ADVANCES IN SOCIAL HUMANITIES RESEARCH

Increasing the Acceptance of New Santri with Digital Marketing and Service Innovation through ICT Literacy at Muhammadiyah Boarding School Yogyakarta

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Abstract
The problem addressed in this research is the suboptimal use of digital media for marketing educational services at Muhammadiyah Boarding School (MBS) Yogyakarta, resulting in a less than significant increase in new student admissions. This study aims to explore the influence of digital marketing and service innovation on the acceptance of new students at MBS Yogyakarta, with ICT literacy as a mediating variable. Despite advancements in technology and the availability of various digital media for marketing, MBS Yogyakarta primarily relies on traditional methods such as brochures and word-of-mouth for new student admissions, leading to stagnation in growth. The study seeks to answer how digital marketing affects the acceptance of new students, its impact on ICT literacy, how service innovation influences acceptance, and its impact on ICT literacy. Using an ex-post-facto qualitative approach, the research involved 81 individuals, including school leaders, foundation administrators, teachers, and new student acceptance committee members, employing a saturated sampling technique. Data was collected via questionnaires and analyzed using descriptive analysis and the Structural Equation Model (PLS). The findings reveal that digital marketing significantly impacts the acceptance of new students and ICT literacy and that service innovation similarly positively affects both. Furthermore, ICT literacy mediates the effectiveness of digital marketing and service innovation in increasing new student admissions. The study concludes that digital marketing and service innovation are crucial for increasing new student admissions, with ICT literacy serving as a key mediating factor, suggesting that improving ICT literacy can further enhance the effectiveness of these strategies.

Keywords: Digital Marketing, ICT Literacy, Increasing acceptance of new students, Service innovation

Introduction

The development of technology over time makes Islamic educational institutions Pondok Pesantren continue to innovate aggressively, especially in terms of educational marketing (Asuncion et al., 2023; Brečka et al., 2022). The development of increasingly advanced technology makes marketing in educational institutions more advantageous with various kinds of digital media available (Mawardi et al., 2024; Tolstykh et al., 2022). The reach of educational marketing was previously narrow, but the existence of digital media has become wider. Claims of digital media that can be accessed anytime and

anywhere are additional points for educational marketing to market their products. One example is social media, which has consumers of all ages. Educational marketing can take advantage of this to market its products (Arfan & Hasan, 2022; Mudjahidin et al., 2021).

Educational institutions must overcome challenges to use digital media to market their services effectively (Alamsyah et al., 2024; Bateman, 2021). Digital media acts as a crucial intermediary for communication and information dissemination, and various digital marketing strategies help institutions achieve their goals by providing insights into public interest (Siciliano, 2023; Strebinger & Treiblmaier, 2024). Platforms like Instagram, Facebook, websites, and YouTube market activities, achievements, and institutional profiles through engaging content.

Service innovation, including improving public service quality, is essential for increasing student enrollment. This involves using business sector concepts for competitive services (Schiefer et al., 2024). Information Communication Technology (ICT) is significant in service innovation, encompassing both computer and communication technologies (Kalıpçı, 2023; Saari et al., 2024; Tajeddini et al., 2024).

At Muhammadiyah Boarding School (MBS Yogyakarta), new student enrollment has increased significantly, attributed to digital marketing, service innovation, and ICT-based methods like online registration. Student numbers rose from 850 in 2014 to 2,520 in 2023 due to these efforts. Previous research shows mixed results regarding the impact of digital marketing and service innovation on student enrollment and product sales. Some studies (Arfan & Hasan, 2022; Kim et al., 2021; Rahmayani et al., 2023) found a positive effect. Service innovation also showed varied results (Tajeddini et al., 2024; Wilson-Nash et al., 2024).

Given this research gap, the study aims to confirm whether digital marketing and service innovation, supported by ICT literacy, increase new student enrollment at MBS Yogyakarta. The formulation of the problem in this study is how to increase the acceptance of new students with Digital Marketing and Service Innovation through ICT Literacy as a mediating variable at the Muhammadiyah Boarding School (MBS) Yogyakarta Islamic Boarding School.

This study aims to determine the influence of Digital Marketing on increasing the acceptance of new students and ICT Literacy, the influence of Service Innovation on increasing the acceptance of new students and ICT Literacy, as well as the mediating role of ICT Literacy in the relationship between Digital Marketing and Service Innovation on increasing the acceptance of new students. Theoretically, the results of the study are expected to contribute to understanding the variables of Digital Marketing, Service Innovation, and ICT Literacy.

Practically, this research is useful for researchers to develop knowledge and insight in the field of human resources, especially related to the acceptance of new students with factors of Digital Marketing, Service Innovation, and ICT Literacy. For Pondok Pesantren Muhammadiyah Boarding School Yogyakarta, this research can be a

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strategic input material. In addition, the results of this study are also expected to be useful for future researchers as a reference and comparison in related research.

Research Methods

This research uses quantitative methods, which focus on testing theories by measuring variables with numbers and analyzing data with statistical procedures. This quantitative research is ex-post facto, where data is obtained from events that have occurred, and researchers reveal facts based on measurements of symptoms that exist in respondents. This study aims to determine the increase in acceptance of new students based on Digital Marketing and Service Innovation with ICT Literacy as a mediating variable at the Muhammadiyah Boarding School (MBS) Yogyakarta Islamic Boarding School.

The object of this research is Pondok Pesantren Muhammadiyah Boarding School (MBS) Yogyakarta, which is located at Jl. Piyungan Km 2, Marangan, Bokoharjo, Prambanan, Sleman, Yogyakarta 55572. The study population included pesantren leaders, foundation administrators, teachers, pesantren administrators, and the new student admission committee, totaling 81 people. Since the population size is below 100, the sampling technique uses saturated samples, where all members of the population are sampled for research.

Data collection techniques are carried out using questionnaires, which can be closed- or open-ended questions or statements. The questionnaire is given to respondents directly or sent over the Internet using a Google Form. Respondents' answers were measured on the Likert scale, which had five answer options from "Strongly Disagree" to "Strongly Agree."

For data analysis, this study used SmartPLS software. Data analysis is carried out with two main stages: descriptive analysis and data analysis with a Structural Equation Model (SEM) based on Partial Least Square (PLS). Descriptive analysis provides an empirical picture of the information obtained from respondents. Meanwhile, SEM-PLS analysis is used for measurement model testing (validity and reliability) as well as structural model testing (causality).

The validity of the instrument is tested by confirmatory factor analysis to confirm the dominant factors in the variable, while reliability is tested by composite reliability and variance extracted. The hypothesis test in SEM-PLS is carried out by looking at the significance of the relationship between variables through the value of critical ratio (c.r) and significance probability. The model is evaluated using indicators such as R-square and Predictive Relevance (Q2), with a Q2 value greater than 0 indicating the model has relevant predictive value.

Results and Discussion
Analisa Partial Least Square (PLS)

The Partial Least Square (PLS) approach was used to continue the analysis of data for this investigation. PLS-based Structural Equation Modeling (SEM) is an alternative

analytical technique. SmartPLS version 4 application is a tool used and created specifically to calculate structural equations based on variance.

Data Quality Testing / Evaluation Measurement (Outer) Model

Konrgen Validity is one of three criteria used to evaluate out-of-the-box models in PLS the other two criteria are Discriminant Validity, measured by the square root of the mean-variance extracted (AVE), and Composite Reliability of SmartPLS software, convergence validity for measurement models, along with Composite Reliability and Discriminant Validity in the square root form of the extracted mean-variance (AVE).

Analyze the correlation between item value/component scores calculated using SmartPLS software and convergence validity of scoring models using reflection of evaluated dimensions. Cheung et al. (2023) state that a single reflexive measure is considered high after correlating with a minimum of 0.7 components tested. The total correlation for each variable is shown in the following figure:
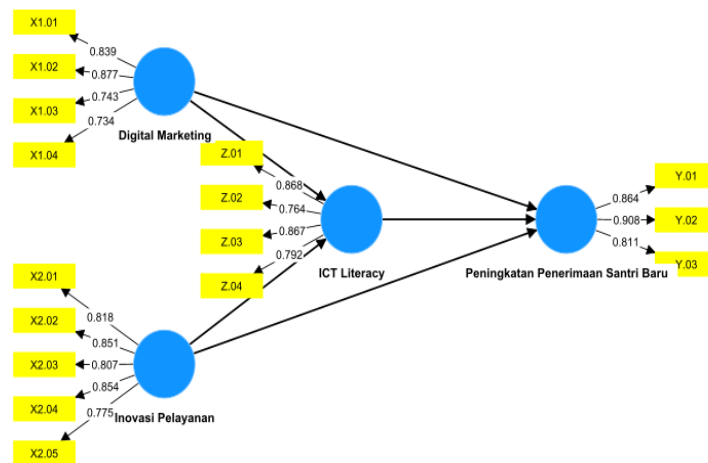

Figure 1.
Full Model Structural Partial Least Square (Outer) Model

The majority of validity indicators of each variable in this study have a loading factor value greater than 0.70, so it is considered genuine, in accordance with the findings of data processing by SmartPLS 4, as shown in the figure above. The Digital Marketing variable has four indications, all of which are declared valid because the outer loading value is more than 0.70. The service innovation variable has five indications, all of which are declared valid because the outer loading value is more than 0.70. The ICT Literacy variable has four indications, all of which are declared valid because the outer loading value is more than 0.70. The variable increase in new student admissions has three indications, all of which are declared valid because the outer loading value is more than 0.70.

Based on the picture above, the following is presented outer loading table that has been processed as follows:

Table 1. Outer Loading Score Table

Variable	Indicator	Score	Information

Digital Marketing	X1.01	0,839	Valid
	X1.02	0,877	Valid
	X1.03	0,743	Valid
	X1.04	0,734	Valid
Service Innovation	X2.01	0,818	Valid
	X2.02	0,851	Valid
	X2.03	0,807	Valid
	X2.04	0,854	Valid
	X2.05	0,775	Valid
ICT Literacy	Z.01	0,868	Valid
	Z.02	0,764	Valid
	Z.03	0,867	Valid
	Z.04	0,792	Valid
Increased Acceptance of New Students	Y.01	0,864	Valid
	Y.02	0,908	Valid
	Y.03	0,811	Valid

If all values are more than 0.7, this data will be analyzed and used as primary data in this study. In addition to outer loading, two more criteria are used with the SmartPLS 4 data analysis method to evaluate the outer model, namely discriminant validity (cross loading, AVE, Fornell larckelracted criterion) and composite reliability.

Table 2. Average Variant Extracted (AVE)

No	Variable	AVE	Information
1	Digital Marketing	0,641	Valid
2	Service Innovation	0,675	Valid
3	Increased Acceptance of New Students	0,743	Valid
4	ICT Literacy	0,679	Valid

All study variables had AVE values greater than 0.5, according to the information in the table above. As a result, each variable has strong discriminant validity.

Discriminant Validity

Cross-loading values are used in discriminant validity tests. If the cross-loading value of an indicator on one variable is higher than other variables, it is said to have Discriminant Validity. The cross-load values for each indication are as follows:

Table 3. Discriminant Validity Value (Cross Loading)

Indicator	Variable				Conclusion
	X1	X2	Z	Y	
X1.01	0,839	0,624	0,620	0,337	X1.01 (X1 > X2, Z, Y = valid)
X1.02	0,877	0,843	0,697	0,435	X1.02 (X1 > X2, Z, Y = valid)
X1.03	0,743	0,639	0,568	0,207	X1.03 (X1 > X2, Z, Y = valid)
X1.04	0,734	0,590	0,486	0,352	X1.04 (X1 > X2, Z, Y = valid)
X2.01	0,670	0,818	0,838	0,387	X2.01 (X2 > X1, Z, Y = valid)
X2.02	0,785	0,851	0,690	0,433	X2.02 (X2 > X1, Z, Y = valid)
X2.03	0,688	0,807	0,611	0,480	X2.03 (X2 > X1, Z, Y = valid)
X2.04	0,745	0,854	0,702	0,331	X2.04 (X2 > X1, Z, Y = valid)
X2.05	0,601	0,775	0,519	0,481	X2.05 (X2 > X1, Z, Y = valid)

Z.01	0,700	0,739	0,868	0,488	Z.01 (Z > X1, X2, Y = valid)
Z.02	0,555	0,624	0,764	0,276	Z.02 (Z > X1, X2, Y = valid)
Z.03	0,672	0,767	0,867	0,349	Z.03 (Z > X1, X2, Y = valid)
Z.04	0,504	0,572	0,792	0,273	Z.04 (Z > X1, X2, Y = valid)
Y.01	0,404	0,458	0,438	0,864	Y.01 (Y > X1, X2, Y = valid)
Y.02	0,299	0,371	0,337	0,908	Y.02 (Y > X1, X2, Z = valid)
Y.03	0,373	0,472	0,330	0,811	Y.03 (Y > X1, X2, Z = valid)

The table above shows that when compared with the cross-loading value of other variables, each indication of the research variable has the highest cross-loading value of the variable it creates. Based on these results, it can be concluded that the indicators used in this study show strong discriminant validity when collecting data. Another method of assessing the information in the table above shows that when compared with the cross-loading value of other variables, then each indication of the research variable has the highest cross-loading value of the variable it creates.

Composite Reliability

The Cronbach alpha value is used to strengthen the reliability test and the composite reliability value. A variable is said to be highly reliable if the Composite Reliability value is more than 0.7. If the Cronbach alpha value of a variable is more than 0.6, it can be considered reliable or fits the Cronbach alpha criterion. The Composite Reliability values of each variable and the Cronbach Alpha alpha for this study are listed below.

Table 4. Composite Reliability dan Cronbach Alpha

Variable	Composite Reliability	Cronbach Alpha	Information
Digital Marketing	0,833	0,812	Reliable
Service Innovation	0,885	0,880	Reliable
Increased Acceptance of New Students	0,829	0,827	Reliable
ICT Literacy	0,860	0,842	Reliable

Based on the information in the table above, all research variables have a composite reliability value of > 0.7 and have a Cronbach alpha value of > 0.6. These findings show that each variable satisfies composite reliability, leading to the conclusion that each variable has a high degree of dependence.

R-Squares Test

Results of SmartPLS 4 All variants in the construct described by the model are represented by R-squares. The output of determining the value of R-squares is shown below:

Table 5. R-Square value

No	Variable	R-Squares
1	ICT Literacy	0,693
2	Increased Acceptance of New Students	0,262

The table above shows that 0.693 and 0.262, respectively, are R-Square values for the ICT Literacy variable and the increase in new student admissions. This finding shows that Digital Marketing and service innovation affect ICT Literacy by 69.3% and increase the acceptance of new students by 26.2%

The structural model of PLS R-Square is applied to the dependent variable, and the value of the coefficient for the independent variable, then the significance of each route is determined using t-statistical values. We can examine the t-statistical relationship between dependent and independent variables for path coefficients in SmartPLS Output 4 (shown below) to determine the relevance of model predictions to the structural model context.

F-Square Test

Researchers will look at the substantive influence of endogenous conception influenced by exogenous conception through the value of F2. The magnitude of the substantive effect is clarified to 3, which is 0.02, 0,15, and 0.35, sequentially falling into the category of small, medium, and large influences. The F2 value data can be seen in the following table:

Table 6. F^2 value

No	Relationship	F^2	Magnitude of Influence
1	Digital Marketing towards ICT Literacy	0,021	Small
2	Digital Marketing to Increase New Santri Acceptance	0,039	Small
3	ICT Literacy to Increase the Acceptance of New Students	0,023	Small
4	Service Innovation for ICT Literacy	0,438	Big
5	Service Innovation to Increase New Student Acceptance	0,071	Small

Large substantive influences occur on variables X2 on Z (0.438), while small substantive influences occur on variables X1 on Y (0.039), X1 on Z (0.021), X2 on Y (0.071), and Z on Y (0.023).

Goodness of Fit Model Test

The goodness of fit model test can be seen from the model's SRMR values. The PLS model is declared to have met the goodness of fit model criteria if the SRMR value is < 0.10, and the model is declared perfect fit if the SRMR value is < 0.08.

Table 7. The Goodness of Fit Model Test Results

No	Struktural Model	Estimated	Cut-Off Value	Information
1	SRMR	0,086	< 0,10	Fit

2	d_ULS	1,008	> 0,05	Fit
3	d_G	0,692	> 0,05	Fit
4	Chi-Square	271,859	0,05	Fit
5	NFI	0,719	Close to 1	Fit

Based on the results of the goodness of fit test of the PLS model, the table above shows that the SRMR value of the PLS model is 0.086, which means it is lower than 0.10, so it shows a good model. For the output result, d_ULS, which is 1.008, indicates a result higher than 0.05, which indicates a good model. The output result d_G, which is 0.692, indicates a result higher than 0.05, which indicates a good model. The Chi-square result is 271,859, which means that the model is good. The NFI Output result is 0.719, meaning that the model was well received.

If a model shows that almost all the criteria showing its suitability are already on the matching criteria (good fit), then the model can be continued for hypothesis testing. In this study, it is known that of the five goodness of fit model tests, five tests were met, so the model in this study can be continued for hypothesis tests.

Structural Model Testing (Inner Model)

The proportion of variance described is R2 for the dependent variable with the structural path coefficient, used to evaluate the structural model or as an inner model. The bootstrapping method is used to assess the stability of estimates.
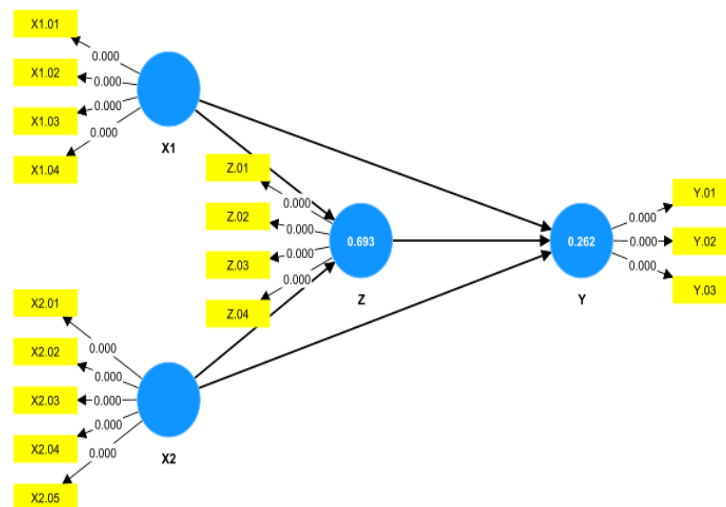

Figure 2.
Full Model Structural Partial Least Square (Inner) Model

Structural model testing (inner model) is carried out to ensure the structural model built is robust and accurate. Because the SRMR value of the model is below 0.10, the PLS model is declared fit, so it is feasible to be used to test the research hypothesis.

Hyphotesis Test
Path Coefficient (Direct Influence)

The PLS structural model is applied to the dependent variable, and the value of the coefficient for the independent variable, then the significance of each route is

determined using t-statistical values. We can examine the t-statistical relationship between dependent and independent variables for path coefficients in SmartPLS Output four (shown below) to determine the relevance of model predictions to the structural model context (Yang & Liu, 2023).

Table 8. Path Coefficient in Model Testing

Hipotesis	Relationship	Path koefisien	P-values	Information
H1	Digital Marketing to Increase New Santri Acceptance	0,612	0,023	Influential
H2	Digital Marketing towards ICT Literacy	0,642	0,010	Influential
H3	Service Innovation to Increase New Student Acceptance	0,622	0,020	Influential
H4	Service Innovation for ICT Literacy	0,718	0,000	Influential
H5	ICT Literacy to Increase the Acceptance of New Students	0,594	0,037	Influential

1) Hypothesis Testing 1

This study's first hypothesis is that Digital Marketing has an effect on increasing the acceptance of new students, where the value is determined by calculations using the SmartPLS software program version 4. A P-value of 0.023 < 0.05 was obtained at a significance level of 5%. This indicates that H1 is acceptable.

2) Hypothesis Testing 2

This study's second hypothesis is that Digital Marketing affects ICT Literacy, where the value is determined by calculations using the SmartPLS software program version 4. P-value 0.010 < 0.05 was obtained at a significance level of 5%. This indicates that H2 is acceptable.

3) Hypothesis Testing 3

The third hypothesis, this study shows that service innovation has an effect on increasing the acceptance of new students, where the value is determined by calculations using the SmartPLS software program version 4. P-value 0.020 < 0.05 at a significance level of 5%. This indicates that H3 is acceptable.

4) Hypothesis 4 Testing

This study's fourth hypothesis is that service innovation affects ICT Literacy, where the value is determined by calculations using the SmartPLS software program version 4. P-value 0.000 < 0.05 was obtained at a significance level of 5%. This indicates that H4 is acceptable.

5) Hypothesis Testing 5

This study's fifth hypothesis shows that ICT Literacy has an effect on increasing the acceptance of new students, where the value is determined by calculations using the SmartPLS software program version 4. P-values of 0.037 < 0.05 were obtained at a significance level of 5%. This indicates that H5 is acceptable.

Proof of Mediation Variables

Mediation can be seen by comparing the value of direct effect with indirect effect. The mediation variable indirectly influences the relationship between the two variables. Here is a table showing the mediation between variables.

Table 9. Spesific Indirect Effect

	Coefficient Value	P values	Information
Digital Marketing → ICT Literacy → Increase in New Santri Acceptance	0,613	0,005	ICT Literacy is able to mediate the influence of Digital Marketing on Increasing the Acceptance of New Students
ICT Literacy → Service Innovation → Increase in New Student Acceptance	0,660	0,001	ICT Literacy is able to mediate the influence of Service Innovation on Increasing the Acceptance of New Students

1) Hypothesis Testing 6

The sixth hypothesis this study shows that ICT Literacy is able to mediate the influence of Digital Marketing on increasing the acceptance of new students, this is evidenced by the specific indirect effect with a p-value of 0.005. This indicates that H6 is acceptable.

2) Hypothesis 7 Testing

The seventh hypothesis, this study shows that ICT Literacy is able to mediate the effect of service innovation on increasing the acceptance of new students, this is evidenced by a specific indirect effect with a p-value of 0.001. This indicates that H7 is acceptable.

Discussion

Analysis of the influence of Digital Marketing on increasing the acceptance of new students at SBM Yogyakarta.

The first hypothesis of this study is that there is a substantial positive relationship between digital marketing and the increase in the energy of new students. This is in accordance with indicators including:

1) The fulfillment website design shows that information can be accessed easily by prospective new student registrants.
2) The website design of MBS Yogyakarta is easy to understand, thus increasing information knowledge for prospective registrants.
3) There is two-way communication between prospective registrants and the management of the pesantren website so as to facilitate registration.
4) Data information and information are kept confidential, thus increasing the trust of registrants.

The existence of this positive relationship influence is determined by calculations using the SmartPLS software program version 4. Tstatistik (4.955) > Ttable (1.96) and

sig values of 0.023 < 0.05 at a significance level of 5%. This shows that H1 is acceptable, which is shown if Digital Marketing at SBM Yogyakarta has a positive and significant effect on increasing the acceptance of new students. This supports the results of Ria Eka Permatasari's research (2023), which states that digital marketing has a positive and significant effect on student interest.

Analysis of the Influence of Digital Marketing on ICT Literacy at SBM Yogyakarta

The second hypothesis of this study shows that there is a substantial positive relationship between Digital Marketing and ICT Literacy. Indicators that show the relationship between the influence of digital marketing and ICT Literacy are:

1) Fulfillment website design makes it easy to disburse information on the Internet, improving registrants' abilities.
2) The design of SBM Yogyakarta is easy to understand, thus increasing information knowledge for prospective applicants.
3) Two-way communication will help understand navigation and compile knowledge about the content.

Its value is determined by calculations using the SmartPLS software program version 4. Tstatistik (5.016) > Ttabel (1.96) and sig values of 0.010 < 0.05 at a significance level of 5%. This shows that H2 is acceptable, which is shown if Digital Marketing at SBM Yogyakarta has a positive and significant effect on ICT Literacy. This is in line with the research of Alam et al. (2022), which shows that digital marketing affects digital literacy in online businesses.

Analysis of the effect of service innovation on increasing the acceptance of new students at SBM Yogyakarta

The third hypothesis is that this study shows a substantial positive relationship between service innovation and increased acceptance of new students. Indicators that support the effect of services on the admission of new students include:

1) New innovations are superior to those before
2) Innovation in accordance with the vision and mission of Pesantren
3) The latest innovations are easier to understand and monitor

The value is determined by calculation using the SmartPLS software program version 4. Tstatistik (5.003) > Ttabel (1.96) and sig values of 0.020 < 0.05 at a significance level of 5%. This shows that H3 is acceptable, which is shown if service innovation at SBM Yogyakarta has a positive and significant effect on increasing the acceptance of new students. This result supports the previous study, namely Hasna (2021), which states that Service Innovation affects MSME sales in the Coal Regency.

Analysis of the effect of service innovation on ICT Literacy at SBM Yogyakarta

The fourth hypothesis is that this study shows a substantial positive relationship between service innovation and ICT literacy. Its value is determined by calculations using the SmartPLS software program version 4. T-statistics (5.709) > Ttabel (1.96) and sig values of 0.000 < 0.05 at a significance level of 5%. Some indicators that influence service innovation towards ICT Literacy include service innovation, which has a better advantage than before and can spur managers' ability to understand more about digital

literacy. In addition, online registration services use internet usage guidelines that are easy to understand.

This shows that H4 is acceptable, which is shown if service innovation at SBM Yogyakarta has a positive and significant effect on ICT Literacy.

Analysis of the effect of ICT Literacy on Increasing the Acceptance of New Students at SBM Yogyakarta

This study's fifth hypothesis shows a substantial positive relationship between ICT Literacy and increased acceptance of new students. Indicators of influence relations include the following:

1) Acceptance of new students through Internet Search can increase the acceptance of new students to more

2) The distribution of the origin of students who register is wider because of registration with easy access to the pesantren website.

The value of influence is determined by calculation using the SmartPLS software program version 4. Tstatistik (4.487) > Ttable (1.96) and sig values of 0.037 < 0.05 at a significance level of 5%. This shows that H5 is acceptable, which is shown if ICT Literacy at SBM Yogyakarta has a positive and significant effect on increasing the acceptance of new students. This is supported by previous research, namely Eka Khuzniatus Z (2020), which states that digital literacy can increase operating profit among small businesses in the city of Surabaya.

Analysis of the influence of Digital Marketing on increasing the acceptance of new students at SBM Yogyakarta mediated by ICT Literacy

The sixth hypothesis this study shows is that ICT literacy is able to mediate the influence of digital marketing on increasing the acceptance of new students. This is evidenced by the specific indirect effect, which has a p-value of 0.005. This indicates that H6 is acceptable. This is as indicators that state the influence include:

1. Digital marketing through online-based registration on the internet can be easily accessed by all people so as to increase the number of new student registrants

2. The acceptance of students based on digital marketing provides wider access, so the distribution of new students becomes wider not only in the area around the pesantren but also in reaching areas outside the pesantren area.

Analysis of the effect of service innovation on increasing the acceptance of new students at SBM Yogyakarta mediating by ICT Literacy

The seventh hypothesis is that this study shows that ICT Literacy is able to mediate the effect of service innovation on increasing the acceptance of new students. This is evidenced by a specific indirect effect with a p-value of 0.001. This indicates that H7 is acceptable.

Indicators that support the influence of service innovation on the admission of new students mediated by ICT Literacy are that new service innovations are easier to understand and accessible so as to increase understanding for those who want to access both the new student admission committee and prospective registrants. This increases the number of registrants, both in number and in the distribution of students. In addition, new

service innovations with applications that have been tested and are easy to supervise will also improve the quality of new student admissions.

Conclusion

This study aims to determine the influence of Digital Marketing and service innovation on increasing the acceptance of new students with ICT Literacy as a mediating variable in SBM Yogyakarta. This study's findings show a significant influence between Digital Marketing on increasing the acceptance of new students with a sig value of 0.023 < 0.05, as well as a significant influence between Digital Marketing and ICT Literacy with a sig value of 0.010 < 0.05. Service innovation also has a significant effect on increasing the acceptance of new students (sig value 0.020 < 0.05) and ICT Literacy (sig value 0.000 < 0.05). In addition, ICT Literacy itself has a significant effect on increasing the acceptance of new students (sig value 0.037 < 0.05). This study also found that ICT Literacy mediates the influence of Digital Marketing and service innovation on increasing the acceptance of new students with p-values of 0.005 and 0.001, respectively. The suggestions of this study include: first, SBM Yogyakarta is advised to improve ICT Literacy further because its effect on increasing the acceptance of new students is the lowest; second, students are expected to be able to accept the methods applied by Islamic boarding schools to increase the acceptance of new students; Third, researchers are then expected to examine other variables that affect the acceptance of new students and use a larger number of samples.

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