

Islamic Studies Receptions Among State Madrasah Aliyah Students in West Sulawesi at PTKIN Institutions

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Abstract:

This research aims to explore the receptions of students from State Madrasah Aliyah in West Sulawesi regarding Islamic studies at PTKIN (State Islamic Higher Education Institutions). This study employs a qualitative methodology with a reception approach to gather insights. The findings indicate that students predominantly perceive PTKIN as an institution primarily focused on Islamic studies, which influences their university preferences. The study also highlights the reception of Islamic studies programs by MAN students at PTKIN is notably positive. Students' reception of these programs aligns with the core mission of PTKIN, which is to deepen knowledge in Islamic sciences. This alignment between PTKIN's intended message and the students' understanding suggests a strong concordance between the encoding and decoding processes. The findings suggest a need for PTKIN to better communicate the diversity of programs available and enhance their appeal to MAN graduates.

Keywords: Reception, PTKIN, Islamic Studies

INTRODUCTION

Based on Government Regulation No. 60 of 1999, higher education institutions aim to advance, disseminate knowledge, improve community life, and enrich national culture.(PRESIDEN REPUBLIK INDONESIA 1999) This objective

drives the growth of universities, including State Islamic Higher Education Institutions (PTKIN), which operate under the Ministry of Religious Affairs of the Republic of Indonesia. PTKIN institutions are historically rooted in the aspiration to foster a religiously informed society by producing competitive graduates on national, regional, and international levels.(Pulungan and Dalimunthe 2023)

Reflecting a commitment to this mission, the number of PTKIN institutions in Indonesia has significantly increased, currently totaling 58. These include 29 State Islamic Universities (UIN), 24 State Islamic Institutes (IAIN), and 5 State Islamic Colleges (STAIN). Despite this growth, there is a disparity between the capacity of these institutions to accommodate students and the actual enrollment interest from graduates of State Madrasah Aliyah (MAN). Most students at PTKIN institutions come from general senior high schools (SMA) rather than Madrasah Aliyah.(Setiadi, Nuryatno, and Jamaluddin 2021)

Prof. Amin Suyitno, the Director of State Islamic Higher Education, has highlighted that only about 44% of students in Islamic higher education institutions come from senior high schools, with a minimal percentage being graduates of Madrasah Aliyah. This suggests a mere 2% difference between Madrasah Aliyah and SMA graduates continuing to Islamic universities, with 46% being Madrasah Aliyah alums. One reason for this trend, according to Suyitno, is that PTKIN institutions may not offer distinctive programs or actively engage prospective students. Additionally, regional religious offices need to be more proactive in disseminating information about PTKIN.(Laily 2022)

To address this issue, the Secretary General of the Ministry of Religious Affairs emphasizes the need for collaboration between the ministry and PTKIN to attract talented students from Madrasah Aliyah. Regional offices should affirm and inform students about PTKIN and the qualifications of its faculty. The observations by the Director General of Islamic Higher Education and the Secretary-General require further investigation to substantiate these claims.(Laily 2022)

While the assertions made by the Secretary General of the Ministry of Religious Affairs and the Director of Islamic Higher Education may hold some validity, attributing the limited enrolment of MAN (Madrasah Aliyah Negeri) alums in State Islamic Universities (PTKIN) solely to these views is premature and overly simplistic. A multitude of factors may influence students' decisions regarding their choice of higher education. Among these, the perceptions held by MAN students towards PTKIN could play a significant role, as research suggests that student perceptions can substantially impact their interest in pursuing further studies at PTKIN.(Prayogi, Sari, and Sari 2023)

Several studies on the perceptions and tendencies of students regarding higher education has been conducted by various scholars, with each focusing on different dimensions. Zakiyatul Masriyah, in her study titled "", explored the relationship between students' interest in selecting a major and their self-concept. Her quantitative study concluded that there is a strong relationship between the alignment of interest in choosing a major and students' perceptions of higher education.(Masriah, Nursalim, and Fitriani 2018)

Similarly, Usman Mooti's research in "Persepsi Siswa Terhadap Minat Melanjutkan Studi di Pendidikan Ekonomi" investigated the correlation between students' perceptions and their interest in pursuing higher education in Economics Education programs. The study emphasized the positive and significant influence of students' perceptions on their interest in continuing education in this specific field.(Moonti et al. 2022)

In line with that, Fajar Okta Widarta's reserch titled, "Persepsi dan Kecenderungan Siswa dalam Memilih Pendidikan Tinggi di Masa Pandemi", adopted a qualitative approach to examine students' tendencies in selecting higher education institutions during the pandemic. His findings highlight a highly significant and positive impact of perceptions on students' decisions to pursue further education during this challenging period.(Widarta, Ikhsan, and Bambang 2021)

Irnawati also addressed the influence of student perceptions on higher education choices in her study, "Persepsi Siswa terhadap Pendidikan Tinggi serta Kecenderungannya dalam Memilih Pendidikan Lanjutan". This qualitative study found significant results regarding the impact of students' perceptions on their inclination to choose advanced education.(Irnawati 2019)

While these studies provide valuable insights into the relationship between students' perceptions, interests, and tendencies toward higher education, none of them specifically address the perceptions of Madrasah Aliyah students toward Islamic higher education institutions. Moreover, these studies primarily employed quantitative methodologies with respondents drawn from university students and general high school students. In contrast, the proposed research adopts a qualitative approach, focusing exclusively on Madrasah Aliyah students as informants to explore their perceptions of Islamic higher education institutions. This distinction forms the basis for the novelty and significance of the proposed study.

Given this context, this research aims to explore the and reception of students from State Madrasah Aliyah towards Islamic Studies Programs at State Islamic higher education institutions in West Sulawesi.

RESEARCH METHOD

The analysis of this research was guided by encoding and decoding of Stuart Hall theory.(Kriswanto 2019) Denis McQuail also recognizes the importance of decoding and encoding processes in understanding mass communication. He admitted that understanding messages is inherently complex despite the appearance of transparency and simplicity. A message sent in a one-way communication process can be received or interpreted in multiple ways. The same event may be conveyed or understood differently by different audiences. Messages inherently possess multiple potential receptions. While the intended purpose of the message and the direction of its reading exist, they cannot be confined to a single

reception; instead, they remain polysemic, allowing for diverse receptions.(Anon 2010)

This theoretical model asserts that the meaning encoded by the sender can be decoded in various ways by the receiver. The sender transmits the message based on their perception and intent, while the receiver interprets the message according to their perspective, influenced by a range of factors. This theory, therefore, emphasizes how audiences decode the content delivered by media, shaping their interaction with the message's conveyed meaning.(Anon 2010)

In this study, the researcher posed two main questions: (1) How do students from State Madrasah Aliyah (MAN) in Indonesia understand State Islamic Higher Education (PTKIN), and (2) How do these students perceive and accept Islamic studies programs at PTKIN. Therefore, a qualitative research method was employed, utilizing a reception approach. The study involved 23 informants from three State Madrasah Aliyah institutions: MAN 1 Polewali, MAN 2 Polewali, and MAN 1 Majene.

In this study, researchers collected a primary data through interviews with several informants. The academics applied a purposive sampling technique in selecting informants, targeting individuals who already possessed specific characteristics relevant to the study.(Lenaini and Artikel 2021) This method ensures that only those meeting the predetermined criteria are included, making it suitable for case study research, program evaluation, action research, and other types of qualitative research. The selected informants held significant roles within their schools, such as the chairman and vice chairman of the Scouts, the chairman and vice chairman of OSIM (the student council), and the chairman and vice chairman of the PMR (Youth Red Cross). Researchers chose individuals due to their influential positions within their school communities.

RESULTS AND DISCUSSION

D.1. The Goal of PTKIN

PTKIN itself, an acronym for "State Islamic Religious Universities managed under the Ministry of Religious Affairs," has evolved significantly since its inception. Initially focused solely on Islamic studies, PTKIN has transformed through various stages, including the Sekolah Tinggi Islam (STI), UII, Perguruan Tinggi Agama Islam Negeri (PTAIN), Akademi Dinas Ilmu Agama (ADIA), Institute Agama Islam Negeri (IAIN), Sekolah Tinggi Agama Islam Negeri (STAIN), and eventually into Universitas Islam Negeri (UIN). This transformation is underpinned by several key arguments, including political, social, ideological, institutional, and economic factors, as well as the need for national development, global competitiveness, and the principle of openness. (Yahya 2017)

Initially dedicated exclusively to Islamic studies, PTKIN now offers a diverse range of programs in disciplines such as health, law, and social sciences, all integrated with Islamic values. (Suparta et al. 2021) This broadening of scope reflects PTKIN's commitment to providing quality education in traditional Islamic disciplines such as Quran Exegesis, Islamic law, and Hadis and in areas relevant to contemporary societal needs that stay in keeping integrated with Islamic Values. (Muhyi 2018) Therefore, The transformation of IAIN (State Islamic Institute) into UIN (State Islamic University) in 2000 marked a pivotal moment for Islamic higher education institutions in Indonesia, enabling them to become more academically and scientifically engaged in international forums. The integration and interconnection of religion and science became the core paradigm, formally established during this shift. (Abdullah 2017)

Despite experiencing some obstacles in scientific integration between academic and religious sciences, (Iqbal and Wahyuni 2020) The establishment and transformation of PTKIN underscore its dual mission: to serve as a center for Islamic Education and to foster the development of science and technology rooted in Islamic values. By doing so, PTKIN aims to contribute to advancing global knowledge while simultaneously nurturing educational institutions that excel

academically and positively impact societal and national development per Islamic principles. In line with those objectives, PTKIN institutions have undertaken efforts to implement academic transformation through the internationalization of their study programs. This initiative, initially led by UIN Sunan Kalijaga, has since been adopted by other Islamic higher education institutions across Indonesia. (Suyadi et al. 2022)

D.2. MAN Students' Reception of PTKIN

As institutions under the Ministry of Religious Affairs, with the term "Islam" embedded in the names of all higher education institutions within its jurisdiction, State Islamic Universities (PTKIN) are distinct from general higher education institutions. (SEVIMA 2021) The inclusion of the word "Islam" in the name of each PTKIN is, in fact, a positive aspect when considered in light of its historical context and underlying spirit. However, this nomenclature is sometimes misconstrued by individuals who do not fully grasp its intended significance. While this misunderstanding is not something to be faulted, it underscores the necessity for broader outreach and Education about the meaning and spirit of PTKIN to prevent such mis receptions. Such mis receptions can occur among various groups, irrespective of their background. For instance, students from Madrasah Aliyah Negeri (MAN) in West Sulawesi have been observed to interpret the term "Islam" in PTKIN in an overly literal or excessive manner.

Madrasah Aliyah Negeri (MAN) students in West Sulawesi have two primary receptions of PTKIN (State Islamic Religious Universities). First, they view PTKIN an institution designed to deepen Islamic studies. Second, they perceive these universities as places where Islamic studies predominate over non-Islamic disciplines. Essentially, both receptions converge on the idea that PTKIN is a university system focusing primarily on Islamic studies, more so than other state universities (PTN).

This perception is evident in the responses of several informants: (Badaruddin, Risna 2023)

No.	Informants' Response
1	Universities whose majors or programs are more dominant in Islamic religion.
2	Islamic College is a level of Education that deepens Islamic Religious Studies.
3	A place of learning that focuses on Islamic religion.
4	A place to continue higher education in the Islamic religion.
5	Universities whose majors or programs are more dominant in religion.
6	Universities that study more about Islamic religion.
7	Campus that is more directed towards (Islamic) religious science.
8	Universities that learn a lot about Islamic religion.
9	Colleges where Islam is more highly applied and where some Islamic activities may take place.

Source of Research Data: Three MANs in West Sulawesi

The data indicates a discrepancy between the encoding and decoding processes, revealing differences in the intended message and the student's understanding. The prominent use of the word "Islam" in PTKIN's names (such as State Islamic University, State Islamic Institute, and State Islamic College) leads MAN students to perceive these institutions as predominantly focused on Islamic religious studies.

However, the inclusion of "Islam" in PTKIN names is not meant to signify a predominance of Islamic studies but rather to reflect the institutions' mission to embody the religious spirit within a predominantly Muslim country. Historically, the establishment of Islamic universities in Indonesia was driven by two main factors: the emergence of various general universities and the need to address the community's desire to realize a religious life in the country. (Pulungan and Dalimunthe 2023)

The mis reception of PTKIN (State Islamic Higher Education Institutions) poses a significant threat, as such misconceptions can directly influence students' perceptions when selecting an institution for further Education. Usman Moonti's research suggests that students' perceptions of the value of Education and the anticipated benefits they will receive from the educational process are critical factors that increase their interest in pursuing higher Education. In essence, the

perception of what a campus can offer to prospective students is a crucial consideration in their decision-making process when choosing a higher education institution.(Moonti et al. 2022)

The reception of PTKIN by MAN students in West Sulawesi influences their criteria for determining a good college. Based on their opinions, they classify a good college into four main categories:

- a. A quality campus, evidenced by superior accreditation from BAN-PT (National Accreditation Board for Higher Education).

When discussing the characteristics that define a reputable university, one of the most compelling factors is the level of accreditation. Accreditation serves as a critical determinant for prospective students when selecting an institution for further Education. A university with high accreditation, along with its individual study programs, significantly enhances its appeal to potential students. Research by Hernawati Haskan underscores this point, indicating that accreditation plays a pivotal role in influencing students' decisions when choosing a study program. Although other factors, such as promotion and location, also contribute, the impact of accreditation remains substantial.(Haskan, Samisar, and Tikollah 2023)

- b. A campus with complete facilities that can support student activities.

In addition to accreditation, campus facilities also play a significant role in influencing students' interest in selecting a university. While campus facilities contribute to an institution's overall accreditation, they independently affect prospective students' decisions. Comprehensive and well-maintained facilities increase the likelihood that prospective students' expectations will be met, both during their academic experience and in their subsequent pursuit of employment.(Prasetyaningrum and Marliana 2020)

- c. A campus that balances science and religion

The quality of the campus, as indicated by its accreditation level, is commendable. However, However, as the MAN students perceive, State Islamic Higher Education Institutions (PTKIN) must emphasize integrating scientific

knowledge across various disciplines as an essential characteristic of a distinguished academic institution.

Meeting the demand for a comprehensive understanding among Islamic students at Islamic Religious Universities is a critical requirement. Without an integrated worldview, students of PTKI risk either losing their Islamic identity or becoming narrowly focused on Islamic studies without the capacity to address the challenges of the 4.0 era, marked by data innovation and advancements in science and technology. This narrow focus could result in the creation of a Muslim community that diverges from the original intent of fostering a contemporary and relevant understanding of Islam. By cultivating integrative insights, PTKI students are expected to compete with their peers in general academic fields and develop into Islamic researchers with the ability to think critically and fundamentally, thereby leading to pioneering discoveries in science and innovation.(Hanifah 2018)

- d. A campus that guarantees student's basic rights and freedom of expression.

One of the key factors that prospective students consider when selecting an institution for further studies is the respect for students' fundamental rights. Among these rights, the freedom to express religious views is essential in any higher education setting. Within a university context, students perceive freedom of expression as a cornerstone of academic life. This right to free speech is believed to foster open discussion, critical reflection, and the exchange of ideas, all of which are vital for the intellectual and social development of the university and the broader society.(Naila Salsabila, Kanastri Santoso, and Usiono 2024)

That perception is evident in the responses of several informants:
(Badaruddin, Risna 2023)

No	Informant Responses
1	A campus that provides a platform for people who come there to develop their talents, whether religious or athletic, without any coercion.

2	A good campus is one where we are not overly demanded, such as being required to wear fully covered clothing.
3	A campus that provides good facilities for students and offers assistance to those who are financially disadvantaged.
4	A campus that has a comfortable environment in terms of facilities and teachers.
5	A campus that is comfortable and meets students' expectations.
6	A campus that offers broad knowledge to its students, knowledge that can be well applied in their lives.
7	A campus that prioritizes Education.
8	A good campus is one that can produce outstanding students in both religious and general fields.
9	A leading campus that is highly sought after by many people, making it number one in Indonesia, with all its graduates being successful.
10	A good campus is one that offers a wide range of majors because everyone who wants to enroll in a campus has different interests and skills.
11	A campus that is accredited "A."
12	A campus that has good facilities.
13	A campus that offers a nursing major because I want to become a nurse.
14	A campus with many scholarship quotas, allowing more people to pursue Education at an affordable cost.
15	A campus that upholds religious values and has complete facilities.
16	A good campus is one that has strong religious Education because we must believe in the afterlife; therefore, we should choose a campus that balances worldly and spiritual knowledge.
17	A university where students learn knowledge that benefits both this world and the hereafter.
18	A campus with complete facilities.
19	A campus that grants freedom to its students.
20	A more popular public campus.
21	A campus with a more comprehensive curriculum.
22	A campus with facilities that meet students' needs.

Source of Research Data: Three MANs in West Sulawesi

D.3. MAN Students' University Preferences

A study was conducted several years ago to examine the perceptions of students in tutoring centres in Pekalongan City regarding their interest in pursuing higher Education at PTKIN (State Islamic Higher Education Institutions). The research findings revealed that while students generally held positive perceptions of PTKIN, this favourable view did not necessarily translate into a strong interest

in attending these institutions. The majority of students at these tutoring centres expressed little to no interest in considering PTKIN as an option for further Education. Additionally, some students exhibited an indifferent attitude towards PTKIN, as they were already focused on other universities they preferred. Overall, despite the positive image of PTKIN, it is not the primary choice for most students in Pekalongan's tutoring centres, although some remain open to the possibility of studying there.(Prayogi et al. 2023)

It seems to have similarities with the above perceptions, in selecting a university, MAN students in West Sulawesi exhibit diverse preferences, particularly regarding public universities. Those who opt for public universities do so for two primary reasons: the availability of study programs and the ranking of the universities. Public universities offer a broader range of study programs compared to PTKIN, accommodating students' varied talents and interests. Some programs desired by students, such as Psychology, Geography, and Nursing, are not available at PTKIN in West Sulawesi. This limitation drives students to choose public universities to pursue their specific academic interests.

Additionally, the prestige and ranking of public universities influence students' decisions. Data indicates that no PTKIN institutions are ranked among the top ten universities in Indonesia, according to Webometrics, Times Higher Education World University Rankings (THE WUR), or Quacquarelli Symonds World University Rankings (QS WUR).(Nurfajrina 2024) Consequently, it is natural for MAN students to gravitate towards public universities recognized for their academic excellence.

Conversely, students who prefer PTKIN for their higher Education do so for two main reasons: the benefits of deepening their Islamic religious knowledge and the convenience of location. For these students, PTKIN offers an environment conducive to enhancing their understanding of Islam. Additionally, the proximity of PTKIN to their homes is a significant consideration, facilitating closeness to family and reducing economic and logistical burdens.

The following responses from informants illustrate these preferences: (Badaruddin, Risna 2023)

No.	Informant Response
1	I would choose a public university because I want to be a nurse.
2	If there is anything related to health, I am interested in PTKIN because it is close by.
3	I would choose a public university because I want to develop my talents beyond religion.
4	I would choose a public university because I would follow my skills.
5	I would choose universities such as UNHAS, UGM, UI because they are among the top 10 universities in Indonesia.
6	If the facilities are the same, I will choose PTKIN.
7	If PTKIN is closer, I would choose closer.
8	It depends on the distance if the facilities are the same.
9	I chose PTKIN because my parents wanted me to.
10	I chose the closest campus because it costs less money.
11	I choose PTKIN because UIN is the best campus in South Sulawesi.

Source of Research Data: Three MANs in West Sulawesi

Location is a significant factor for MAN students when selecting a university. Proximity to their home and family, rather than just the physical closeness to the university, influences their choice. This preference is evident from the responses of the informants:(Badaruddin, Risna 2023)

No.	Informant Response
1	Initially, I wanted to go far away, but my parents wanted me to stay close.
2	I want the closest, I cannot be far from my parents.
3	I was once interested in STAIN Majene because it was close.
4	I want the closest; if it is my decision, I prefer the closest.
5	I prefer the closest; if possible, I want to study at STAIN only.
6	I choose the closest campus, because my parents want me not to be far away.
7	Choosing the closest campus because it uses a small amount of money.
8	I will look at the quality of the campus; if it is good, then I will choose it (the closest one).
9	Yes, I will choose the nearest one because my parents want me to be close.
10	I will choose the nearest one because of my parents' reasons.

Source of Research Data: Three MANs in West Sulawesi

Overall, MAN students' university preferences are influenced by a combination of program availability, university rankings, proximity to home and family, and the specific benefits offered by PTKIN institutions. These factors collectively shape their decisions regarding higher education. This is evident from the responses of the informants: (Badaruddin, Risna 2023)

No.	Informants' Responses
1	Initially, I wanted to go far away, but my parents wanted me to stay close.
2	I want the closest; I cannot be far from my parents.
3	I was once interested in STAIN Majene because it was close.
4	I want the closest; if it is my decision, I prefer the closest.
5	I prefer the closest; if possible, I want to study at STAIN only.
6	Yes, the closest, because my parents want me not to be far away.
7	I choose the closest campus because it costs a small amount of money.
8	I will look at the quality of the campus; if it is good, then I will choose the closest one.
9	Yes, I will choose the nearest one because my parents want me to be close.
10	I will choose the nearest one because of my parents' reasons.

Source of Research Data: Three MANs in West Sulawesi

D.4. MAN Students' Reception of Islamic Studies Programs in PTKIN

As students with an Islamic educational background, some MAN students in West Sulawesi show a strong inclination towards continuing their Education in religious study programs at PTKIN. This trend was observed by the researcher through interviews about their preferences for religious study programs at PTKIN. Both groups- those who initially chose PTKIN and those who did not- shared the belief that these programs could enhance their spiritual understanding. However, those who chose PTKIN from the outset have more compelling reasons for selecting religious study programs compared to those who prefer public universities.

For MAN students, Islamic studies at PTKIN are considered interesting and prestigious. They recognize the importance of Islamic studies for several reasons, the most significant being the desire to understand the Qur'an as a guide

for Muslims, to comprehensively grasp Islamic law, and to continue their Islamic Education from Madrasah Aliyah Negeri.

Despite this interest, not all MAN students choose Islamic studies at PTKIN for their higher Education. Many still opt for universities that offer better prospects for their future, except those who prioritize PTKIN from the beginning. Data from a PTKIN in West Sulawesi indicates that the most popular study programs include Islamic Religious Education, Qur'anic Sciences and Tafsir, Islamic Family Law, and Sharia Economic Law. These programs consistently attract the highest number of applicants.

The following responses from informants highlight their perspectives and choices regarding Islamic studies programs at PTKIN:(Badaruddin, Risna 2023)

No.	Informants' Responses
1	I will choose Islamic Education (if I choose STAIN).
2	Law of Sharia Economics is my choice because I want to deepen what I have honed since elementary school.
3	I will choose Qur'anic Sciences and Exegesis because I want to deepen my religious knowledge.
4	I will choose Islamic Education because I have been following this path since elementary school (MI), through junior high (MTS), and high school (MA).
5	Islamic Education is my choice because I want to learn Islamic jurisprudence, which interests me more.
6	I will choose Arabic Language and Literature because the Qur'an is in Arabic, as are the scholars' texts.
7	Communication of Islamic Broadcasting because it aligns with the prophetic tradition of spreading Islam.
8	I will choose Qur'anic Sciences and Exegesis to better understand and explore the Qur'an.
9	I choose Qur'anic Sciences and Exegesis because the Qur'an is the foundation of human law, and Tafsir explains its principles.
10	I will choose Islamic Family Law to understand Islamic law.
11	I will choose Sharia Economic Law.
12	Qur'anic Sciences and Exegesis to gain religious knowledge for salvation in this world and the hereafter.
13	I will choose Qur'anic Sciences and Exegesis to deepen my understanding of Tafsir and the meanings within the Qur'an.

No.	Informants' Responses
14	I will choose Qur'anic Sciences and Exegesis to interpret the Qur'an, receive rewards, and facilitate preaching.
15	I will choose Qur'anic Sciences and Exegesis to gain more knowledge about the Qur'an and Tafsir.

Source of Research Data: Three MANs in West Sulawesi

D.5. Reception Analysis

Base on the reception theory above, Encoding by PTKIN, massage: institutions were established to provide higher Education with a focus on Islamic studies integrated with other disciplines. Objective: To develop religiously knowledgeable generations who can compete nationally and internationally, and to disseminate Islamic values alongside other academic pursuits.

Decoding by MAN Students, Islamic Studies as Priority: MAN students perceive PTKIN primarily as an institution for deepening Islamic studies. Choice of University: PTKIN is viewed as the primary option for students interested in Islamic studies. Those interested in other fields might choose PTKIN due to family expectations, economic realities, or lack of acceptance in top-rated universities.

The reception analysis reveals a gap between the encoded message of PTKIN as an institution offering a broad spectrum of education integrated with Islamic values and the decoded message received by MAN students, who view PTKIN primarily as center for Islamic studies. This perception influences their educational choices and reflects the need for PTKIN to communicate its diverse academic offerings more effectively to potential students.

In contrast to their perceptions of PTKIN (Perguruan Tinggi Keagamaan Islam Negeri) institutions, students' receptions of Islamic studies reveal a significant congruence between the encoded messages and their subsequent decoding. Specifically, the presence of Islamic studies programs—such as Ilmu al-Qur'an dan Tafsir (Qur'anic Science and Exegesis), Sharia Economic Law, and Islamic Religious Education—within PTKIN is designed to equip students with a profound and comprehensive understanding of Islamic teachings. The offerings

provided by PTKIN are interpreted in a manner that aligns closely with the expectations and understandings of Madrasah Aliyah Negeri students in West Sulawesi, suggesting a harmonious reception of these educational objectives.

A. Conclusion

After conducting in-depth and comprehensive research using reception analysis at several State Madrasah Aliyah in West Sulawesi, involving a total of 23 informants, the study concludes the following:

1. Reception of PTKIN:

State Madrasah Aliyah students in West Sulawesi perceive PTKIN as institutions that emphasize Islamic studies over science and social studies. In terms of facilities and program availability, PTKIN institutions are seen as not adequately supporting the intellectual and talent development of their students. Consequently, these students view PTKIN as a secondary choice for higher Education. They consider PTKIN primarily for several reasons: (1) parental wishes, (2) financial constraints, (3) personal awareness of their capabilities, and (4) failure to secure admission to their preferred universities.

2. Reception of Islamic Studies Programs

The reception of Islamic study programs at PTKIN (State Islamic Higher Education Institutions) by MAN (Madrasah Aliyah Negeri) students is highly positive. Their understanding aligns closely with the intrinsic purpose of PTKIN, which is to serve as a centre for the deepening of Islamic sciences. Consequently, their reception of PTKIN demonstrates a strong alignment between the processes of encoding (the intended message by PTKIN) and decoding (the students' reception).

3. Acceptance of Islamic Studies Programs

Islamic studies programs at PTKIN are well-received by students of State Madrasah Aliyah in West Sulawesi. This acceptance stems from their recognition of the importance of religious knowledge in their lives, regardless of whether they chose PTKIN initially or as an alternative option. Overall, the findings highlight

the need for PTKIN to enhance their facilities and diversify their program offerings to better support the holistic development of their students and to improve their perception as a primary choice for higher Education.

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