

FACTORS THAT INFLUENCE STUDENT INTEREST IN CHOOSING THE SPAN-PTKIN PATHWAY FOR MATHEMATICS EDUCATION STUDY PROGRAMS AT UIN SJECH M. DJAMIL DJAMBEK BUKITTINGGI



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<p>*Correspondence : Email : khuntumkhaira093@gmail.com junaidi.alhadi@gmail.com</p>	<p>Abstract</p> <p>This study aims to analyze the factors that influence student interest in choosing the SPAN-PTKIN pathway in the Mathematics Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi. Interest refers to a person's interest, desire, attention, and involvement in something or activity without being told or forced. That is, when someone is interested in something, his behavior is based on inner impulse, not coercion. The research method used is qualitative, with purposive sampling technique. The number of samples of this study were 6 active students who had just entered in the 2024/2025 academic year in the Mathematics Education Study Program class A. Data were obtained through in-depth interviews with students, then analyzed thematically to identify the factors that played a role in the decision to choose the path. The results showed that students' interest was influenced by several main factors, such as the reputation of the study program, career prospects, family support, and the accessibility and ease of the registration process through the SPAN-PTKIN pathway. The findings are expected to be taken into consideration by the university in improving its promotion and admission strategies in the future.</p> <p>Abstrak</p> <p>Penelitian ini bertujuan untuk menganalisis faktor-faktor yang mempengaruhi minat mahasiswa dalam memilih jalur SPAN-PTKIN pada Program Studi Pendidikan Matematika di UIN Sjech M. Djamil Djambek Bukittinggi. Minat merujuk pada minat, hasrat, perhatian, dan keterlibatan seseorang terhadap suatu hal atau kegiatan tanpa disuruh atau dipaksa. Artinya, ketika seseorang tertarik pada sesuatu, perilakunya didasarkan pada dorongan batin, bukan paksaan. Metode penelitian yang digunakan adalah kualitatif, dengan teknik pengambilan sampel purposive sampling. Jumlah sampel penelitian ini adalah 6 orang mahasiswa aktif yang baru masuk pada tahun ajaran 2024/2025 di Program Studi Pendidikan Matematika kelas A. Data diperoleh melalui wawancara mendalam dengan para mahasiswa, kemudian dianalisis secara tematik untuk mengidentifikasi faktor-faktor yang berperan dalam keputusan memilih jalur tersebut. Hasil penelitian menunjukkan bahwa minat mahasiswa dipengaruhi oleh beberapa faktor utama, seperti reputasi program studi, prospek karir, dukungan keluarga, serta aksesibilitas dan kemudahan proses pendaftaran melalui jalur SPAN-PTKIN. Temuan ini diharapkan dapat menjadi bahan pertimbangan bagi pihak universitas dalam meningkatkan strategi promosi dan penerimaan mahasiswa di masa mendatang.</p>
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INTRODUCTION

Student interest in choosing a new student admission pathway is one of the important factors that determine the success of the selection process in higher education, especially in State Islamic Religious Universities (PTKIN). The SPAN-PTKIN (Selection of National Academic Achievement of State Islamic Religious Universities) pathway offers opportunities for students who have superior academic achievement to continue their studies without going through a written test. SPAN-PTKIN is an alternative selection pathway that is in demand because it provides easy and free access for prospective students who excel in high school. This is especially felt in the Mathematics Education Study Program, where graduates who have an interest and ability in mathematics are needed to improve the competence of mathematics education in Indonesia (Fauzi, R., & Wahyuni, 2021).

Many educational institutions are currently emerging and are built by parties who care about education. Educational institutions that appear are not only built by the government, but also built by private parties such as foundations and mass organizations that have attention to education (Fiandi, A. & Junaidi, 2022). State Islamic University (UIN) Sjech M. Djamil Djambek Bukittinggi as one of the PTKIN educational institutions that offers the Mathematics Education Study Program, has accepted many students through the SPAN-PTKIN pathway. The selection of this pathway is influenced by various factors, both from the internal side of students such as academic achievement and motivation, as well as external factors such as parental support, social environment, and promotions carried out by universities (Abdurrahman, A., & Maulida, 2022). According to (Hakim, 2023), several studies show that the quality of education in higher education, the reputation of study programs, and career prospects are also major considerations in the selection of higher education selection pathways.

In the digital era, information about university entrance pathways such as SPAN-PTKIN is more easily accessed through social media, official university websites, and online education platforms. Digital media has become a very effective promotional tool to introduce selection pathways such as SPAN-PTKIN to prospective students (Rahman, 2020). In addition, online databases such as the Higher Education Database (PDDikti, 2022) also make it easier for students to check the accreditation and quality of study programs offered by universities.

This study aims to analyze the factors that influence student interest in choosing the SPAN-PTKIN pathway in the Mathematics Education Study Program at UIN Sjech M. Djamil Djambek Bukittinggi. They are active students who have just entered the 2024/2025 academic year. By understanding these factors, it is hoped that a more effective strategy



can be formulated in increasing prospective students' interest and strengthening the attractiveness of the study program. The results of this study are also expected to be a reference for universities in improving the quality of selection and promotion of the SPAN-PTKIN pathway, especially in study programs that focus on mathematics education.

METHODS

The purpose of this study was to analyze the factors that influence student interest in choosing the SPAN-PTKIN pathway in the Mathematics Education Study Program at UIN Syech M. Djamil Djambek Bukittinggi. The students selected were active students who had just entered the 2024/2025 academic year from the Mathematics Education study program who chose to enter lectures through the SPAN-PTKIN route. The sampling technique used is purposeful sampling, namely the researcher chooses anyone among the population who matches the research character, namely as many as 6 students from class A. The method of this research is to use qualitative research methods, with data collection in the form of in-depth interviews. The results of the study will be analyzed with qualitative which is studied in more depth.

RESULT AND DISCUSSION

RESULT

A. Definition of Interest According to Experts

According to (Slameto, 2010), interest is a person's liking and interest in a particular object or activity. Interest is a tendency that encourages a person to pay attention and act in relation to something that attracts attention. Interest does not arise suddenly, but through experience and influence from external factors. As stated by (Sardiman, 2011), that interest is one of the psychological factors that can encourage someone to carry out activities with enthusiasm. Interest is related to attention that is focused on a particular object, which affects how far a person can persist in facing a task. Great interest tends to direct a person to study diligently and achieve better results in an activity.

Interest is a person's interest, desire, attention and involvement in something or activity without anyone telling or being forced. This means that if someone has an interest in something, then the action is motivated from within without coercion (Imamuddin, M., Pebria, W., 2024). Interest is a tendency or a great sense of interest in a particular activity, object, or experience that can affect individual behavior. interest is closely related to internal motivation.

Interest can be an important indicator in measuring how much someone is involved in an activity. People who have a great interest in something will be more easily encouraged to learn or develop abilities in that field. In educational research, interest is often used as one of the variables to understand student learning behavior. Interest often arises as a result of learning experiences and social interactions (Sugiyono, 2015).

According to (Ahmadi A, 2009), explains that interest is not just a feeling of liking, but also includes a tendency to engage in an activity consistently. When a person's interest in something is very high, he will be more motivated to involve himself deeply, even in activities that require extra effort. Interest is also related to the emotional aspect, where a person feels satisfaction and happiness from the activities he does.

Meanwhile, according to (Djaali, 2013), interest is one of the important elements in learning that is often overlooked. When someone has an interest in a field, the learning process becomes easier because of the internal drive that exists. Strong interest can accelerate the learning process and improve memory and skills. Djaali also mentioned that interest can change over time, depending on the individual's experience and interaction with the surrounding environment.

So, it can be concluded that an important aspect of interest is:

1. Active Involvement: Interest drives a person to be more involved in certain activities actively, rather than just passive participation.
2. Emotional Influence: Interest has an emotional element that makes a person feel satisfied and happy when doing something they are interested in.
3. Motivation: Interest is often related to motivation, where the greater a person's interest in something, the stronger his motivation to study or work in that field.
4. Environmental Influence: Interests can be influenced by the surrounding environment, including social factors, culture, and individual experiences.

This explanation shows how interest can influence a person's behavior in learning or certain activities, by emphasizing the importance of interest in increasing productivity and achievement.

B. Factors that Influence the Formation of Interest

The following is an explanation of the factors that influence the formation of interest, namely:

1. Internal Factors

Internal factors originate from within the individual and include needs, experiences and personal characteristics:

a. Needs and Motives

Needs and motives are the main drivers in forming interests. When someone feels they need certain information or skills, they tend to develop an interest in it. For example, students who have a desire to achieve better will be more interested in learning (Schunk, 2008).

b. Personal experience

A pleasant personal experience while doing an activity can form a strong interest. If a person has an experience of success or satisfaction in doing an activity, such as playing music or sports, he tends to continue his interest in that area (Deci, E. L., & Ryan, 2008).

c. Personality

A person's personality, such as introversion or extroversion, also influences interests. Individuals with extroverted personalities are more likely to develop an interest in social activities that involve a lot of interaction, while introverts tend to be interested in activities that are more reflective (Djaali, 2013).

2. External Factors

External factors come from the environment around the individual, such as family, school and social environment.

a. Family Environment

Family is one of the most significant influences in shaping individual interests. Parents who support by providing facilities or encouragement can arouse children's interest in certain fields. For example, parents who provide

reading books for their children may encourage their children's interest in literacy (Hurlock, 2011).

b. School environment

The school environment, including teaching methods and support from teachers, can play an important role in increasing student interest. Teachers who use a creative approach in teaching are able to motivate students to be more interested in the subjects being taught. Apart from that, schools with adequate facilities, such as laboratories, libraries or extracurricular activities, can increase students' interest in learning (Sugiyono, 2015).

c. Social Environment

Peers and the surrounding community also play a role in shaping interests. When someone is surrounded by people who have similar interests, they will be more encouraged to explore those interests. These social factors can be a strong driver in maintaining interest in a field (Asiyah, S., & Widiyanti, 2021).

3. Emotional Factors

Emotions play an important role in shaping a person's interests. Activities that evoke positive emotions, such as joy, pleasure, or a sense of satisfaction, tend to arouse greater interest. Conversely, feelings of frustration or boredom can reduce an individual's interest in an activity (Hidayat, 2022).

C. SPAN-PTKIN Entry Route for New Students

SPAN-PTKIN (National Academic Achievement Selection for State Islamic Religious Universities) is one of the national selection routes organized by the Ministry of Religion (Kementerian Agama, 2022) of the Republic of Indonesia to select prospective new students who wish to continue their studies at State Islamic Religious Universities (PTKIN) such as UIN, IAIN, and STAIN throughout Indonesia. SPAN-PTKIN does not use written tests as a selection requirement, but is based on academic achievement as reflected in students' report cards during school and other achievements (Kementerian Agama, 2022).

The SPAN-PTKIN pathway can be followed by SMA/MA/SMK/equivalent class XII students who have academic achievements in accordance with applicable regulations. Several main conditions that must be met include (Abidin, Z., & Wahyuni, 2023):

1. Final grade SMA/MA/SMK/MAK students.

In the current year, those who have superior and outstanding academic achievements.

2. School recommendations.

Declare that the student is eligible to register via the SPAN-PTKIN route. This recommendation includes report cards from semester 1 to semester 5.

3. Students have never been involved in violations.

The school's rules and regulations are tough, so it is deemed appropriate to take part in the SPAN-PTKIN selection process.

The registration process for the SPAN-PTKIN pathway is carried out online via the official SPAN-PTKIN website. The following are the registration steps :

1. Filling in the School and Student Data Base (PDSS)

Schools must fill in the data of students who will register through the PDSS system. The data entered is in the form of report cards, student identity, and previous achievements.

2. Student Registration

After the student data has been entered by the school, the student concerned can register online. Students choose the study program and PTKIN they are interested in through the account they have registered.

3. Selection and Announcement

SPAN-PTKIN pathway selection is carried out based on student academic achievement. Apart from that, other considerations such as the acceptance quota at each PTKIN also influence the selection results. The selection results will be announced online on the official SPAN-PTKIN website.

SPAN-PTKIN provides various benefits for prospective new students, including (Fauzi, M., & Rahmawati, 2021):

1. No Written Test

Selection is based on report card scores, so students who excel academically do not need to take a written test.

2. Wide choice of PTKIN

Students can choose various PTKINs throughout Indonesia according to their interests and talents.

3. Free Registration Fee

Registration via the SPAN-PTKIN route is free of charge, making it more affordable for students from various backgrounds.

D. Objectives of the SPAN-PTKIN Entry Path to the Mathematics Education Study Program

SPAN-PTKIN as one of the national selection pathways aims to support wider and more equitable access to higher education, especially in the field of Islamic religion. This pathway encourages students who have academic achievements to continue their education at PTKIN with a transparent and fair selection process. Thus, SPAN-PTKIN becomes one of the instruments to produce qualified intellectual candidates in the field of religion, without having to be constrained by the written test process which is usually an obstacle for some students (Hakim, L., & Setiawan, 2020).

SPAN-PTKIN (National Academic Achievement Selection for State Islamic Religious Colleges) is a selection for new student admissions without written tests aimed at students with academic achievements at the SMA/MA/equivalent level. This pathway applies to various study programs at State Islamic Religious Colleges (PTKIN), including the Mathematics Education study program. The objectives of SPAN-PTKIN for this study program are related to improving the quality of education and access to higher education for prospective mathematics educators who have a strong academic foundation.

The objectives of the SPAN-PTKIN pathway in the Mathematics Education Study Program are:

1. According to (Haryanto, T., & Wahyuning sih, 2021), the SPAN-PTKIN Outstanding Student Candidates recruitment aims to select prospective students based on consistent academic achievement during their time in SMA/MA/SMK. Prospective students who have superior achievements in mathematics can continue their education



in the Mathematics Education study program, thus creating prospective educators who are competent in the field of mathematics.

2. Increasing Access to Higher Education for Achieving Students One of the main objectives of SPAN-PTKIN is to open wider access to outstanding students throughout Indonesia, especially in the religious field. By prioritizing academic grades and achievements in school, students who wish to continue their studies in Mathematics Education can get greater opportunities without having to take written tests (Mujib, 2022). This is in line with the government's policy to provide equitable higher education, especially for students from remote areas and religious-based schools.
3. Producing Quality Educators The Mathematics Education Study Program at PTKIN aims to produce prospective mathematics teachers who not only excel in academics but also have a strong understanding of Islamic values (Kusuma, E. A., & Andriani, 2020). Through SPAN-PTKIN, students who pass the selection will receive a balanced education between mathematical abilities and religious understanding, thus creating graduates who can become competent and noble educators.
4. Optimizing Student Potential in STEM (Science, Technology, Engineering, and Mathematics) One of the focuses of the Mathematics Education study program is to support the development of the STEM field. The SPAN-PTKIN pathway provides opportunities for students who have an interest and talent in mathematics to continue their formal education in this field, as well as preparing them to become educators who are able to improve STEM literacy at the school level (Hakim, L., & Maulida, 2023).
5. Encouraging the Integration of Religious and Scientific Knowledge PTKIN has a mission to integrate religious knowledge with general knowledge, including mathematics. Through the SPAN-PTKIN pathway, prospective Mathematics Education students are expected to be aware that mastery of mathematics can also be linked to spiritual values. This aims to form educators who are not only intellectually intelligent but also have broad religious insight (Fauzan, 2021).



DISCUSSION

A. The Attraction of the SPAN-PTKIN Pathway for Mathematics Education Study Programs for New Students

In the 2024/2025 academic year, UIN Sjech M. Djamil Djambek Bukittinggi accepts new students from various study programs and from different entrance routes. One of the entrance routes chosen by new students is the SPAN-PTKIN entrance route. The selection of this entrance route has its own appeal so that it is in demand by new students as one choice among many choices. For more details, the researcher conducted in-depth interviews with informants to find out what the appeal of new students was, so that they chose the SPAN-PTKIN entrance route.

According to (Zunetri, 2024):

"In my opinion, the attraction of entering SPAN-PTKIN is that I don't need UTBK or exams to enter college anymore."

According to (Jelita, 2024):

"The first attraction was because I thought SPAN-PTKIN had more access to scholarships. But after entering here, I know that all of that has no effect."

According to (Gustia, 2024):

"Because the test is through report card scores and without written exams".

According to (Asgia, 2024):

"A more affordable selection path, focusing on academic achievement, the opportunity to enter favorite PTKIN, and a wide choice of study programs".

According to (Abdillah, 2024):



"Because I am from an Islamic boarding school, there is a big possibility that I can enter through that route."

According to (Ratipah, 2024):

"In my opinion, because the SPAN-PTKIN pathway does not have a test, only submitting files."

From the results of the in-depth interview above, we can see that the attraction for new students of the Mathematics Education study program to choose to enter college through SPAN-PTKIN is the more affordable selection path without fees, the opportunity to get a scholarship, focus on attaching academic achievements without written exams, the opportunity to enter favorite PTKIN, and being able to choose a wider study program not limited to several study programs.

B. Reasons for New Students to Choose the SPAN-PTKIN Entrance Path to the Mathematics Education Study Program

In principle, new students choose the college entrance path for certain reasons. The same is true for students who choose the SPAN-PTKIN entrance path in the Mathematics Education study program at the Faculty of Tarbiyah and Teacher Training. To better understand the reasons why students choose the SPAN-PTKIN entrance path in the Mathematics Education study program, researchers conducted in-depth interviews with students who chose this path.

According to (Zunetri, 2024):

"I chose Mathematics Education because I think mathematics has many job prospects because people think that mathematics is difficult and has few fans, so I chose this study program."

According to (Jelita, 2024):

"Because I didn't fight with the tests. Because I was afraid of not passing if I went through the test route."

According to (Gustia, 2024):

"The Mathematics Education Study Program provides the

opportunity to become a mathematics teacher at various levels of education. I want to share my knowledge and passion I am in mathematics with the younger generation".

According to (Asgia, 2024):

"Because I have an interest in mathematics, mathematics education has broad career opportunities, I can develop my analytical skills, and can contribute knowledge to society".

According to (Abdillah, 2024):

"Because the Mathematics Education study program provides a large quota for SPAN-PTKIN applicants, and the possibility of getting in is also large."

According to (Ratipah, 2024):

"Because I really like mathematics, I took the SPAN-PTKIN test so that I could pass without a test."

From the results of the open questionnaire above, we can see that the reason new students choose to enter college through SPAN-PTKIN with the Mathematics Education study program is that by registering for college through SPAN-PTKIN, it can provide many quotas for applicants, and a large chance of graduating. In addition, students are interested in choosing the Mathematics Education study program because this study program suits their interests, can solve life problems related to life (Maizar, M., Junaidi, J., & Fatimah, 2023). In addition, this study program has many job prospects and is suitable in the future.

C. Hopes that New Students Want to Achieve So They Choose the SPAN-PTKIN Entrance Path to the Mathematics Education Study Program

The expectations that new students of the Mathematics Education study program who enter through SPAN-PTKIN want to achieve also vary, for more details the researcher lists their expectations below:

According to (Zunetri, 2024):

"Hopefully I can finish this study program until the end".

According to (Jelita, 2024):

"Getting lots of scholarship opportunities".



According to (Gustia, 2024):

"To become a competent and dedicated professional. I want to continue to learn and develop my self, follow the development of science and technology, and have high dedication in carrying out my duties as a teacher. I want to become a competent and integrated professional, who is able to provide inspiration and motivation for students and the community."

According to (Asgia, 2024):

"Mastering mathematics in depth, becoming an inspiring educator, improving the quality of mathematics education, becoming an agent of change, and becoming a good role model."

According to (Abdillah, 2024):

"Passed SPAN-PTKIN smoothly".

According to (Ratipah, 2024):

"I really want to be the best graduate and graduate on time."

From the results of the in-depth interview above, we can see that the hopes that new students who choose to enter college through SPAN-PTKIN with the Mathematics Education study program want to achieve are being able to complete lectures well and on time, becoming competent, highly dedicated, and inspiring professionals, getting scholarship opportunities, following developments in science and technology, improving the quality of mathematics education, and becoming agents of change.

D. Motivating Factors for New Students to Choose the SPAN-PTKIN Entrance Path to the Mathematics Education Study Program

New students in choosing the SPAN-PTKIN entrance pathway with the Mathematics Education study program for the 2024/2025 academic year have various driving factors. The following are the factors that researchers have listed from the results of in-depth interviews:

According to (Zunetri, 2024):

"The job prospects are God willing a lot. I like solving problems even if they are difficult."

According to (Jelita, 2024):

"I am more confident that SPAN-PTKIN will provide more opportunities for new students to enter."

According to (Gustia, 2024):

"High academic achievement, desire to study at State Islamic Religious Colleges (PTKIN), no need to take written exams, registration fees covered by the government, opportunities to obtain scholarships, increased opportunities for a career in education, obtaining education based on Islamic values, and gaining learning experience in a religious environment."

According to (Asgia, 2024):

"Deep interest, desire to share knowledge, exciting career opportunities, building a better future, and improving self-quality".

According to (Abdillah, 2024):

"Easy to get a job".

According to (Ratipah, 2024):

"Economic factors are very important to consider, so I chose the SPAN-PTKIN pathway to reduce tuition fees per semester."

From the results of the in-depth interviews above, we can see that the motivating factors for new students to choose to enter college through SPAN-PTKIN with the Mathematics Education study program are interest, the desire to improve their quality, job opportunities, economy, learning experience, and education based on Islamic values.

The results of the study show that student interest is influenced by several main factors, such as the reputation of the study program, career prospects, family support, and accessibility and ease of the registration process through the SPAN-PTKIN pathway. These findings are expected to be a consideration for universities in improving their promotion and student admission strategies in the future.

CONCLUSION

From the previous descriptions, at the end of this research, the researcher draws the following conclusions:

1. The attraction for new students of the Mathematics Education study program to choose to enter college through SPAN-PTKIN is the more affordable selection path without fees, the opportunity to get a scholarship, focus on academic achievement attachments without written exams,
2. The reason why new students choose to enter college through SPAN-PTKIN with the Mathematics Education study program is the big chance of graduating. In addition, students are interested in choosing the Mathematics Education study program because this study program suits their interests and has many and suitable job prospects.
3. The hopes that new students who choose to enter college through SPAN-PTKIN with the Mathematics Education study program want to achieve are being able to complete their studies well and on time, becoming competent, highly dedicated, inspiring professionals, getting scholarship opportunities, keeping up with developments in science and technology, and improving the quality of mathematics education.
4. The motivating factors for new students to choose to enter college through SPAN PTKIN with the Mathematics Education study program are interest, desire to improve self-quality, job opportunities, economy, learning experience, and education based on Islamic values.
5. The results of the study show that student interest is influenced by several main factors, such as the reputation of the study program, career prospects, family support, and accessibility and ease of the registration process through the SPAN- PTKIN pathway. These findings are expected to be a consideration for universities in improving their promotion and student admission strategies in the future.

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