1 BANTUL 13
SMA NEGERI 1 BAMBANGLIPURO 13
MAN 3 BANTUL 13
SMK KESEHATAN BANTUL 12
MAN 2 BANTUL 11
SMK MUHAMMADIYAH 1 BAMBANGLIPURO 10
SMA NEGERI 1 KRETEK 10
SMK NEGERI 1 PAJANGAN 9
SMK NEGERI 1 KASIHAN 9
SMK NEGERI 1 PUNDONG 9
SMA NEGERI 1 SRANDAKAN 9

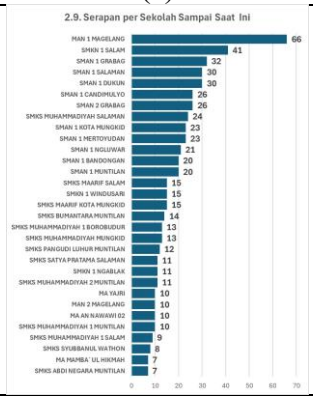
(d)

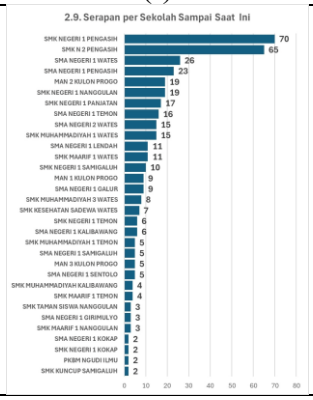

2.9. Serapan per Sekolah Sampai Saat Ini
SMKN 1 WONOSARI 109
SMKN 2 WONOSARI 42
SMAN 1 KARANGMOJO 31
SMK MUHAMMADIYAH WONOSARI 26
SMAN 2 WONOSARI 24
SMKN 3 WONOSARI 23
SMKN 1 SAPTOSARI 21
SMAN 1 WONOSARI 15
SMAN 1 SEMIN 15
SMAN 2 PLAYEN 14
SMKN 1 NGLIPAR 13
SMAN 1 PATUK 12
SMAN 1 SEMANU 12
SMAN 1 PANGGANG 11
SMK KESEHATAN WONOSARI 11
SMAN 1 PLAYEN 10
SMK MUHAMMADIYAH 1 PLAYEN 9
MAN 1 GUNUNGKIDUL 8
MA AL JAUHAR 8
MA YAPPI GUBUKRUBUH 7
SMKN TEPUS 7
SMKN 1 PONJONG 6
SMKN 1 PURWOSARI 6
SMK MUHAMMADIYAH 1 PATUK 6
SMKN 1 NGAWEN 6
SMAN 1 TANJUNGSARI 6
SMK GIRI HANDAYANI 5
SMKN 1 GIRISUBO 5
SMK MUHAMMADIYAH SEMIN 5
SMKN 2 GEDANGSARI 4
MA AL ITTISHAM PLAYEN 4
SMKN 1 GEDANGSARI 4
SMK YAPPI WONOSARI 4
SMK MUHAMMADIYAH RONGKOP 4

(e)


2.9. Serapan per Sekolah Sampai Saat Ini
SMKN 1 MAGELANG 94
SMKN 2 MAGELANG 83
SMKN 3 MAGELANG 64
MAN KOTA MAGELANG 30
SMAN 4 MAGELANG 24
SMAN 5 MAGELANG 21
SMAN 2 MAGELANG 18
SMAN 3 MAGELANG 18
SMAN 1 MAGELANG 12
SMKS KESDAM IV/DIPONEGORO 11
SMKS MUHAMMADIYAH MAGELANG 9
SMKS MAARIF KOTA MAGELANG 9
SMKS CITRA MEDIKA 8
SMKS PIUS X MAGELANG 8
SMKS WIYASA MAGELANG 8
SMKS YUDYA KARYA 5
PKBM KUNCUP MEKAR 5
SMKS KRISTEN 1 MAGELANG 4
SMKS ADIPURA MAGELANG 3
PKBM PERMATA 3
SMKS 17 MAGELANG 3
SMKS BHAKTI KARYA 1 MAGELANG 3
MA AL IMAN 2
SMAS MUHAMMADIYAH 1 MAGELANG 2
SMAS TARAKANITA MAGELANG 2
SMKS SATRIA MAGELANG 1
SMAS EL SHADAI 1
SMKS KRISTEN 2 MAGELANG 1
PKBM UPAYA TRAMPIL 1
SMKS 45 MAGELANG 1

(f)


2.9. Serapan per Sekolah Sampai Saat Ini
MAN 1 MAGELANG 66
SMKN 1 SALAM 41
SMAN 1 GRABAG 32
SMAN 1 SALAMAN 30
SMAN 1 DUKUN 30
SMAN 1 CANDIMULYO 26
SMAN 2 GRABAG 26
SMKS MUHAMMADIYAH SALAMAN 24
SMAN 1 KOTA MUNGKID 23
SMAN 1 MERTOYUDAN 23
SMAN 1 NGLUWAR 21
SMAN 1 BANDONGAN 20
SMAN 1 MUNTILAN 20
SMKS MAARIF SALAM 15
SMKN 1 WINDUSARI 15
SMKS MAARIF KOTA MUNGKID 15
SMKS BUMANTARA MUNTILAN 14
SMKS MUHAMMADIYAH 1 BOROBUDUR 13
SMKS MUHAMMADIYAH MUNGKID 13
SMKS PANGUDI LUHUR MUNTILAN 12
SMKS SATYA PRATAMA SALAMAN 11
SMKN 1 NGABLAK 11
SMKS MUHAMMADIYAH 2 MUNTILAN 11
MA YAJRI 10
MAN 2 MAGELANG 10
MA AN NAWAWI 02 10
SMKS MUHAMMADIYAH 1 MUNTILAN 10
SMKS MUHAMMADIYAH 1 SALAM 9
SMKS SYUBBANUL WATHON 8
MA PAMBA 'UL HIKMAH 7
SMKS ABDI NEGARA MUNTILAN 7


2.9. Serapan per Sekolah Sampai Saat Ini
SMK NEGERI 1 PENGASIH 70
SMK NI 2 PENGASIH 65
SMA NEGERI 1 WATES 26
SMA NEGERI 1 PENGASIH 23
MAN 2 KULON PROGO 19
SMK NEGERI 1 NANGGULAN 19
SMK NEGERI 1 PANJATAN 17
SMA NEGERI 1 TEMON 16
SMA NEGERI 2 WATES 15
SMK MUHAMMADIYAH 1 WATES 15
SMA NEGERI 1 LENDAH 11
SMK MAARIF 1 WATES 11
SMK NEGERI 1 SAMIGALUH 10
MAN 1 KULON PROGO 9
SMA NEGERI 1 GALUR 9
SMK MUHAMMADIYAH 3 WATES 8
SMK KESEHATAN SADEWA WATES 7
SMK NEGERI 1 TEMON 6
SMA NEGERI 1 KALIBAWANG 6
SMK MUHAMMADIYAH 1 TEMON 5
SMA NEGERI 1 SAMIGALUH 5
MAN 3 KULON PROGO 5
SMA NEGERI 1 SENTOLO 5
SMK MUHAMMADIYAH KALIBAWANG 4
SMK MAARIF 1 TEMON 4
SMK TAMAN SISWA NANGGULAN 3
SMA NEGERI 1 GIRIMULYO 3
SMK MAARIF 1 NANGGULAN 3
SMA NEGERI 1 KOKAP 2
SMK NEGERI 1 KOKAP 2
PKBM NGUDI ILMU 2
SMK KUNCUP SAMIGALUH 2

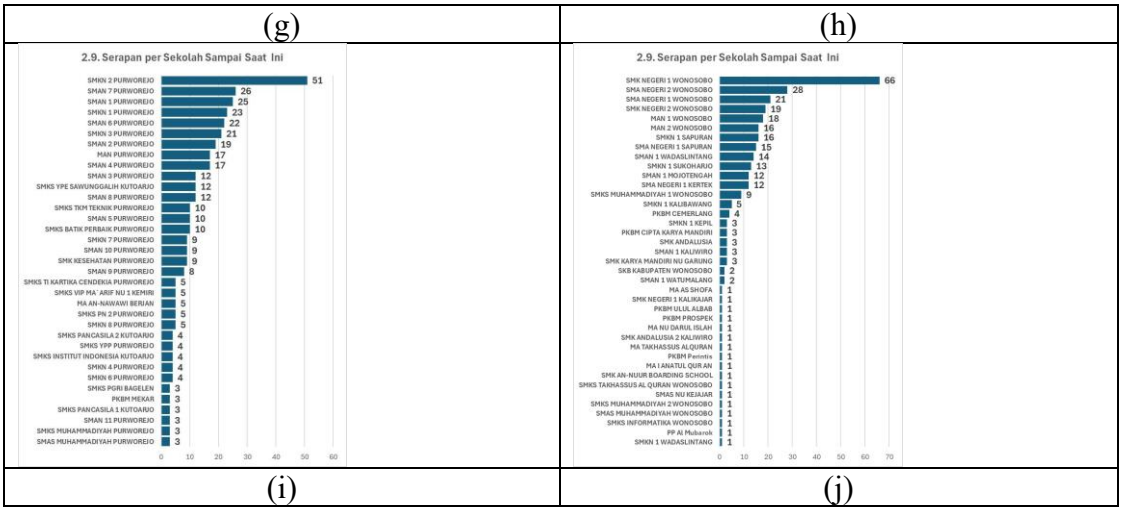


Figure 7. School leaderboard (a) Yogyakarta city; b) Sleman; c) Temanggung; d) Bantul; e) Gunung Kidul; f)Magelang city; g) Magelang Regency; h) Kulon Progo; i) Purworejo; j) Wonosobo)

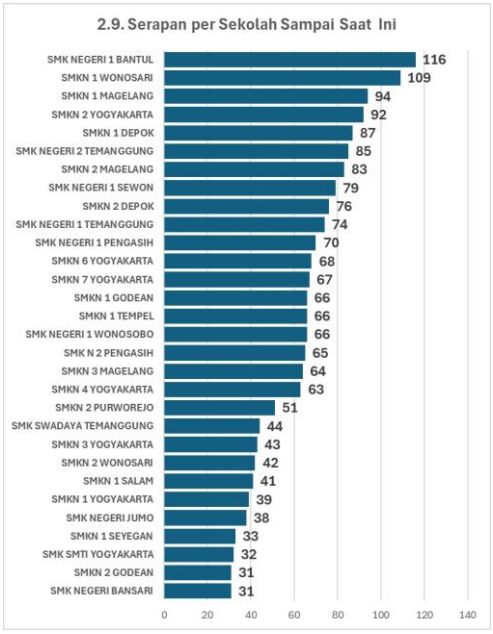


Figure 8. Ranked list of SMA/SMK feeder institutions for Universitas Terbuka

3.5 Discussion

While larger enrollments can enhance perceived institutional quality and visibility (Budiman et al., 2023), scale alone is not a sufficient proxy for quality in ODL. Admissions growth should be monitored in tandem with persistence, course success, recognition of prior learning (RPL) throughput, and time-to-credential to ensure that expansion aligns with student outcomes. In sum, admissions remain a vital headline indicator, but decision-useful interpretation in ODL

requires normalization, funnel analytics, and spatial intelligence. Hadianti et al (2023) reveal the necessity for a balanced approach incorporating both conventional and digital marketing strategies. the research highlighted the importance of developing a digital marketing strategy aligned with UT's identity as a cyber university (Hadianti et al., 2023).

First-hearing chanel sources are led by peer/friend referrals and the UT website, revealing complementary mechanisms: social trust (peers) and official clarity (web). The high proportion of employed students (80%) underscores UT's work-compatible value proposition and has operational implications: (i) strengthen alumni/peer ambassador programs and referral incentives; (ii) foreground flexible pacing, credit recognition/micro-credentials, and streamlined enrollment paths on landing pages; and (iii) schedule field activities after work hours and on weekends to reach working learners.

Mapping illustrates consistently stronger applicant pipelines from vocational high schools (SMK) compared to senior high schools (SMA) across most regencies, with specific schools identified as high-yield hubs. Within-regency distributions (Figures 5) reaffirm the SMK tilt in Kulon Progo, Sleman, and Temanggung, while school leaderboards (Figures 7) highlight stable high-yield hubs. These hubs are strategic anchors for (i) MoUs and recurring on-site enrollment clinics; (ii) peer-ambassador activation; (iii) targeted scholarship/credit-transfer messaging; and (iv) map-optimized routing to maximize leads per visit. In more SMA-weighted pockets (e.g., Bantul, Magelang Regency), messaging should emphasize academic progression (e.g., S1/S2 pathways), quality assurance in assessment, and support for independent study.

Public sentiment surveys also indicate strong parental aspirations for children to continue to S1 after SMA/SMK, which aligns with UT's recent growth among younger, non-working cohorts. In short, the observed SMK predominance across most districts coheres with Indonesia's current vocational agenda, labor-market realities, and enabling policies for flexible recognition and progression conditions that amplify UT's fit for both SMK and SMA graduates. The actionable implication is to calibrate outreach by local composition: emphasize RPL, micro-credentials, and work-linked messaging where SMK dominates (Figure 8); and foreground academic pathways, transfer, and student success services where SMA contributions are higher while continuing peer-led school engagements that UT already deploys effectively. Moreover, while marketing reviews argue that iterative optimization improves funnel performance, they also highlight the need to diversify channel mixes and message variants beyond early-winning locales to avoid over-reliance on a narrow geography(Hemsley-Brown & Oplatka, 2006).

Finally, UT's institutional readiness likely amplified gains: longstanding quality-assurance systems in distance education at Universitas Terbuka are well documented and would help absorb larger cohorts without sacrificing service reliability. This organizational capability is frequently linked to scalable outreach and conversion in ODL contexts. Operationally, the findings support institutionalizing map-driven promotion: hotspot targeting, differentiated narratives for SMK vs. SMA audiences, referral flywheels via alumni/peers, and scheduling aligned with working learners. Analytically, results are descriptive and based on aggregated institutional dashboards; associations with mapping-enabled campaigns should not be over-interpreted as causal. Future work should incorporate event-level tagging, quasi-experimental designs, and learner-level panels to estimate impact more precisely.

4 CONCLUSION

UT Yogyakarta's enrollment growth is robust and seasonally patterned, with peaks aligned to national graduation cycles. Recruitment is driven primarily by peer networks, reinforced by clear information on the UT website. Feeder analyses indicate a dominant SMK pipeline across most districts, warranting career- and RPL-focused messaging, while SMA-leaning areas require academic-progression emphasis. Geographically, efforts should prioritize the Yogyakarta–Sleman–Bantul urban corridor where outreach yields are highest while maintaining differentiated strategies for more balanced districts.

ACKNOWLEDGEMENTS

This Publication Was Fascilitated By Institute of Research And Community Service Universitas Terbuka

REFERENCES

Alvarado, S. E., & Turley, R. N. L. (2012). College-bound friends and college application choices: Heterogeneous effects for Latino and White students. *Social Science Research*, *41*(6), 1451–1468.

Andriani, W., & Sari, P. R. K. (2019). Pengaruh Kualitas Produk, Harga, Dan Promosi Terhadap Keputusan Pembelian Air Mineral Dalam Kemasan Merek Dharma. *Jurnal Manajemen Dan Bisnis*, *2*(1).

Belawati, T., & Zuhairi, A. (2007). The practice of a quality assurance system in open and distance learning: A case study at Universitas Terbuka Indonesia (The Indonesia Open University). *The International Review of Research in Open and Distributed Learning*, *8*(1).

Budiman, R., Wiradharma, G., Harsasi, M., Riana, K. E., & Riady, Y. (2023). Evaluation of Socialization and Promotion Activities at Open and Distance State University. *Journal of Social Work and Science Education*, *4*(3), 808–822.

Darojat, O., Idrus, O., & Ardıasıh, L. S. (2023). Disruptive change and learning innovations: Challenges and opportunities for Universitas Terbuka. *Turkish Online Journal of Distance Education*, *24*(3), 60–70.

Dewatisari, W. F. (2022). THE EFFECT OF DISTANCE LEARNING TRAINING ON STUDENTS'KNOWLEDGE OF SELF-STUDY. *Proceeding of the International Conference on Innovation in Open and Distance Learning*, *3*.

Dewatisari, W. F. (2024). THE ADVANTAGES AND CHALLENGES OF FACE-TO-FACE VS. WEBINAR TUTORIALS FOR DISTANCE LEARNERS AT THE OPEN UNIVERSITY. *Proceeding of the International Conference on Innovation in Open and Distance Learning*, *5*, 424–436.

Dewatisari, W. F., Suprijanto, A., & Abdurachman, F. Y. (2023). HOW ONLINE TUTORIALS FOR SCIENTIFIC PAPER COURSES AFFECT STUDENT SATISFACTION AT INDONESIAN OPEN UNIVERSITY. *Proceeding of the International Conference on Innovation in Open and Distance Learning*, *4*, 799–824.

Diktiristek, D. (2024). *Panduan penggunaan generative artificial intelligence (genai) pada pembelajaran di perguruan tinggi*.

Hadianti, S., Prakoso, T., Pratiwi, B., Casmat, M., Rahayu, U., Aisyah, S., & Jaya, F. (2023). A Compatible Marketing Strategy for the Faculty of Distance Education Institution. *Journal Of Digital Learning And Distance Education*, *2*(6), 642–652.

Hemsley-Brown, J., & Oplatka, I. (2006). Universities in a competitive global marketplace: A systematic review of the literature on higher education marketing. *International Journal of Public Sector Management*, *19*(4), 316–338.

Rahayu, F. (2022). Pengaruh Promosi Sosial Media Terhadap Minat Beli Pada Produk Kerajinan Di Rajapolah:(Survei Pada Calon Konsumen Pusat Kerajinan Tangan Ashika Art Rajapolah Tasikmalaya). *J-CEKI: Jurnal Cendekia Ilmiah*, *1*(6), 752–755.

Ratnawuri, T., Pritandhari, M., & Damayanti, E. F. (2020). Analisis Strategi Integrated Marketing Communication Terhadap Minat Mahasiswa Pendidikan Ekonomi Universitas Muhammadiyah Metro. *PROMOSI (Jurnal Pendidikan Ekonomi)*, *8*(2).

Rosyidah, N., & Rosyidi, U. (2020). Internationalization in Higher Education: University's Effective Promotion Strategies in Building International Trust. *European Journal of Educational Research*, *9*(1), 351–361.

Sari, I., Maseleno, A., Satria, F., & Muslihudin, M. (2018). Application model of k-means clustering: insights into promotion strategy of vocational high school. *International Journal of Engineering & Technology*, *7*(2.27), 182–187.

Suhandoko, A. D. J., & Hanubun, A. (n.d.). *Promotion Strategy and Service Quality of Universitas Terbuka in Increasing Student Satisfaction through Customer Value in the North Maluku Regional Office*.

Suraya, S., & Saragih, D. (2019). The Proactive 'Talent Scouting'Promotion Strategy to Boost Private University's Student Enrolment. *International Journal of Innovative Science and Research Technology*, *4*(2), 509–515.

Tatem, A. J., Adamo, S., Bharti, N., Burgert, C. R., Castro, M., Dorelien, A., Fink, G., Linard, C., John, M., & Montana, L. (2012). Mapping populations at risk: improving spatial demographic data for infectious disease modeling and metric derivation. *Population Health Metrics*, *10*(1), 8.

Wicaksono, D. A., Yulianto, H., Indonesia, M., & Susilo, B. W. (2022). SEBUAH UPAYA PENINGKATAN PROFITABILITAS BERDASAR DANA PIHAK KETIGA MELALUI KONSEP PEMBIAYAAN SYARIAH: AN EFFORTS TO INCREASE PROFITABILITY BASED ON THIRD PARTY FUNDS THROUGH SHARIA FINANCING CONCEPT. *Jurnal Ilmiah Manajemen, Ekonomi Dan Bisnis*, *1*(1), 74–80.

Wolniak, G. C., & Engberg, M. E. (2007). The effects of high school feeder networks on college enrollment. *The Review of Higher Education*, *31*(1), 27–53.

Yu, S., & Setiyaningrum, A. (2019). Studi mengenai city branding Kota Yogyakarta sebagai kota pelajar di Indonesia. *Matrik: Jurnal Manajemen, Strategi Bisnis Dan Kewirausahaan*, *13*(1), 31–46.

Zuhairi, A., Hsueh, A. C. T., & Chiang, I.-C. N. (2020). Empowering lifelong learning through open universities in Taiwan and Indonesia. *Asian Association of Open Universities Journal*, *15*(2), 167–188.

https://yogyakarta.bps.go.id/id/