



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

**AFFECTING FACTORS FOR STUDENTS FROM OUTSIDE JAVA ISLAND
IN CHOOSING YOGYAKARTA'S BIMBEL**

CIPTRO HANDRIANTO



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

**DISSERTATION PRESENTED TO QUALIFY FOR A MASTER'S DEGREE IN
PEDAGOGY
(RESEARCH AND COURSEWORK MODE)**



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi



ABSTRACT

Indonesian students come to a Bimbel (Tuition Centre) to help them accepted as a student in top-10 universities in Indonesia. There are many Bimbels in every province in Indonesia. However, most of students from outside Java Island choose Yogyakarta's Bimbel. Based on that, the objectives in this study were: (1) To identify the factors affecting students to choose Yogyakarta's Bimbel, in terms of (a) the teaching-learning quality; and (b) the environmental factors; (2) To identify the motivation of students from outside Java Island to study in Yogyakarta's Bimbel; (3) To identify the correlation between: (a) the teaching learning quality; and (b) the environmental factors, and students' motivation to choose Yogyakarta's Bimbel; (4) To examine if the teaching learning quality and environmental factors play a significant role in students' motivation to choose Yogyakarta's Bimbel. This study used a quantitative method using questionnaire as the instrument. The data obtained were analyzed using the descriptive and the inferential statistics to answer the objectives of this study. The findings showed that there were high percentage level of teaching-learning quality in Yogyakarta's Bimbel (77.25%), environmental factors (71.13%), and students' motivation (72.62%) to choose Yogyakarta's Bimbel. There was a relationship between teaching-learning quality and students' motivation to choose Bimbel in Yogyakarta ($r = 0.67$, $p = 0.00$). Next, there was a relationship between environmental factors and students' motivation to choose Yogyakarta's Bimbel ($r = 0.61$, $p = 0.00$). The study showed that the teaching-learning quality and environmental factors influence students' motivation to choose Yogyakarta's Bimbel ($R = 0.70$, $R^2 = 0.49$). For recommendation, more research in the area of Bimbel is required, in order to enhance the understanding teaching-learning aspects of students before entering university.





FAKTOR-FAKTOR YANG MEMPENGARUHI PARA PELAJAR DARI PADA LUAR PULAU JAWA MEMILIH BIMBEL YOGYAKARTA

ABSTRAK

Ramai pelajar Indonesia datang ke Bimbel (Pusat Pembelajaran) untuk menyertai program persediaan untuk terdaftar di antara 10 universiti terbaik Indonesia. Terdapat banyak Bimbel di setiap wilayah Indonesia. Tetapi beberapa pelajar dari luar Pulau Jawa memutuskan untuk mendaftarkan diri mereka di Bimbel Yogyakarta. Terdapat beberapa faktor yang mempengaruhi motivasi pelajar untuk memilih Bimbel di Yogyakarta. Berdasarkan fenomena ini, objektif kajian ini adalah: (1) Mengenal pasti faktor-faktor yang mempengaruhi pilihan pelajar untuk belajar di Bimbel Yogyakarta, utamanya dalam hal: (a) kualiti pembelajaran; dan (b) faktor persekitaran daripada pelajar tersebut; (2) Mengenal pasti motivasi pelajar dari luar Pulau Jawa untuk belajar di Bimbel Yogyakarta; (3) Mengenal pasti korelasi antara: (a) kualiti pembelajaran; dan (b) faktor persekitaran terhadap motivasi pelajar untuk belajar di Bimbel Yogyakarta; (4) Untuk mengkaji apakah kualiti pembelajaran dan faktor persekitaran memainkan peranan penting terhadap motivasi pelajar, untuk memilih Bimbel Yogyakarta. Metodologi yang digunakan dalam kajian ini adalah kuantitatif, dengan menggunakan soal selidik dalam mengumpul data. Data dianalisis dengan menggunakan statistik deskriptif dan inferensi (korelasi dan regresi) untuk menjawab tiap-tiap objektif kajian. Hasil kajian menunjukkan bahawa majoriti responden bersetuju dengan peratusan yang sangat tinggi, iaitu kualiti pengajaran di Bimbel Yogyakarta (77.25%), faktor persekitaran (71.13%), dan motivasi pelajar (72.62%), memberi sumbangan dalam menentukan pelajar dari luar Pulau Jawa memilih Bimbel di Yogyakarta. Terdapat hubungan antara kualiti pengajaran dan motivasi pelajar untuk mendaftarkan diri mereka di Bimbel Yogyakarta ($r = 0.67$, $p = 0.00$). Selanjutnya, terdapat hubungan antara faktor persekitaran dan motivasi pelajar dalam membuat pemilihan ke Bimbel Yogyakarta ($r = 0.61$, $p = 0.00$). Hasil kajian juga menunjukkan bahawa kualiti pengajaran dan faktor persekitaran mempengaruhi motivasi pelajar dari luar Pulau Jawa dalam membuat pemilihan ke institusi pendidikan atau Bimbel di Yogyakarta ($R = 0.70$, $R^2 = 0.49$). Sebagai cadangan, diharapkan lebih banyak penyelidikan dalam bidang Bimbel, diperlukan untuk meningkatkan pemahaman aspek pembelajaran di kalangan pelajar sebelum masuk universiti.



CONTENTS

	Page
DECLARATION OF ORIGINAL WORK	ii
DECLARATION OF DISSERTATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
ABSTRAK	vi
CONTENTS	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF APPENDICES	xii
CHAPTER I OVERVIEW OF STUDY	
1.1 Introduction	1
1.2 Background of Study	5
1.3 Problem Statement	9
1.4 Objectives of the Study	12
1.5 Questions of Study	12
1.6 Hypothesis of Study	13
1.7 Conceptual Framework of Study	14
1.8 Operational Definition	14
1.9 Importance of Study	17

**CHAPTER 2 LITERATURE REVIEW**

2.1 Introduction	18
2.2 Making Decision to Choose Bimbel	19
2.3 Bimbel to Preparation Entering Top 10 Universities in Indonesia	21
2.4 Theoretical Framework	22
2.4.1 Students` Motivation	27
2.4.2 Teaching-Learning Quality	30
2.4.3 Environmental Factors	34

CHAPTER 3 METHODOLOGY

3.1 Introduction	45
3.2 Orientation of Study Design	46
3.3 Location of Study	47
3.4 Population and Sample of Study	47
3.5 Procedure	51
3.6 Instrument of Study	52
3.7 Validity	54
3.8 Reliability	55
3.9 Pilot Study	56
3.10 Methods of Data Collection	57
3.11 Analysis of Data	58
3.11.1 Descriptive Analysis	59
3.11.2 Correlation Analysis	60
3.11.3 Regression Analysis	61
3.12 Summary	61



CHAPTER 4 DATA ANALYSIS AND FINDINGS

4.1 Introduction	63
4.2 Respondents' Demographic Characteristics	64
4.3 Descriptive Statistics, Correlation, and Analysis Regression	68
4.3.1 The affecting factors of students to choose Yogyakarta's Bimbel	69
4.3.2 What is the motivation of students from outside Java Island to study in Yogyakarta's Bimbel?	73
4.3.3 The correlation between affecting factors and motivation of students from outside Java Island to choose Yogyakarta's Bimbel	75
4.3.4 Do the teaching learning quality and environmental factors affect students' motivation to choose Yogyakarta's Bimbel?	76
4.4 Summary	81

CHAPTER 5 DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction	82
5.2 Discussion	83
5.3 Conclusion	93
5.4 Recommendations	94

REFERENCES 96

APPENDICES 105

LIST OF TABLES

Table No.		Page
1.1	The list number of students from outside Java Island who pass the top 10 universities in Indonesia	6
3.1	Population of study at the top 10 universities in Indonesia	48
3.2	Sample size from a given population	51
3.3	Distribution of items numbers	53
3.4	Four points of Likert Scales	54
3.5	Cronbach Alpha Value	56
3.6	Technique of data analysis	59
3.7	Strength of relationship for Coefficient Correlation	60
4.1	Descriptive statistics for teaching-learning Quality	69
4.2	Descriptive statistics of environmental factors	71
4.3	Descriptive statistics of student's motivation	73
4.4	Correlation between teaching-learning quality and students' motivation	75
4.5	Correlation environmental factors and students' motivation	76
4.6	Model summary for independent variables on dependent variable	76
4.7	Anova [@]	78
4.8	Coefficients [@]	79
4.9	Results of hypothesis testing	80

LIST OF FIGURES

Figure No.		Page
1.1	Conceptual Framework	14
2.1	Social-Cognitive Model of Motivated Learning	26

LIST OF APPENDICES

Appendices	Page
Appendix A The Questionnaire	105
Appendix B The Questionnaire in Bahasa Indonesai Version	110
Appendix C Pilot Study	115
Appendix D Respondents` Demographic Characteristics	118



CHAPTER I

OVERVIEW OF STUDY

1.1 Introduction



According to regulation of The National Educational System No. 20 in 2003, article 13 (1), Indonesian policy in education formulates three ways for citizens for gaining education in their lives through informal, formal, and non formal situations (Indonesia, 2003). Informal education is a way of learning in family by parents to growing and strengthening the basic values to their children. Formal education is conducted by a school to fulfill learning needs of students and develop their academic competence. Non formal education is the largest area of teaching and learning aspect, because it is designed by community and accepts all of the people from different backgrounds (socio-economic, genders, and age levels).





The development of non formal education for servicing educational needs of community has a massive in different faces and colors. Some private institutions compete to design and provide the best methods in teaching and learning. They develop a good management to encourage people to enroll to their institutions.

Bimbingan Belajar (Bimbel) or tuition centre is one of ways to improve students' academic competence (Fatimah, 2016). This provides teaching-learning systems which help the students to understand the material lessons easily and practically. As an institution, Bimbel should be managed properly to make students to enroll a course in the institution.

Students who enter the Bimbels can be classified by three purposes. Bimbels service for students in formal situation by giving them additional courses to make them master about school subjects. Bimbels provide the particular competencies for students or people who want to be expertise in certain subject. Bimbels provide the preparation for the senior high school students to enter top universities in Indonesia or abroad.

Yogyakarta is a distinguished city for education and culture in Indonesia (Nugraha, 2018). It is also one of the Indonesian provinces located in Java Island. Because of its famous profile, every year Yogyakarta has been visited by the students from around Indonesia as the most favorite destination for pursuing their study.





The development of non formal education for servicing educational needs of community has a massive in different faces and colors. Some private institutions compete to design and provide the best methods in teaching and learning. They develop a good management to encourage people to enroll to their institutions.

Bimbingan Belajar (Bimbel) or tuition centre is one of ways to improve students' academic competence (Fatimah, 2016). This provides teaching-learning systems which help the students to understand the material lessons easily and practically. As an institution, Bimbel should be managed properly to make students to enroll a course in the institution.

Students who enter the Bimbels can be classified by three purposes. Bimbels service for students in formal situation by giving them additional courses to make them master about school subjects. Bimbels provide the particular competencies for students or people who want to be expertise in certain subject. Bimbels provide the preparation for the senior high school students to enter top universities in Indonesia or abroad.

Yogyakarta is a distinguished city for education and culture in Indonesia (Nugraha, 2018). It is also one of the Indonesian provinces located in Java Island. Because of its famous profile, every year Yogyakarta has been visited by the students from around Indonesia as the most favorite destination for pursuing their study.





Many of Indonesia's well known figures come from this city, such as Sultan Agung, Pangeran Diponegoro, KH Ahmad Dahlan, General Soedirman, and others (Lubis, 2016). In cultural aspect, Yogyakarta is the only one province in Indonesia practicing the royal family style in its local government. Sultan as the king of Yogyakarta is directly the head of province or governor and he has been given privileged authority by central government to rule his community. Meanwhile, some of the best universities in Indonesia are also located in Yogyakarta like Gajah Mada University, Yogyakarta State University, and International Islamic University of Indonesia.

There are many Bimbels in Yogyakarta and some of them have a good quality. The Bimbels compete with each other to improve their teaching learning quality. They promote their institutions by giving a guarantee that their students will be accepted in the top 10 universities in Indonesia.

Every year after finishing national examination, many senior high school students apply to Bimbel situated in Yogyakarta. To enter public universities in Indonesia, the government designs strict selection process by conducting generally national test taken by all students in Indonesia. Over there, students will compete to gain admission to their chosen university. The test will be conducted about a month after students finish their national examination or their last examination in senior high school. The hiatus is usually used by students to enter Bimbel for preparing themselves facing the test for university entrance.





Students prepare themselves to join the general selection to enter state university (SBMPTN) looking for the appropriate university that they want. The research conducted by Eriany, Hernawati, and Goeritno (2014) showed that 89.12% of students join Bimbel encouraged by their internal motivation. It appears from their awareness how the competition is so tight among them. They come to the bimbel because they are afraid to fail in admission. They have strong motivation to study and actively discuss to the tutors or HRD of Bimbels related to university's matter.

Bimbels in Yogyakarta is one of the most favorite destinations for preparing students towards higher level education. Many students from outside Java Island come to Bimbels in Yogyakarta. Educational services still to be majority problem in Indonesia.

Provinces outside of Java Island have many difficulties to provide progressive learning. All the information can be accessed easily in Java Island.

One of the parents' efforts to provide support to children is involving them in activities in Bimbel, in the hope that the children will be able to get achievement in school; or at least they have motivation to study (Stephanie, 2005). Parents believe that Yogyakarta is the appropriate place to their children because it has many resources and competent tutors in its Bimbels. These conditions are hoped by parents to improve children's motivation to study.





1.2 Background of The Study

It is one of the biggest competitions for senior high school students to be accepted at the top-10 universities in Indonesia. Top-10 universities mean the best quality in educational services and being part of them is a pride for students and parents in Indonesia. The students must show the best marks in their tests in order to be selected in the universities.

To enter public universities, the government provides general test for the students around Indonesia. It is about a month after they finish final examination of their senior high school. All students have equal chances to choose the best universities to pursue their dream to be. The result of The General Selection to Enter Public University (SBMPTN) will determine whether they will be accepted or not at the universities.

In Indonesia, National Accreditation Institution of University (BAN PT) has an authority to determine the university rankings. The committees from institution do assessments by looking some indicators. Based on list published by this institution in 2017, the top 10 universities in Indonesia are: Universitas Gajah Mada, Institut Pertanian Bogor, Universitas Sebelas Maret, Universitas Negeri Malang, Universitas Airlangga, Institute Teknologi Bandung, Institut Teknologi Sepuluh November, Universitas Hasanuddin, Universitas Indonesia, and Universitas Padjajaran (<http://www.tentik.com/10-universitas-terbaik-di-indonesia-versi-ban-pt/>).



After finishing The National Examination, many senior high school students apply to Bimbel (Tuition Centre) and they rise annually by choosing Yogyakarta as their destination. It is part of their efforts to prepare themselves facing the SBMPTN test. Based on the data, students who choose Bimbel in Yogyakarta are not only from Java Island but also come from outside the island even remote areas (Nugraha, 2018). At the time, Yogyakarta is a center of education, especially for students' preparatory program to enter public universities.

There are many Bimbels spreading around Indonesian provinces. From Sabang (the westernmost part of Indonesia, Aceh) to Merauke (the easternmost part of Indonesia, Papua), there are many Bimbels in every province with various brands and locations. But most of students outside of Java Island still prefer choose to come to Yogyakarta's Bimbels. This is why the study must be conducted.

Table 1.1

The List Number of Students from Outside Java Island Who Pass The Top 10 Universities in Indonesia

Number	Names of Yogyakarta's Bimbel Institution	The years of enrolment		
		2015	2016	2017
1	Bimbel Nurul Fikri	8	10	16
2	Bimbel Indonesia College	7	13	15
3	Bimbel Yogyakarta	6	8	10
4	Bimbel Indonesia Mind Center	4	6	12
5	Bimbel Teknogama	9	11	13
	Total	34	48	66
	Total Population		148	

Source: Official data of the institutions

Based on Table 1, Yogyakarta`s Bimbel accepts many students outside of the city annually. It can be seen students from outside Java Island increase in the last three years coming to Yogyakarta and passed the test to be students in the top 10 universities Indonesia. This shows an evidence that students who enroll the Yogyakarta`s Bimbels have much more opportunity in the well known university college.

Regarding to this condition, it should have some affecting factors that related to students` motivation to choose Yogyakarta`s Bimbel. This study focus on two dominant factors which influence students` motivation to choose Yogyakarta`s Bimbel. The first one is teaching-learning quality that implemented in Yogyakarta`s Bimbel. The second one is the environmental factors of students from outside Java Islanda to choose Yogyakarta`s Bimbel.

According to Bandura cited by Cook and Artino (2016) social-cognitive theory is most generally a theory of learning. It contends that people learn through reciprocal interactions with their environment and by observing others, rather than simply through direct reinforcement of behaviours (as proposed by behaviourist theories of learning). As regards motivation, the theory emphasises that humans are not thoughtless actors responding involuntarily to rewards and punishments, but that cognition governs how individuals interpret their environment and selfregulate their thoughts, feelings and actions.

Related to motivation, different motivational theories and constructs have been put forward to try to understand how and why students are motivated for academic achievement (Pintrich, 2003). In this research, we use Motivations Influencing Course Choice (MICC) questionnaire developed by Skatova and Ferguson (2014) as a new measure of individual differences in undergraduate degree choice motivation. We identified four subscales of the MICC that equate to four domains of motivation: Career, Interest, Loafing, and Helping.

The environmental factors played an important role to motivate students to choose their course, proved by data collected by Bodycott (2009) showing that mainland Chinese students and their parents` rate the importance of the exhibition/fair, and friends and relatives, as important factors when deciding on a study abroad destination or degree program. For both students and parents, the education fair was the most important source of initial information.

In summary, teaching-learning is part of social interaction of human. It cannot be separated with psychological perspective. The teaching learning quality of Yogyakarta`s Bimbel and environmental factors of students from outside Java Island are interesting to explore students` motivation to choose the Yogyakarta`s Bimbels.

1.3 Problem Statement

It is one of the biggest competitions for senior high school students to be accepted at the top-10 universities in Indonesia. Accepted in an outstanding university is a pride for parents and means that it opens more opportunity to the children to gain their achievements. To make it real, the children have to jump in a competition with other students from different schools and backgrounds. Matondang (2015) said that competition to enter public universities has been increasing tightly. The high level of competition entering State Universities (PTN) shows that the community began to aware the higher level of education for their sons and daughters moving their social strata and economic level vertically.

Several studies have been conducted to find out the factors affecting students' choice to university admission. Bass (2005), Fam and Gray (2000), Hiu (2001), Hung, Shive, Wang, and Diu (2005), Mazzarol and Soutar (2002), and Zhao and Guo (2002), found 10 common pull factors Chinese student's choice of a study destination abroad: (1) Knowledge and awareness of the institution, its reputation, and general knowledge of the destination country; (2) Positive attitude toward supporting international education in the destination country; (3) Recommendations and the influence of relatives, parents and friends; (4) Tuition fees, living expenses, travel cost and social cost; (5) Environment considerations including climate, lifestyle, crime, safety and racial discrimination; (6) Geographical proximity to mainland China; (7) Social or educational links to family or friends living in the destination country, or family or friends studying there; (8)

Immigration prospects after graduation; (9) Perceived higher standards of education and employment prospects; and (10) Availability of scholarships for study.

The teaching-learning system implemented by educational institution is a significant aspect for students for gaining successful study. It is one of the factors that rise students' motivation by creating a good learning experience. Galbraith and Fouch (2007), adult learners have more life experiences, time demands, and psychological and socio-emotional barriers compared to children, hence the instructional approach for teaching in higher education should be more andragogical in nature.

In term of motivation, Skatova and Ferguson (2014) have developed a model known as Motivations Influencing Course Choice (MICC) which can describe pre-collage students' motivation to enter university. Based on the model, there are four factors affecting students' choice in university: career, interest, loafing, and helping.

Every year after finishing The National Examination, many senior high school students apply to Bimbel (Tuition Centre) and rise continually in Yogyakarta. It is part of their efforts to find the best quality of the institution for pursuing their favorite universities. The evidence can be seen in the last three year data from the Bimbel's institutions in Yogyakarta. There were 99 students in 2015, 130 students in 2016, and 173 students in 2017 that enrolled in Yogyakarta's Bimbel.

There are many Bimbels spreading around Indonesian provinces but some students from outside Java Island choose to come to Yogyakarta's Bimbels. It is an interesting phenomenon because generally all the Bimbels have equal management and curriculum in every province. Most of them adopt the previous year test questions to be taught to the students. They come to Yogyakarta's Bimbels by using their personal funding and they need to take far distance in traveling.

According to this condition, motivation of student's in choosing Yogyakarta's Bimbel is the main point to conduct this research. It should have some affecting factors that contribute to students' motivation to pursue the study in the city. Many aspects influence students' motivation for making decision related to their academic goals.

Research finding by Salisbury, Umbach, Paulsen, and Pascarella (2009), when students choose a program that meets their intellectual or career goals, they consider their academic ability, achievement or preparation, educational and career aspirations, and the perceived potential of a study abroad experience to instill the human capital necessary in reaching those career goals.

Some previous studies have shown the affecting factors and students' motivation to choose appropriate higher institution but are not many research exploring about teaching learning quality and environmental factors that affect students' motivation to choose pre-college program. In this occasion the researcher tries to find out the affecting factors that motivate students from outside Java Island choosing Bimbel in Yogyakarta.



1.4 Objectives of Study

The objectives of this study are:

1.4.1 To identify the factors affecting students' choice to study in Yogyakarta's Bimbel, in terms of:

- a. the teaching and learning quality
- b. the environmental factors of students.

1.4.2 To identify the motivation of students from outside Java Island to study in Yogyakarta's Bimbel.

1.4.3 To identify the correlation between:

- a. the teaching learning quality

- b. the environmental factors

and students' motivation to study in Yogyakarta's Bimbel.

1.4.4 To examine if the teaching learning quality and environmental factors play a significant role in students' motivation to choose Yogyakarta's Bimbel.

1.5 Questions of Study

The questions of study are:

1.5.1 What are the factors affecting students' choice to study in Yogyakarta's Bimbel, in terms of:

- a. the teaching learning quality?



b. the environmental factors of students?

1.5.2 What is the motivation of students from outside Java Island to study in Yogyakarta's Bimbel?

1.5.3 What is the correlation between:

a. teaching learning quality

b. the environmental factors

and motivation of students from outside Java Island to choose Yogyakarta's Bimbel?

1.5.4 Do the teaching learning quality and environmental factors affecting students' motivation to choose Yogyakarta's Bimbel?

1.6 Hypothesis of Study

Hypothesis of study is only used to predict correlation and regression in this study. It means that there is no hypothesis for the objectives 1.4.1 and 1.4.2. Based on the results of previous studies and objectives of this study, the hypothesis can be described as below:

1.6.1 H_0 : There is no significant correlation between teaching learning quality and students' motivation to study in Yogyakarta's Bimbel.

1.6.2 H_0 : There is no significant correlation between the environmental factors and students' motivation to choose Yogyakarta's Bimbel.

1.6.3 H_0 : There is no significant influence of teaching learning quality and environmental factors toward students' motivation to choose Yogyakarta's Bimbel.

1.7 Conceptual Framework of Study

The conceptual framework of the study can be seen in the below:

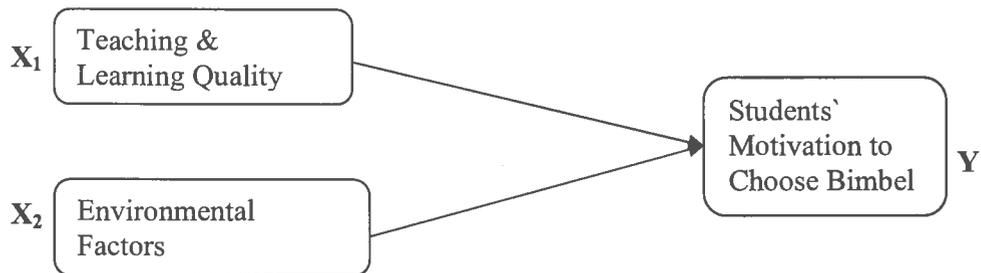


Figure 1.1. Conceptual Framework

1.8 Operational Definitions

1.8.1 Bimbel

In Indonesia, Tuition centre is known as **Bimbingan Belajar (Bimbel)**. It is a special term for private educational institutions which provide the act or profession of teaching (Hemorrhage, 2015). Bimbel is one of the ways for improving people regarding to academic matters. It provides learning systems that help students to understand material subjects effectively and practically. Bimbel in this research means the learning institutions in Yogyakarta offer the preparatory program for the senior high school students to enter public university, especially top 10 universities in Indonesia.



1.8.2 Teaching and Learning Quality

Teaching and learning quality deliberately addresses all aspects so that education institutions are consistently successfully producing graduates with qualifications and skills that are valued by the student and support them in their post-study aspirations (<https://www.universitiesnz.ac.nz>). The Learning Quality Framework guides the long-term learning journey of a school that aspires to make world-class learning its prime educational goal. It captures the essence of what a learning school does to ensure that all its people—staff and students—become better learners (<https://www.buildinglearningpower.com>). The quality of teaching and learning means improving pedagogical aspect in the classroom. The success of learning process is determined by the quality of pedagogy that is implemented by the teachers or tutors during their lessons. In this study, the teaching and learning quality of Yogyakarta's Bimbel can be measured by item number 1 to 12 focusing on 6 indicators. The indicators are quality of curriculum (items 1&2), learning experiences (items 3&4), interactive classrooms (items 5&6), progressive assessments (items 7&8), self-directedness (items 9&10), and academic advising practices (items 11&12).

1.8.3 Environmental Factors

According to Fraser (1998), “learning environment refers to the social, psychological and pedagogical contexts in which learning occurred that affect the student's attitude and the





achievement". The students are not only members of their classroom but they also are part of social community. They learn many things from social interaction and have to consider environmental factors to choose educational institution. In this study, there are five environmental factors (items number 13 to 22) that may be the reasons of students from outside Java Island visiting Yogyakarta's Bimbel. The factors are parents' consideration (items 13&14), Bimbel's fee (items 15&16), living cost (items 17&18), social environment (items 19&20), and Bimbel reputation (items 21&22).

1.8.4 Students' Motivation



05-4506832 In psychology, motivation is a force that energizes and directs behavior toward a goal

(Paul Eggen & Don Kauchak, 1994). Students' motivation is one of a psychological factor in learning which moves a student to learn (Gardner, 1985). It can conclude that students' motivation is all the things that encourage learners to make decision to choose their academic goals. In this study, students' motivation means that four indicators (items number 23 to 35) will be the reasons why the students from outside Java Island coming to Yogyakarta's Bimbel to study. The students' motivations are based on opportunity to help others (items 23, 24, 25&26), loafing or an easy option for getting higher education (items 27, 28&29), interest in certain subject (items 30, 31&32), and career concern (items 33, 34&35).



1.9 Importance of Study

The study focuses on the affecting factors of students in choosing tuition centre. By exploring the factors, it would be explained the students' preferences and the learning needs. Specifically, the results of the research can be used:

1.9.1 For Pedagogy Program: to contribute on exploration at teaching and learning factors and motivation in the preparatory course for students before entering the higher education.

1.9.2 For other Bimbels outside of Java Island: to improve their quality of services by using the pedagogical aspects in Yogyakarta's Bimbel as mentioned in this study.

1.9.3 For The Ministry of Education (Indonesian government): to use this study as a recommendation related to the learning needs in the community and has strong commitment in giving the equal rights in education for each part of Indonesia.