

New Student Admission Selection System at PTKIN: Effectiveness of Entrance Pathways and its Relationship with Grade Point Average

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ARTICLE INFO	ABSTRACT
<p>Article History: Received : 2-10-2024 Revised: 29-11-2024 Accepted: 30-12-2024</p> <p>Keywords: Academic Achievement; Admission Pathways; Grade Point Average (GPA); Student Admission Selection System.</p>	<p>This study examines the selection system for new student admissions at Islamic Religious Universities in Indonesia and its correlation with students' Grade Point Average (GPA) in UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, UIN Walisongo Semarang. This research adopts a mixed-methods approach, integrating both quantitative and qualitative analyses. The quantitative analysis utilizes correlation techniques and descriptive statistics to examine relationships within the data. Meanwhile, the qualitative analysis employs content analysis of policies and documents, complemented by in-depth interviews with election officials and a comprehensive literature review, to investigate the transparency and efficiency of the selection system. Findings reveal no significant correlation between the specific admission pathway and the student's GPA. This suggests that the existing selection system is equally effective across different entry channels in predicting academic success as measured by GPA. The study underscores the importance of maintaining transparent, inclusive, and accountable admission processes, enhancing public trust in Islamic Religious Universities. The research contributes insights into optimizing student selection processes to align with educational goals and uphold academic standards.</p>

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INTRODUCTION

The selection of new students is a critical component of the higher education system, designed to identify individuals with the potential to succeed academically and contribute meaningfully to society. At State Islamic Religious Universities (PTKIN) in Indonesia, this process has become a robust mechanism to ensure equitable access to quality education. PTKIN implements a multi-channel selection system aimed at inclusivity while maintaining transparency and accountability in academic, administrative, and financial aspects. These

efforts align with the broader goal of fostering public trust in higher education institutions (Harwati & Sudiya, 2016; Isa & Siregar, 2020; Satria et al., 2021).

PTKIN plays a vital role in Indonesia's higher education landscape by integrating science, technology, and Islamic values into a comprehensive curriculum. These institutions advance Islamic studies and contribute to social sciences and technological development. In line with national educational priorities, PTKIN focuses on character and competency development, producing graduates who are both professionally capable and ethically grounded. According to the Ministry of Religious Affairs, PTKIN is instrumental in creating a pool of human resources characterized by quality and integrity, further solidifying its role in national education (Alamin et al., 2024).

Academic performance, measured through indicators such as Grade Point Average (GPA), serves as a benchmark for evaluating the success of educational processes, including the student selection system. GPA is not only a reflection of individual achievement but also an indirect measure of the effectiveness of the admission pathways. PTKIN's multi-channel selection system must ensure that admitted students demonstrate consistent academic excellence throughout their studies. This underscores the importance of aligning selection criteria with the institution's educational objectives (Ezz & Elshenawy, 2020; Umar, 2021).

Despite the diverse selection pathways, the effectiveness of these mechanisms in predicting and supporting academic success remains underexplored. The current selection system at PTKIN requires significant time, energy, and financial resources, yet questions persist regarding its efficiency and outcomes. For instance, while each pathway aims to recruit highly motivated and capable students, it is unclear whether the system optimally fulfills this goal across all channels, particularly concerning its relationship with students' GPA (Westrick dkk., 2021).

Existing research has highlighted the importance of transparent and accountable student admission systems. However, few studies have critically examined the efficiency and outcomes of the multi-channel admission system at PTKIN, especially concerning academic achievement. Prior works suggest a correlation between rigorous selection processes and higher academic performance, yet inconsistencies remain in the application and evaluation of such systems (Evendi, 2019; Kurniawati, 2020; Priyanto & Siradjuddin, 2018; Wijaya et al., 2010). These gaps in the literature underscore the need for a comprehensive study focusing on the effectiveness of PTKIN's admission pathways in fostering academic excellence.

This research aims to evaluate the new student admission system at PTKIN and its relationship with students' academic achievement, as reflected by their GPA. By examining the effectiveness of various admission pathways, this study provides critical insights for improving selection systems and aligning them with institutional goals. The urgency of this research lies in its potential to inform policy improvements, ensuring that PTKIN continues to produce high-quality graduates who meet the demands of a dynamic and competitive educational environment.

LITERATURE REVIEW

Student Admission Selection System

The student admission selection system is a process by higher education institutions to assess and select prospective students eligible to take part in education at the institution. Student admission selection generally uses several channels, such as academic achievement, written exams, and independent channels, considering additional criteria. (Alam, 2017). Research shows that strict and selective admission selection can affect the quality of admitted students because prospective students who undergo a rigorous selection process tend to have better academic preparation. (Hadi, 2021; Usman, 2019)

A transparent and accountable selection system is also the main focus in increasing public trust in educational institutions (Sudibyo, 2020). This accountability not only includes the selection process itself but also includes the administrative and financial aspects of admitting new students. Open selection based on meritocracy will increase prospective students' attachment to the institution and encourage higher academic achievement (Hadi, 2021). A rigorous and selective admissions system can significantly impact the quality of admitted students. The emphasis on academic merit-based selection pathways, written examinations, or independent pathways that consider additional criteria indicates that students who undergo a more rigorous selection process tend to demonstrate superior academic preparation.

Regarding the article above, the theory is pertinent to examine the selection pathways' efficacy in admitting new students to PTKIN (State Islamic Religious Universities). This article reveals that the selection system implemented through five pathways—SPAN-PTKIN, SNMPTN, SBMPTN, UM-PTKIN, and independent pathways—enhances transparency and accountability while attracting students with high academic potential. Notwithstanding the paths above, the research article's findings indicate no statistically significant correlation between a specific selection pathway and Grade Point Average (GPA) achievement. This suggests that all selection pathways are equally effective in recruiting students with similar academic potential. Other factors like transparency and accountability are crucial for maintaining public trust and creating an inclusive academic environment. Therefore, this article not only corroborates previous theories but also broadens the perspective by emphasizing the necessity for continuous evaluation of the selection system to ensure its continued relevance and effectiveness in producing quality graduates.

Student Achievement Index (GPA)

Grade Point Average (GPA) measures student academic achievement during the study period, obtained from the average value of all courses taken. GPA is an important indicator in assessing the academic success of students as well as the effectiveness of the admission selection process applied by higher education institutions (Ahmad, 2021). Studies show that selection based on prior academic achievement (e.g., entrance exam scores or merit pathways) is often positively associated with higher GPAs in the early stages of study.

(Hartono, 2018). This theory posits that a student's Grade Point Average (GPA) reflects their efforts and achievements in completing their studies and serves as a measure of the extent to which the admission selection system can attract qualified candidates. In another way, GPA indicates an educational institution's overall performance and its students' academic potential.

According to Santoso (2020), students admitted through merit pathways or strict selection exams tend to have higher GPAs than students admitted through independent pathways or pathways with more relaxed requirements. This shows that the quality of student input captured through a good selection system can affect student learning outcomes and academic achievement. (Santoso, 2020). Implementing rigorous entrance selection criteria, such as establishing merit-based pathways or utilizing high-standard examinations, attracts students who demonstrate superior academic abilities. Such grades can frequently serve as an early indicator of a student's prospective academic success. Students selected through the initial phase of the admissions process tend to demonstrate more significant academic potential, particularly in the initial semesters of their studies. Furthermore, the data indicates that students admitted through the merit pathway consistently exhibit superior GPAs compared to those admitted through the independent pathway. This evidence supports the assertion that a rigorous selection process is an effective strategy for attracting high-quality students, which positively impacts their learning outcomes and academic achievements.

Relationship between the Selection System and Academic Achievement

Several studies suggest a correlation between the admission selection system and students' academic achievement during their studies. According to research (Ahmad, 2021), students who go through selection with strict academic criteria have better academic performance than students admitted through non-academic channels. Hartono (2018) also revealed that the selection path that emphasizes academic achievement can be an early indicator of the academic ability of prospective students to adjust to the demands of studying in higher education (Hartono, 2018).

Evaluation and adaptation of the selection system is essential to adjust to higher education institutions' changing educational needs and challenges (Budiarto, 2022). Using various selection channels, accompanied by evaluating student academic results, can help institutions improve the quality of graduates and strengthen the accountability of the new student admission process (Sudibyo, 2022). The correlation between the admission selection system and students' academic performance highlights the significance of developing a rigorous and accountable selection process in higher education. Students admitted through rigorous academic criteria tend to demonstrate superior academic performance compared to students who enter through non-academic channels. This indicates that a well-structured selection system, which prioritizes academic achievement, effectively identifies candidates with more potent fundamental abilities and preparedness for the demands of higher education. This argument suggests that selection pathways prioritizing academic achievement can serve as a reliable early indicator of a student's ability to adapt to the academic demands of higher education.

However, this does not imply that a single selection method is universally applicable. Higher education institutions face the ongoing challenge of balancing fairness, inclusiveness, and quality in admissions. Continuous evaluation and adaptation of the selection system is essential to address dynamic educational needs and challenges, such as technological advances, diverse student backgrounds, and shifting labor market demands. Introducing various selection pathways, including academic, talent-based, and independent pathways, provides a more holistic approach.

METHOD

This study employs a mixed-methods approach, integrating both qualitative and quantitative methods. The qualitative approach entails content and policy analysis of documents about new student admission policies at State Islamic Religious Universities (PTKIN), focusing on their position, impact, and consequences. The quantitative approach employs a correlational methodology to ascertain the relationship between the student selection system and academic performance, specifically the GPA of first- and second-semester students, without manipulating variables.

The data collection process encompasses a range of methods, including in-depth interviews, participatory research, observations, literature reviews, and an analysis of GPA data from three PTKIN: UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang. This participatory research employs purposive sampling to select stakeholders directly involved in student admissions at PTKIN. The research process comprises the following steps: formulation of the problem, analysis of the concept and implementation of admission policies, interviews and observations with stakeholders, statistical tests on the relationship between admission systems and student GPAs for the 2018/2019 academic year, and conclusion with implications and recommendations.

FINDINGS

New Student Admissions System at PTKIN

The New Student Admission System Policy at State Islamic Religious Universities (PTKIN) is founded upon several regulatory frameworks, including Law No. 12 of 2012 on Higher Education and Ministerial Decree No. 74 of 2015. This policy establishes two principal selection systems: the National Academic Achievement Selection (SPAN-PTKIN) and the State Islamic Religious Universities Entrance Examination (UM-PTKIN). Both systems are designed to admit qualified students regardless of gender, race, or socioeconomic status. The UM-PTKIN, conducted jointly by 53 PTKIN, entails written examinations and requires participants to pay a registration fee.

This system aims to identify students with the academic capabilities to succeed in higher education, expand access to this level of education, and guarantee that the admission process is conducted transparently, reliably, and accountable. However, the implementation of policies frequently encounters obstacles, as Udoji observed. He underscored that policies

remain mere concepts unless they are effectively executed. Insufficient implementation capacity, conflicting interests, and external disruptions are the primary causes of ineffectiveness. Hogwood and Gunn identify two types of policy failure: non-implementation, where plans fail due to inefficiency or lack of cooperation, and unsuccessful implementation, where external factors prevent desired outcomes. Effective policy implementation requires coordination among policymakers, field implementers, and the target groups. However, discrepancies between policy design and execution (termed the "implementation gap" by Dunsire) are prevalent and shaped by organizational capacity, the clarity of objectives, and external circumstances. Therefore, successful implementation necessitates meticulous planning, sufficient resources, and agility to adapt to challenges while mitigating the risks of failure.

Research on the selection of new student admissions was conducted at 3 PTKIN, namely: (1) UIN Sunan Gunung Djati Bandung, (2) UIN Sunan Ampel Surabaya, (3) UIN Walisongo Semarang.

UIN Sunan Gunung Djati Bandung

State Islamic University (UIN) Sunan Gunung Djati Bandung offers several new student admission pathways through national selection and independent pathways. Through the national route, UIN Sunan Gunung Djati Bandung provides four admission mechanisms, namely: (1) Selection of National Academic Achievement of State Islamic Religious Universities (SPAN-PTKIN), which prioritizes the academic achievement of prospective students in the selection of entering State Islamic Religious Universities; (2) National Selection for Entering State Universities (SNMPTN), which focuses on the academic achievement and achievement of prospective students to enter State Universities; (3) Joint Selection for Entering State Universities (SBMPTN), which uses a written exam or portfolio; and (4) State Islamic Religious Universities Entrance Exam (UM-PTKIN), which is a written exam for PTKIN selection. In addition, admission is also carried out through an independent pathway consisting of an independent exam with a Computer-Based Testing (CBT) system, the Tahfidz al-Qur'an Special Pathway (minimum memorization of 5 Juz), and the Arts and Sports Achievement Pathway.

The written test material in the admission of new students at UIN Sunan Gunung Djati Bandung consists of several components: Academic Potential Test (TPA), which aims to measure the logical, analytical, and numerical abilities of prospective students; Language Proficiency Test that includes Indonesian, Arabic, and English, which are needed to keep up with the development of science at the university level; Science and Technology Basic Ability Test (for the Science exam group) consisting of Mathematics, Biology, Chemistry, and Physics; and Social and Humanities Basic Ability Test (for the Social and Humanities/Soshum exam group) consisting of Sociology, History, Geography, and Economics.

The exam groups are divided into two main types: the Science Exam Group and the Social and Humanities Exam Group. Participants can choose one of these two exam groups according to their interests and majors. Study programs at UIN Sunan Gunung Djati

Bandung are also divided into two major groups, namely the Science group and the Social and Humanities (Soshum) group. Prospective students can choose up to three study programs with specific selection priorities, where Science exam group participants can only select study programs in the field of science, and Soshum exam group participants can only choose study programs in the field of social and humanities.

The selection approach UIN Sunan Gunung Djati Bandung uses aligns with research showing that various entry pathways can improve accessibility and quality of student admissions. (Ali, 2023). This selection system, primarily through specialized pathways such as tahfidz and artistic achievement, allows the university to attract students with diverse skills and talents, enriching the academic environment and culture of the university. (Nurhayati, 2022).

UIN Sunan Ampel Surabaya

State Islamic University (UIN) Sunan Ampel Surabaya offers various new student admission channels, including National Selection for State Universities (SNMPTN), Joint Selection for State Universities (SBMPTN), National Academic Achievement Selection for State Islamic Religious Universities (SPAN-PTKIN), State Islamic Religious Universities Entrance Examination (UM-PTKIN), and Independent Path. Especially for the Independent Pathway, UIN Sunan Ampel Surabaya applies a Computer-Based Test (CBT) system locally. Although it is local, the level of difficulty in this pathway is relatively high, so careful preparation is needed for prospective students.

The exam material on the Independent Pathway includes several components, namely: *first*, the Test of Academic Ability and Potential (TKPA), which measures the logical, analytical, and numerical abilities of prospective students. *Second* Language Test: Covering Arabic and English, which aims to assess the linguistic competence of prospective students in both languages. *Third*, the Islamic Test Tests prospective students' understanding of Islamic teachings and values. *fourth*, Field of Study Test: Consists of Natural Sciences (IPA), Social Sciences (IPS), or a mixture of both (IPC), according to the study program chosen by prospective students.

Applying the CBT system in college entrance selection has increased efficiency and objectivity in the selection process. According to research by Pratama and Setiawan (2023), CBT can minimize bias and human error in assessment and provide faster feedback to examinees (Pratama, 2023). In addition, a study by Rahman and Hidayat (2022) showed that CBT can measure prospective students' competence more comprehensively than traditional examination methods (Rahman, 2022).

UIN Walisongo Semarang

State Islamic University (UIN) Walisongo Semarang offers various admission pathways through national selection and independent pathways. Available national pathways include:

Selection of National Academic Achievement of State Islamic Religious Universities (SPAN-PTKIN): This selection is based on the student's academic performance. At the same time, in high school or equivalent 1). National Selection for State Universities (SNMPTN): This selection is also known as the invitation pathway, where assessment is based on report cards and other achievements without a written exam. 2). Joint Selection for State Universities (SBMPTN): This selection uses the Computer-Based Written Test (UTBK) as the basis for assessment. 3). State Islamic Religious Universities Entrance Examination (UM-PTKIN): This selection is specifically for PTKIN and uses a written exam as the selection method.

In addition to the national pathway, UIN Walisongo provides an independent pathway consisting of: (1). Independent Examination: This selection is organized by UIN Walisongo independently to attract prospective students who have not been vetted through the national pathway. (2). Independent Achievement Pathway: This selection is intended for prospective students with specific academic or non-academic achievements.

A significant difference between UIN Walisongo, UIN Sunan Gunung Djati Bandung, and UIN Sunan Ampel Surabaya lies in implementing a Computer-Based Test (CBT). UIN Sunan Gunung Djati Bandung and UIN Sunan Ampel Surabaya have implemented CBT in their selection process, while UIN Walisongo has not fully adopted this method. The application of CBT in university admission selection has several advantages, including increasing efficiency, accuracy, and speed in the assessment process (Pratama & Setiawan, 2023). In addition, CBT can reduce the possibility of cheating and increase the validity and reliability of exam results (Rahman, 2022).

The implementation of CBT is also in line with technological developments in higher education, which require adaptation to more modern and effective evaluation methods. A study by Pratama and Setiawan (2023) showed that CBT can improve the quality of new student selection through a more objective and transparent assessment (Pratama, 2023). Therefore, using CBT in the selection process at UIN Walisongo can be a strategic step to improve the quality of new student admissions and align with best practices in other universities.

The Correlation between the New Student Admission System and the Grade Point Average

This research seeks to answer the relationship between the selection of new student admissions at PTKIN and the student achievement index. Cumulative Grade Point Average (GPA) and Achievement Index (IP). The Cumulative Grade Point Average is a number that shows the achievement or progress of cumulative student learning from the first semester to the fourth semester that has been taken. The cumulative achievement index of students was taken from the 2017 batch of students at three PTKINs, namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang, which were accepted from the SPAN-PTKIN, UM-PTKIN, SNMPTN, SBMPTN, independent pathway funds.

Achievement Index of Students in 2017 SPAN-PTKIN Pathway

Based on the Achievement Index (IP) of Class of 2017 students admitted through the SPAN-PTKIN pathway at three PTKINs, namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang, it is presented in the table and figure below.

Table 1. Student Achievement Index

Achievement Index	Semester			
	1	2	3	4
Minimum	2.00	2.00	2.00	2.00
Maximum	3.91	3.63	3.54	3.50
Std.Deviation	.371	.316	.311	.297
Average	2.99	2.69	2.84	2.73

Based on the table above, of the 3,449 students admitted through the SPAN PTKIN pathway, the average GPA in semester 1 with a total of 20 credits is 2.99, much higher than the average GPA in semester 2 (20 credits - 24 credits), semester 3 (20 credits - 24 credits), and semester 4 (20 - 24 credits). Individually, the highest IP value in semester 1 was 3.91 and the lowest was 2.00. The lowest IP value in each semester is the same at 2.00, which shows that the minimum IP value allowed is a C grade for all courses followed.

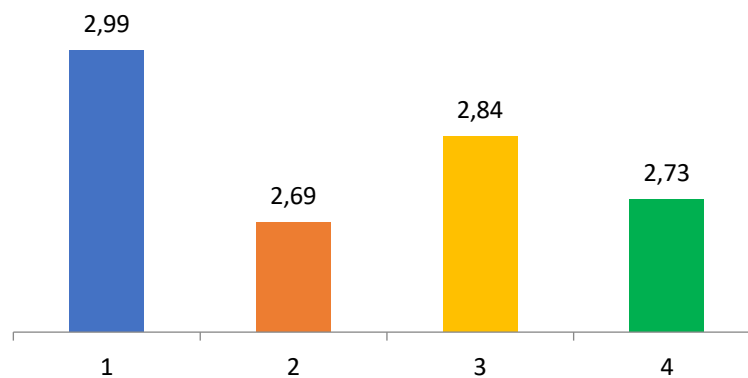


Figure 1. Graph of Average Achievement Index Class of 2017 SPAN-PTKIN Pathway

Based on the graph above, the average achievement index of SPAN PTKIN students in three PTKINs, namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang in each semester is quite good. Still, there is a significant decrease in the average IP value in semester 2 compared to semester 1. This is possible because the lecture material in semester 2 and subsequent semesters is more specific to the study program than the courses in semester 1, which are more general so that student acceptance could be in the form of understanding. Understanding is lower, which results in the average value being smaller than in semester 1.

Cumulative Grade Point Average of UM-PTKIN Batch 2017 Students

The cumulative Grade Point Average (GPA) of students admitted through UM-PTKIN 2017 in three PTKINs, namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang, is presented in the table and figure below.

Table 2. Grade Point Average of UM-PTKIN Students Class of 2017

Achievement Index	Semester			
	1	2	3	4
Minimum	2.00	2.00	2.00	2.00
Maximum	3.63	3.55	3.43	3.63
Std.Deviation	.301	.293	.254	.301
Average	2.84	2.89	2.81	2.84

Based on the table above, of the 4,987 students admitted through the UM-PTKIN pathway at three PTKINs namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang, the average cumulative grade point average in semester 1 with a total of 20 credits is 2.99, much higher than the average grade point average in semester 2 (20 credits - 24 credits), semester 3 (20 credits - 24 credits), and semester 4 (20 credits - 24 credits). Individually, the highest GPA value in semester 2 was 3.63, and the lowest was 2.00. The lowest GPA value in each semester is the same as 2.00; this shows that the minimum GPA value allowed is 2.00 as a reference to be able to continue in the following semester's lectures, based on the applicable provisions on how many credits a student can take in the coming semester.

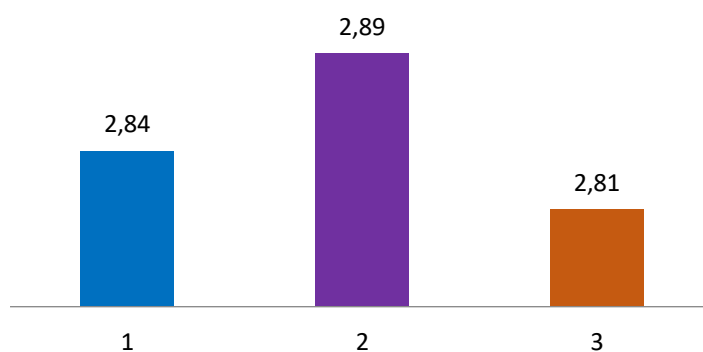


Figure 2. Graph of the Average Grade Point Average of UM PTKIN Students

Based on the graph above, the average cumulative grade point average of students admitted through the UM-PTKIN pathway at three PTKINs, namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang each semester is quite good, which is above 2.80. The GPA (cumulative grade point average) is a number that shows the achievement or progress of cumulative student learning from the first semester to the fourth semester taken.

Achievement Index of Students in the 2017 SNMPTN Study Program

The Achievement Index (IP) of Class of 2017 students admitted through the SNMPTN pathway at three PTKINs, namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang is presented in the table and figure below.

Table 3. Student Achievement Index Class of 2017 SNMPTN Pathway

Achievement Index	Semester			
	1	2	3	4
Minimum	2.63	2.21	2.60	2.50
Maximum	3.58	3.83	3.66	3.64
Std.Deviation	.305	.434	.339	.355
Average	3.03	3.07	2.89	3.00

Based on the table above, out of 2,720 students from the SNMPTN pathway at three PTKIN namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang, the average achievement index in semester 1 with a total of 20 credits is 3.03, lower than the average achievement index in semester 2 (20 credits - 24 credits) which is 3.07, while in semester 3 (20 credits - 24 credits) the average achievement index drops to 2.89, and in semester 4 (20 credits - 24 credits) the average achievement index increases to 3.00. Individually, the highest IP value in semester 1 was 3.58, and the lowest was 2.63. The lowest IP value in semester 2, 2.21, shows that the minimum IP value is at a C+ grade for all courses followed.

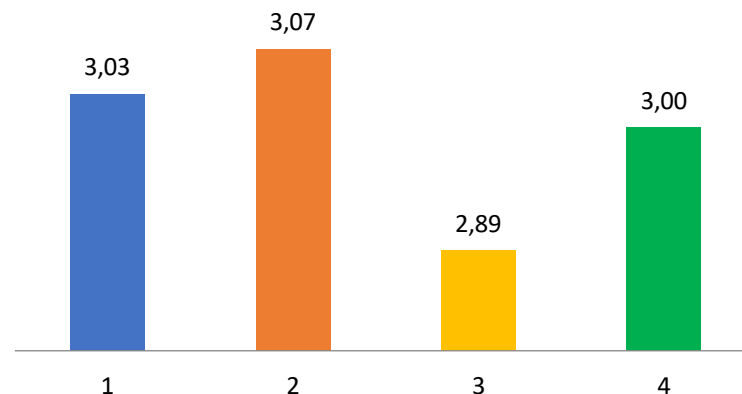


Figure 3. Graph of Average Student Achievement Index Class of 2017 SNMPTN Pathway

Based on the graph above, the average achievement index of students admitted through the SNMPTN pathway at three PTKINs, namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang each semester is perfect, but there is a significant decrease in the average IP value in semester 3 compared to semester 1 and semester 2. However, the average value is still perfect. This is possible because the lecture material in semester 3 is pretty heavy, and other internal factors come from the students concerned.

Grade Point Average of 2017 Students Accepted Through SBMPTN Pathway

The cumulative Grade Point Average (GPA) of 2017 SBMPTN students in three PTKINs, namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang is presented in the table and figure below.

Table 4. Student Grade Point Average Batch 2017 SBMPTN Pathway

Achievement Index	Semester			
	1	2	3	4
Minimum	2.63	2.50	2.57	2.58
Maximum	3.58	3.71	3.69	3.68
Std.Deviation	.305	.356	.335	.335
Average	3.03	3.05	3.00	3.03

Based on the table above, of the 3,514 SBMPTN students at three PTKINs, namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang, the average cumulative achievement index in semester 1 with a total of 11 subjects and 22 credits is 3.03, the average achievement index in semester 2 (20 credits - 24 credits) is 3.05, semester 3 (20 credits - 24 credits) the average achievement index drops to 3.00, and in semester 4 (20 credits - 24 credits) the average achievement index rises to 3.03. This shows that the average achievement of SBMPTN students is very constant. Individually, the highest GPA value in semester 2 was 3.71, and the lowest was 2.50. The lowest GPA value of the 3 semesters of the index calculation is 2.50; this shows that the minimum GPA value is good enough for students to be used as a reference to be able to continue in the following semester's lectures, based on the applicable provisions of how many credits a student can take in the coming semester seen from how much GPA he has.

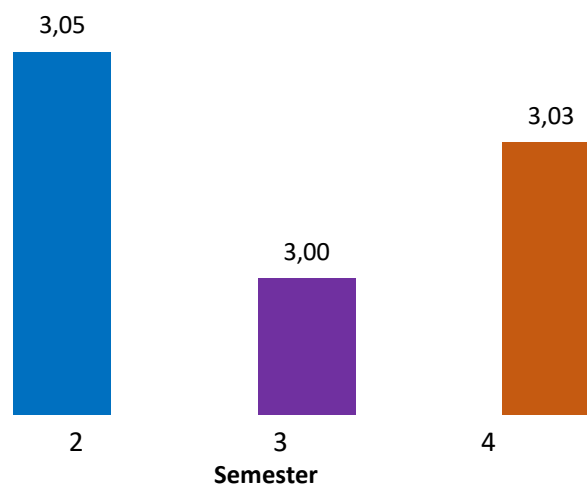


Figure 4. Graph of Average Grade Point Average of Students in 2017 SNMPTN Pathway

Based on the graph above, the average cumulative grade point average of students admitted through the SBMPTN pathway at three PTKINs, namely UIN Sunan Gunung Djati

Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang each semester is perfect, which is above 3.00. The GPA (cumulative grade point average) is a number that shows the achievement or progress of student learning cumulatively from the first semester to the fourth semester that has been taken.

Achievement Index of Independent Student Class of 2017

The Achievement *Index* (IP) of the Class of 2017 students admitted through the independent pathway is presented in the table and figure below.

Table 5. Achievement Index of Independent Student Class of 2017

Achievement Index	Semester			
	1	2	3	4
Minimum	2.75	2.29	2.77	2.18
Maximum	3.80	3.67	3.65	4.00
Std.Deviation	.268	.319	.246	.559
Average	3.16	3.07	3.23	3.00

Based on the table above, of the 3,150 students admitted through the independent pathway at three PTKIN namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang, the average achievement index in semester 1 with a total of 20 credits is 3.16, the average achievement index in semester 2 (20 credits - 24 credits) is 3.07, while in semester 3 (20 credits - 24 credits) the average achievement index rises sharply to 3.23, and in semester 4 (20 credits - 24 credits) the average achievement index becomes 3.00. Individually, the highest IP value in semester 1 was 3.80. The lowest IP value is in semester 4, which is 2.18; this shows that the minimum IP value is at the B grade for all courses followed.

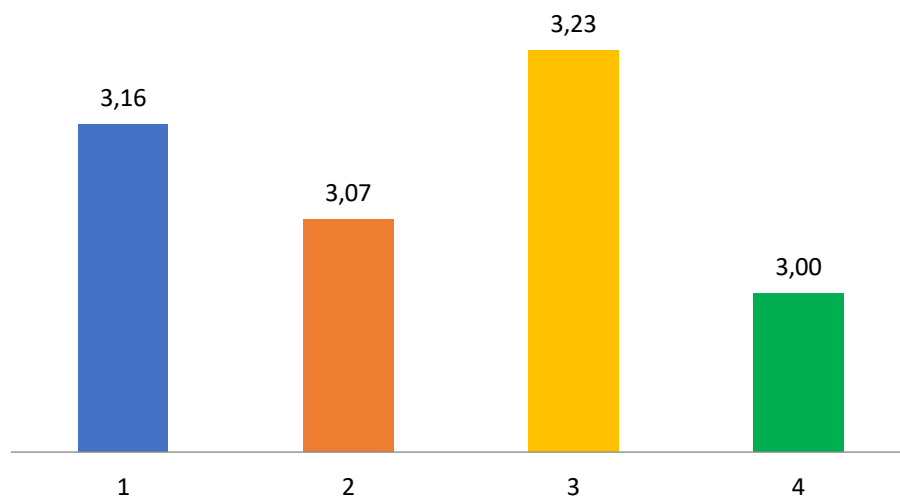


Figure 5. Graph of Average Student Achievement Index Class of 2017 Independent Pathway

Based on the graph above, it can be concluded that the average achievement index of students admitted through the independent pathway at three PTKINs, namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang each semester is perfect. Still, there is a significant decrease in the average IP value in semester 4 compared to semesters 1, 2, and 3, but the average value is still excellent. With the average student achievement index as mentioned above, it can be said that the average student realizes the maximum results.

DISCUSSION

Comparison of Achievement Index Value of 2017 Students at Three PTKINs

Comparison of the average grade point average of students admitted through national achievement pathways both SNMPTN-SBMPTN, SPAN-UM PTKIN, and Mandiri for three PTKINs namely UIN Bandung, UIN Surabaya, and UIN Semarang for each semester can be seen in the figure below.

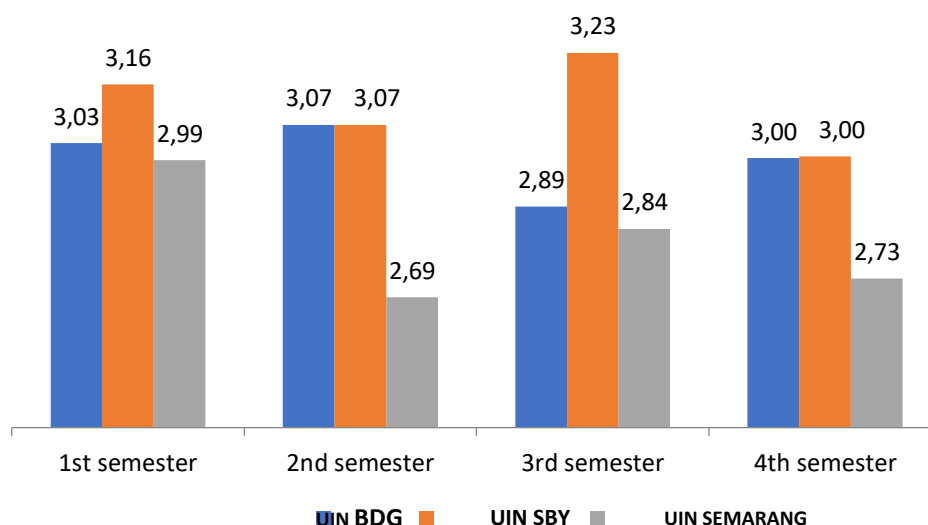


Figure 6 Comparison Chart of Average Achievement Index of Students

Based on the graph above, it can be seen that the comparison of the average value of the student achievement index of UIN Bandung, UIN Surabaya, and UIN Semarang students for each semester is quite good. In general, the average value of the student achievement index of UIN Bandung, UIN Surabaya, and UIN Semarang studies is at the level of achievement index that is entirely satisfactory for stakeholders. However, the average value of the achievement index of UIN Semarang students is at the lowest level of other programs; this is due to the competitiveness and tightness of different study programs, so the diversity of the achievement index value dramatically affects the average value. With the average student achievement index as mentioned above, it can be said that all student selection channels have almost the same ability.

The highest achievement index of the three UINs, namely UIN Sunan Gunung Djati Bandung, UIN Sunan Ampel Surabaya, and UIN Walisongo Semarang can be seen in the table and figure below.

Table 6. Comparison of Students' Average Grade Point Average Class of 2007

Study Program	N	Mean	Std. Deviation	Minimum	Maximum
UIN Bandung	4	2.99	.07719	2.89	3.07
UIN Surabaya	4	3.11	.10083	3.00	3.23
UIN Semarang	4	2.81	.13426	2.69	2.99
Total	12	2.9750	.16195	2.69	3.23

Based on the table above, it can be seen that the average value of the achievement index of UIN Surabaya is the highest, where the minimum IP value is 3.00 and the maximum IP value is 3.23. However, overall, the average score of all students from the three PTKINs is in the good category.

Based on the results of the analysis of variance (ANOVA), there is a significant difference in the average value of the achievement index of students of UIN Semarang, UIN Surabaya, and UIN Bandung, with a significance value (sig.) 0.009 smaller than $\alpha = 0.05$ (95% confidence level). That is, the average value of the achievement index of the 3 PTKIN is a significant difference, which gives the impression of a difference in determining the value of the achievement index but not a difference in the process of acceptance path.

Based on the results of Duncan's analysis, the average value of the achievement index of UIN Bandung and UIN Surabaya students is better than the average value of the achievement index of UIN Semarang. The distribution of data can be seen in the graph below.

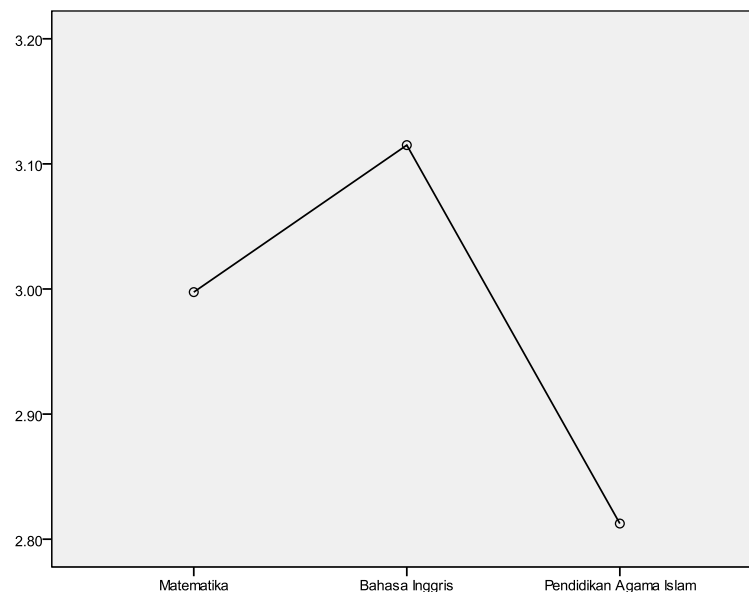


Figure 7. Data Distribution Chart of Average Achievement Index of Students

Comparison of Grade Point Average of Students at UIN Bandung, UIN Surabaya, and UIN Semarang

The figure below shows a comparison of the average value of cumulative grade point average of students of UIN Bandung, UIN Surabaya, and UIN Semarang for each semester.

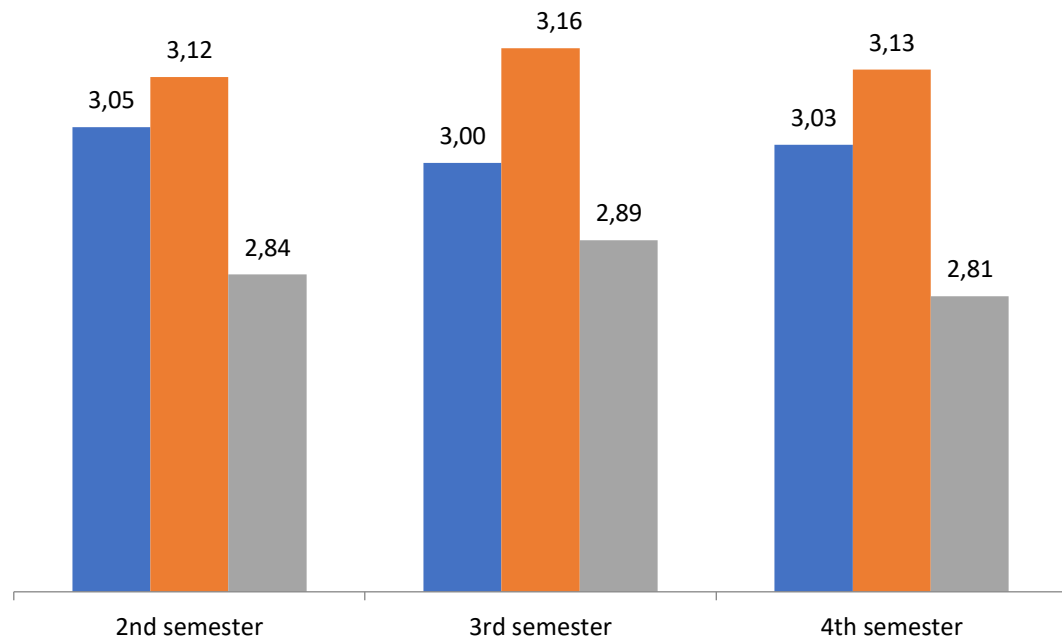


Figure 8. Comparison Chart of Average Grade Point Average of Students of UIN Bandung, UIN Surabaya, and UIN Semarang in each Semester

Based on the graph above, it can be seen that comparing the average value of the cumulative grade point average of students of UIN Bandung, UIN Surabaya, and UIN Semarang each semester is quite good. In general, the average value of the cumulative grade point average of the qualifying students of the three study programs is at a level that is entirely satisfactory for the program implementers. However, the average value of the cumulative grade point average of UIN Semarang students is at the lowest level of other PTKIN; this is due to the number of enthusiasts and different levels of tightness, so the diversity of the cumulative grade point average dramatically affects the average value.

To see the highest cumulative grade point average of the three PTKINs can be seen in the table and figure below.

Table 7. Comparison of Average Grade Point Average of Students

	N	Mean	Std. Deviation	Minimum	Maximum
UIN Surabaya	3	3.0267	.02517	3.00	3.05
UIN Bandung	3	3.1367	.02082	3.12	3.16
UIN Semarang	3	2.8467	.04041	2.81	2.89
Total	9	3.0033	.12942	2.81	3.16

Based on the table above, it can be seen that the average value of the cumulative grade point average of the English Study Program is the highest, where the minimum GPA value is 2.81, and the maximum GPA value is 3.16. However, overall, the average cumulative grade point average of all students from 3 PTKIN is in the good category.

Based on the results of the analysis of variance (ANOVA), there is a significant difference in the average value of the cumulative grade point average of students of UIN Semarang, UIN Surabaya, and UIN Bandung, with a significance value (sig.) 0.000 smaller than $\alpha = 0.05$ (95% confidence level). This means that the average value of the cumulative grade point average of the 3 study programs has a very significant difference; this gives the impression that there is a difference in the quality of students from the three PTKIN.

Based on the results of Duncan's analysis that the highest average value of the cumulative achievement index is the best, it can be concluded that the average value of the cumulative achievement index of UIN Bandung students is better than the average value of cumulative achievement index of UIN Semarang students. The distribution of data can be seen in the graph below.

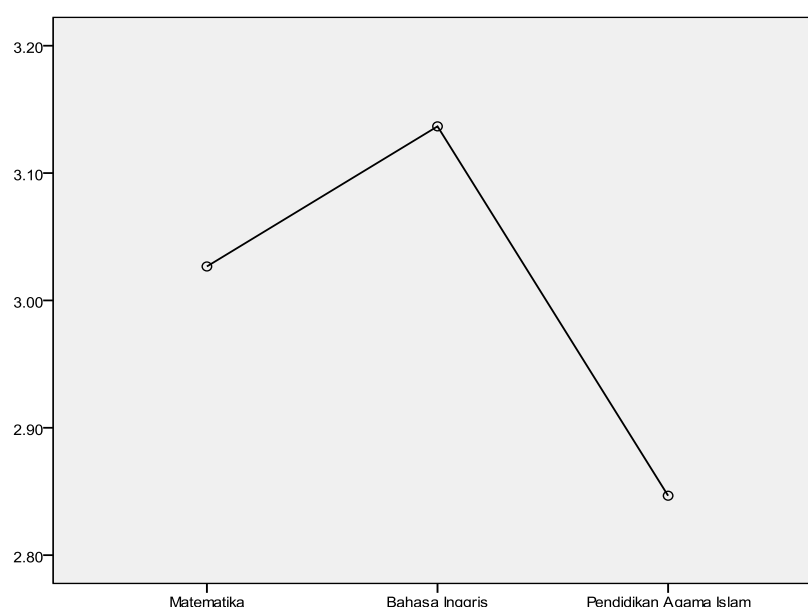


Figure 9. Graph of Data Distribution of Average Grade Point Average of Students

CONCLUSION

This study aimed to assess the efficacy of the recently implemented student admission selection system at State Islamic Religious Universities (PTKIN) in Indonesia and ascertain its correlation with students' Grade Point Average (GPA). The statistical analysis yielded no statistically significant differences in academic performance among students admitted through disparate selection pathways. This suggests that the various admission channels—academic achievement, written examinations, and independent pathways—are all equally effective in selecting students with comparable academic potential.

These findings highlight the necessity of maintaining transparency, inclusivity, and accountability in the new student admission process at PTKIN to enhance public trust.

Furthermore, this study provides insights into the importance of regular evaluations of the selection system to ensure its continued relevance and alignment with the goals of higher education, which include producing quality graduates with high academic achievement.

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