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Research article

The Relationship Between School Origin, Gender, Region and UMPTKIN Scores in IAIN Kendari and UINSA Surabaya

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Abstract.
This research aimed to measure the relationship of school origin, gender and region with the UMPTKIN scores in IAIN Kendari and UINSA Surabaya. This was quantitative research. Cluster sampling was used to recruit 100 test-takers in IAIN Kendari and 86 in UINSA Surabaya. Data analysis involved Kendall's Tau b correlation test. The results showed a significant relationship between gender and score in IAIN Kendari ($p = 0.006$) and between school origin and score in UINSA ($p = 0.014$). The level of correlation between school origin, gender and region with UMPTKIN score was low at both universities. The findings confirmed existing theories on the relationship of school, gender and region with learning scores.

Keywords: types of school origin, gender, region, enrollment examination for state Islamic religious colleges

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1. Introduction

Every year, senior high school graduates enroll in their favorite colleges. To be admitted to tertiary institution, they must register through several available pathways. These include the National Selection for Enrollment to State Universities - SNMPTN, Joint Selection for State Universities - SBMPTN, Selection for National Academic Achievement of State Islamic Religious Colleges - SPAN PTKIN, Enrollment Examination for State Islamic Religious Colleges - UMPTKIN, the Independent Pathway, and the New Student Admission Selection - SPMB.

This research specifically discusses one pathway, namely UMPTKIN, and focuses on the results of the UMPTKIN scores of the test-takers in the Islamic Religious Education

Study Program of the State Islamic Institute -IAIN Kendari, Southeast Sulawesi and Sunan Ampel State Islamic University - UINSA Surabaya. This research was taken in both universities, because UINSA was a representation of state islamic universities, and IAIN Kendari was a representation of state islamic institutes.

There are several things that can be related to college enrollment examination score, UMPTKIN score, or student achievement. The first is school origin [1], [2]. It can be analogized that graduates from Senior High School, its namely SMA, can have a higher UMPTKIN scores than those from Madrasah Aliyah, its namely MA. In a similar vein, the UMPTKIN scores of test-takers from public

schools can be better than those from private schools. Apart from the origin of the school, grades, exam results, learning outcomes are also related to learning methods [3], school exam scores [4], Student Grade Point Average [5], student admission pathways [6], [4], gender, activeness [7], keenness

[8], motivation [9], [10] age (Demak, Indah P: 2016; Masjedi, Mahnaz; 2019), anxiety, depression [10], parents' income [11], and socioeconomic background [12].

An empirical study that is very close to the research reported in this article is the study of the effect of high school national final exam scores and college enrollment test scores on student academic achievement conducted at Sanata Dharma University Yogyakarta. This study aims to determine; the positive effect of high school national final exam scores on student academic achievement; the positive effect of college entrance test scores on student academic achievement; positive effects of national final exam scores and college entrance test scores towards student academic achievement. The results of this study indicate that there is a positive effect of high school national final exam scores on student academic achievement; there is a positive effect of college enrollment test scores on student academic achievement; there is a positive effect of high school national final exam scores and tertiary entrance scores on student academic achievement [13].

Another study that is in line with this article is a measurement on the influence of school and department origins on learning outcomes of students' introduction to basic mathematics at the Faculty of Tarbiyah in IAIN Mataram. The quantitative research with a sample of 80 students concludes that school origin has a significant effect on student learning outcomes. Meanwhile, majors do not have a significant effect on student learning outcomes. Another surprising finding from this study is that the learning outcomes of students from Senior High School were better than students from Madrasah Aliyah [1].

The next study that discusses the relationship between school origin and student achievement was conducted at Madrasah Tsanawiyah Kencong Jember, East Java. The results of this quantitative research with Chi square data analysis highlight no relationship between school origin and student achievement in the field of Islamic Religious Education [2]. In fact, there are several factors that relate to or even affect students' achievement. A research by Iswanti show no effect of school origin, entry route and school exam scores. The univariate data analysis presented using frequency distribution tables and bivariate analysis with Fisher's test statistical test show the significance value of school origin (0.681), entry route (0.679) and school exam scores (0.315) indicating no affect of the three variables to the learning achievement [4].

A cros-sectional by Ratna Indriyani measured the influence of school origin and residence on the students' achievement of Midwifery Study Program, Wiraraja Sumenep University. The bivariate data analysis using the Chi-Square test and multivariate analysis using the Ordinal Logistice Regression test show a relationship between school origin and learning achievement indicated by a significant value of 0.009 [14]. The relationship of school location and gender with student achievement is also evident in Ogun State, Nigeria. The study found that schools located near border cities and economic places divert students' interest and attention [15]. Another interesting research investigated the relationship the variables of gender, academic achievement, year of study with the level of exam anxiety of Iranian university EFL students. This research show that in the average female students had a higher level of exam anxiety than male students. The measurement indicated a significant negative correlation between test anxiety and academic achievement but no significant relationship between exam anxiety and year of study [16].

In addition to the above mentioned variables hypothesized to have relationship with school achievement, the variable of gender difference is often discussed. Among others is a quantitative study taking the sample of 53 German students aiming to measure the relationship between gender particularly in terms of self regulation and school achievement. The findings signify that female students outperformed male students in terms of performance and behavior regulations. The results of the regression analysis show that the relationship between gender and students' achievement is mediated by behavior regulation [17].

College enrollment selection tests have been extensively studied in its various angles. Among others is a study on the relationship between the results of the new student admission selection and their grade point average. This study at the Faculty of Medicine, Abulyatama University with a sample of 127 students and Chi-square analysis show that

the α value is smaller than α table. This confirms that the null hypothesis (H0) is rejected, showing a relationship between the results of the medical faculty entrance examination and the Grade Point Average [5].

Despite the breadth and diversity of variables explored in previous studies, none of the aforementioned studies measure the relationship of school origin, gender and region with the scores of UMPTKIN, particularly in IAIN Kendari and UIN Sunan Ampel Surabaya. Such an exploration is important as the competition in the enrolment gets tighter from year to year.

The objectives of this study are to measure; the relationship between school origin and scores of UMPTKIN in IAIN Kendari; the relationship between gender and score of UMPTKIN in IAIN Kendari; the relationship between region and score of UMPTKIN in IAIN Kendari and (d) how significant is the relationship of school origin, gender and region with score of UMPTKIN in IAIN Kendari; the relationship between school origin and scores of UMPTKIN in UINSA; the relationship between gender and score of UMPTKIN in UINSA; the relationship between region and score of UMPTKIN in UINSA; and how significant is the relationship of school origin, gender and region with score of UMPTKIN in UINSA Surabaya.

2. Research Method

This is a quantitative research. This research was conducted in the Islamic Religious Education Study Program of IAIN Kendari, Southeast Sulawesi and the Islamic Religious Education Study Program at UIN Sunan Ampel Surabaya. This study aims to answer the following research questions; Is there any significant relationship between the school origin and the score of UMPTKIN at IAIN Kendari? Is there any significant relationship between gender and score of UMPTKIN at IAIN Kendari? Is there any significant relationship between the region and the score of UMPTKIN at IAIN Kendari? Is there any significant relationship between the school origin and the score of UMPTKIN at UINSA Surabaya? Is there any significant relationship between gender and score of UMPTKIN at UINSA Surabaya? Is there any significant relationship between the region and the score of UMPTKIN at UINSA Surabaya? How strong is the relationship between the school origin, gender, and region with the score of UMPTKIN at IAIN Kendari? How strong is the relationship between the school origin, gender, and region with the score of UMPTKIN at UINSA Surabaya?

To answer those research questions, the hypotheses of the research are the following. H01: There is no significant relationship between the school origin and the score of

UMPTKIN at IAIN Kendari. H02: There is no significant relationship between gender and the score of UMPTKIN at IAIN Kendari. H03: There is no significant relationship between the region and the score of UMPTKIN at IAIN Kendari. H04: There is no significant relationship between the school origin and the score of UMPTKIN at at UINSA Surabaya. H05: There is no significant relationship between gender and the score of UMPTKIN at UINSA Surabaya. H06: There is no significant relationship between the region and the the score of UMPTKIN at UINSA Surabaya.

The data was collected by documentation of data related to UMPTKIN which consists of the names of the test takers, test takers' number, school origin of the test takers, gender, regions and the scores of UMPTKIN in 2019. Types of school of origin are public schools and private schools. State schools consist of State Madrasah Aliyah (MAN), State Senior High Schools (SMAN), and State Vocational High Schools (SMKN). Meanwhile, the private school category covers Private Madrasah Aliyah (MAS), Private Senior High School (SMAS), and Private Vocational High School (SMKS), pesantren (Islamic boarding school), and others. Gender is male or female. The region shows the province of the participant's area of origin, the UMPTKIN score is the UMPTKIN score of the test takers admitted to state Islamic universities in 2019.

The research population at IAIN Kendari was 276 participants. With the number of population more than 100, then the sample size is at least 25% of the population. With cluster random sampling, the sample size from IAIN Kendari is 100 UMPTKIN participants (36% of the population). Meanwhile, as the total population of UMPTKIN test takers at UINSA was 86 so all of them were sampled.

The data were analyzed using Kendall's Tau b analysis with the Statistical Package for the Social and Sciences (SPSS) software version 25. Kendall's correlation test was used here to determine the relationship between two or more variables on an ordinal scale, or it could be one variable was in an ordinal scale while the other was in a nominal or ratio scale. Kendall's correlation test is part of nonparametric statistics with the correlation testing conducted through the stages of research data input to and analysis in SPSS and the taking of research output for further interpretation.

3. Results and Discussion

The results of the tabulation of research data of IAIN Kendari Southeast Sulawesi and UINSA Surabaya are presented in Table 1 to Table 12. Table 1 to Table 6 present data from IAIN Kendari; Table 7 to Table 12 present data from UINSA Surabaya.

Table 1: Frequency of Respondent Statistics at IAIN Kendari.

		School Origin	*Gender*	*Region*
N	Valid	100	100	100
	Missing	0	0	0

Table 1 clearly presents that the number of sample from IAIN Kendari Sulawesi Tenggara is 100.

Table 2: Frequency of the School Origin of UMPTKIN Test Takers at IAIN Kendari.

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	sekolah swasta (MAS, SMAS, SMKS, Pesantren)	32	32.0	32.0	32.0
	sekolah negeri (MAN, SMAN, SMKN)	68	68.0	68.0	100.0
	Total	100	100.0	100.0	

Table 2 above shows that the number of UMPTKIN test-takers who passed the test at IAIN Kendari Islamic Religious Education Study Program 32% of them came from private schools, namely MAS, SMAS, SMKS, Islamic Boarding School. Meanwhile, the other 68% were from public schools, namely MAN, SMAN, and SMKN. This means that at IAIN Kendari, the test takers coming from public school outnumber those from private schools.

Table 3: The Frequency of Gender of the UMPTKIN Test Takers at IAIN Kendari

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percentage*
Valid	Male	27	27.0	27.0	27.0
	Female	73	73.0	73.0	100.0
	Total	100	100.0	100.0	

From a gender perspective it can be seen in Table 3 that of the 100 UMPTKIN test takers at the IAIN Kendari Islamic Education Study Program in 2019 comprised of 27 male and 73 female.

Table 4: The Frequency of UMPTKIN Test Takers Region at IAIN Kendari

		Frequency	*Percentage*	*Valid Percentage*	*Cumulative Per centage*
Valid	East Java	3	3.0	3.0	3.0
	South East Sulawesi	94	94.0	94.0	97.0
	South Sulawesi	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

The region of the UMPTKIN test takers at the Islamic Religious Education Study Program at IAIN Kendari is presented in Table 4. The data highlight 3 regions: East Java, Southeast Sulawesi and South Sulawesi with most test takers (94%) coming from Southeast Sulawesi. This can be because this region is the center of the province where IAIN Kendari is located. Test takers form South Sulawesi and East Java each makes 3% of the total test takers.

Table 5: Frequency of UMPTKIN Scores at IAIN Kendari

N	Valid	100
	Missing	0
Mean		480.20
Median		477.50
Std. deviation		27.032
Range		123
Minimum		437
Maximum		560

In terms of the scores of the test takers at the Islamic Religious Education Study Program at IAIN Kendari in 2019, Table 5 shows they range from 437 to as high as 560 with the average value of 480.20 and standard deviation of 27.032.

Table 6: The Correlation of School Origin, Gender, and Region with the UMPTKIN Score at IAIN Kendari.

			School Origin	*Gender*	*Region*	*UMPTKIN Score*
Kendall's Tau b	School Origin	Correlation Coefficient	1.000	-.031	.087	.104
		Sig. (2-tailed)	.	.758	.384	.209
		N	100	100	100	100
	Gender	Correlation Coefficient	-.031	1.000	.000	-.228**
		Sig. (2-tailed)	.758	.	1.000	.006
		N	100	100	100	100
	Region	Correlation Coefficient	.087	.000	1.000	-.140
		Sig. (2-tailed)	.384	1.000	.	.088
		N	100	100	100	100
	UMPTKIN Score	Correlation Coefficient	.104	-.228**	-.140	1.000
		Sig. (2-tailed)	.209	.006	.088	.
		N	100	100	100	100

Table 6 presents the result of the statistical calculation of the correlation of school of origin, gender, region with the score of UMPTKIN at IAIN Kendari. The results show the significance value or Sig. (2-tailed) of 0.209 between the school of origin and the

UMPTKIN score. Meanwhile, the significance value or Sig. (2-tailed) between Gender and the UMPTKIN value at IAIN Kendari is 0.006. In addition, the significance value or Sig. (2-tailed) between the region and the UMPTKIN score at IAIN Kendari is 0.088. The correlation coefficient between variables is as follows: the correlation coefficient value between the school origin and the UMPTKIN score at IAIN Kendari is 0.104. The the correlation coefficient between the variable gender and the UMPTKIN score at IAIN Kendari is -0.228 (at a significance level of 0.01). The value of the correlation coefficient (Correlation Coefficient) between the variable of region and the UMPTKIN score at IAIN Kendari is -0.140.

The following Table 7 to Table 12 present data on school origin, gender and region, and UMPTKIN score of the test takers at UINSA.

Table 7: Stratistical Frequency of the Respondent at UINSA Surabaya.

		School Origin	*Gender*	*Region*
N	Valid	86	86	86
	Mising	0	0	0

Table 7 shows the number of 86 UMPTKIN test takers who were admitted to Islamic Religious Education Study Program at UINSA Surabaya.

Table 8: The Frequency of the School Origin of the UMPTKIN Test Tker at UINSA Surabaya

		Frequen	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Private School (MAS, SMAS, SMKS, Boarding School)	39	45.3	45.3	45.3
	Public School (MAN, SMAN, SMKN)	47	54.7	54.7	100.0
	Total	86	100.0	100.0	

Table 8 shows the number of UMPTKIN test takers admitted to a Islamic Religious Education Study Program at UINSA Surabaya with 39 test takers (45.3%) were from , private schools (MAS, SMAS, SMKS, Islamic Boarding School) and 47 test takers (54.7%) from public school. This shows that the number of public school graduates admitted through UMPTKIN at UINSA Surabaya is about 10% higher than those from the private ones.

In terms of the gender, 34.9% (30) test takers admitted to the Islamic Education Study Program UINSA Surabaya are male and the rest 56 (65,1 %) are female (see Table 9).

Data on Table 10 shows that in terms of the region, test takers coming from East Jave make up to 98.8% of the total admission to the Islamic Education Study Program UINSA Surabaya and only 1 test taker is from Central Java.

Table 9: The Frequency of Gender of UMPTKIN Test Takers at UINSA Surabaya

		Frequency	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Male	30	34.9	34.9	34.9
	Female	56	65.1	65.1	100.0
	Total	86	100.0	100.0	

Table 10: The Frequency of the Region of UMPTKIN Test Takers at UINSA Surabaya

		Frequency	*Percentage*	*Valid Percentage*	*Cumulative Percentage*
Valid	East Java	85	98.8	98.8	98.8
	Central Java	1	1.2	1.2	100.0
	Total	86	100.0	100.0	

Table 11: Frequency of the UMPTKIN Scores at UINSA Surabaya

N	Valid	86
	Missing	0
Mean		580.26
Median		580.00
Std. deviation		33.041
Range		214
Minimum		455
Maximum		669

The UMPTKIN scores at the Islamic Education Study Program UINSA Surabaya in the year of 2019 range from 455 to 669 with the average score of 580.26 and standard deviation of 33.041 (see Table 11).

Table 12 shows the correlation of the school origin, gender, region with the UMPTKIN score at UINSA Surabaya. The data show that the significance value or Sig. (2-tailed) between the school origin and the UMPTKIN score is 0.014. Meanwhile the significance value or Sig. (2-tailed) between gender and the UMPTKIN score is 0.348. The data also show that the significance value or Sig. (2-tailed) between the region and the UMPTKIN score is 0.809. The correlation coefficient between variables is as follows: the correlation coefficient value between the school origin and the UMPTKIN score is 0.220 (at the 0.05 significance level). The the correlation coefficient (Correlation Coefficient) between the variable of gender and the UMPTKIN score at UINSA Surabaya is -0,804. In addition, the the correlation coefficient between the region and the UMPTKIN score at UINSA Surabaya is 0.022.

This study aims to test the six hypotheses related to the possible correlation of the school origin, gender and region with the UMPTKIN score at IAIN Kendari and

Table 12: The School Origin, Gender and Region with UMPTKIN Scores at UINSA Surabaya

			School origin	*Gender*	*Region*	*UMPTKIN Score*
Ken dall's Tau b	School origin	Correlation Coefficient	1.000	-.128	-.119	.220*
		Sig. (2-tailed)	.	.239	.272	.014
		N	86	86	86	86
	Gender	Correlation Coefficient	-.128	1.000	.079	-.084
		Sig. (2-tailed)	.239	.	.464	.348
		N	86	86	86	86
	Region	Correlation Coefficient	-.119	.079	1.000	.022
		Sig. (2-tailed)	.272	.464	.	.809
		N	86	86	86	86
	UMPTKIN score	Correlation Coefficient	.220*	-.084	.022	1.000
		Sig. (2-tailed)	.014	.348	.809	.
		N	86	86	86	86

*. Correlation is significant at the 0.05 level (2-tailed).

UINSA Surabaya at the admission year of 2019. This section discusses the findings to further examine the possible difference with the existing theories and the implication of the findings. To see the relationship between the school origin, gender, region and the UMPTKIN score, the focus of the analysis is on the the significance value. ”If the value of significance or Sig. (2-tailed) > 0.05t the relationship between variables is not significant or in other words there is no relationship between variables. If the value of significance or Sig. (2-tailed) <0.05, the relationship between variables is significant, or in other words, there is a relationship between variables (S. Margono: 2004).

From the results of Kendall's Tau b analysis for the relationship between the school origin and the UMPTKIN score at IAIN Kendari, the significance value or Sig. (2-tailed) between the school origin (X1) and the UMPTKIN score is 0.209, showing the Sig. (2-tailed) > 0.05. This means there is no significant relationship between the school origin and the UMPTKIN score at IAIN Kendari. Hence, H01 is accepted.

Furthermore, it is known that the significance value or Sig. (2-tailed) between gender and the UMPTKIN score at IAIN Kendari is 0.006 or Sig. (2-tailed) <0.05. This shows a significant relationship between the gender variable and the UMPTKIN score at the university. Hence, H02 is rejected.

The next result of the analysis shows that the significance value or Sig. (2-tailed) between the region and the UMPTKIN score at IAIN Kendari is 0.088, showing Sig.

(2-tailed) > 0.05. This confirms H03 that there is no significant relationship between variables of the region and the UMPTKIN score at IAIN Kendari.

Next, to determine the closeness of the relationship of the school origin, gender, and region with the UMPTKIN score, the correlation coefficient value must be considered. The criteria for the level of closeness of the relationship (correlation coefficient) between variables in the correlation analysis can be categorized as follows. (1). The correlation coefficient from 0.00 to 0.25 shows very weak relationship. (2). When the correlation coefficient is 0.26 to 0.50, the relationship is sufficient. (3) The correlation coefficient which ranges from 0.51 to 0.75 indicate strong relationship. (4). The correlation coefficient of 0.76 to 0.99 means relationship between variables is very strong. (5). The correlation coefficient of 1.00 means a perfect relationship (Sarwono: 2015: 93).

The results of Kendall's Tau correlation test to the Kendari IAIN data highlight the following points. (1). The correlation coefficient between the school origin and the UMPTKIN score at IAIN Kendari is 0.104. This means that the relationship between the two variables of the school origin and the UMPTKIN score at IAIN Kendari is very weak. (2). The correlation coefficient between gender and the UMPTKIN score at IAIN Kendari is -0.228 (at a significance level of 0.01). This shows that the relationship between gender and the UMPTKIN score at IAIN Kendari is very weak. (3). The correlation coefficient between the Regional Origin variable and the UMPTKIN value at IAIN Kendari is -0.140, showing the very weak relationship between the the variable of region and the UMPTKIN score at IAIN Kendari.

The next part discusses the relationship of the school origin, gender, and region with the UMPTKIN score at UINSA Surabaya. Therefore, it is necessary to look at the relationship between variables based on the significance value (Sig.) and the level of closeness of the relationship between variables based on the correlation coefficient.

From the analysis of Kendall's tau correlation test with SPSS version 25, the following findings are highlighted.

(1). The significance value or Sig. (2-tailed) between the school origin and the UMPTKIN score at UIN Sunan Ampel Surabaya is 0.014. This 0.014 is < 0.05, meaning that there is a significant relationship between the variable type of school origin with the UMPTKIN score. So, H04 is rejected; there is a significant relationship between the type of school of origin and the UMPTKIN scores at UINSA Surabaya.

(2). The significance value or Sig. (2-tailed) between gender and the UMPTKIN score at UINSA Surabaya is 0.348 which is > 0.05. This shows that there is no significant relationship between the variable of gender and the UMPTKIN score. Therefore, H05

is accepted. That is to say that there is no significant relationship between the variable of gender and the UMPTKIN score at the university.

(3). The significance value or Sig. (2-tailed) between the region and the UMPTKIN score at UINSA Surabaya is 0.809. This means 0.809> 0.05, showing there is no significant relationship between the variable of origin and the UMPTKIN score at UINSA Surabaya. H06 is accepted, highlighting no significant relationship between the region and the UMPTKIN score at UINSA Surabaya.

While the closeness of the relationship between the school origin, gender, and region with the UMPTKIN value at UINSA Surabaya can be seen from the value of the correlation coefficient.

From the results of Kendall's Tau Correlation Test with SPSS 25 above, the following points related to the closeness of the relationship of the variables at UINSA Surabaya are highlighted. (1). The the correlation coefficient between the variables of school origin and the UMPTKIN score at UINSA Surabaya is 0.220. This shows very weak relationship of the two variables. (2). The correlation coefficient between the variables of gender and the UMPTKIN score at UINSA Surabaya is -0.084. This means that the relationship between the variable of gender with the UMPTKIN score is very weak. (3). The correlation coefficient between the variable of region and the UMPTKIN score is 0.022. This shows that the very weak relationship between the variable of region variable and the UMPTKIN score.

The findings on the relationship of the school origin, gender, and region with the UMPTKIN score at IAIN Kendari are in line with the findings by M. Nurul Huda (2009), Iswanti, (2019), and Mirjam Weis (2013) Anja [18], [19] . In his quantitative research, Huda employed chi-square analysis and found no relationship between school origin and learning achievement in Islamic Religion Education (Huda, 2009). In a similar vein, Iswanti's research findings h state that type of school origin does not affect learning achievement (Iswanti, 2019). This finding that there was a relationship between gender and the UMPTKIN score at IAIN Kendari is similar to Weis'. Weis's research in Germany shows that there is a relationship between gender and achievement (Weis, 2013).

Meanwhile, the findings regarding the relationship of the school origin, gender and region with the UMPTKIN score at UINSA Surabaya confirm previous findings by Parhaini Andriani [1], Ratna Indriyani [14], and Adesegun B. Titus [15], Anja [18]. Andriani found that the school origin has a real relationship with student learning outcomes (Andriani, 2016). Similarly, Ratna Indriyani found a significant relationship between school origin and learning achievement. Such relationship is shown by the result of , bivariate data analysis using the chi-square test and multivariate analysis using the ordinal logistice

regression test resulting the significant value of 0.009 (Indriyani, 2014). Meanwhile, in Ogun State, Nigeria, Adesegun B. Titus found no relationship between gender and learning achievement or score. However, Titus's research found that there is a relationship between school location and learning outcomes or values [15], [20]. This finding by Titus is not confirmed in the current research reported here.

While this research highlights some important points on the relationship of type of school origin, gender, and region with the UMPTKIN score in the two Islamic universities, this research has several limitations. It only examined the subject of religion and has not examined the other three subjects of the UMPTKIN test which consist of foreign language, natural science and social science. This is based on a consideration that the object of the research was the Islamic Religion Education Study Program at IAIN Kendari and UINSA Surabaya. Meanwhile, these two large campuses offer many study programs. UINSA Surabaya runs 59 Study Programs (RSB UINSA: 2020). The next limitation is that this research only examines two state Islamic universities (PTKIN). Indonesia has a large number of PTKIN (Islamic state higher education) with 17 state Islamic universities (UIN), 36 state Islamic institutes (IAIN), and 5 state Islamic religious colleges (STAIN) (diktis kemenag: 2020).

4. Conclusion

Based on the findings of the research, the following conclusions are drawn; There is no significant relationship between the school origin and the UMPTKIN scores at IAIN Kendari; There is a significant relationship between the variable of gender and the UMPTKIN score at IAIN Kendari; There is no significant relationship between the region and the UMPTKIN score at IAIN Kendari; There is a significant relationship between the school origin and the UMPTKIN score at UINSA Surabaya; There is no significant relationship between the variable of gender and the UMPTKIN score at UINSA Surabaya; There is no significant relationship between the region and the UMPTKIN score at UINSA Surabaya; The level of relationship of the variables of school origin, gender, and region with the UMPTKIN score at IAIN Kendari is very weak; The level of the relationship between the school origin, gender, and region with the UMPTKIN score at UIN Sunan Ampel Surabaya is very weak.

The theoretically, findings of this research support the theory that school and gender determine student's achievement. At once, the findings of this research reject the theory that region influence student's learning abilities or score. Meanwhile, the practical

implication is for high school graduates or the equivalent, both public and private, to prepare their best to participate in competitions for the enrollment at UMPTKIN.

Based on the findings, it is recommended that the UMPTKIN committee provide a certain quota for UMPTKIN test takers from Southeast Sulawesi for IAIN Kendari, and East Java for UINSA Surabaya. IAIN Kendari should also provide pathways other than UMPTKIN for the enrolment in order to recruit potential students. Future researchers can further examine the relationship of the school origin, gender, and region with the UMPTKIN scores in non-religion test subjects, namely foreign language, natural science, and social science with broader coverage of UIN, IAIN, and STAIN campuses in Indonesia.

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