CHAPTER I

INTRODUCTION

A. BACKGROUND

Several theoretical explanations suggest that studying abroad is likely to improve subsequent employment prospects. Students may acquire or improve a number of skills that are highly valued in the workplace as a result of a study abroad experience. While foreign language skills are often considered to be the most visible benefit stemming from this experience, there are many other advantages. To start with, exposure to foreign cultures increases tolerance and cultural sensitivity, both of which are very important given today’s diverse workforce. Employers are constantly looking for applicants who are able to communicate and interact with individuals of different countries and cultures. (Pietro, 2013)

Data from a survey of human resource managers and directors, shows that employers consider candidates who study abroad to have strong interpersonal skills. Additionally, international mobile students are likely to be open to change and flexible, allowing them to rapidly adapt to new situations. Finally, study abroad programs make students more confident, and this in turn helps them to perform better at job interviews. Doorbar (2003). This is also demonstrated by the fact that students often talk about their international experience to show to employers how this has helped them to develop problem-solving skills (Matherly, 2005). This result is consistent with the idea that an international educational experience may provide these individuals with a great opportunity to develop marketable skills (e.g. intercultural competence, global awareness, foreign language skills) to which they may have been less exposed given their family background. (Pietro, 2013)

Therefore, the Indonesian government also responds openly through Article 50 paragraph 3 of Law no. 20 of 2003 on National Education System (UU Sisdiknas) which states: The Government and / or Local Government shall organize at least one educational unit at all levels of education to be developed into an international standard educational unit. Based on the principle of legality of the provisions of this, Sisdiknas Law is prevailing various SBI (International Standard School) in all districts / cities in Indonesia. (Soetikno, 2012)
To comply with the provisions of the National Education System Law, since 2004 all District governments and municipalities have attached the "international" label to "prominent" state schools that have existed in the area since before the reform era. The proliferation of public schools polished into international schools (SBI) led to a paradox between quantity and quality. Quantity, or large quantities, are not matched by adequate quality improvement. (Soetikno, 2012)

Ditjen of Mandikdasmen Kemdiknas issued three basic prerequisites for the fulfillment of internationally accredited schools. The three basic prerequisites refer to PP no. 17 of 2010 concerning Management and Implementation of Education, which is the characteristics of output (having international recognition as evidenced by the results of certification and accreditation, both from one of the OECD (Organization of Economic Cooperation and Development) member countries and / or other developed countries having certain advantages in the field of education), the characteristics of the program (applying the SKS (semester credit system) and management characteristics (establishing a relationship "SISTER SCHOOL" with international schools abroad). (Soetikno, 2012)

Not only in the context of the school, higher education institutions also implement an international system. Thus, programs called Double Degree program prevail. Double Degree Program is a program where the students can earn double degree from two universities, the house universities and an overseas university that have an agreement with the university, within a relatively short time (only once study).

This double degree program exists since 1999 for Bachelor. The first university to have a double degree program is Universitas Islam Indonesia (UII), UII has collaborated with University of Wollongong (UoW) - Australia, to transfer students to continue their bachelor’s degree program at Faculty of Commerce and will receive two diplomas: an SE Diploma from the Faculty of Economics UII and a Bachelor of Diploma from the Faculty of Commerce, UoW.

It is followed by other universities in Indonesia such as Muhammadiyah University of Surakarta (UMS), Bina Nusantara Internasional, Universitas Indonesia, Universitas Pelita Harapan (UPH), Universitas Gadjah Mada (UGM), Airlangga University (UNAIR), Universitas Brawijaya (UB) and many other universities that have the double degree program.
UMS has offered double degree programs since 2007 with Kingston University – London as the first partner. Furthermore, one of the visions of UMS is becoming internationally recognized university, and their efforts to realize this vision is to offer Double Degree programs, which encourage students or graduates to have international experience.

Double Degree Program is very interesting because it has some advantages that can be obtained from the program. Students can simultaneously get two degrees within one time study. The first degree is given by university from the country where he comes from and the second degree is from a foreign university. With these two titles, the chances of winning competition in the global era are getting bigger, so it will make it easier for the graduates of double degree in getting the job later. Moreover, students also get experience when studying abroad, so they can practice their language skills because the teaching learning process is delivered in international language. In addition, it can also save time and tuition fee, because getting two degrees can be obtained at one time study.

The decision in choosing double degree program is reflected by the elements of theory of planned behavior. The theory of planned behaviour, by any objective measure, become one of the most frequently cited and influential models for the prediction of human social behaviour (Icek Ajzen, 1991). At its core, the TPB is concerned with the prediction of intentions. Behavioural, normative and control beliefs as well as attitudes, subjective norms and perceptions of behavioural control are assumed to feed into and explain behavioural intentions (Icek Ajzen, 2011).

We can indicate a person's readiness to perform a given behavior or action with Behavioral Intention (BI). Behavioral intention is considered to be the immediate antecedent of behavior. This intention is based on attitude, subjective norm, and perceived behavioral control, with each predictor weighted for its importance in relation to the behavior and population of interest (Ajzen, 2006).

The theory of Planned Behavior (TPB) is used to measure attitude, subjective norms, and perceived behavioral control toward the behavior, but this research examines the attitude, subjective norm, and intention only, because intention is more powerful than behavior. The power of intention is more durable than behavior (Ajzen, 1985), intention is less affected by volitional control (Sejwaz, Ajzen, & Fishbein, 1980), and the overall behavior does not define intention.
B. Research question

This research aims to identify the factors influencing purchase intention by applying the Theory of Planned Behavior (TPB) in choosing Double Degree Program. The specific research problems can be decided into the following:

1. Does Attitude have influence on intention in choosing double degree program?
2. Does Subjective Norm have influence on intention in choosing double degree program?
3. Does Perceived Behavioral Control have influence on intention in choosing double degree program?
4. Do Attitude, Subjective Norm, and Perceived Behavioral Control meaningfully explain intention in choosing double degree program?

C. Purpose of the research

The purpose of this study is to examine the Theory of Planned Behavior factors that influence high school students' process of decision making in choosing double degree program as their option in a university.

1. To analyse the effect of Attitude on intention in choosing double degree program
2. To analyse the effect of subjective norm on intention in choosing double degree program
3. To analyse the effect of Perceived Behavioral Control on intention in choosing double degree program
4. To analyse the meaningfulness of Attitude, Subjective Norm, and Perceived Behavioral Control in explaining intention in choosing double degree program

D. Benefits of the Research

The results of this research are intended to serve the following benefits.

1. Theoretical Benefits

The results of this research are expected to give additional information about the relationship between the factors in Theory of Planned Behavior (TPB) and intention in
choosing Double Degree program. Additionally, this research can be a reference for marketing management

2. **Practical Benefits**

   - **For the researcher**
     
     This result can be used to recognize the relationship between the factors in Theory of Planned Behavior (TPB) and intention in choosing Double Degree program.

   - **For the companies**
     
     The result of this research can be a deliberation for companies to decide policies and may deliver knowledge about the factors influencing purchase intention on Double Degree program by applying Theory of Planned Behavior (TPB).

   - **For the academic**
     
     The results of this research are intended to be a study materials reference in fields related to marketing management, especially regarding the factors that influence intention in choosing Double Degree program by applying Theory of Planned Behavior (TPB).

E. **Contents of Research**

There are five chapters in this research

**Chapter I  Introduction**

The introduction describes the background, research questions, purpose of the research, benefits of the research, and contents of the research.

**Chapter II  Literature Review**

The literature review chapter contains the theory and the meanings of Consumer Behavior and Intention, and the history of Theory of planned behavior, with hypotheses among the variables and the theoretical framework.

**Chapter III  Research Methodology**
The research methodology discusses the detail about the research type, operational definition, sources of data, data collection technique, variable measurement, research instrument test, assumption classic test, and hypotheses test.

Chapter IV  Data Analysis and Discussions
Data analysis and discussions presents the overall results and the findings from the analysis of the data collected such as general description of the products, data analysis, the instrument test, the hypothesis test, and the discussions. The program that has been used in this research is Statistical Package for Social Science or SPSS.

Chapter V  Conclusions
Chapter V includes the conclusions of the research, implications of the research, and limitations of the research to improve further research.