

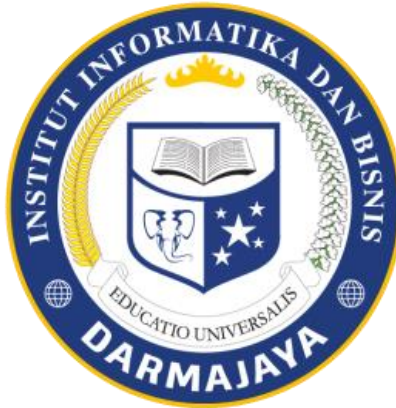
**POSITIONING ANALYSIS OF MAGISTER MANAGEMENT IIB
DARMAJAYA IN LAMPUNG USING MDS METHOD
(MULTIDIMENSIONAL SCALING)**

**Nucky Indriana Sari
1712110177**

**A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF UNDERGRADUATE OF MANAGEMENT IN
BUSINESS PROGRAM**

**FACULTY OF ECONOMIC AND BUSINESS INSTITUTE INFORMATICA
AND BUSINESS DARMAJAYA BANDAR LAMPUNG**

2021



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2021



STATEMENT

I, the undersigned, declare that the thesis that I submit is my own work, no work has ever been submitted to obtain a bachelor's degree at a college or the work has been written and published by someone else except for those that are written in the text this and is mentioned in the bibliography. This work is mine and full responsibility rests with me.

Bandar Lampung, February 2021


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By saying Alhamdulillah

The author dedicates this work to

Both parents, my beloved father Trio Widodo and my mother Emi Eka Sari who raised me with great love and affection and never stopped giving prayers and encouragement, guidance and advice every step of my way.

For my brother and younger brother

Niko Andrian and my younger brother, M. Makhfirotuzidan, thank you for always providing support and encouraging me every day.

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Mrs. Cahyani Pratisti S.Pi., an MBA who has provided motivation and inspiration, who accommodates all of our complaints and desires, is patient in guiding and is responsible for everything we have to get,

For international class students

Thank you for strengthening each other in surviving the hardships to survive from this class with you I learned to make sense of life

For someone who always gives me enthusiasm, motivation and support, Ahmad Nuryanto

MOTTO

**I CHOOSE A LAZY PERSON TO DO A HARD JOB,
BECAUSE A LAZY PERSON WILL FIND AN EASY
WAY TO DO IT**

BILL GATES

ABSTRAK

POSITIONING ANALYSIS OF MAGISTER MANAGEMENT IIB DARMAJAYA IN LAMPUNG USING MDS METHOD (MULTIDIMENSIONAL SCALING)

Arranged by

Nucky Indriana Sari

In 2020 dinas pendudukan dan pencatatan sipil Bandar lampung, the the highest level of undergraduate graduates with a number reaching 92,065 compared to other graduates such as D2 with 9,528, D3, 29,065. And S2, 9,994. In other words it has good potential for the postgraduate education market. In Lampug itself there are many universities that make master management programs such as IIB Darmajata, UNILA, UBL, USBRJ and UMM. The problem in this research is to see the positioning of Master of Management IIB Darmajaya compared to Masters of Management at other universities. The purpose of this study was to determine the Perceptual Map of the Positioning of Master of Management Programs from Various Universities. This type of research is descriptive quantitative. The population in this study were consumers who had visited the five universities in the master management program. This study used a sample size determining formula stated by the Z-Score. The number of samples of 150 respondents with purposive sampling technique (sampling based on criteria) and using the MDS (Multi Dimension Scalling) test with the results of the attitude similarity test shows that respondents have the same attitude in assessing the similarities of the university, for each attribute, the university's master management program being compared has similarity to each other in attributes,

Keyword : Positioning, Multidimensional Scaling (MDS)

FOREWORD

ASSALAMUALAIKUM WR.WB

Praise my gratitude to the presence of Allah SWT because it is thanks to His grace that I can complete this thesis entitled. "POSITIONING ANALYSIS OF MAGISTER MANAJEMEN IIB DARMAJAYA IN LAMPUNG USING MDS METHOD (MULTIDIMENSIONAL SCALING)".

Writing this thesis is one of the requirements for completing studies in the Bachelor's degree in management program, Faculty of Economics and Business, Department of Management at IIB Darmajaya College, Bandar Lampung.

The author realizes that there are still many shortcomings in the writing of this thesis from the help of various parties. Therefore, with all humility, the author would like to thank:

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5. Lecturers and Staff of the Management Department of the Darmajaya Institute of Informatics and Business (IIB).
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May Allah record it as good deeds and always give His blessings and mercy to all of us and I hope this thesis is useful for all readers in general and for writers in particular.

WASSALAMUALAIKUM WR. WB.

Bandar Lampung, 02 March 2021

Writer

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171211017

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CHAPTER I

INTRODUCTION

1.1 Background

Education is the basic capital for preparing qualified people. Every human being needs education, because without human education it will be difficult to develop, even become retarded. Education in Indonesia must really be directed to produce people who are not only cognitively qualified, but also have noble character, good morals and able to compete in the national and international arena. Even according to Hasan Asari (1994: 11), none of the civilizations that have ever triumphed in history were not accompanied by serious attention and efforts in the field of education. This means that education is the main pillar that can sustain human civilization.

Related to that, Law no. 2 of 2012 concerning Higher Education states that higher education is the level of education after secondary education which includes the master program. The master program is an academic education intended for graduates of undergraduate or equivalent programs, so that they are able to practice and develop science and / or technology, through scientific reasoning and research. Thus, the master program is essentially an advanced education for undergraduate graduates, who, through scientific reasoning and research, are expected to be able to practice and develop their scientific abilities.

Further education in the form of a master program is important because according to UNDP records (March 2013), Indonesia's HDI Index ranks 121 out of 185 countries in the world with an index of 0.67 percent, below Singapore and Malaysia which have a much higher index. , namely 0.83 percent and 0.86 percent. This position is decreasing when compared to 2010 which reached 108th place. This shows that there is still a need for hard efforts to improve the quality of Indonesian people in the midst of world competition. The still low quality of education in Indonesia will in turn weaken Indonesia's competitiveness in facing the 2015 Asean Economic Community (AEC). Therefore, the key to increasing Indonesia's competitiveness is to improve the quality of education and make the latest breakthroughs in the education sector. Improving the quality of

human resources by improving the quality of education is the right solution that must be done, so that Indonesia has the opportunity to master AEC 2015.

The increasing economy in Lampung today calls for a better quality of human resources. This encourages people to continue their education in order to be able to compete in the industrial world, especially in the current pandemic era, the competition for job vacancies is very strong. Another thing is the increasing number of fresh graduates each year, in addition to the low number of postgraduate education in Bandar Lampung, this has good potential for the postgraduate education market in Lampung.

The development of new study programs needs to be improved, especially for study programs with a lot of interest, namely the Master of Management study program, Masters are academic degrees given to graduates of the Masters (S-2) education program. Generally it takes 1.5 - 2 years, but there are also those who complete it in 1 year or more than 2 years. This can depend on the policies of the established universities. The scientific work that is required and is a requirement for obtaining a Masters degree is called a thesis, it has been explained the meaning and steps of the master program and what is the difference with the Master of Science degree. A Master of Science degree (abbreviated as MSc) is a degree awarded by universities around the world for the completion of postgraduate-level studies in a field related to science and technology

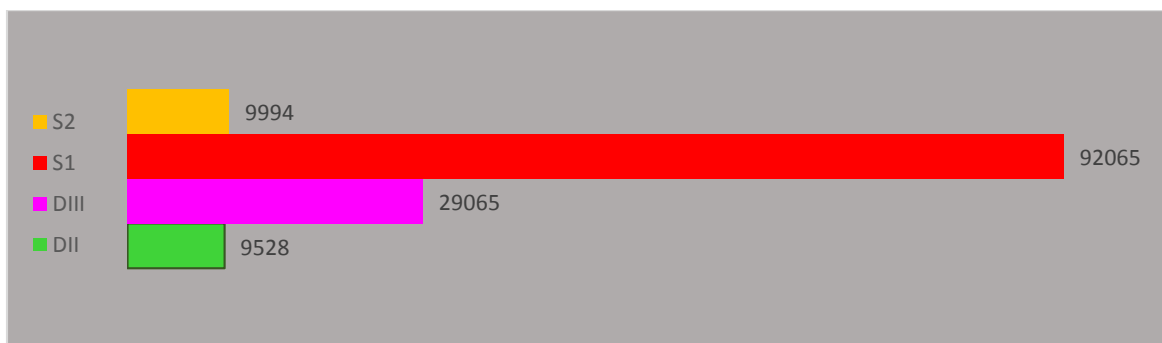


Figure 1. 1 Total population education level in Bandar Lampung

Source: our service of occupation and civil registration in Bandar Lampung 2020

Judging from the data for S1 graduates in the diagram above, the level of undergraduate graduates became the most graduates with a number reaching 92,065 compared to other graduates such as D2, D3. And S2. In other words it has good potential for the postgraduate education market. In Bandar Lampung, there are many universities that make master of management programs.

The following are some of the graduate universities for master of management program in Bandar Lampung

1. Universitas Lampung

The Postgraduate Program at the University of Lampung (Unila) was founded in 1999, which began with the birth of the Megister Law Study Program. Currently this program has 20 study programs spread across 8 faculties. As a university that creates quality human resources who are competitive nationally and internationally

2. Universitas Bandar Lampung

Bandar Lampung University is one of the largest private universities in Lampung Province, which is located in Bandar Lampung City, Lampung Province. The management of magistser study program was established on August 1, 1997 with an A accreditation status. The expected output is that students are able to become world-class entrepreneurs.

3. Universitas Sang Bumi Ruwa Jurai

Universitas Sang Bumi Ruwa Jurai (hereinafter abbreviated as Saburai University or USBRJ) is one of the private universities in Bandar Lampung City, Lampung Province. Saburai Graduate University was founded on August 8, 1990 by the Saburai Education Foundation. The Saburai Education Foundation itself was founded on January 7, 1984. The current Chancellor of Saburai University is Dr. Marsanuddin S.H, M.H. Saburai University Campus is located at Jalan Imam Bonjol No. 486 Bandar Lampung. The brand they built is the Realization of Professional Human Resources with Science and Technology Insights and Imtaq

4. Institut Informatika dan Bisnis Darmajaya

This postgraduate program was established in September 2009. This program puts forward abilities that require expertise and skills in designing, analyzing, designing, evaluating, and making strategic decisions in organizations.

5. Universitas Muhammadiyah Metro

Muhammadiyah Metro University is a private university under the auspices of the Muhammadiyah charity business. At first it was an integration of the Muhammadiyah Metro Teacher Training and Education College (STKIP), the Muhammadiyah Metro School of Economics (STIE), the Muhammadiyah Metro Technical College (STT) and the Ushuludin Muhammadiyah Metro School of Sciences. by creating a brand that is a solution to future success

The following is the data of Master of Management students in Bandar Lampung

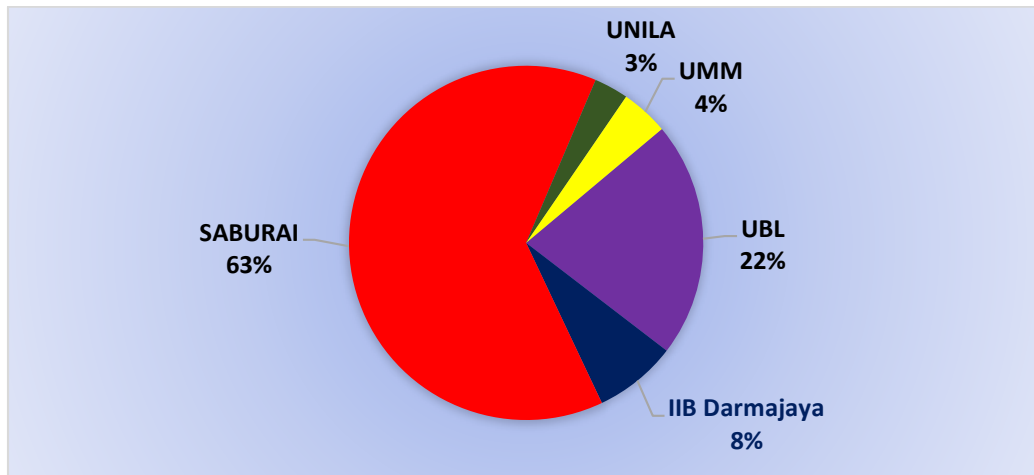


Figure 1. 2 Data on the number of Master of Management students 2019 in Lampung

Source: PDDikti Higher Education Database

From the data, it is explained that the total students master of management program university IIB Darmajaya is 94 students or 8 %, the total students master of management programs at Universitas Saburai is 790 students or 66%, the total students master of management program Universitas Lampung is 39 students or 3 %. The total students master of management program universitas UBL is 268 students or 22%, The total students master of management program UMM is 54 students or 4%. The highest total students university master of management program is Universitas Saburai with a total of 790 students or 66%, for IIB Darmajaya itself is in 3rd place after Universitas Saburai and Universitas Bandar Lampung. This is one of the problems because there are still less students of IIB Darmajaya compared to master management universities in Lampung.

From several universities master of management programs in Lampung, each university has its own positioning, however, is this perception the same as that received by the community or does the community have a different perception with the perception that has been made by each university.

Post graduate education program in the field of Business Management organized by the Faculty of Economics and Business of the Darmajaya Institute of Informatics and Business (IBI) which aims to prepare postgraduate professionals who are professional in managerial fields and can enter the job market.

PS-MM puts forward abilities that require expertise and skills in designing, analyzing, designing, evaluating, and making strategic decisions in organizations. PS-MM has three concentrations (a) HR Management, (b) Marketing Management, (c) Financial Management.

As for the output expected to students after completing education, namely

1. Have the ability in managerial fields and can enter various job fields.
2. Have the ability to be a reliable analyst in the fields of Human Resources, Marketing and Finance.
3. Having expertise and skills in designing, designing, evaluating, and making strategic decisions in organizations.

master of management IIB Darmajaya has carried out several promotional activities including using online media such as Instagram, Facebook, and offline media such as brochures, newspapers, Baleho. The IIB Darmajaya master management program also provides several offers to

prospective students, namely by providing very affordable fees for the total financing that must be paid for three semesters, only around 23,000,000, plus the duration of lectures for one and a half years to graduate. Not only that, Postgraduate IIB Darmajaya has competent teachers from practitioners and academics. In addition, the IIB Darmajaya graduate also provides lecture facilities with 24-hour wifi and air-conditioned rooms as well as a lounge as a place for discussion. There are other programs offered by IIB Darmajaya to prospective students / I, namely students have the opportunity to study abroad with a double degree program.

With various offers provided by the IIB Darmajaya postgraduate master of management program. Currently the IIB Darmajaya master of management education program is still low in number compared to management of master programs at other universities, this is a consideration for the IIB Darmajaya master of management education program in paying attention to positioning whether the perception that is built is the same with perceptions that exist in the minds of prospective students or even the perceptions that are built are not the same as those that are perceived, based on the description of the problems that have been presented, the authors are interested in conducting research with the title **"ANALYSIS POSITIONING OF MAGISTER MANAGEMENT IIB DARMAJAYA IN LAMPUNG USING MDS METHOD (MULTI DIMENSIONAL SCALING)"**

1.2 Formulation Of The Problem

Based on the background of the problems previously described, the researcher formulated the problem, namely, "How to make a positioning perceptual map of master of management program from various universities on Lampung as a basis to crafting the marketing strategies?"

1.3 The scope of research

1.3.1 Scope of Research Subjects

The scope of the subjects in this study were employees and students who would continue their studies at the master level in Bandar Lampung

1.3.2 Scope of Research Objects

The scope of the object in this study is the positioning analysis of the management magister IIB Darmajaya in Bandar Lampung

1.3.3 Scope of Research Place

This research was conducted in magister management which is addressed at ZA Pagar Alam Bandar Lampung.

1.3.4 Time Scope

The time of research was carried out in November 2020 until January 2020

1.3.5 Scope of Research Science

The scope of research taken is marketing management and consumer behavior.

1.4 Research Objectives and Benefits

1.4.1 Research purposes

Based on the background and problem formulations, this study aims to explain the positioning of university Master of Manajement program in Lampung

1.4.2 Benefits of Research

The expected benefits are:

1. For researchers

As a vehicle to apply the knowledge gained from marketing lectures so far, especially positioning to analyze empirically Master of Manajement program IIB Darmajaya positioning against its competitors' .

2. For Institutions

- a) The results of this study are expected to be used as reference material or study material for subsequent studies in order to be able to improve and improve weaknesses in this study.
- b) The results of this study are expected to be used by institutions as a reference for management to determine where the positioning of Management Magists is

1.5 Writing Systematics

In this study, the discussion and presentation of the research results will be arranged with the following material

Chapter I Introduction

This chapter explains the background, problem formulation, research scope, research objectives, research benefits, writing systematics.

Chapter II: Theory Basis

Contains theories related to positioning, MDS models, and frameworks of thought.

Chapter III: Research Methods

This chapter contains the types of research, data sources, data collection methods, population, samples, research variables, variable operational definitions, data analysis methods.

Chapter IV: Results and Discussion

In this chapter, the authors demonstrate their academic knowledge and the sharpness of their physical power in analyzing the problems they discuss, guided by the theories put forward in chapter II.

Chapter V: Conclusions and Suggestions

This chapter contains conclusions and suggestions which are expected to be useful for the parties concerned and for readers in general.

CHAPTER II

THEORETICAL BASIS

2.1 Marketing Strategy

According to (Kotler, Philip. & Armstrong, 2008) marketing strategy is making decisions about marketing costs, marketing mix, marketing allocations in relation to expected environmental conditions and competitive conditions. Meanwhile, according to Guiltinan and Paul (2013), the definition of a marketing strategy is a key statement regarding the impact that is expected to be achieved in terms of demand on a specified target market.

More clearly, marketing strategies can be divided into four types, namely:

1. Stimulate primary needs by increasing the number of users.
2. Stimulate primary needs by increasing the level of purchase.
3. Stimulate selective needs by retaining existing customers.
4. Stimulate selective needs by attracting new customers.

2.2 Market Positioning

2.2.1 Definition of Positioning

According (Kotler & Keller, 2009) positioning is the arrangement of products to occupy a clear, different, and desirable place compared to competitors' products in the minds of target consumers. Meanwhile, according to Kasali (2008, p.49) Positioning is a strategy to enter a window in the consumer's brain. Positioning is usually not a problem and is considered important as long as there are not so many goods available in a society, and competition has not become something important. New positioning will be important when the competition is very fierce.

According (Basu Swastha dan Irawan, 2008) product positioning is a management strategy that uses information to create an impression of a product in accordance with the desires of the intended market or market. Product positioning also involves significant changes to the item itself or changes to the approach - an approach to positioning. According to (Kotler & Keller, 2009) there are seven approaches to positioning, namely:

1. Positioning by attribute

Positioning based on attributes is the positioning of products based on attributes or properties, for example, symbols, symbols, size, color, presence, position and so on.

2. Positioning according to benefits

Positioning according to benefits is to position the product as a leader in a particular benefit. The benefits include symbolic, functional benefits and experience-based benefits. Successful positioning requires a communication strategy that is able to draw attention to one of the customer's needs, be it symbolic, functional or experimental.

3. Positioning by category

Positioning according to product category is positioning the product, as the leader in the product category. We can group the product categories into the beverage and food category, the household product category, the medicine category, the personal care category, the personal equipment category, the home appliances category, the communications and information technology category, the automotive category, the banking and finance category.

4. Positioning by user or application

It is this set of values of use or application that is used as an element that stands out compared to its competitors.

5. Positioning according to the user

This means positioning the product as best for a number of user groups. In other words, the target market is more indicated in one or more communities, both in a narrow sense and in a broad sense.

6. Positioning according to competitors

Here the product as a whole accentuates its full brand name and is better positioned than its competitors.

7. Positioning according to price or quality

Here the product is positioned as a leader in a product category in terms of price and quality.

2.2.2 Product Positioning

According to (Kotler & Keller, 2009) "Product positioning (product position) is the way the product is determined by consumers based on several important attributes and the place occupied by the product in the memory of consumers in dealing with competitors' products."

The position of a product is a complex set of perceptions, impressions and feelings that consumers remember for a product compared to competing products and marketers must be able to plan the position of the product in order to provide great benefits to the product. According to (Kotler & Keller, 2009) there are three steps in positioning a product, namely:

1. Companies must determine the differences in products, services and image against its competitors. Product differentiation, for example product design and design, product durability, performance, product properties. Volvo, for example, offers new and better security. Service differentiation, such as fast delivery times, high quality installation and repair services as well as free consultations. An example is GE (General Electric) not only selling and providing product installation services but also providing training services to customers to operate their products. Differentiation of personnel, for example friendliness, respectfulness, courtesy, broad knowledge, and professionalism of employees. For example the flight attendants and flight attendants of Singapore Air lines are known for their hospitality and also IBM has professional and knowledgeable employees. Image differentiation, for example a symbol or logo, product quality, promotion and packaging quality. For example, the image of a frozen food product is lost because the product is often on sale.
2. Choosing the right competitive advantage, for which it is necessary to know how many differences will be promoted and which differences will be promoted. A difference is said to be valuable if it meets the following criteria:
 - a. Important: the difference provides a very valuable benefit to the target buyer.
 - b. Typical: the competitor does not offer that distinction, or the company may offer in a more distinctive way.
 - c. Superior: the difference is superior to other ways that the customer might provide the same benefits.

- d. Communicable: the difference is communicable and visible to the buyer.
 - e. Precede: competitors cannot replicate the difference.
 - f. Affordable price: the buyer can pay for the difference. Bring in profit the company can introduce the product and make a profit.
3. Communicating to its target market, how the company differs from its competitors. To be able to come up with a good positioning strategy is easier than implementing it. Establishing a position or changing positions usually takes a long time, preferably a position that has been cultivated for years can disappear quickly. Therefore, after the company has succeeded in building the desired position, the company must be able to maintain, maintain that position through consistent achievement and communication.

2.2.3 Positioning Errors

According to (Kotler & Keller, 2009) errors in positioning are as follows:

- 1. Under positioning The product does not have a clear position so it is considered the same as the crowd of other products in the market. The problem is consumers cannot differentiate with other brands.
- 2. Over positioning. Marketers are too narrow in positioning their products, thereby reducing consumer interest in entering their market segments.
- 3. Confused Positioning Marketers emphasize too much of the attributes of their products so that consumers experience doubts.
- 4. Doubtful Positioning Positioning is doubtful because it is not supported by adequate evidence. Consumers do not believe it because other than not being supported by strong evidence or the established marketing mix is not consistent with the existence of the product

2.3 MDS (Multidimensional Scalling)

Perception is a process, by which a person receives, selects, and interprets stimuli to form a comprehensive and meaningful picture of the world. The perceptual process takes place in the minds of consumers. So it is abstract. Even though individual perceptors can provide descriptions, the perceptions we perceive are not objective, but subjective

Although perception is difficult to measure with certainty because of its abstract nature, experts still try to obtain a picture of one's perception of an object relatively compared to other objects.

Objects can be products, brands, shops, people, political parties, and others. The technique used is called multidimensional scaling (MDS).

As a multivariate technique in the interdependence technique class, MDS is a procedure used to visually map respondents' perceptions and preferences in a geometric map.

This geometric map, which is called a spatial map or perceptual map, is a description of various related dimensions. Let's say we are using a geometric map in the form of a Cartesian diagram. This map is formed with two dimensions, one on the horizontal axis (X axis), the other on the vertical axis (Y axis).

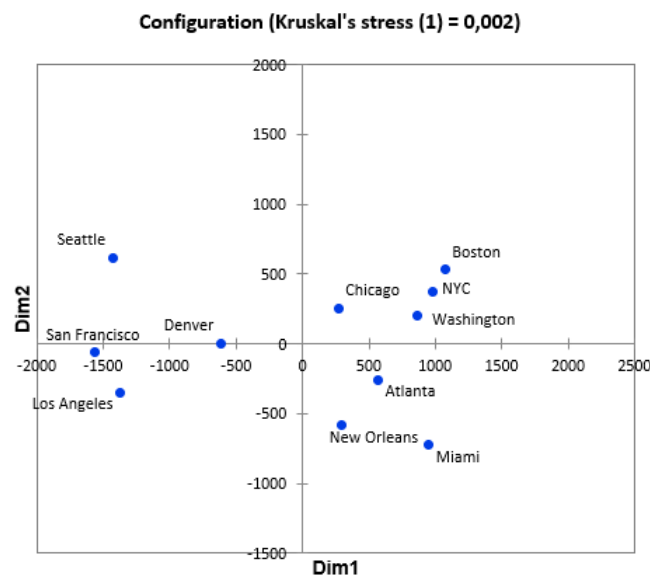


Figure 2. 1 Example of Perceptual Map Picture

Multidimensional Scaling Analysis (MDS) is one of the multiple techniques that can be used to determine the position of another object based on its similarity assessment. MDS is also called Perceptual Map. MDS deals with making a map to describe the position of an object with other objects based on the similarities of these objects. MDS is also a technique that can help researchers to identify (identify) the key dimensions that underlie the evaluation of objects from respondents (customers). MDS or multidimensional scaling is a class of procedures to represent respondents' perceptions and preferences spatially by using a visual display (Malhotra, 2010, p. 349).

The concept and scope of multidimensional scaling (MDS) in marketing research and describes its various applications; describes the steps that must be followed in multidimensional scaling of perceptual data, including problem formulation, obtaining input data, selecting MDS procedures, deciding on the number of dimensions, providing interpretation of configuration and providing an assessment (to assess) of reliability and validity (reliability) and validity), explaining the scaling of preference data explaining correspondence analysis and its merits and weaknesses; understand the relationship between MDS, analysis of Basic Concepts in Multidimensional Scaling Analysis.

Multidimensional scaling analysis (MDS) is a class of procedures for presenting customer perceptions and preferences spatially by using commonly seen (Supranto, 2010) Multidimensional scaling analysis is used in marketing to identify (identify) the following:

1. The number of dimensions and characteristics that are used to perceive different brands in the market.
2. The positioning of the brands studied in this dimension.
3. The placement of the ideal branding of the customer in this dimension.

In marketing, MDS is generally used in mapping perceptions. However, the information provided by MDS is also used in various other marketing applications, such as:

1. **Image measurement.** We know that image is a public perception. If we measure the perceptual map of each individual, then we make comparisons between individuals, objects that occupy a relatively equal position in most or all individuals, of course, already have a strong image.
2. **Market segmentation.** Brands and consumers can be positioned on the same map (*in the same space*), then consumer groups with relatively homogeneous perceptions can be identified.
3. **New product development.** Through the 'spatial map', you can see areas that are still empty or where there are no players. MDS can be used to evaluate new product concepts and current brands to find out how consumers perceive new concepts. The proportion of preference for each new product is an indicator to determine its success.
4. **Assess the effectiveness of advertising.** If advertising is intended to form a brand position, MDS can be used to measure whether the desired position has been achieved. In other words, is advertising effective in shaping brand position.

5. **Price analysis.** Make a spatial map with and without 'entering' the price factor. Then, compare the two spatial maps. The difference between the two reflects the impact of price on consumer perceptions.
6. **Channel decision.** If we make a judgment about the compatibility (compatibility) of a number of brands with different outlets, the information from the spatial maps related to the distribution channel can be used as a consideration. For example, it is like this: through MDS we map a number of brands. There is a brand, katakana brand A, that catches our eye. Then, we want our brand position to be the same as the position of brand A. Then, we investigate the marketing practices of brand A, including the distribution channels, then we use these as reference materials in designing our brand distribution channels.
7. **Attitude scale construction.** The MDS technique can be used to develop attitude measurement scales

2.4 Attribute Based Perceptual Map

In assessing the similarity of stimuli, it seems that the objective method is better than the general impression method, as discussed in Chapter 9. Because, with this method similarities are assessed based on various attributes. The advantage is that with this method the dimensions underlying the similarities are easier to trace, namely based on the attributes involved. In addition, the position of each brand can be mapped relatively with a vector that states the position of each attribute.

With this method, there are several things that need to be considered. First, the number and types of attributes involved cannot always be ascertained, especially if the technical specifications of the product (or brand) are complicated (complicated), for example a notebook. Second, the salient attributes are not always the same from one person to another, both in number and kind. Third, the determination of a brand's rating on each attribute is still subjective, so the results cannot be truly objective, subjectivity is still there.

In the general impression method, we need to determine the stimuli or objects. In attribute-based MDS, we need to determine the attributes of the object (brand, product, person, party, etc.), in addition to defining the object of course.

Determination of product attributes can be done through exploratory research (exploratory research). The technique is in-depth interviews with experts. For example, if you want to know

the attributes of a beauty salon, an interview with Rudy Hadisuwarno, owner of a salon chain that is also branded Rudy Hadisuwarno, is certainly very credible.

Other techniques include focus groups and limited surveys of small groups of respondents.

When using a limited survey, the attributes taken are those of a general nature, namely those mentioned by most or all of the respondents. For example, in the matter of bottled drinking water, all of the 20 respondents who were asked mentioned the price attribute as important, of course that attribute is used. It is different if an attribute, for example the color of the brand's writing, is only considered. important by one person, while 19 others do not consider it important, then these attributes should not be used.

If you have used a number limit, the problem that arises is to what extent are people who consider it important so that an attribute is used? For example, in the AMDK affair, the packaging design attribute was mentioned by 11 respondents, is this attribute included?

No method is completely accurate for determining the attributes of a general object. Because, first, for many products, especially complex products, consumers are not fully able to formulate a rational reason for purchasing a brand. For example, in choosing hifi, of the many objective attributes, at most, only a few are considered by consumers. The rest, consumers use feelings (feelings), emotions (emotion), and intuition (intuition) in making choices.

The second reason, often consumers do not examine product attributes, but imagine the experience of using the product, as said Richard H. Schmitt in experiential marketing. For example, for a choice of tourist destinations, what is used as an evaluation material is the atmosphere that will be experienced. In this situation, the product attribute becomes irrelevant. Although there are many limitations in trying to find the attributes of an object, the following ways can be considered so that the attributes collected are accurate.

1. Perform a proportion test. The goal is to take only those attributes that have the same proportion of voters.
2. Include these attributes in multiple regression. The question is, to what are the attributes regressed? Indeed, if this is done we need to do another study. We have to find the relevant dependent variable (y). Say that we make perceived quality as the dependent variable and we make other attributes an independent variable. Perform data collection. Then, after the

data has been analyzed by multiple regression, test the significance of each coefficient. Use attributes if the coefficient is significant.

3. Perform MDS with a large number of attributes. Then, try to exit and enter the attributes one by one. If we remove an attribute but it does not significantly interfere with the MDS results (does not change the perception map, does not decrease RSQ, and does not increase stress), then that attribute does not need to be used.

2.5 Educational Services

2.5.1 Definition of Educational Services

In developing and improving the quality of human resources, education services play an important role. However, interest in and attention to aspects of the quality of educational services can be said to have only developed in the last decade. The success of educational services is determined in providing quality services to users of these education services (students, stakeholders, society).

In simple terms, educational services can be defined as educational services. The word service itself has several meanings, from personal service to service as a product.¹¹ Before discussing further about educational services, we will first discuss the meaning of service according to several experts, so that this discussion can understood comprehensively.

Kotler in the Integrated Services Management book defines services as any action or activity that can be offered to other parties, basically intangible and does not result in any ownership, the production of services may be related to physical products or vice versa.

Furthermore, Stanton revealed that services are identified as intangible activities which are the main objects of transactions designed to provide desires or satisfaction to customers.

Meanwhile, Zaithmal and Bitner argue: "include all economic activities whose output is not a physical product or construction, is generally consumed at the time it is produced, and provides added value in forms (such as convenience, amusement, timelines, comfort of health) that are essentially intangible concerns of its first purchaser".

Services are basically all economic activities with output other than products and physical terms, consumed and produced at the same time, providing added value and in principle being intangible (intangible) to the first buyer.

From these various opinions it can be concluded that education as a service product is something that is intangible but can meet consumer needs which are processed by using or not using the help of physical products where the process that occurs is an interaction between service providers and service users that has characteristics that do not result in transfer of rights or ownership. Services are not goods but rather an intangible process or activity.

Services are all economic activities that produce output (output) in the form of products or construction (work) that are normally consumed at the time of production and provide added value to forms such as practicality, suitability, comfort, and health, which in essence attracting taste to the first buyer. Meanwhile, education services are complex services due to their labor and capital intensive nature. This means that it takes a lot of workers who have special skills in the field of education and are capital intensive because they require complete infrastructure (equipment) and are expensive.

Education is a humanizing process or a process that must be carried out, whether institutionalized or non-institutionalized, involving physical and non-physical matters and requires infrastructure and skills or skills. Thus educational services are all activities related to education that prioritize service in the process

2.5.2 Characteristics of Educational Services

Basically, a service is something that is provided by one party to another that is intangible and does not have an impact on the transfer of property rights. Services in general have the following main characteristics:

1. Intangibility (Intangibility)

Intangible services such as physical products, which cause education service users not to see, smell, hear, and feel the results before they consume them (become a subsystem of educational institutions). To reduce uncertainty, users of education services will look for signs or information about the quality of these services. Signs and information can be obtained on the basis of the location of the educational institution, educational institution administering, communication equipment and means used, and the amount of fee set. Some things that educational institutions will do to increase potential users of educational services are:

- 1) Increase the visualization of services that are not tangible to become tangible.
- 2) Emphasizing the benefits to be obtained (graduates of educational institutions).

- 3) Creating or building a brand name for educational institutions (education brand name).
- 4) Use the name of someone who is already known to increase consumer confidence.

2. Inseparable (Inseparability)

Educational services cannot be separated from their source, namely educational institutions that provide these services. This means that educational services are produced and consumed simultaneously (simultaneously) at the same time. If students buy services, they will deal directly with educational service providers. Thus, the direct sale of services is preferred with a limited scale of operation. Therefore, educational institutions can use the strategy of working in larger groups, working faster, or training service providers so that they are able to build the trust of their customers (students).

3. Variable (Variability)

The educational services provided often change. This will really depend on who is presenting it, when, and where the educational services are served. Therefore, it is difficult for education services to reach the quality that is up to standard. To anticipate this, educational institutions can carry out several strategies in controlling the quality of services produced in the following ways. First, selecting and holding training to get better human resources for education services. Second, standardizing the work process in producing good educational services. Third, always monitor student satisfaction through a system of suggestions, complaints, and market surveys.

4. Perishability

Educational services cannot be stored for a certain period of time or they are easily destroyed so that they cannot be sold at a future date. Characteristics of services that quickly perish is not a problem if the demand for these services is stable because educational services are easy to prepare for services. If demand fluctuates, educational institutions will face problems in preparing their services. For this reason, a very careful service marketing program is needed so that the demand for educational services is always stable.

Many experts state the characteristics of services, including: Kotler argues that services have four main characteristics (1) are intangible, so that consumers cannot see, smell, feel, hear and feel the results before they buy them. To reduce uncertainty, consumers seek information about

these services, (2) inseparable, where services cannot be separated from their source, namely service companies, (3) variability, where services often change depending on 4) Easy Perishability Educational services cannot be stored for a certain period of time or they are easily destroyed so that they cannot be sold in the future.

Baterson argues that services contain eight characteristics, namely:

- 1) Services cannot be stored and consumed when they are produced;
- 2) Services depend on time
- 3) Services depend on the location
- 4) Consumers are an integral part of the service production process;
- 5) Everyone or anything related to consumers has a share in giving roles;
- 6) Changes in the concept of benefit;
- 7) Liaison employees are part of the service production process;
- 8) Service quality cannot be improved during the production process because service production occurs in real time.

Based on these characteristics and characteristics, educational services have the following characteristics:

- 1) More intangible than tangible (more intangible than tangible);
- 2) Simultaneous production and consumption (simultaneous production and consumption);
- 3) Lack of standardized and uniformity (less standardized and uniform).

And as stated by Steinhoff "the raw material of services is people", the raw material for producing services is people, who have different characteristics from one another. This underlies that educational services differ from one another.

By looking at these characteristics, educational services are received after interacting with a liaison who is highly influenced by who, when and where the service is produced. This explains that the success of education will depend on who, when and where the process takes place.

2.5.3 Dimensions of Educational Services

To clarify the form of services provided, the researchers provide several dimensions that are used as benchmarks for playing a role in providing satisfaction to education customers.

Leonard Berry, A. Parasuraman, and Valerie Zeithmal found that there are five determinants of service quality according to the order of customer importance as follows:

- 1) Reliability (reliability) The ability of educational institutions to carry out the promised services accurately and reliably.
- 2) Responsiveness Pleased with the willingness and ability to help service users (students, stakeholders, and society) and respond to their requests quickly.
- 3) Assurance (assurance) Guarantees include knowledge, competence, politeness, and respect for students. Guarantees have a trustworthy nature, free from danger and doubt. As stated in article 28 of Government Regulation No.19 of 2005, which contains, "Educators must have academic qualifications and competencies as learning agents, physically and spiritually healthy, and have the ability to realize the goals of national education." Knowledge and courtesy of employees and their ability to generate confidence and trust from service users (students, stakeholders, and society).
- 4) Empathy (empathy) means that educational institutions are willing to care for service users and give personal attention to service users (students, stakeholders, and society) and have comfortable operating hours.
- 5) Physical Evidence (tangibles) Relating to the appearance of physical facilities, equipment / supplies, personnel and communication materials.

2.5.4 Educational Service Products

Products are anything that can be offered to the market for attention, possession, use or consumption so as to satisfy wants or needs.

In educational services, the products offered to students are reputation, prospects, and a variety of choices. A good school offers a high reputation / quality of education, prospects for students after graduation, and a choice of concentration in a variety of programs so that prospective students can choose a field that suits their talents and interests.

Products in general are anything that a producer can offer to be noticed, requested, purchased, used, or consumed by the market as a fulfillment of the needs or desires of the relevant market. The products offered include physical goods, services, organizations, and ideas. Products from schools are educational services which can be specified on:

- a) Curricular services include curriculum, general syllabus (GBPP), design of learning materials, presentation of learning materials, and evaluation
- b) Research services, in the form of various research and results or the development of teachers' abilities in researching and reading research results.
- c) Extracurricular services, including various service activities outside the jasakurikuler, such as arts activities, sports, crafts and others
- d) Community life development services, including services to develop the abilities of students to living in a community such as observing the life of farmers, entrepreneurs / industrial companies, visiting hospitals, visiting houses of worship, orphanages and providing assistance and others
- e) Administrative / administrative services, in the form of services for various certificates, cover letters for students, reports on learning outcomes.
- f) Special services, in the form of guidance and counseling services, library services, school health services, canteen services, and transportation or bus services.

Educational service products can only be consumed by consumers during the production process. Meanwhile, other goods and services, apart from education, which can be seen physically are usually produced in factories or in certain places, then distributed by distributors to shops and only consumed by consumers. In the field of educational services, the factor of educational service providers (people) directly plays a role in the production process of these services.

2.5.5 Forms of Education Services

The services offered by the institution can be improved through elements of service quality. Educational institutions are organizations that provide services to internal and external stakeholders. Internal stakeholders consist of all institutions within the university (such as foundations, study programs, and student activity units) and the actors in them (such as students, lecturers, and other staff). External stakeholders consist of alumni, student families, government and the general public. School success is measured by the level of customer satisfaction, both internal and external. Universities are said to be successful if they are able to provide services equal to or exceed customer expectations, because they have issued quite a lot of budget to educational institutions.

2.6 Previous Research

Table 2. 1 Previous Research

No	Researcher (Year)	Title	Method	Result
1	Trianawati et al., (2016)	Analisis Positioning Program Pasca Sarjana Magister Manajemen (MM) Telkom University Berdasarkan Perceptual Mapping Dengan Metode Multidimenssion Scalling	Multidimensio nal Scalling (MDS)	Perceptual mapping dengan posisi Tel-U memiliki pesaing utama UNPAD dengan keunggulan yang dimiliki Tel-U dalam bidang peminatan, kualitas pendidikan, kualitas kelulusan dan pendekatan bidang industry
2	Andriani et al., (2018)	Analysis of Consumers' Perception at the Food Court of Lampung Walk by	Multidimensio nal Scalling (MDS)	The results of this research known that the highest customer perceptions is in Kedai Urang with affordable price attributes, more portions, good taste, neat

		Using Multidimensional Scaling Approach		and clean presentation. So that for other business developers can pay attention to the attributes of consumer perception for business continuity
3	(Murti & Suharti, 2015)	Analisis Positioning Smartphone Berdasarkan Persepsi Konsumen Mahasiswa Fakultas Ekonomi Universitas Sarjanawiyata Tamansiswa	Three- dimensional multidimensional scaling (MDS).	Hasil penelitian menunjukkan bahwa persepsi konsumen tentang positioning ketiga smartphone memiliki perbedaan dan berada pada posisinya masing-masing dibedakan mahasiswa. Dilihat dari atribut desain, fitur dan kualitas smartphone Samsung lebih unggul dibanding smartphone Blackberry dan smartphone Lenovo, hal ini ditunjukkan dalam peta persepsi smartphone Samsung berada di dekat atribut desain, fitur dan kualitas

2.7 Research Framework

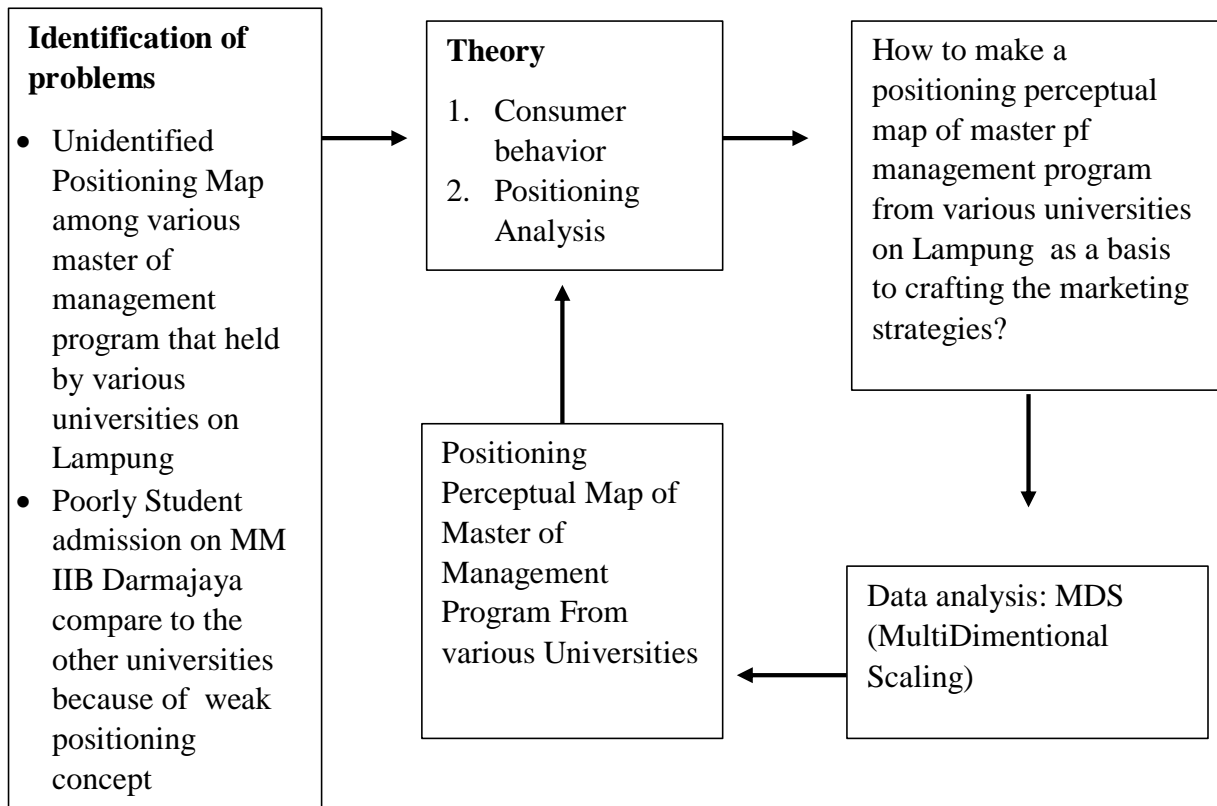


Figure 2. 2 Framework

CHAPTER III

RESEARCH METHOD

3.1 Types of Research

The type of research used is descriptive quantitative research where the data is expressed in numbers and analyzed by statistical techniques. Quantitative analysis according to Sugiyono (2016, p.7) is a data analysis that is based on the philosophy of positivism which is statistical in nature. The method used is that this study will analyze the positioning of the Master of Management IIB Darmajaya based on the perceptions of employees and students who will continue to pursue master degrees in Lampung.

3.2 Data Source

The data generated by the researcher is the final result of the processing process during the research. Sources of data according to how to obtain it, include:

3.2.1 Primary data

Primary data is data obtained from respondents through questionnaires, focus groups, and panels, or also data from interviews with resource persons. The data obtained from this primary data must be processed again. According to Sujarweni (2015, p. 39). Sources of data that directly provide data to data collectors, in this study were conducted by distributing questionnaires to consumers who have visited IIB Darmajaya, Universitas Bandar Lampung , Universitas Lampung , Universitas Sang Bumi Rua Jurai and Universitas Muhammadiyah Metro in Lampung.

3.3 Method of collecting data

According to Sugiyono (2016, p.137) the data collection method is testing data related to sources and ways to obtain research data. In this study, the method used is a survey method through a questionnaire, namely research that uses the data collection method by distributing questionnaires to respondents which contains a list of questions about the problem being studied and asks the respondent's willingness to answer the list of questions.

This method is used to collect data, data collection based on direct communication between researchers and respondents to obtain data on the positioning of prospective master student respondents in Bandar Lampung. This study uses a Likert scale with intervals (1 until 10). In the Interval scale, the questionnaire used is a choice questionnaire where each item of statement is provided with 10 answers.

3.4 Population and Sample

3.4.1 Population

Population according to Sugiyono (2016, p.80) is an area of generality consisting of objects or subjects that have certain qualities or characteristics determined by researchers to study and then draw conclusions. The population in this study were employees and students who would continue their master's degree studies in Lampung

3.4.2 Sample

According to (Sugiyono, 2016), the sample is part of the number and characteristics of the population because of the large number of population, so the sampling is done by non-probability sampling with purposive sampling technique. The criteria for sampling in this study were the age of the respondents from the ages of 22 - 35 years. Selection is carried out using screening questions first to prospective respondents, it is necessary to estimate the proportion of the sample can be calculated using the Z-score formula:

$$N = \frac{1}{4} \left[\frac{za/2}{E} \right]^2$$

Information:

n = The number of samples from the population to be obtained

z = Number that shows the deviation of the variance from the mean

E = the maximum error that may be experienced

A = The level of data error that the researcher can tolerate

If the confidence level is 95% ($\alpha = 5\%$), it means that the researcher believes that the sample prediction error is only 5% and the error limit is 10%, which means that the researcher only tolerates the respondent's error in the data search process and cannot exceed 10% of the total number of respondents. are:

Then:

$$n = \frac{1}{4} \left[\frac{z_{0.05/2}}{0.1} \right]^2$$

$$n = \frac{1}{4} \left[\frac{1.96}{0.1} \right]^2$$

$$n = \frac{1}{4} [384,16] = 96 \text{ respondents}$$

Based on the above calculations, the samples needed in this study were 96 samples, but researchers used 150 samples to make the results more accurate

3.5 Research Variable

According to (Sugiyono, 2016), research variables are basically anything that is determined by the researcher to study so that information is obtained about it, then conclusions are drawn. In this study, the variable is the Positioning of the services of the Master of Management IIB Darmajaya services. The research variable is an attribute or value characteristic of the person, object or activity that has certain variations determined by the researcher to study and draw conclusions.

3.6 Variable Operational Definition

Variable operational aims to explain the meaning of the variable being studied. The research element that tells how to measure a variable, in other words, the operational definition is a kind of implementation guide for how to measure a variable. The operational definition in this study includes:

Table 3. 1 Operational Definition of Variables

Variable	Concept Definition	Operational Definition	Indicator	Measure Scale
	(Kotler & Keller, 2009) positioning is the arrangement of products to occupy a clear, different, and desirable place compared to competing products in the minds of target consumers.	The ability of a service or price felt by prospective students of UNILA, IIB Darmajaya, UBL, Universitas Saburai and UMM in Lampung	<ol style="list-style-type: none"> 1. Excellent Service 2. Location strategy 3. Affordable prices 4. The quality of learning is very good 5. Waiting for accreditation 6. Competent graduates 7. Complete facilities 8. Teaching staff who are experts and competent 9. supportive entrepreneurial atmosphere 10. Sophisticated information technology support 	Interval

3.7 Multidimensional Scaling (MDS) Data Analysis Method

The data analysis method used in this study was Multi-dimensional Scaling (MDS). MDS is a procedure used to describe perceptions with stimuli that are carried out geometrically between the points into dimensional space (Supranto, 2010). From the mapping results, the perceived competitive position of consumers will be obtained. The closest pair is considered to have many similarities, while the furthest partner is considered to have many differences. The steps for activities or procedures in carrying out a multi-dimensional scaling (MDS) analysis are shown in Figure 3.1 below. Source (Supranto, 2010):

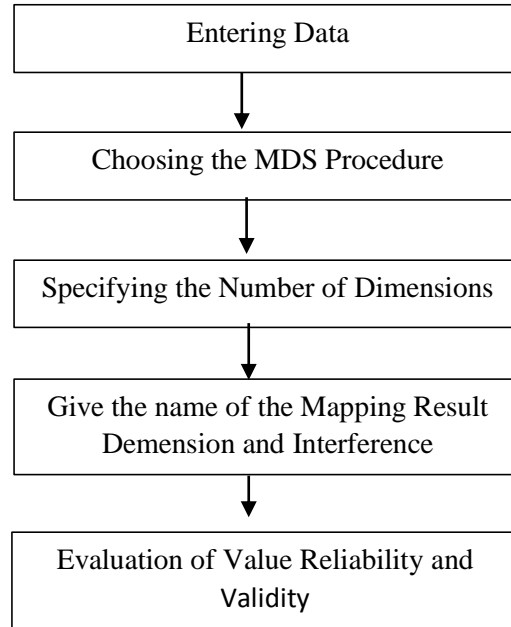


Figure 3. 1 Multidimensional Scaling Analysis Procedure

If the perceptual map is not clearly visible the difference in location visually, then to overcome this problem, it can be calculated by calculating the euclidean distance of each brand. In principle, the smaller the euclidean distance, the closer each object is, and the higher the level of competition.

To calculate the euclidean distance, it is necessary to know the coordinates of each object in advance. Then the euclidean distance can be calculated by the formula:

$$D = \sqrt{(X_i - X_{i-1})^2 + (y_i - y_{i-1})^2}$$

Where:

D = Geometric distance (Euclidean distance)

x_i = The x-to-i coordinate

y_i = coordinate y-to-i

From the two known dimensional relative weights (xdany), a directional vector for all the attributes of the products compared in their position can be drawn. The vector direction of each

attribute shows the better or more preferred the consumer will be. Furthermore, to find out the ranking order of the products being compared based on each attribute, it can be done by drawing a line perpendicular to the vector and the product ranking order can be sorted from the product closest to the end of the attribute vector (arrow).

RSQ in multidimensional scaling indicates the proportion of input data variance that can be explained by the MDS model. The higher the RSQ, the better the MDS model. According to Maholtra in Simamora's book (2010: 268), the multidimensional scaling model can be accepted if the RSQ is ≥ 0.6 . In multidimensional scaling the stress level indicates the proportion of disparity that is not explained by the model.

In Simamora's book (2005: 268-269), Maholtra formulated the most widely used formula for MDS, namely the Kruskal Type 1 formula:

$$\text{Stress} = \sqrt{\frac{\sum(dy-d)^2}{\sum(dy-d)^2}}$$

Where :

\bar{d} = average map distance

d_y = computer generated derived distance or similarity data

d_y = distance data given by respondents

For interpretation applies the principle of "the lower the stress, the better the resulting MDS model". To find out the indicators for limiting stress values as quoted from Maholtra in the book Sinamamora (2010: 269) are as follows:

Table 3. 2 Feasibility Assessment Category Model Based on S-Stress

Stress (Percent)	Goodness of Fit
20	Poor
10	Fair
5	Good
2.5	Excellent
0	Perfect

Source: Simamora (2010: 269)

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Description of Data

The data description is a description that will be used for the next process, namely testing the hypothesis. The data description explains the research object and research variables. This is done to describe the object of research and the condition of the respondent who is the object of this study in terms of the characteristics of the respondent, including age, gender, occupation, expenditure, and status.

4.1.1 Description of Respondent Characteristics

In this study, to prove the hypothesis proposed in this study, research has been conducted on consumers who have visited IIB Darmajaya, Bandar Lampung University, Lampung University, Saburai University and UMM in Lampung. To find out the respondent's age data, it can be seen in the table as follows:

Table 4. 1 Characteristics of Respondents by Gender

No.	Gender	Number of people)	Percentage (%)
1	Man	83	55.3
2	Women	67	44.7
Total		150	100

Source: The results of the data are processed in 2021

From table 4.1 the characteristics of respondents based on gender, it is known that the highest number is male, meaning that the respondents are dominated by male gender as many as 83 people or 55.3%

Table 4. 2 Characteristics of Respondents by Age

No.	Age (Years)	Number of people)	Percentage (%)
1	17-25	95	63.3
2	26-35	55	36.7
Total		150	100

Source: The results of the data are processed in 2021

From table 4.2 the characteristics of respondents based on age, it is known that ages 17-25 occupy the highest level, meaning that respondents are dominated by male gender as many as 95 people or 63.3%

Table 4. 3 Characteristics of Respondents by Occupation

No.	Profession	Number of people)	Percentage (%)
1	Entrepreneur	14	9.3
2	Government employees	9	6
3	Traders	10	6.7
4	General employees	34	22.7
5	BUMN employees	11	7.3
6	Honorary	12	8
7	Not yet working	42	28
8	S1 alumni	18	12
Total		150	100

Source: The results of the data are processed in 2021

From table 4.3 the characteristics of respondents based on work, it is known that not working occupies the highest level meaning that the respondents are dominated by not working as many as 42 people or 28%

Table 4. 4 Characteristics of Respondents by Expenditure

No.	Spending	Number of people)	Percentage (%)
1	<2.5 million	84	56
2	2.5 million - 4 million	42	28
3	4 million - 8 million	19	12.7
4	8 million - 10 million	2	1.3
5	> 10 million	3	2
Total		150	100

Source: The results of the data are processed in 2021

From table 4.4 the characteristics of respondents based on occupation, it is known that expenditure <2.5 million occupies the highest level, meaning that respondents are dominated by respondents with expenses <2.5 million as many as 84 people or 56%

Table 4. 5 Characteristics of Respondents by Status

No.	Status	Number of people)	Percentage (%)
1	Single	108	72
2	Married without children	24	16
3	Married already have children	16	10.7
4	Single Parent	2	1.3
Total		150	100

Source: The results of the data are processed in 2021

From table 4.5, the characteristics of respondents based on status, it is known that unmarried occupies the highest level, meaning that respondents are dominated by unmarried respondents as many as 108 people or 72%

4.2 Data analysis

4.2.1 Reliability and validity assessment

The input data and consequences of solving MDS are strongly influenced by random variability, so few judgments made regarding reliability and validity are sufficient from solving MDS (Supranto, 2010). The provision of an MDS analysis solution begins with a measure of stress. Stress is a measure that indicates a lack of fit. The greater the stress value, the more inaccurate the special map represents the input data (Supranto, 2010: 186), the lower the stress value the better the resulting MDS model will be. Stress values for attributes, benefits, categories, users or the application of usage and competitors in the field are presented in Table 4.6 as follows.

Table 4. 6 Stress scores in postgraduate management master program in Lampung province

No.	Indicator	Stress	Information
1	Academic Services for the Study Program	0.001	Perfect
2	Campus Locations	0.038	Perfect
3	Tuition Fees	0.012	Perfect
4	Quality of Lecture Learning	0.002	Perfect
5	Study Program Accreditation	0.022	Perfect
6	Quality of Graduates Produced	0.004	Perfect
7	Lecture Learning Facilities	0.019	Perfect
8	Quality of Lecturers Who Teach	0.044	Perfect
9	Campus Entrepreneurial Atmosphere Conditions	0.034	Perfect
10	Availability of Information & Digital Technology	0.087	Perfect

Source: The results of the data are processed in 2021

Table 4.6 shows that the resulting two-dimensional stress model is included in the Goodness of fit standard and shows that the scaling model to represent input data is appropriate. The RSQ (R square) index should also be examined. The model can be accepted if $RSQ \geq 0.60$ (60% or more). The higher the RSQ, the better the MDS model. The RSQ value of the positioning of universities that provide management masters in Lampung province is presented in table 4.7 below:

Table 4. 7 RSQ scores in universities management of master program in Lampung province

No.	Indicator	RSQ	Information
1	Academic Services for the Study Program	1,000	Acceptable
2	Campus Locations	0.999	Acceptable
3	Tuition Fees	1,000	Acceptable
4	Quality of Lecture Learning	1,000	Acceptable
5	Study Program Accreditation	1,000	Acceptable
6	Quality of Graduates Produced	1,000	Acceptable
7	Lecture Learning Facilities	1,000	Acceptable
8	Quality of Lecturers Who Teach	0.999	Acceptable
9	Campus Entrepreneurial Atmosphere Conditions	0.999	Acceptable
10	Availability of Information & Digital Technology	0.993	Acceptable

Source: The results of the data are processed in 2021

The RSQ value of the indicator in university master of management program object is presented in Table 4.7 which shows that the RSQ value is ≥ 0.60 (60% or more). This means that the resulting two-dimensional model can represent the input data quite well.

4.2.2 Determination of the Positioning of the Master of Management Program in Lampung Province

This research will address how the competition or competitiveness between universities that provide universities master of management program in Lampung province which consists of IIB Darmajaya, Bandar Lampung University, Lampung University, Saburai University and Muhammadiyah Metro University. This positioning can change in line with people's perspectives, changes in preferences and competitors' strategies. To determine the position of a product, a positioning analysis is needed. Positioning analysis helps marketers evaluate market response. Therefore, to achieve the research objectives, it is necessary to know how consumers perceive the five postgraduate universities in Lampung province that provide master of management programs.

a. Attitude Similarity Feasibility Test

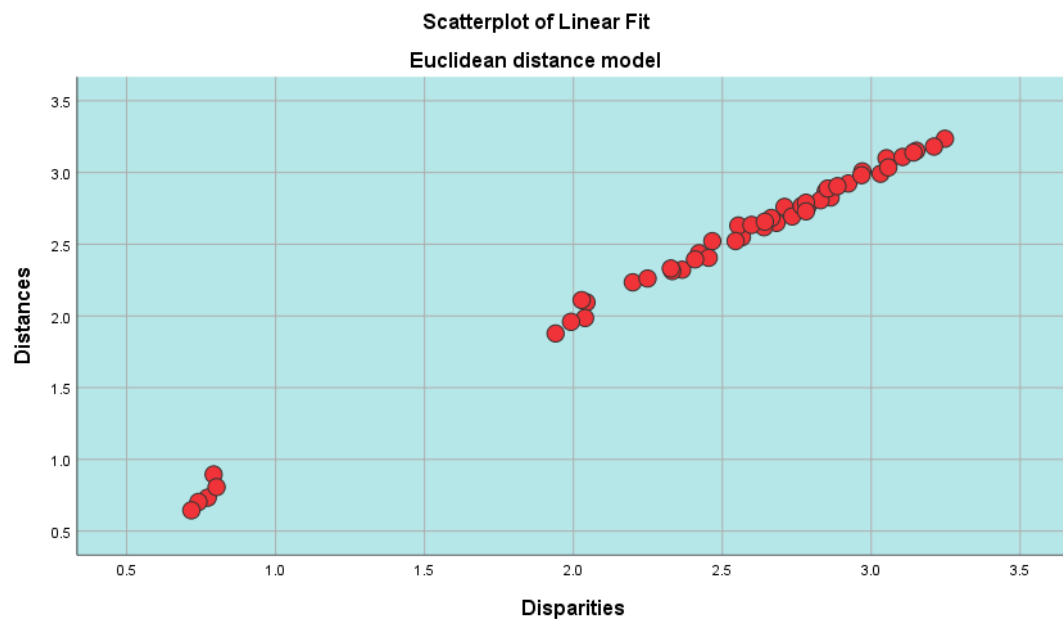


Figure 4. 1 Map of similarity of attitudes

Figure 4.1 Contains a set of coordinates 5 x 150 in the contents of the questionnaire, the level of this similarity in attitude is shown by the scatterplot of linear fit graph. It can be seen that the coordinate points form a group of coordinates whose configuration forms a line from bottom left to top right. This shows that the respondents have the same attitude in assessing the similarity of universities that provide master of management programs in Lampung province.

The positioning universities master of management program in Lampung province according to community perceptions can be seen in the coordinates as in Table 4.8.

Table 4. 8 Coordinates of the master management program in Lampung province

No.	University	Absis (DimensiI)	Absis (DimensiII)
1	IIB Darmajaya	-1.1046	0.5421
2	Bandar Lampung University	-1.1242	0.4627
3	Lampung University	-1.1175	0.4935
4	Saburai University	-1.0266	1.2985
5	UMM	-1.1242	0.4627

Source: The results of the data are processed in 2021

Based on table 4.8, a positioning map of each postgraduate universities master of management program in Lampung province can be produced with a configuration as shown in Figure 4.2

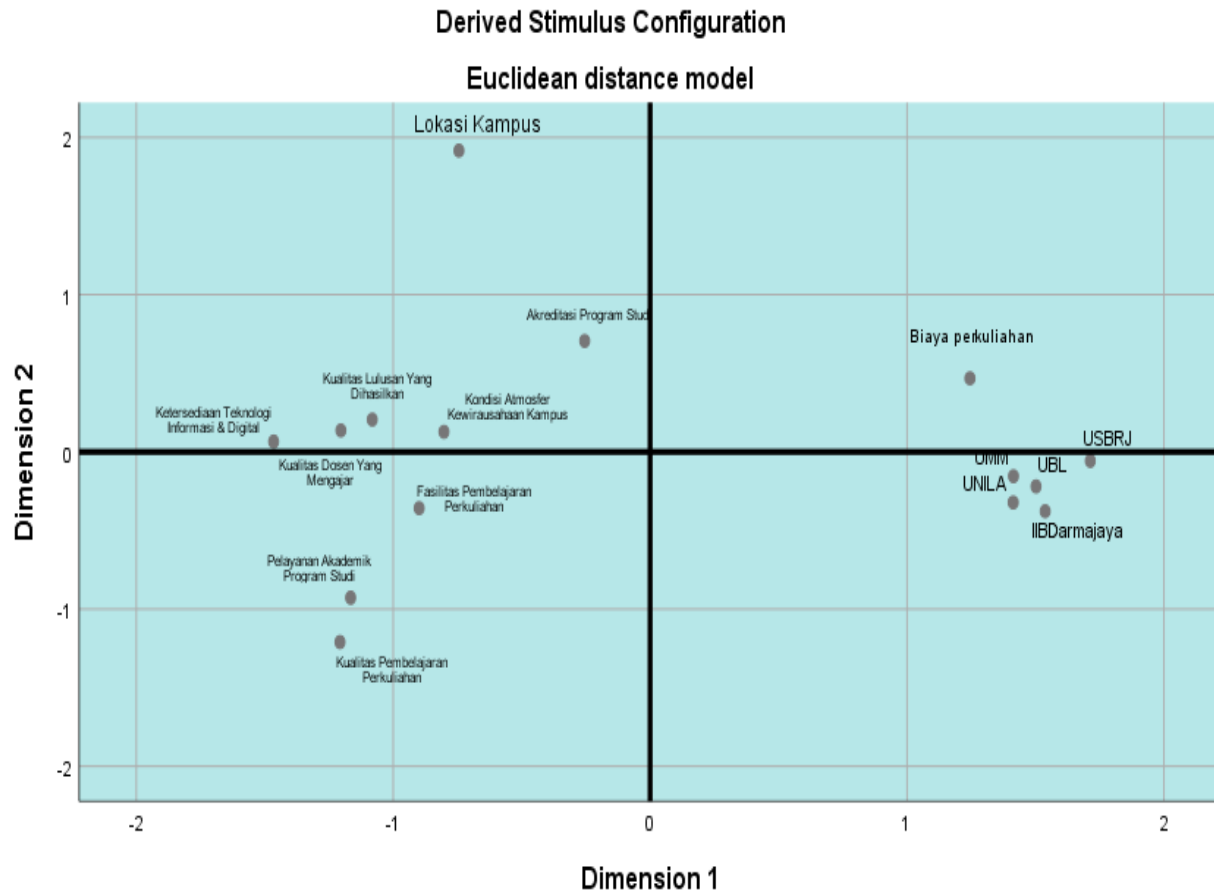


Figure 4. 2 Position map of 5 universities that provide master management programs in Lampung province with 10 attribute

Figure 4.2 is a map of the results of the INDSCAL (Individual Differences (weighted) Euclidean Distance Model) process to display the MDS map. The map image shows that of the five universities that provide master of management programs in Lampung province, they are IIB Darmajaya, Universitas Bandar Lampung, Universitas Lampung, Universitas Saburai and Universitas Muhammadiyah Metro. From each universities master of management program in Lampung province is close to each other. This close position distance is a result of the perception that every universities master of management program in Lampung province that is compared has the same attributes that are offered in the minds of the people. And of the five universities master of management program in Lampung province, they have a distance that is close to attribute 3 or the cost of lectures that is perceived by the community. Based on these results it can be stated that all universities master of management program in Lampung province are still far from the attributes perceived by the community

4.3 Discussion

Based on Figure 4.2, the positioning map of the 5 universities master of management program in Lampung province shows that Bandar Lampung University, Lampung University, Muhammadiyah Metro University, Saburai University and IIB Darmajaya are similar because the map shows that the five universities are gathered together or a distance from each university adjacent, and the attribute that is closest to the 5 universities is cost, it can be said that the community in considering a graduate university in management is cost. So the competition from the five graduate management magister universities is in price,

David Hunger and Thomas Wheelen stated that competitive advantage is a collection of strategies to determine the superiority of a company from competition among other companies. So from the five graduate universities in management, they compete in offering low prices to consumers. The forms of price competition offered by the 5 universities are as follows

1. IIB Darmajaya

For the duration of the lecture program offered by IIB Darmajaya, it is only for 3 semesters that students can graduate with details of the price in the first semester the fee paid by students is 8,600,000. for the second semester of 8,500,000 and 8,000,000 for the third semester, so the total of the total is 25,100,000

2. Universitas Lampung

Universitas Lampung offers a price to consumers for the cost of education for a management master program, which is 10,400,000 in the first semester, and for the second semester and thereafter it is offered at 9,400,000 for the course time offered by Universitas Lampung is for 4 semesters.

3. Universitas Metro Muhammadiyah

Universitas Muhammadiyah Metro University has time for the lecture program for 4 semesters. Universitas Muhammadiyah Metro offers prices to consumers for the cost of education for a management master program, which is 7,000,000 for the first semester to the next semester, and for the 4th semester the cost is 6,000,000

4. Universitas Bandar Lampung

Universitas Bandar Lampung offers a price to consumers for the cost of education for a management master program, which is 8,750,000 for the payment per semester for 4 semesters of tuition if the total cost incurred by students for recovery costs for 4 semesters is 32,000,000

5. Sang Bumi Ruwa Jurai University

Sang Bumi Ruwa Jurai University offers prices to consumers for the cost of education for a management master program, which is 4,500,000 to 5,000,000 per semester for the payment per semester with a study period of 4 semesters one meter if the total costs incurred by students for recovery costs for 4 semesters is 20,000,000,

The budget by the saburai are the lowest compared to other master management universities in Lampung province

Competitive strategy in low cost (low cost) and differentiation. Furthermore, the two strategies combined are called focus. Although in the discussion it is identical to company studies, it does not violate the rules if the competitive nature of education is also in line with competitive intentions in corporate competition institutions. It's just that the intended competition of course includes discussion of the achievements of the educational institution itself.

It can be seen how the price competition is offered from the 5 graduate universities master of management program, the 5 universities offer very attractive prices because price is one of the reasons to attract consumer sympathy, but competing on prices is not easy Instead of wanting to make it easier for consumers at affordable prices , in fact, you will find many risks. As for some of the risks when competing, namely

1. Profit a little

When the costs offered are cheap and maintaining the quality of service is not cheap and easy, then you definitely have to bear the risk of getting a little profit

2. Can kill market prices

Prices that are too cheap can be a problem in the imbalance of prices in the market. So the university must be more creative in offering its services.

3. Competition is getting fierce

If there has been a breakdown in price standards, competition will arise between universities. Some other universities may even dare to lose early in order to get loyal customers. And universities must prepare for it all.

4. Uneven prices will be mistaken for poor service quality

Of course, consumers will compare the quality of services with other universities. Even so, universities still have to ensure the quality of education services provided is good so that consumers are not disappointed.

Because in competing at a high risk, it is possible for Master of Management IIB Darmajaya to create a new strategy in competing by offering a different advantage from other postgraduate universities master of management program, by making a new strategy from the factors that influence students in choosing a universities master of management program. can be used as a new strategy that might be done by IIB Darmajaya in competing with competitors.

As for several factors to create a new strategy that might be done by IIB Darmajaya in competing with competitors are as follows

1. Reliable teaching staff

In accordance with the program held by the master of management by recruiting teaching staff who are experts in the field of business or recruiting teaching staff from a well-known businessman, this strategy will attract prospective students who want to develop a business, especially now that many people want to start and develop their business.

2. Complete learning facilities

Completeness of learning facilities is of course a factor in the smoothness and ease of the teaching and learning process, by providing service facilities that provide students with satisfaction with the services provided by the university.

3. Study program accreditation

The accreditation of the study program has an influence on students because by having superior accreditation students will judge that the university reflects the quality of education. The important factors for accreditation for students are:

- a) to apply for a job by becoming a graduate from a university that has a waiting accreditation can be a consideration for companies to recruit employees,
- b) students are able to compete with other college students. Quality tertiary institutions that are accredited by BAN-PT have no doubt about the quality of their education. Usually, even before graduating students have been prepared and received training in such a way as to be able to compete in the work environment. Therefore, even after graduating, the graduates are sure to be able and ready to survive well in their work environment.
- c) Students will be familiar with quality education standards. Every student who studies at a tertiary institution and is accredited, can certainly be said that the student already has a background with quality educational standards. Because in their daily lives, they are always required to be competent and learn in a very good and relevant environment. For that, even when they graduate, they can be said to be able to compete in the world of work.

4. Image of management master study program

By having an image as a graduate university for master management that is superior to other postgraduate master management universities and is able to produce graduates who are competent in the field of business management, students will feel satisfied and loyal.

By applying a strategy that takes into account several factors that influence students in choosing a graduate universities master of management program, it will create better competition and avoid some of the risks above.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusion

Based on the analysis and discussion of the positioning map for Magister of Management IIB Darmajaya in the perception of the community in Lampung province, it is known that it has a position that is not much different from other universities master of management program, the position of Magister Management IIB Darmajaya is strongly influenced by consumer perceptions of each indicator similarities in attitudes in assessing the similarities of the Management Magister IIB Darmajaya. So based on the discussion, the following conclusions can be drawn

1. This study found that five master of management programs from several universities – IIB Darmajaya, UNILA, USBRJ , UMM and UBL only competing on tuition cost basis as their strategic positioning. It can shown on MDS analysis Cartesius Diagram which elaborate 10 factors that attracting students to choose master degree. It can be concluded that all the programs conduct on price competition.
2. MDS analysis shown us that the perception of postgraduate students about the lowest tuition cost comprehend by USBRJ, and the expensive price for tuition cost is UNILA among others Master of Management Programs
3. The Impacts if these competition based on price can be severe like,can only generate low profit, increasingly fierce competition, can kill market prices, uneven prices will be mistaken for poor service quality, and will create in an unfair education conduct
4. To avoid negative effect from price competition, IIB Darmajaya must take action to create new positioning to perform their program and hinder low profit generation impact from price wars among master of management programs on Lampung

5.2 Suggestions

Based on the results of the analysis of the research results, discussions and conclusions that have been stated previously, there are several suggestions for the University Master of Management program (IIB Darmajaya) and further research, namely:

1. IIB Darmaja Jaya needs to create a new strategy by considering other factors that are considered by students in choosing a university such as recruiting reliable teaching staff, complete learning facilities, accreditation of study programs, image master of management programs.. This will create better competition and avoid some of the risks of price competition in the education market.
2. For the next researchers, there is an opportunity to develop the results of this study and to be able to researching other attributes that have not been studied in this study related to consumer perceptions of a company's positioning strategy, in order to know the similarity of attributes to one another.

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RESEARCH QUESTIONNAIRE

POSITIONING ANALYSIS OF MAGISTER MANAGEMENT IIB DARMAJAYA IN LAMPUNG USING MDS METHOD (MULTIDIMENSIONAL SCALING)



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**MAJOR MANAGEMENT
FACULTY OF ECONOMICS AND BUSINESS
INSTITITTE INFORMATIKA DAN BISNIS DARMAJAYA
2020**

Lampiran 1

Bandar Lampung, 1 Januari 2021

Hal : Permohonan Bantuan Pengisian Kuisisioner

Kepada Yth :

Bapak/ Ibu

Di Tempat

Bersama ini saya sampaikan bahwa saya bermaksud mengadakan penelitian pada masyarakat di provinsi Lampung. Penelitian ini dilaksanakan dalam rangka penulisan skripsi sebagai salah satu syarat dalam penyelesaian studi pada program Sarjana IIB Darmajaya. Konsentrasi Manajemen Pemasaran, tentang **“Positioning Analysis of Magister Manajemen IIB Darmajaya in Lampung Using MDS (Multidimensional Scalling) Method”**. Tujuan dari pembuatan kuesioner ini adalah untuk mengetahui positioning dari pasca sarjana magister manajemen yang ada di lampung.

Sehubungan dengan maksud di atas, saya mengharapkan bantuan saudara untuk bersedia mengisi instrumen penelitian ini sesuai dengan pendapat dan pengalaman yang dimiliki. Instrumen ini dirancang sedemikian rupa sehingga tidak seorang pun dapat menelusuri sumber informasinya. Oleh karena itu saudara diharapkan dapat memberikan jawaban sesuai dengan keadaan sesungguhnya, dan jawaban tersebut tidak berpengaruh terhadap kondisi saudara.

Terima kasih atas kesediaan dari saudara telah meluangkan waktu dan perhatiannya untuk mengisi dan menjawab pertanyaan yang disediakan.

Hormat Saya

Nucky Indriana Sari

1712110177

IDENTITAS RESPONDEN

1. Nama (bisa di kosongkan) :
2. Domisis (isi dengan kabupaten atau kota) :
3. Usia :Tahun
4. Jenis kelamin
 - a. Laki-laki
 - b. Perempuan
5. Pekerjaan
 - a. Karyawan swasta
 - b. Profesional (dosen, dokter, bidan, perawat, pengacara)
 - c. Karyawan BUMN
 - d. Pedagang
 - e. Pegawai Negeri
 - f. Petani / Peternak
 - g. Wirausahawan
 - h. Alumni S1
 - i. Honorer
 - j. Belum bekerja
6. Rata-rata pengeluaran perbulan
 - a. < 2.5 juta
 - b. 2.5 juta – 4 juta
 - c. 4 juta – 8 juta
 - d. 8 juta – 10 juta
 - e. > 10 juta
7. Status hubungan
 - a. Belum Menikah
 - b. Menikah belum punya anak

c. Menikah sudah punya anak

d. Single Parent

8. Program Studi Magister Manajemen di Lampung yang ingin anda pilih? (Pilih Salah Satu)

a. Universitas Sang Bumi Ruwa Jurai

b. Univesitas Lampung

c. Universitas Bandar Lampung

d. Institut Informatika dan Bisnis Darmajaya

e. Universitas Muhammadiyah Metro

9. Motivasi mengambil Pasca Sarjana Magister Manajemen

.....

.....

.....

.....

[illegible]

Lampiran 2

Results of respondents' answers

Universitas	1	2	3	4	5	6	7	8	9	10
Institut Informatika dan Bisnis Darmajaya	9	9	8	9	10	8	9	10	10	10
Univesitas Lampung	8	9	10	9	8	9	8	8	7	8
Institut Informatika dan Bisnis Darmajaya	7	9	8	7	6	10	8	8	8	9
Institut Informatika dan Bisnis Darmajaya	10	10	7	9	8	9	10	10	8	10
Universitas Sang Bumi Ruwa Jurai	10	8	8	8	8	8	8	9	8	9
Univesitas Lampung	7	10	9	7	7	6	6	8	6	6
Univesitas Lampung	10	10	3	10	10	10	10	10	4	10
Univesitas Lampung	7	7	7	8	7	7	7	7	7	7
Institut Informatika dan Bisnis Darmajaya	10	10	5	8	7	8	7	8	8	9
Univesitas Lampung	8	8	6	8	8	8	8	8	8	8
Univesitas Lampung	1	10	6	5	6	6	7	6	5	6
Universitas Sang Bumi Ruwa Jurai	8	10	1	10	10	10	10	10	10	10
Universitas Bandar Lampung	10	10	5	10	10	10	9	10	10	10
Univesitas Lampung	8	8	8	8	8	8	8	8	7	8
Universitas Bandar Lampung	7	7	5	8	8	8	8	7	8	8
Institut Informatika dan Bisnis Darmajaya	8	7	7	8	9	8	7	8	7	8
Institut Informatika dan Bisnis Darmajaya	8	10	5	6	6	7	9	8	6	8
Universitas Bandar Lampung	8	7	5	8	8	10	9	9	7	7
Universitas Muhammadiyah Metro	9	9	8	7	9	10	8	8	8	9
Institut Informatika dan Bisnis Darmajaya	9	10	7	10	10	10	10	10	10	10
Universitas Bandar Lampung	6	10	10	6	6	6	4	10	5	10
Univesitas Lampung	10	10	10	10	10	10	10	10	10	10
Institut Informatika dan Bisnis Darmajaya	10	10	4	10	10	10	10	10	10	10

Institut Informatika dan Bisnis Darmajaya	8	10	6	8	7	8	7	8	7	8
Univesitas Lampung	10	10	7	10	10	8	9	8	9	9
Universitas Bandar Lampung	10	10	10	10	10	10	10	10	10	10
Univesitas Lampung	9	9	8	8	9	9	9	7	9	9
Institut Informatika dan Bisnis Darmajaya	7	7	6	8	7	8	9	9	9	10
Univesitas Lampung	9	9	9	9	10	9	9	9	9	10
Institut Informatika dan Bisnis Darmajaya	9	9	9	7	6	8	8	7	7	9
Univesitas Lampung	9	8	7	9	8	9	8	8	8	9
Institut Informatika dan Bisnis Darmajaya	9	10	6	9	9	9	9	9	7	9
Institut Informatika dan Bisnis Darmajaya	9	10	7	10	10	10	10	10	10	10
Universitas Sang Bumi Ruwa Jurai	9	10	10	10	10	10	8	10	7	9
Univesitas Lampung	9	10	5	8	9	10	10	10	10	8
Univesitas Lampung	8	7	8	7	7	6	6	6	7	8
Univesitas Lampung	7	9	7	6	9	8	8	8	7	8
Univesitas Lampung	7	7	10	7	7	7	8	8	7	8
Universitas Bandar Lampung	8	7	6	8	9	9	8	8	9	8
Universitas Sang Bumi Ruwa Jurai	10	8	7	10	10	10	10	8	9	10
Univesitas Lampung	9	8	9	7	8	8	8	8	7	7
Univesitas Lampung	7	8	9	8	8	7	7	7	7	7
Institut Informatika dan Bisnis Darmajaya	8	9	8	8	6	8	9	8	7	9
Universitas Bandar Lampung	9	9	5	9	6	7	7	8	7	8
Institut Informatika dan Bisnis Darmajaya	10	10	6	10	10	10	10	10	10	10
Institut Informatika dan Bisnis Darmajaya	8	9	8	9	8	7	7	8	8	8
Univesitas Lampung	9	10	4	8	10	9	10	8	8	9
Institut Informatika dan Bisnis Darmajaya	8	9	8	9	8	7	7	8	8	8
Univesitas Lampung	2	10	10	5	9	6	9	9	9	9
Univesitas Lampung	10	9	8	10	10	9	9	10	9	10

Institut Informatika dan Bisnis Darmajaya	10	10	10	10	10	10	10	10	10	10
Universitas Bandar Lampung	6	8	7	6	6	7	7	6	4	7
Univesitas Lampung	8	7	6	8	9	8	7	8	8	8
Universitas Bandar Lampung	8	8	8	8	8	8	8	8	8	9
Universitas Bandar Lampung	10	10	10	10	10	10	10	10	10	10
Univesitas Lampung	8	9	8	8	9	9	9	8	9	9
Univesitas Lampung	5	10	6	10	10	10	10	10	10	10
Univesitas Lampung	9	10	8	9	8	8	9	10	8	10
Univesitas Lampung	9	8	6	7	6	7	6	8	8	9
Universitas Muhammadiyah Metro	9	9	6	9	9	7	8	8	8	9
Univesitas Lampung	6	8	6	7	6	8	7	7	7	7
Universitas Bandar Lampung	8	10	5	6	5	6	7	7	7	9
Universitas Bandar Lampung	8	8	10	8	10	8	10	8	8	8
Univesitas Lampung	9	10	10	9	10	9	8	9	10	10
Universitas Bandar Lampung	10	9	6	8	10	8	8	8	8	7
Univesitas Lampung	10	9	9	10	9	10	9	9	8	10
Universitas Bandar Lampung	10	10	9	9	10	10	9	10	10	10
Universitas Bandar Lampung	9	9	7	8	7	7	9	8	7	8
Institut Informatika dan Bisnis Darmajaya	6	6	10	4	5	5	5	5	4	6
Univesitas Lampung	9	9	3	9	9	9	9	9	9	9
Univesitas Lampung	8	8	8	9	8	8	9	8	7	7
Institut Informatika dan Bisnis Darmajaya	9	9	6	8	9	9	8	9	10	10
Universitas Muhammadiyah Metro	10	10	10	10	9	9	9	10	9	10
Universitas Sang Bumi Ruwa Jurai	9	10	5	10	6	10	9	9	10	9
Univesitas Lampung	8	7	7	6	8	7	7	8	7	7
Univesitas Lampung	5	1	10	4	6	6	6	4	3	6
Universitas Bandar Lampung	9	9	9	10	9	10	10	10	9	10

Institut Informatika dan Bisnis Darmajaya	9	9	7	8	9	9	9	9	9	9
Univesitas Lampung	8	9	8	8	8	7	8	8	7	8
Univesitas Lampung	7	7	9	8	7	8	8	6	8	8
Univesitas Lampung	5	6	5	8	6	8	6	7	8	7
Institut Informatika dan Bisnis Darmajaya	8	9	6	8	8	8	8	8	8	8
Univesitas Lampung	9	10	9	9	9	9	9	9	9	10
Universitas Bandar Lampung	9	9	9	10	10	10	10	10	10	10
Institut Informatika dan Bisnis Darmajaya	10	10	7	10	10	10	10	10	10	10
Univesitas Lampung	8	8	8	8	9	8	8	8	7	9
Univesitas Lampung	10	10	5	5	5	5	5	5	5	5
Univesitas Lampung	6	6	7	8	7	7	6	7	7	8
Univesitas Lampung	8	9	7	8	8	8	8	8	8	9
Universitas Muhammadiyah Metro	10	10	9	10	9	10	9	10	9	9
Univesitas Lampung	10	10	7	8	8	8	8	8	8	9
Universitas Bandar Lampung	10	9	10	9	10	10	10	10	9	9
Universitas Muhammadiyah Metro	9	10	5	8	5	8	9	7	6	8
Institut Informatika dan Bisnis Darmajaya	9	10	8	8	9	9	9	9	10	10
Univesitas Lampung	8	9	8	9	7	5	6	8	8	7
Univesitas Lampung	10	10	10	10	10	9	9	10	10	10
Univesitas Lampung	10	10	6	10	10	10	9	9	7	8
Univesitas Lampung	10	10	4	10	1	10	10	10	10	10
Institut Informatika dan Bisnis Darmajaya	7	7	7	7	7	8	7	7	7	7
Univesitas Lampung	10	10	7	8	7	7	8	8	7	9
Univesitas Lampung	8	8	7	6	7	6	7	7	5	6
Univesitas Lampung	9	9	10	8	9	9	8	8	8	9
Univesitas Lampung	8	8	7	6	7	6	7	7	5	6
Univesitas Lampung	9	7	7	7	9	8	7	7	8	7
Univesitas Lampung	10	9	10	8	9	9	8	9	10	10
Univesitas Lampung	7	8	10	6	10	7	9	7	8	6
Univesitas Lampung	8	7	6	8	9	8	7	8	7	7
Univesitas Lampung	9	10	3	8	10	10	9	9	6	9

Univesitas Lampung	9	8	8	9	9	9	7	8	9	9
Univesitas Lampung	6	5	6	7	3	4	3	7	4	7
Universitas Muhammadiyah Metro	10	10	9	9	8	8	10	10	9	9
Institut Informatika dan Bisnis Darmajaya	8	9	5	8	10	8	8	8	8	9
Universitas Sang Bumi Ruwa Jurai	10	9	10	10	9	10	10	9	10	10
Institut Informatika dan Bisnis Darmajaya	8	9	8	9	8	8	9	9	8	8
Univesitas Lampung	10	10	10	10	10	10	10	10	10	10
Universitas Muhammadiyah Metro	9	10	10	9	10	10	10	10	10	9
Universitas Muhammadiyah Metro	6	2	6	6	5	3	5	4	4	4
Univesitas Lampung	10	9	9	8	9	10	10	10	9	9
Universitas Bandar Lampung	7	7	5	9	8	8	10	10	9	8
Univesitas Lampung	8	8	4	7	5	7	6	5	6	6
Univesitas Lampung	7	7	6	7	8	8	7	7	7	7
Universitas Bandar Lampung	6	5	5	6	5	6	6	5	6	3
Institut Informatika dan Bisnis Darmajaya	7	7	6	6	6	6	5	6	5	5
Universitas Bandar Lampung	7	8	4	8	8	8	8	7	7	9
Institut Informatika dan Bisnis Darmajaya	9	10	6	8	10	8	8	8	10	10
Universitas Sang Bumi Ruwa Jurai	7	6	6	6	5	5	6	8	8	8
Univesitas Lampung	7	9	5	8	7	6	7	7	7	7
Univesitas Lampung	7	7	5	5	10	10	10	10	8	10
Univesitas Lampung	10	10	6	10	10	10	10	10	10	10
Institut Informatika dan Bisnis Darmajaya	7	10	10	6	8	6	1	6	7	6
Institut Informatika dan Bisnis Darmajaya	10	10	10	10	10	10	10	10	10	10
Universitas Bandar Lampung	7	8	6	7	8	7	7	7	6	7
Institut Informatika dan Bisnis Darmajaya	5	5	5	9	10	7	9	9	9	8
Universitas Bandar Lampung	7	8	4	9	9	9	10	10	9	9

Universitas Bandar Lampung	8	7	8	9	10	7	7	8	8	9
Univesitas Lampung	7	8	8	9	9	8	7	8	7	8
Univesitas Lampung	8	9	5	8	7	8	9	7	8	8
Institut Informatika dan Bisnis Darmajaya	9	9	10	8	8	9	9	9	9	9
Institut Informatika dan Bisnis Darmajaya	9	9	8	8	10	10	10	8	8	8
Universitas Muhammadiyah Metro	8	8	7	9	10	9	9	8	9	9
Univesitas Lampung	7	10	6	8	8	9	9	8	7	7
Univesitas Lampung	9	10	6	7	9	4	4	6	6	7
Univesitas Lampung	10	9	9	10	9	9	8	8	8	7
Univesitas Lampung	9	10	10	9	9	9	10	8	8	8
Univesitas Lampung	8	8	6	8	8	8	8	8	8	8
Universitas Muhammadiyah Metro	8	8	3	8	6	5	6	7	4	6
Universitas Muhammadiyah Metro	6	8	6	8	8	7	8	7	7	8
Universitas Muhammadiyah Metro	8	8	4	8	7	7	6	7	7	7
Universitas Muhammadiyah Metro	7	8	4	8	8	7	9	7	6	8
Universitas Muhammadiyah Metro	7	7	4	7	8	7	7	7	8	8

Lampiran 3

1. Characteristics of Respondents

Gender

No.	Gender	Number of people)	Percentage (%)
1	Man	83	55.3
2	Women	67	44.7
Total		150	100

Years

No.	Age (Years)	Number of people)	Percentage (%)
1	17-25	95	63.3
2	26-35	55	36.7
Total		150	100

Occupation

No.	Profession	Number of people)	Percentage (%)
1	Entrepreneur	14	9.3
2	Government employees	9	6
3	Traders	10	6.7
4	General employees	34	22.7
5	BUMN employees	11	7.3
6	Honorary	12	8
7	Not yet working	42	28
8	S1 alumni	18	12
Total		150	100

Expenditure

No.	Spending	Number of people)	Percentage (%)
1	<2.5 million	84	56
2	2.5 million - 4 million	42	28
3	4 million - 8 million	19	12.7
4	8 million - 10 million	2	1.3
5	> 10 million	3	2
Total		150	100

Status

No.	Status	Number of people)	Percentage (%)
1	Single	108	72
2	Married without children	24	16
3	Married already have children	16	10.7
4	Single Parent	2	1.3
Total		150	100

2. Positioning

Averaged (rms) over matrices

Stress = .05868 RSQ = .91056

Configuration derived in 2 dimensions

Stimulus Coordinates

Dimension

Stimulus Number	Stimulus Name	1	2
1	IIB Darnajaya	1.5376	-0.3775
2	UBL	1.5020	-0.2195
3	USBRJ	1.7133	-0.567
4	UMM	1.4141	-0.1546
5	UNILA	1.4131	-0.3216

