

Perceptions of Tutoring Students in Pekalongan on Interest in Continuing Higher Education at State Islamic Religious Universities: What and How

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ABSTRACT

In general, state Islamic religious universities (PTKIN) in Indonesia are still not the main choice for the highest school and equivalent students in Indonesia, including in the city of Pekalongan and more specifically, for tutoring students. On this basis, this article aims to reveal how their perceptions relate to their interest in continuing higher education at PTKIN. This research article is qualitative research using a case study approach with qualitative descriptive analysis. The research subjects in this study were managers of tutoring institutions and tutoring students in Pekalongan City. The research sample was taken using goal-oriented sampling or purposive sampling. Data collection in this research was carried out through documentation, questionnaires and interviews. The research results show that tutoring students in Pekalongan perceive PTKIN positively. The majority of these tutoring students have good knowledge and experience with PTKIN. However, even though the perception is positive, the research results show that this positive perception is not necessarily linear with interest.

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1. INTRODUCTION

The number of universities continues to increase, including the opening of several new study programs at existing universities, indicating that competition in the world of education continues to increase. Referring to data from the Central Statistics Agency (BPS), there are 3,957 universities in Indonesia in 2021. Of that number, 3,115 universities are under the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) and 842 campuses are under the Ministry Religion (Ministry of Religion). With the large number of universities, it is inevitable that there will be intense competition from universities to improve their respective quality and image. This competitive phenomenon certainly gives rise to competition between universities where downstream from this competition is that universities want to be the best. In this way, universities will always maintain their

good name, and strive to continue to improve the quality and qualities that already exist. Higher education institutions are required to be able to provide the best to society in general and the academic community in particular.

Higher education is a form of higher education service provided by tertiary institutions, whether in the form of high schools, institutes or universities, which is a stage of further education taken after completing upper secondary education and its equivalent (SMA, SMK, MA equivalent). There are a number of benefits that students can obtain if they continue their education to college (Hadi, 2008). Some of these benefits include, first, having broader knowledge and mastery of certain specific areas of expertise. Second, higher education services are provided by universities, which provide a further level of education after secondary education (SMA/SMK/MA/MAK). A number of benefits that students can obtain if they continue their studies at university include: (1) having extensive knowledge and mastering certain areas of expertise; (2) increasing job opportunities or opportunities; (3) expanding networks or partners; and (4) changing students' thinking patterns for the better. The tendency of students to choose a university shows their interest and motivation in achieving their goals. This will be a motivating factor for them to continue studying hard so they can compete with other students (Ihsan, 2003).

High School/equivalent is a secondary level of formal education in Indonesia which is carried out after graduating from Junior High School or equivalent. One of the aims of this educational institution is to provide facilities for insight and understanding to continue to a higher level, namely higher education. For high school students themselves, studying at university level is considered one way to realize their dreams. They also realize the importance of studying correctly and finishing on time. For them, college is a guarantee and is the basis for their success in the future (Wibowo and Widodo, 2015). Continuing your education to college begins with a feeling of interest and the need to develop your knowledge.

There are several factors that interest students (in general) in continuing their studies at Islamic Higher Education (in general). Some of them are influenced by personal desires, teachers, friends and even family. This interest factor, if based on students' perceptions of Islamic Universities, is also not very high. At least in the case of STAIN Parepare, only a few students consider the campus their favorite campus (Hidayat, 2013). Furthermore, it was found that the choice to continue studies at an Islamic Higher Education - in this case at IAIN Kudus, was influenced by references from various parties and social environmental factors. This is a matter for students/prospective students to consider. Furthermore, prospective students are interested in choosing PTKIN because of the linear labeling of the Islamic religion which prioritizes the principles of the Islamic religion over other things. Apart from that, choosing PTKIN can also foster a sense of trust in polite religious attitudes (Maulina, 2022).

Continuing school and completing education is a goal that should be achieved by every student. To achieve this goal, many factors change a student's perception of the final results to be achieved. In this context then, there is one model that can be used to predict behavior, including behavior to continue school to a higher level of education and determine motivation, which in this case is theory of planned behavior (TPB). TPB based on the assumption that humans normally behave sensibly; that they take into account available information implicitly and explicitly to consider the consequences of their actions. This theory postulates that the interest a person shows or does not show in behavior is the primary and most important determinant of that action. In this case, attitudes, perceived social norms and feelings of control, together determine a person's interests that lead to behavior. Apart from that, in this theory, interest is a function of three basic determinants, namely attitude, subjective norms, and behavioral control, where strong interest will shape a person's behavior. Behavior in the form of action can appear when someone has the opportunity and sufficient level of control (Ajzen, 2005).

In relation to students' tendencies to choose higher education, this is shown by their desire to continue their studies at university, encouragement from both parents and the social environment, attention from students and parents about the higher education they will choose, and good expectations from students and parents regarding higher education. The tendency to choose higher education grows

from students' and parents' perceptions regarding higher education. This assumption or knowledge arises from the results of a person's interaction with their social environment. If the local community has a positive perception about something, then it will be seen as a good and positive thing to do. There are at least three things that shape a person's perception of higher education, including: (1) knowledge about the importance of higher education; (2) knowledge about the benefits of higher education; and (3) access to information about higher education. Students' positive perceptions of higher education will motivate them to study hard so they can graduate from their dream college (Widarta, 2020). Selain itu,

The phenomenon of non-formal/out-of-school tutoring (*bimbel*) is something that is quite interesting to discuss in Indonesia, including in Pekalongan City. There are many positive and negative things that can be learned from the presence of this institution. Class IX students who will soon graduate are taking tutoring to enter a well-known high school. Likewise, class XII students strive to continue their studies at well-known/favorite universities. The growth of various non-formal learning tutoring has become an interesting phenomenon and a special note for the world of education in Indonesia. Dissatisfaction with learning conditions in schools is believed to be one of the causes of the proliferation of various tutoring. This causes the role of schools to be highly questioned, because students still need to attend guidance institutions outside of school to supplement material that is not taught at school. Tutoring institutions outside of school are an alternative for students outside of school and students pin their hopes on tutoring to get material that is not taught at school. The existence of an acceptance process at PTN through written exams further increases students' attraction to tutoring.

In Indonesia, in general state universities (PTN) can be divided into several categories, such as general PTN, official PTN, and religious PTN. In this context, religious PTNs also focus on several officially recognized religions in Indonesia, including PTKIN. PTKIN or also known as State Religious College/University is a religious college organized by the Ministry of Religion. Islamic Religious Higher Education is part of the Islamic education system which can provide a person with the ability to lead their life in accordance with Islamic ideals. The current condition of PTKIN is sometimes still used as the second choice after PTN (general). This was also emphasized by the Minister of Religion, Lukman Hakim Saifuddin for the 2014-2019 period, always calling on and asking State Islamic Religious Universities (PTKIN) to develop innovations to respond to the declining interest of students studying in religious studies programs. According to him, this decline is a challenge for PTKIN that can be overcome immediately. Because, PTKIN was initially built on basic religious sciences (*ushuluddin*). "In fact, currently, there is a great need for experts or scientists who are experts in the field of Hadith science, comparing Madzhab and religious philosophy." However, the number of graduates is increasing and it is increasingly becoming a major that is rarely interested (Sholehuddin, 2019).

There have been several reviews regarding student perceptions of state Islamic universities. For example, Huda's research (2016), where in his study it was illustrated that information and socialization were needed to support the perceptions of secondary education institution students regarding PTKIN (in this case IAIN Tulungagung). This is needed so that IAIN Tulungagung can become a PTKIN that has a good image. Apart from that, it was also concluded that teachers, principals, seniors, and even alumni were very influential factors in shaping students' perceptions of IAIN Tulungagung. Research from Rahmawansyah (2017) provides an illustration that the factors that shape high school students' perceptions of PTKIN (in this case IAIN Palopo) are influenced by the friendship environment and alumni play a big role in shaping perceptions. IAIN Palopo is perceived as a campus to deepen knowledge about religion. Most of the high school students in this research then did not want to choose to continue their higher education at IAIN Palopo, but preferred other campuses in Palopo or outside the area.

From the existing literature, there has been no specific review regarding how tutoring students perceive PTKIN. This is important because tutoring students have different characters from students who do not take tutoring. Characteristically, referring to the research of Pradinasari (2014) and Karim (2013), the personal and social characteristics of students who take part in out-of-school tutoring can be described as coming from highly educated, middle to upper economic levels, having big aspirations for

their future achievements, and has a positive influence on learning achievement. With this description, the perceptions produced by tutoring students will be related to the characteristics they have. In this case, with positive characteristics, perceptions will also be more positive, and vice versa (Istighfarin and Mulyana, 2018). Thus, it would be interesting to know what perceptions are associated with the interest of tutoring students, especially in Pekalongan City, to continue their higher education, especially what their perceptions are of PTKIN, remembering once again, in general PTKIN is now sometimes still used as the second choice after PTN (general). With this background, this research will focus on the perceptions of tutoring students which influence their interest in continuing higher education at PTKIN.

2. METHODS

This research is qualitative research because it seeks to understand in depth the perceptions of students at out-of-school tutoring institutions regarding their interest in continuing higher education at PTKIN (Prayogi, 2022). This research uses a case study approach with qualitative descriptive analysis. A case study is a series of scientific activities carried out intensively, in detail and in depth about a program, event and activity, either at the individual, group of people, institution or organization level to obtain in-depth knowledge about the event. Usually, the selected events, hereinafter referred to as cases, are actual things (real-life events), which are ongoing, not something that has passed. In general, case studies are linked to a location. The case may be an organization, a group of people such as a work group or social group, community, process, issue or campaign (Daymon & Halloway, 2008). Case study research is chosen because with it it is possible to understand the phenomenon specifically and in depth, including individuals, groups, unique situations related to the phenomenon under study. With case studies, you will gain a complete and integrated understanding of the inter-relationship of various facts and dimensions of a particular case. The case itself is defined as a special phenomenon that exists in a limited context, even though the boundaries between phenomenon and context are not completely clear.

Specifically, the case study in this article was chosen to provide a clear and complete understanding of the perceptions of tutoring students in Pekalongan City towards PTKIN. Such an interpretive description can provide an effort to understand students' behavior in terms of their own frame of mind and actions. In this case, this research aims to examine the perceptions of students tutoring in the city of Pekalongan regarding their interest in continuing further education at PTKIN.

The population in this study consisted of all students taking non-formal education courses in tutoring in the city of Pekalongan. The sample of tutoring taken is *Neutron* and *Excellent Education* tutoring in Pekalongan. Samples were taken using goal-oriented sampling or purposive sampling. Thus, the respondents in this study were class XI and XII in both study tutoring was chosen based on the main consideration of the time parameter that class XI and XII students will soon graduate from school and access tutoring because they have planned their further education. The data sources used in this research are primary and secondary data sources. Primary data in this research was obtained directly from interviews and questionnaires with heads of study guidance branches and tutoring students in the city of Pekalongan. These interviews and questionnaires/questionnaires were used to see how tutoring students perceive them, as well as their relation to their interest in continuing higher education at PTKIN. Meanwhile, secondary data used in this research is in the form of documentation related to the perceptions of tutoring students, as well as their relation to interest in continuing higher education at PTKIN.

Data collection in this research was carried out through documentation, questionnaires and interviews. The data that has been collected is then arranged systematically in accordance with good scientific principles, both textually (as in the original) and contextually (understanding the data) in writing. To capture how students perceive, the same questions are asked in the same order to all respondents in order to elicit the same response so as not to cause processing difficulties due to different interpretations. The questions given are prepared based on the theory of how perceptions are built, so that in the interview data is obtained that is in accordance with the theoretical basis. Apart from that, the

questionnaire was also prepared in a closed model, where respondents were only given the option of agreeing or disagreeing with the questions in the questionnaire. The questions asked in the questionnaire are also structured based on theories regarding how perceptions are built, although they are not the same as interview questions. This is so that each of these processes can confirm each other/method triangulation process occurs. Meanwhile, documentation was carried out by reviewing various related literature in order to obtain various supporting data in this article.

In this research, it uses qualitative data analysis. Qualitative data analysis techniques are carried out by carrying out a systematic process that takes place continuously at the same time as data collection (Prayogi, 2023). In this research, data analysis was carried out by following the data analysis technique of Miles, Huberman, and Saldana (Miles, Huberman, & Saldana, 2014) in the form of data condensation, data presentation, and drawing conclusions.

3. FINDINGS AND DISCUSSION

3.1 *The Relationship between Perceptions and Interests with Motivation for Continuing to Higher Education in Students*

Perception (in this article) is a process where a person chooses or selects, organizes and interprets the stimuli received into a complete and meaningful picture of the state of the world. Perception can produce individual images so that they can recognize an object by associating it with a particular memory, both through the sense of sight, the sense of touch and so on, so that the image can be realized (Schiffman & Kanuk, 1997). Another thing that needs to be understood is that perception can be influenced by a person's character (Tampubolon, 2012). This character is influenced, among other things, by:

- a. Attitudes. This means that two individuals can interpret something they see differently from each other.
- b. Motives. That needs are a factor that drives individuals and influences their perceptions.
- c. Interests. The focus of an individual's attention will be influenced by interest. This is because someone's interests are different from one another. What someone pays attention to in a situation can be different from one another. What one person notices in a situation can be different from what another person perceives. Interest is a psychological factor related to human spirituality. This includes emotions, talent and intelligence that will encourage enthusiasm to achieve the expected goals. If a person's interest is very high in an object, then there is a tendency to try to get it. Interest is influenced by several factors both from within the individual and from outside the individual. Viewed from the perspective of choosing to go to college, there are many factors that influence interest in going to college, including motivation and aspirations, desire, interest, environment, friends, relatives, and school conditions.

Factors that influence interest in continuing to college, in general, are internal factors and external factors. However, the emergence of interest can be identified from at least three factors, including:

- a. Internal encouragement factor. This means curiosity or the urge to produce something new and different. This encouragement can make someone interested in studying science, conducting scientific research, or other challenging activities.
- b. Social motive factors. This means an interest in developing oneself from and within knowledge which may be inspired by a desire to gain skills at work or a desire to gain appreciation from family or friends.
- c. Emotional factors. This means that interest is related to feelings and emotions, for example success will give rise to feelings of satisfaction and increase interest, while failure can eliminate someone's interest.

Their own interests are very important in order to fulfill their hopes of continuing to college. If something is based on interest, a person will be motivated to carry out the activity. The interests of

each individual are very different because this is influenced by the information and experience or knowledge obtained by the student. Therefore, it is necessary to be equipped with information and experience regarding higher education. Teachers and students themselves need to know about students' interest in continuing their studies at university, considering that this interest can direct students to make choices in determining their goals.

- a. Experiences. An individual experiences past experiences in something that the individual connects with things that are happening now.
- b. Expectations. Expectations can change an individual's perception where the individual can see what they expect from what is happening now.

The existence of interest in an individual will give rise to a desire to be involved in activities or activities that interest him. In terms of studying at higher education, interest is the interest in providing time, energy, effort to absorb and combine information, knowledge and skills that we receive through various means (Hardjana, 1994). Thus, interest in continuing to higher education is a tendency that contains elements of feelings of joy, desire, attention, and interest in continuing higher education after graduating from high school, namely college.

Studying in higher education is influenced by several factors, namely internal factors and external factors. Internal factors or self-factors consist of talent and intelligence, creativity, motivation, interest and attention, as well as physical and mental conditions. Meanwhile, external factors or those that come from outside are the social environment, physical environment and learning facilities. Internal factors greatly determine a person's success in continuing their studies. If internal factors are supportive then it is very likely that someone will be successful in their studies. Because someone who is serious will try to overcome external factors that are less supportive. Interest is not born and appears suddenly, but rather through the sound of the process. In choosing a place to continue your education, interest is an important thing that will determine success in your studies (Ginting, 2003).

The interest in continuing to higher education comes from within the student because of the desire to gain more knowledge so that it can be useful for surviving and competing with the world outside. Students who have a great interest in going to college will try their best to get into college. Students who come from environments with high levels of education will tend to have a high interest in education. Based on the factors above, it can be concluded that the factors that influence a person's interest in continuing to college are internal factors and external factors. These internal factors are factors that exist within each student. Students' perceptions about education provide a big boost for students' interest in continuing to college. Students who have a good perception of appropriate education will be more active in studying to be able to continue their education at a higher level. External factors that influence students to continue to a higher level are family environmental factors and community environment.

Thus, perceptions of higher education will be linear with interests. The better the perception emerges, the better the interest arises, and the result is that someone will choose higher education according to that interest. High interest will encourage the emergence of tendencies that contain elements of feelings of joy, attention, interest and a desire to continue education to a higher level. As an implication of students' interest in continuing their education to college, this will influence students' motivation to study. This condition is because motivation to learn can grow because there is a need for what is being learned, both for the present and the future. Varying student perceptions and interests in higher education will influence motivation to continue their education to higher education. Furthermore, if this is related to the emerging theory of motivation, then with the need for what they are learning, it can be assumed that students who have good perceptions and high interest will certainly be more motivated in their learning and vice versa. The role of motivation is very important in efforts to create certain conditions that are more favorable for them to strive to gain excellence. In this case the motivation arises because he needs something from what he is learning. Motivation is related to a person's needs which give rise to awareness to carry out activities

(Djamarah, 2002). In the end, this motivation also becomes an encouragement for students to choose more learning efforts, one of which is done through out-of-school tutoring institutions.

3.2 Tutoring: Its Role in Increasing Students' Interest in Accessing Higher Education

In the history of the development of non-formal education to date, the development of non-formal education in Indonesia consists of several periods, namely the pre-colonial period, the colonial period, the early period of independence, the period of aggression, the development order and the reform period. The periodicity of time certainly forces non-formal education to continue to develop following existing developments, which ultimately gives rise to several tutoring institutions in Indonesia. The emergence of tutoring institutions after the reform period received considerable support from the Indonesian people, which was marked by the emergence of enthusiasm among students who competed to enter and sit at PTN.

These various factors have led to the establishment of many non-formal educational institutions such as tutoring institutions. The growth of many tutoring institutions is an interesting note for the world of education in Indonesia. The increasingly widespread growth of tutoring institutions is in line with the desire of students and their parents to take part in tutoring with the aim of achieving good achievements or learning outcomes at school. The widespread growth of tutoring institutions in the community has caused the role of schools to be highly questioned, because there are still many students who attend tutoring institutions to deepen their learning material or to improve their learning outcomes at school. This shows that the learning that students get at school is still felt to be lacking, so students still have to fulfill this feeling of deficiency by attending a tutoring institution. Apart from that, tutoring also seems to have become a trend among society. In reality, students who take tutoring do not only add material that has not been taught at school, but also because of the influence of their friends who take tutoring (Prastiwi, 2013).

Initially tutoring was formed to help high school students who had just graduated in facing the State University (PTN) entrance exam. Intense competition for places at state universities forces students to prepare extra hard. At that time, state universities were the best choice for continuing education to a higher level because there were not many other tertiary institutions to choose from and the cost of education was relatively more affordable. The limitations of the system that applies in schools also trigger the growth of various learning guidance. Limited teacher capacity, lack of adequate learning facilities, and unrealistic curriculum demands cause students to look for other alternatives to study outside of school. Schools are also considered unable to provide all the needs that students need, let alone readiness to compete for the coveted seats at PTN. This opportunity was seen by tutoring managers who then responded by establishing Tutoring.

Out-of-school tutoring institutions provide educational services in the form of increasing the frequency of learning with the aim of improving student academic achievement (Nusantari, 2011). By following tutoring, students can overcome the problems they face in learning so that after going through the learning process they can improve optimal learning outcomes according to their abilities. Out-of-school tutoring services are provided to help students face and resolve various existing learning problems (Nurlinggasari, 2017). Tutoring outside of school discusses material that the average student still does not understand. Tutoring outside of school is carried out by selecting appropriate and interesting methods and strategies. This is done so that all students' problems in learning can be resolved well so that the learning outcomes achieved by students will be maximized (Sari, 2015)

Tutoring or tutoring was born in 1970 in Indonesia. Initially, tutoring was a place to practice questions to successfully take state university or PTN entrance exams, therefore the target was high school students. As time progressed, tutoring began to widen its scope so that it could be attended by elementary to high school children. Therefore, the number of tutoring in Indonesia is increasing every year. The number of tutoring in Indonesia continues to increase (Subkhan, 2019).

Based on data from Bank Indonesia (2010), from the results of a 2007 survey conducted by the Directorate of Course and Institutional Development, Directorate General of Non-formal and Informal Education, Ministry of National Education, there were 11,207 course institutions spread throughout Indonesia that had operating permits. From this data, 10.13% or around 1,135 are tutoring institutions. Tutoring institutions are growing in countries that implement national scale examinations in selecting students who wish to continue to a higher level (Tansel & Bircan, 2006). The number of tutoring courses in Indonesia is influenced by the increasingly difficult and intense competition to enter favorite schools and entrance tests for PTNs (State Universities). Until now there is no definitive data on the number of students participating in tutoring, but a publication from Bank Indonesia in 2010 stated that the total number of tutoring participants was around 950 thousand children. In 2016, according to BPS or the Central Statistics Agency, the number of tutoring places reached 1,866 places (Zaenudin, 2019). However, in 2019 it increased to approximately 2000 tutoring places. On the island of Java, the number of tutoring places reaches 965 places which can be found in DKI Jakarta, Banten, West Java, Central Java and East Java (Zaenudin, 2019).

To achieve quality and capability, there are many steps that can be taken. The first and main step is in the field of education. In this era of globalization, every individual makes every effort to improve the quality of their education. One way is by taking additional tutoring outside of school. Tutoring is a process of providing teaching assistance carried out by experts to individuals in need, such as students at any level who need more guidance outside of formal school. Online and conventional tutoring provides teaching assistance by creating a conducive learning atmosphere so that students feel comfortable and have no difficulty in the learning process. Tutoring itself has a specific goal, namely helping to optimize students in the process of self-development.

The majority of people, especially students who are still studying at formal schools, choose tutoring based on many factors, and the reasons for each individual are different. Especially, because there are parents who register their children for tutoring because they feel that just the material they get from school is not enough. Apart from that, there are factors from the students themselves, such as lack of understanding because it was not explained directly to the teacher. Many assignments are given without explaining the steps for solving the questions. Thus, society in general still responds well to the existence of this tutoring. In this case, tutoring is considered to play a good role in helping students pass the selection to enter state universities. This can be seen from the implementation of the tutoring process in which there are various activities that can help students. Some of these activities include identifying needs, challenges and problems faced by students, conducting background analysis or factors causing needs, the teacher's role in planning and determining the methods that will be given to students, providing guidance services to students using methods that are easy to understand, and evaluate the results of the implementation of tutoring. These various activities are generally carried out by tutoring institutions so that students' dreams of being able to enter a PTN (in this case the study program) can be realized by following the procedures set by the tutoring institute.

The phenomenon of tutoring then shows a phenomenon where students and parents who send their children to take tutoring tend not to believe that learning at school is able to bring their children to greater achievements. This then becomes a criticism of the existence of tutoring where the burden of educational costs, including through educational contribution costs borne by students' parents, is increasingly higher, while the results of the quality improvements that are touted by the school cannot be proven. On the other hand, most of the students who take part in tutoring come from schools with relatively good academic and economic capabilities. The existence of this tutoring makes the cost of education increasingly soar. Education becomes more expensive and exclusive, where the price of tutoring per year is quite high.

3.3 Tutoring Students' Perceptions of PTKIN

Education is something that is important for a person for that person's survival in the future. However, not all people think that education is very important. Society's views on education vary in their perceptions of formal education, especially education at universities.

Reviews related to perception in this research are defined as experiences about objects, events or relationships obtained by concluding information and interpreting messages. Each individual's perception can be very different even though what is observed is really the same. Through perception, humans continuously make contact with their environment. This relationship is carried out through the five human senses, namely sight, hearing, touch, taste and smell. Out-of-school tutoring students who have knowledge or information about PTKIN then these students can conclude information and interpret messages about PTKIN, and for out-of-school tutoring students who do not get and look for information related to PTKIN do not get information and have different perceptions about PTKIN.

In this case, perception can be seen from several aspects, the first is attitudes. Attitudes mean that two or more individuals can interpret something they see differently from each other. In the context of tutoring managers, based on the results of interviews, they see PTKIN as similar to other universities. The most important thing is whether a tutoring student chooses PTKIN or not, it still depends on the student's own wishes. The tutoring party then does not specifically give targets/directions to their students to choose one of the existing universities, whether public or not. Tutoring only carries out its duties to assist students in getting the desired college choice, providing options and an overview of student choices, as well as things that lead to student success. From this description it can be concluded that the tutoring party responds to PTKIN in a neutral way.

In the context of tutoring students, based on the results of interviews, it was found that each student had a different attitude towards PTKIN. In general, students respond positively to PTKIN, especially if it is related to the desired study program and the close distance. For some students, this positive attitude is also related to the role of PTKIN which is closely related to religion. Even though they were positive, all the students interviewed still had not made PTKIN an option when continuing their studies. However, there are also students who show an indifferent attitude towards PTKIN. This is because the student concerned already has a focus on the college he wants (which in this case is an official college). The data from this interview is also supported by questionnaire data distributed to tutoring students which basically states a positive attitude towards PTKIN.

In the second aspect, namely motives. Motives here means that needs are factors that drive individuals and influence their perceptions. In the context of tutoring managers, based on the results of interviews, tutoring parties stated that they did not have special motives for tutoring activities. The tutoring party sees that both PTU and PTKIN are educational institutions that students can choose openly according to the students' own wishes/motives. The tutoring party then only makes counseling efforts so that students who have certain motives for higher education can be channeled well. However, it is clear that the tutoring party, to a certain extent, has motives in the form of providing direction to students from madrasahs to be able to continue their further education at PTKIN. This is because students from madrasahs are considered to have sufficient basics to be able to continue higher education at PTKIN.

In the context of tutoring students, based on the results of interviews, it is clear that the main motive for continuing higher education is the motive for choosing a study program (prodi) first when compared with choosing a tertiary institution, both PTU and PTKIN. This is closely related to the previous aspect of attitudes, where basically PTKIN can be their option in continuing higher education as long as PTKIN provides the study program they want, although within certain limits they limit their choices (in this case in the form of parental and distance aspects). In this case, most of the tutoring students who were interviewed stated that their main motive for continuing higher education was the study program they chose. However, the data from the questionnaire shows another picture that the tutoring students do not have the drive to make PTKIN their first choice in

continuing higher education, especially if it is related to motives in the form of their own desires. From this it can be concluded that if it is related to motive, the tutoring students in Pekalongan do not have a strong motivation to make PTKIN their first choice, especially because there are still limited choices of study programs they want provided by PTKIN.

In another aspect, namely the experience aspect. Experiences means an individual has past experiences with something that the individual connects with things that are happening now. In the context of tutoring managers, based on the results of interviews, it was stated that they had never specifically found students who firmly stated that they would make PTKIN their first and main choice. In this case, the tutoring has a majority of students from public schools (not madrasa-based), so that in terms of experience, the tutoring has more experience in directing its students to public universities. However, although not specifically, there have been tutoring students who were accepted into PTKIN. However, in the end, the student gave up his choice again because he felt that the PTKIN choice was only a second choice.

In the context of tutoring students, based on the results of interviews, it was clear that not many students had past experience with PTKIN. Several students interviewed stated that they had family or school friends who were PTKIN alumni. Furthermore, even though they have several family members and friends who are PTKIN alumni, in academic life at school, the majority of tutoring students who were interviewed stated that they did not have any acquaintances (friends or seniors) who studied at PTKIN. The data from this interview is supported by questionnaire data, although the questionnaire data shows that the tutoring students who do not have acquaintances who are PTKIN graduates are not the majority. Even though they don't have enough experience, the results of the questionnaire show that the majority of tutoring students already know what PTKIN is, even though they don't know the details. In this way, we get the picture that tutoring students have minimal experience with PTKIN and therefore they do not have sufficient information about PTKIN.

Another aspect that is also related to perception in this research is expectations. Expectations themselves are things that can change an individual's perception where the individual can see what they expect from what is happening now. In the context of tutoring managers, based on the results of interviews, it is stated that tutoring officials hope that students can choose well, both PTU and PTKIN. Furthermore, the tutoring party hopes that students will not waste their choices when students have been accepted to a college. This is based on the fact that there are tutoring students who have been accepted at PTKIN - even though in this case PTKIN was used as a second choice, they are still trying to be accepted at another university to fulfill the desired first choice. This makes the seats/opportunities that were previously obtained something unfortunate, even though the tutoring itself does not explicitly do this considering its role as a learning facilitator for its students.

In the context of tutoring students, based on the results of interviews, it was found that there were students who had no expectations at all about PTKIN. This is because these students do not have a clear picture regarding PTKIN. This lack of image is part of a perception that is also built from other aspects as has been explained. The results of the interviews describe that several tutoring students have hopes that PTKIN can open general study programs and study programs that are not owned by general universities. This is in accordance with the initial picture, considering that the first goal for tutoring students to continue their higher education is to have the study program they want. Apart from that, there is also hope from tutoring students that PTKIN will continue to ensure that the cost of education is affordable for all groups, especially those from the middle to lower economic groups. These things illustrate that, tutoring students have quite good expectations as part of their perception of PTKIN.

3.4 Tutoring Students' Interest in Continuing Education at PTKIN

The description of interest in this research is the interest of tutoring students in the city of Pekalongan in continuing their higher education at PTKIN seen from several aspects, especially internal and external factors. These factors influence the interest of tutoring students when it comes to

their interest in continuing their higher education at the university they go to. It should be emphasized that interest in this research is closely related to one aspect of building perception. In this case, interest is also an aspect of interest, which means that the focus of an individual's attention will be influenced by interest. This is because someone's interests are different from one another. What someone pays attention to in a situation can be different from one another. What someone feels in a situation can also be different from what other people feel.

Referring to the interview data, seen from the aspect of the tutoring institution, they do not have any interest or interest in PTKIN. The most important thing that is of interest to tutoring parties is how they can facilitate students' desires to be able to continue their higher education at the university they want. This tutoring facilitation is carried out by providing the best and clearest possible information to students so that students can prepare themselves well. If we examine this facilitation, it is one aspect that can raise students' interest in continuing to higher education, assuming that previously the students did not have detailed information related to higher education. What is interesting is that the tutoring party implements a kind of direction for students with a religious basis (madrasah) to increase their interest in PTKIN. This is based on the reason that the student already has a foundation, especially a sufficient academic foundation, to be able to continue studying at PTKIN.

In the student aspect, referring to the research questionnaire, we get the picture that the majority of tutoring students know and recognize what PTKIN is. The majority of students in the survey also stated that they had acquaintances who were PTKIN graduates. However, specifically, through interviews they did not know what PTKIN itself stood for. When continued with questions related to the names of PTKIN in big cities, from the results of the interviews not many of the tutoring students knew about them. Such a picture can be an early indicator that tutoring students do not show much interest in PTKIN.

In terms of internal encouragement, social motives and emotional aspects, it is clear that the main motivation that arouses the interest of students in tutoring to continue higher education is the choice of study program. The tutoring students unanimously chose general study programs. The choice of study program also takes precedence over the choice of university. In some cases of students, apart from choosing a study program, distance factors and family permission are also taken into consideration when choosing a university. However, there is an interesting finding that they still have an interest in studying at PTKIN provided they can be accepted into a study program that suits their wishes at PTKIN without having to undergo selection, especially selection in the form of an exam. In this case, it can be interpreted that the selection factor is a big factor for tutoring students to choose PTKIN. In other words, their interest will be very great in having PTKIN if they can enter PTKIN – especially in the study program they want without having to take a test/exam first. The selection factor seems to be a factor that contributes a lot of weight in growing tutoring students' interest in making PTKIN their higher education institution. This is because of the tight competition in getting into the study programs they want in public universities, either through selection without tests or with tests.

In the social aspect, we also found that tutoring students perceive PTKIN as a campus with affordable fees for all groups. This is reinforced by interview data where one of the students expressed his hope that PTKIN could bridge various groups to be able to attend college. Apart from that, tutoring students also perceive PTKIN as having good and professional quality, which is indicated by the understanding that PTKIN is not a campus that is 100% identical to religion because it also offers study programs outside of religious study programs such as general universities. However, all of these social aspects do not make tutoring students interested in making PTKIN their first and main choice for continuing higher education.

In the emotional aspect, it was found that tutoring students responded that PTKIN offered interesting study programs. Apart from that, tutoring students stated that PTKIN graduates can compete with graduates from general universities and have the same opportunity to get a job.

Tutoring students still have the view that being a PTKIN student can also look cool. However, these positive views do not make tutoring students in Pekalongan interested/interested in continuing higher education at PTKIN. The majority of students, both from the results of questionnaires and interviews, still think that general universities are better (in this case cooler) than PTKIN. They are not interested in continuing their higher education at PTKIN. PTKIN is not used as the first and main choice by tutoring students. This aspect mainly arises because it is influenced by internal aspects of the family as well as external aspects of the school environment and society.

4. CONCLUSION

From the research results and reviews in this study, several conclusions can be drawn. Firstly, out-of-school tutoring in Pekalongan has emerged due to perceived shortcomings in the delivery of learning material in formal schools, which also affect students' perceptions and interest in pursuing higher education. The majority of students participating in tutoring have a mindset oriented towards continuing their education to the university level, which motivates their involvement in additional learning. Secondly, although tutoring students in Pekalongan have a positive perception of PTKIN (Perguruan Tinggi Keagamaan Islam Negeri), this does not necessarily translate into a strong interest in attending these institutions. Many students remain uninterested in PTKIN as their first choice for higher education, often due to pre-existing preferences for other universities. This study focused on the perceptions and interests of students from two specific tutoring centers in Pekalongan, Neutron Tutoring and Excellent Education, and acknowledges the limitation of not encompassing all tutoring centers in the city. Therefore, further research with a more comprehensive sample is needed. Based on these findings, it is recommended that PTKIN managers enhance educational services and quality to attract more students, and intensify efforts in information dissemination and public outreach to increase awareness and understanding of PTKIN's offerings.

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