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Research Article

Factor analysis of low of the students' interest in Aceh Utara and Lhokseumawe Regencies to continue education in the Mathematics Tadris Department of IAIN Lhokseumawe

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ABSTRACT

The growth in interest of SMA/MA graduates spread across Lhokseumawe City and Aceh Utara Regency has greatly decreased in interest in the IAIN Lhokseumawe Mathematics Tadris Department. This decline in interest can be seen in the decline in the number of students in this department from year to year over the last 5 years. The aim of this research is: To examine students' views, the factors causing low student interest and efforts to increase the interest of prospective new students in the Tadris Mathematics Department. The type of research used in this research is descriptive qualitative. The research objects were high school and MA class XII students in Lhokseumawe City and Aceh Utara Regency. The results obtained show that students' views on the Tadris Mathematics Department are 1) students do not know about the Tadris Mathematics Department, 2) students do not like mathematics subjects, 3) students do not understand that the Tadris Mathematics Department is a department that prepares prospective mathematics teachers. Furthermore, the factors that cause students' low interest in continuing their education at the Tadris Mathematics Department are 1) lack of information, 2) dislike of the teaching profession, 3) not being a favorite choice, 4) considering that mathematics is a difficult subject. The efforts to increase the interest of prospective new students to enter the Tadris Mathematics Department are 1) optimal introduction to the Department, 2) increasing accreditation, 3) demonstrating the uniqueness of the Department, 4) providing training in using applications appropriate to the department.

Keywords: Interests; SMA/MA Students; Mathematics Education Department; Qualitative Descriptive

1. INTRODUCTION

Education is acculturation and habituation to life with values that are believed to be true. Education in various countries is very much needed, in Indonesia education is very important for survival and maintaining the integrity of the country. According to Government Regulation no. 57 of 2021 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves, society, nation and state(Imami, 2021). Mathematics education is one aspect of education that has an important role in improving the quality of education, especially in producing quality human resources (Pramono, 2017). Mathematics lessons are given to students with the aim of improving the quality and quality of education in Indonesia (Rostika & Junita, 2017). Because the role of mathematics is very important in life, it is not surprising that mathematics is studied from elementary school students to tertiary institutions. Mathematics is a basic science that can be used as a foundation for modern technology and knowledge (Hidayat & Prasetya, 2019). Therefore, mastery of mathematics continues to be developed, one of which is by increasing the need for professional staff, namely mathematics teacher education as the main milestone in preparing the next generation who can manage modern technology with mastery of mathematics.

The Mathematics Tadris Department of IAIN Lhokseumawe is an educational institution with a mission to prepare professional teachers to carry out quality educational activities to produce leading and superior mathematics educators. Based on the decree of the Director General of Islamic Religious Institutional Development of the Republic of Indonesia number E/56 of 2001, the Faculty of Tarbiyah and Teacher Training IAIN Lhokseumawe opened the Tadris Mathematics (TMA) study program. From 2004 to 2022, the Tadris Mathematics study program department has produced hundreds of

mathematics education graduates. However, the growth of interest in the IAIN Lhoseumawe mathematics major is decreasing every year. Based on data from students entering the last six years, the percentage interested in majoring in Mathematics has decreased significantly as shown in the **Table 1.**

Table 1. Number of new students majoring in Tadris Mathematics

Entry Year	Number of Students
2022	22 students
2021	19 students
2020	28 students
2019	40 students
2018	27 students
2017	40 students

Apart from the number of people interested in the Tadris mathematics major increasing every year, there are also huge differences in interest from various regions. In fact, enthusiasts from outside Aceh such as North Sumatra, Jambi and Riau dominate the new students in the Tadris Mathematics Department.Based on data obtained from the last 5 years, it was found that the lowest interest in the Tadris Mathematics Department was in the Lhokseumawe area, even Aceh Utara was still less than those interested from outside Aceh. This is an interesting study to examine what causes the low interest of high school students, both SMA, SMK and MAN and MAS, who are not interested in continuing their studies at IAIN Lhokseumawe universities, especially in the Tadris Mathematics department.

One of the factors that can be studied to analyze the decreasing desire of high school students (SMA/MA equivalent) to continue their education in the IAIN Lhokseumawe mathematics major is interest. According to Sumarmo (2017) interest can arise from oneself or encouragement from other people. Interest can also be interpreted as an interest(Dewi et al., 2020), the feeling of wanting to have something or do something according to one's wishes. According to Hurlock (1) interest can influence a desired goal (2) interest can be a driving force for someone to carry out an activity, (3) interest can improve achievement and learning outcomes, (4) interest can provide satisfaction to students in carrying out an activity (Sukada et al., 2013). Among the objectives of the Tadris mathematics major are:the implementation of educational and learning activities with quality mathematics curriculum content to produce leading and superior mathematics educators. SoIt is necessary to arouse and grow interest in students and society so that this major will become increasingly popular in the future. Based on this phenomenon, this research will analyze what factors make Lhokseumawe and Aceh Utara students interested in continuing their studies in the lower mathematics major and how to improve it.

2. RESEARCH METHOD

This research uses a qualitative approach and the type of research used is descriptive. A qualitative approach is a research technique that produces descriptive research data, in the form of written or spoken words, about human behavior that can be observed to find truths that are accepted by common sense. According to Sugiyono, descriptive qualitative research is generally structured based on a predetermined problem, thus the research title must be specific and reflect the problem of the variables to be studied.(Sugiyono, 2012). The aim of this qualitative descriptive research is to accurately describe or describe the condition of the subject under study according to the conditions and circumstances that correspond to the facts that emerged at the time the research was conducted.(Nugrahani & Hum, 2014). This research describes or depicts the low interest of class The reason for using this method is to conduct an investigation into a situation that occurred in the IAIN Lhokseumawe Mathematics Tadris Department, namely that at least students came from Lhokseumawe City and Aceh Utara Regency, which are the closest locations to IAIN Lhokseumawe, based on data or facts obtained in the field.

The main source of information in this research is students who are informants/research subjects. The subjects of this research were students of class All students were given a questionnaire to fill out. Furthermore, students will also be interviewed regarding their interest in entering the Mathematics Tadris Department of IAIN Lhokseumawe. Data analysis techniques are the process of systematically searching and collecting information from the results of questionnaires and interviews by organizing data into categories, breaking it down into units, and selecting the most important units to study. and draw conclusions. To make it easier for you and others to understand. The steps that researchers take to determine data analysis are: 1) Data Reduction, data reduction means summarizing, selecting the main things, focusing on the important things and looking for themes and patterns. In this way, the reduced data provides a clearer picture, and makes it easier for researchers to collect data. The data reduction stage in this research consists of all the data collected, namely questionnaire answers and interviews. Then the researcher selects the data according to the stages to be displayed in the data presentation stage. Analysis of Questionnaire Data, To find out the questionnaire data that students have answered, each indicator is collected based on aspects of interest, then calculations are carried out based on alternative questionnaire

answers, namely if answered Yes, it has a value of 1 and if answered No it has a value of zero. This value will be the opposite if the statement on the questionnaire is negative. Meanwhile, interview analysis, interview information is displayed completely and completely.

The results of student interviews were analyzed descriptively qualitatively to complete the data from the questionnaire results so as to obtain accurate information as needed by researchers. 2) Data Presentation, data presentation is one of the qualitative data analysis techniques. Presenting information is an activity that involves compiling a set of information that provides an opportunity to draw conclusions. The form of presenting qualitative data is in the form of narrative text (in the form of field notes), matrices, charts, networks and diagrams. In this research, researchers present data using tables. and the results of the presentation from the table will be presented in the form of a short description. At this stage, the researcher presents data using tables of both aspects of interest and indicators of each aspect in the form of percentages, then the percent values are given an assessment according to the assessment category. 3) Drawing Conclusions / Verification, drawing conclusions is the result of analysis that can be used for action. Drawing conclusions or verification aims to describe the causes of the low interest of students from Lhokseumawe City and Aceh Utara Regency to enter the Mathematics Tadris Department of IAIN Lhokseumawe.

3. RESULTS AND DISCUSSION

3.1 Results

The research results were obtained through distributing questionnaires and interviews to class XII students at schools located in Lhokseumawe City and Aceh Utara Regency. The research subjects were only students majoring in science. Furthermore, the data from this research was reduced by recapitulating the results of the questionnaire and selecting information that was considered important to be able to conclude the results of students' interest in the Mathematics Tadris Department of IAIN Lhokseumawe.

3.1.1 School Data

The schools used as research subjects can be seen in the **Table 2.**

The following are the names of the schools and the number of students in each school:

Table 2. List of School Names and Number of Students

No.	Locations	Amount
Lhokseumawe City		
1	SMAN 4	44
2	SMAN 5	33
3	SMAN 6	46
4	MAS Ulumuddin	14
	Total	137
Aceh Utara District		
1	MAN 2 Aceh Utara	20
2	MAN 3 Aceh Utara	26
3	MAN 4 Aceh Utara	27
4	MAN 5 Aceh Utara	24
5	MAN 6 Aceh Utara	28
6	SMAN 1 Paya Bakong	32
7	SMAN 1 Matang Kuli	49
8	SMAN 1 Syamtalira Bayu	30
9	SMAN 1 Meurah Mulia	38
10	SMAN 1 Tanah Luas	44
11	SMAN 1 Kuta Makmur	39
12	SMAN 1 Dewantara	47
13	SMAN 1 Samudera	28
14	SMAN 1 Syamtalira Aron	21
15	SMAN 1 Tanah Pasir	26
16	SMAN 1 Lhoksukon	31
	Total	510
	Total	647

Based on the Table 2, the distribution of the questionnaire was carried out by taking 3 Lhokseumawe City State High Schools and one private MA, while for Aceh Utara district there were 11 State High Schools and 5 State MAs. So the total number of schools is 20 schools which should have received more than that, this is because there were several schools that were not cooperative with the researchers when carrying out the research. At the time of conducting the research, the researcher hoped that each school would provide two classes of research subjects, but in reality most of each school only provided one class and only 6 schools were allowed to distribute questionnaires to two classes in the science department.

3.1.2 Questionnaire Data

The questionnaire data is divided into 3 aspects, namely self, family and school. For self-aspects there are 9 questionnaire items, for family aspects there are 1 questionnaire items and for school aspects there are 8 questionnaire items. Of the three aspects, individual aspects are more numerous than the others. This is because the student's desire to enter higher education, especially in the Mathematics Tadris Department of IAIN Lhokseumawe, has more influence on themselves. The following is the data from the results of distributing the questionnaire which has been reduced.

Table 3. Aspects and Number of Questionnaire Items

Aspects	Number of Questionnaire Items	Percentage
Self	9	50.00%
Family	1	5.56%
School	8	44.44%
Amount	18	100.00%

Based on the Table 3, the percentage of self-aspect questionnaire items is 50%, which is greater than the percentage of family and school aspects.

3.1.3 Questionnaire Results

The results of the questionnaire answers consist of 2 choices, namely "Yes" with a value of 1 and "No" with a value of 0 for positive questionnaire types and vice versa for negative questionnaire types. The following are the overall results of student answers based on aspects.

Table 4. Students Questionnaire Results

	Questionnaire Value	Questionnaire Percentage
Total of students	5723	49.14%

Based on the results of the answers given by students as a whole, it shows that students' interest in entering the IAIN Lhokseumawe Mathematics Tadris department is 49.14% and is classified in the low assessment category. This shows that in general students are still less interested in entering the Mathematics Education Department at IAIN Lhokseumawe.

Table 5. Students Questionnaire Results Based on aspects

Aspects	Questionnaire Value	Questionnaire Percentage
Self	3115	53.49%
Family	170	26.28%
School	1839	35.53%

Based on the table above, it shows that students' interest in aspects of themselves and the school environment shows a percentage in the low assessment category, while aspects of the family environment show a percentage in the very low category. However, the percentage of interest in entering the Tadris Mathematics major at IAIN Lhokseumawe in the self-aspect is greater than in the aspect of the family environment and school environment. This shows that the support of the family environment and school environment has not been able to support the students' own interest in entering the Tadris Mathematics major at IAIN Lhokseumawe. If we look more deeply at the indicators for each aspect of interest, we get:

Table 6. Questionnaire Results Based on Indicators for Each Aspects

Aspects	Indicators	Questionnaire Value	Percentage
Self	Motivation and Goals	1481	76.30%
	Willing	731	56.49%
	Interest	903	34.89%
Family environment	Parents	170	26.28%
School environment	Teachers	186	28.75%
	School Alumni	336	25.97%
	School Conditions	1317	40.71%

Based on the **Table 6**, it shows that the self-aspect of the motivation and aspirations indicator is in the fairly high assessment category, while the willingness indicator is in the low category and the interest indicator in studying in the Tadris Mathematics major is in the low category. Several reasons given by students in interviews show that most students have the motivation to enter college to achieve their dreams, but the willingness and interest to enter IAIN Lhokseumawe college, especially in the Mathematics Tadris department, is still very low, some have not even been accepted as list of their choices. This can be seen from 2 questionnaire items regarding interest in entering the Tadris Mathematics major, namely:

Table 7. Questionnaire Items on Student Interest in the IAIN Lhokseumawe Mathematics Tadris Department

Questionnaire Items	Questionnaire Value	Questionnaire Percentage
I am interested in entering IAIN Lhokseumawe, but not majoring in Tadris Mathematics	90	13.91%
I am interested in entering the Tadris (Education) Mathematics department but not IAIN Lhokseumawe	568	87.79%

The **Table 7**, it shows that very low interest in Mathematics Tadris majors both at IAIN Lhokseumawe and outside IAIN Lhokseumawe. Several reasons based on interviews show that most students do not like mathematics lessons, mathematics is considered something that is very difficult for them, apart from that students do not have aspirations to become teachers. Even if a student is interested in entering Tadris Mathematics but does not choose IAIN Lhokseumawe and this can be seen in the second questionnaire item in the table above in the high category.

Aspects of the family environment, here the researcher only makes one indicator, namely parents, this is because for most students to continue their education to tertiary institutions it depends on the parents' perspective on the tertiary institution, taking into account the wishes of the child and also the parents' finances. The results obtained show that parental support for entering the Mathematics Tadris major at IAIN Lhokseumawe is still very low. The results of the interviews showed that most of the parents' financial conditions were not yet able to send their children to college, apart from that there were some students who continued on to higher status colleges, namely universities.

Aspects of the school environment consisting of teacher indicators, alumni and school conditions show that the alumni indicators are still in the very low category, this shows that there are still very few alumni from the school entering IAIN Lhokseumawe, especially in the Mathematics Tadris department. Furthermore, the indicator from the teacher himself is in the low category, this means that the influence of mathematics teachers in making students like work as mathematics teachers or like mathematics itself is still low. Then the school condition indicator is also in the low category. Students will enter the Tadris Mathematics major if there is a guarantee of a scholarship, then the results of the questionnaire show that 69.71% of students do not understand what the Tadris Mathematics major is and this score is in the quite high category. The interview results showed that students only knew about IAIN Lhokseumawe, but did not know what majors there were at IAIN Lhokseumawe. The results of the questionnaire by region, namely Lhokseumawe City and Aceh Utara Regency, can be seen in the **Table 8**.

Table 8. Students Questionnaire Results by Region

Regional	Questionnaire Value	Questionnaire Percentage
Lhokseumawe	913	37.02%
Aceh Utara	3606	39.28%

Based on the **Table 8**, it shows that student interest in learning in both the Lhokseumawe City and Aceh Utara Regency areas is 37.02% and 39.28%, both of which are still in the same assessment category, namely low and this shows that students' interest in entering the IAIN Mathematics Tadris major Lhokseumawe, both the Lhokseumawe City area and the Aceh Utara Regency area, are still lacking. If we look at the difference in the percentages of Lhoksemawe City and Aceh Utara Regency, there is a difference, namely the percentage of Lhokseumawe City is smaller than the percentage of Aceh Utara Regency. In fact, Lhokseumawe City has schools that have been recognized as superior in quality compared to schools in Aceh Utara Regency. The results of interview observations show that the desire to enter Lhokseumawe higher education institutions is higher, but not at IAIN Lhokseumawe and the Tadris Mathematics department in particular, while more students in Aceh Utara Regency do not continue their education to higher education.

3.2 Discussion

Data obtained from questionnaires and interviews distributed to 20 high schools divided into Lhokseumawe City and Aceh Utara Regency. Then the data was analyzed based on the grouping of questionnaire items by aspects of interest and by region.

3.2.1 Students' views of the Mathematics Tadris Department at IAIN Lhokseumawe

The results of the overall student interest questionnaire from both the Lhokseumawe City and Aceh Utara Regency areas show that both are in the same assessment category, namely low. This category shows that students are still less interested in entering the Tadris Mathematics major. This is reinforced by data based on the questionnaire item "I do not understand or know about the Tadris Mathematics major at IAIN Lhokseumawe" which obtained a questionnaire score of 69.71% and this score is in the quite high category. This shows that information about the IAIN Lhokseumawe Mathematics Tadris major is very minimal among school students in Lhokseumawe City and Aceh Utara Regency. However, they believe that studying in the Tadris Mathematics department will guarantee their future as stated in the questionnaire item "Studying in the Tadris Mathematics Department at IAIN Lhokseumawe does not guarantee future success" with a score of 86.86% and a score in the high category.

Based on the results of interviews, it shows that the low interest of students in entering the Mathematics Tadris Department of IAIN Lhokseumawe is caused by the students' own dislike of mathematics and is followed by the learning model presented by the teacher who adds that students like mathematics less and less. Apart from that, students do not yet understand that the Tadris Mathematics department is a department that prepares prospective mathematics teachers. This is possible because the name of the department uses the term "tadris" which is still foreign to their ears. Therefore, the publication of the IAIN Lhokseumawe Mathematics Tadris department needs to be accompanied by an accurate explanation to students. To change students' views on the IAIN Lhokseumawe Mathematics Tadris department, it is necessary to collaborate with the school and the Tarbiyah and Teacher Training Faculty which includes the Mathematics Tadris department in meeting activities with school students aimed at introducing the IAIN Lhokseumawe Mathematics Tadris department. Then provide a view of the advantages of the job or profession as a teacher, especially a mathematics teacher. Then explain that learning mathematics is fun, not as difficult as they have thought, able to change the stigma about mathematics from difficult to enjoyable and so on.

3.2.2 Factors of Low of the Students' Interest in Entering the Mathematics Tadris Department of IAIN Lhokseumawe

The factor of low student interest in entering the IAIN Lhokseumawe Mathematics Tadris major is basically caused by students who do not want to continue studying after graduating from SMA/MA. This can be seen in the first questionnaire item, namely "I will continue my education to college after graduating from high school." The results of the questionnaire show that 61.82% of students want to continue and this score is in the sufficient category. This shows that high school/MA students from the two regions, namely Lhokseumawe City and Aceh Utara Regency, have little interest in continuing their studies among students. The interview results show that most students do not have clear goals or decisions in choosing a major when graduating from SMA/MA. This also shows that the role of teachers in providing confidence in choosing majors based on students' abilities is still lacking. For students who have the desire to continue their education at university, several factors causing low interest in entering the IAIN Lhokseumawe Mathematics Tadris major can be seen in several questionnaire items as follows:

Table 9. Factors of Low Student Interest in Entering the Mathematics Education Department at IAIN Lhokseumawe

Questionnaire Items	Questionnaire Value	Questionnaire Percentage
I don't understand or know about the Tadris Mathematics department at IAIN Lhokseumawe	451	69.71%
I know several alumni from my school who study in the mathematics major at IAIN Lhokseumawe	183	28.28%
I know alumni from the IAIN Lhokseumawe mathematics education department who have become successful mathematics teachers	153	23.65%
I have the desire to continue studying at Tadris (education) Mathematics IAIN Lhokseumawe, but it is not my main priority.	312	48.22%

Based on the Table 9, it shows that 69.72% of students do not understand the Tadris Mathematics major at IAIN Lhokseumawe and this is a fairly high category. The lack of information regarding the IAIN Lhokseumawe Mathematics Tadris department causes student interest to decrease, the information that exists so far is in the form of information only issued by the institution which has all the departments in it, so the information provided is only general and not detailed.

Furthermore, the Mathematics Tadris Department of IAIN Lhokseumawe is still far from being a favorite choice, this can be seen from the people around them who are known to students, namely 28.28% and 23.65%, this shows that support from the environment such as friends or people There are still very few people who have entered or studied at the Tadris Mathematics department at IAIN Lhokseumawe. Based on the results of interviews with students, it shows that many

students do not like the profession as teachers on the grounds that they do not like teaching, lack confidence in their abilities and have to study continuously, apart from that the main obstacle is the low interest of students in entering the IAIN Lhokseumawe Mathematics Tadris department is they think that mathematics is a difficult subject. Even if a student is interested in entering the Mathematics Education Department at IAIN Lhokseumawe but it is not a top priority (still lacking in desire) this can be seen in the table above with a percentage of 48.22% and this is still in the low category.

3.2.3 Efforts to Increase Student Interest in Entering the Mathematics Education Department at IAIN Lhokseumawe

Based on the results of the questionnaire assessment, it shows that students' interest in entering the Mathematics Tadris Department at IAIN Lhokseumawe is in a fairly good category, this can be improved to a good category. The results of the questionnaire and interview assessment show several ways that must be carried out by the Tadris Mathematics department at IAIN Lhokseumawe so that the Tadris Mathematics department has a good place in society, especially high school/MA students who want to continue their higher education. Therefore, the Tadris Mathematics department must determine and implement creative and innovative strategies to achieve the expected goal, namely an increase in the number of new students in the Tadris Mathematics department.

1. Introduction to the Tadris Mathematics Department

The simplest introduction to the Tadris Mathematics Department is by distributing brochures to schools, but this is currently less efficient, because text space is very limited for explaining the Tadris Mathematics Department. The results of observations made by researchers so far, there is no special brochure for the Tadris Mathematics department, but the brochure issued by the institution, in this case IAIN Lhokseumawe, is distributed every year to schools, but the brochure only introduces all the departments at the IAIN institution without any explanation about the major, apart from that the writing on the brochure can be said to be small and can make people choose not to read. Therefore, it is hoped that the department can make its own brochure containing an explanation of the department's vision and mission, activities of outstanding students and alumni. The most important thing is that the contents of the brochure must be able to show the good quality and image of the Tadris Mathematics department.

According to Fradito et al, they stated that the challenge for educational institutions in the future is intense competition, so that image is one of the factors in education marketing efforts which has a positive impact on increasing interest in users of educational services. Educational institutions that have a good image tend to be chosen by the public, because of the institution's success in satisfying users of educational services(Fradito et al., 2020). Apart from that, it must also be designed as attractive as possible so that people or students are interested in seeing and reading it. The distribution of brochures certainly has a limited reach, this is due to limited funds from the department for travel costs. Apart from limited costs, the reach of publications is also limited and of course the use of brochures, banners, pamphlets or billboards will cost a lot of budget, time and energy.

To anticipate this, the department should, apart from distributing brochures directly to students, also distribute information technology-based brochures. This is because the development of information technology has made the internet the main means of exchanging data and information, such as through social media (Facebook, Instagram, WA, YouTube, etc.). According to Riduan et al, social media can now be said to be a basic necessity in human life throughout the world. In 2020, 160 million of the 175.4 million people who actively use the internet are social media users. Today's children are millennials who use social media for personal, group, economic, educational and information seeking purposes. The millennial generation is now very familiar with internet technology and all social media(Riduan et al., 2023). To expand its reach, the department can ask for help from active students and alumni to include digital brochures in the school's WA group whose members are SMA/MA students.

Apart from the above, departments must also be able to create and utilize websites with various news and activities carried out by lecturers and students. If the department is able to optimize the function of the website as a publication medium, it will certainly get more attention from the public. This will make it easier for prospective new students and the public will easily find the information they need. According to Kurniawan et al, websites can be designed with various information such as: profile, vision and mission, organizational structure, students, graduates, student activities, facilities, infrastructure, scientific work, news, competitions participated in, achievements obtained and so on. Prospective parents and prospective students do not need to come to the department, in this case the Tadris Mathematics department, they only need to access it via the website(Kurniawan et al., 2020).

2. Increasing Department Accreditation

Accreditation is a recognition of a college or department or study program which shows that the college or study program in implementing its educational program and the quality of the graduates it produces, has met the standards set by the National Accreditation Board for Higher Education (BAN-PT).(Kamal & Rahmadiane, 2017). The accreditation ranking will receive greater recognition from the public compared to universities or majors that are not yet accredited. Accreditation of departments, especially accreditation of the Tadris Mathematics department, is one of the selling points to prospective new students. The better the accreditation of the department, the more likely the department will be able to increase students' interest in continuing their studies. The higher the accreditation rating of a department, this will show students or prospective students the quality of performance from various aspects in the department and this accreditation rating also greatly influences their future use in the world of work, because many companies or institutions recruit workers apart from GPA, Accreditation rating is also a major requirement. Accreditation rankings can also attract related agencies to collaborate with the department. Increasing the accreditation ranking of a department must first increase the accreditation ranking of the campus or college itself. This is because one of the interests or passions of students is also to look at the campus accreditation first, then look deeper into the accreditation of each department on the campus itself. At least prospective new students who want to enter the desired major do not meet the expectations of the accreditation ranking, so the prospective student can choose another major on the same campus.

3. Showing the Uniqueness of the Tadris Mathematics Department at IAIN Lhokseumawe

To increase the interest of students or prospective students in entering the Tadris Mathematics major at IAIN Lhokseumawe, namely by showing the uniqueness or differences with the same major at different universities or campuses. This uniqueness must be able to be an added value for students or prospective students, so that it can influence students' interest in continuing their studies in the Tadris Mathematics department at IAIN Lhokseumawe. Therefore, the Tadris Mathematics department must be able to be creative in making its own unique things, which uniqueness can also improve the quality of students as future teachers.

4. Awarding Scholarships

Increasing quotas and scholarship programs for prospective students or local students is a strong attraction. This also shows that the Tadris Mathematics department appreciates achievements (in this case not only academic achievements, but other fields such as sports, religion, arts and so on) and the academic potential of prospective students or students. The aim is to increase the scholarship quota so that prospective students have greater opportunities to receive scholarships and the existence of scholarships will also make it easier for less fortunate prospective students to continue their higher education.(Julianto, 2014). Providing scholarships does not only have to be aimed at prospective students who are experiencing economic difficulties, but also offers offers to prospective students with achievements, regardless of their achievement background and their family's economic level. According to Yono, providing scholarships can provide prospective students with the opportunity to gain equality in pursuing education and receive educational facilities for effective learning. Apart from that, lower tuition fees compared to the same major from other universities will influence prospective students' interest in entering the Tadris Mathematics major at IAIN Lhokseumawe. Based on search results from various universities in Aceh Province in particular, the Tadris Mathematics major at IAIN Lhokseumawe is one of the study programs with the minimum or cheapest fees. In this way, it is hoped that it will be able to reach all economic levels of society in pursuing higher education, especially the people of Lhokseumawe City and Aceh Utara Regency.

5. Training on Using Related Applications

The rapid development of information technology is currently having a huge impact on the field of education. Nowadays the learning process is not only in the classroom, but can be done outside the classroom using networks, or often called E-learning. Apart from that, understanding a material concept will be easier and faster by using the help of software or applications. Schools now or in the future will already use digital classes. This digital class prioritizes the use of applications whether using the internet network or not. According to Noviani, in the educational process, teachers have a fundamental and main role. Even though the concept of education has followed the latest technological developments which are complete and sophisticated, if it is not supported by qualified teachers, optimal learning will be difficult to achieve.(Novilanti & Suripah, 2021). Therefore, IAIN Lhokseumawe mathematics students are prospective teachers who must be able to follow educational developments and have expertise in this field. To improve these skills, there is a need for training related to the digital world, such as using applications to make it easier to understand mathematical concepts, applications intended for learning media, data processing applications and so on.

4. CONCLUSION

Based on the results of the analysis of the questionnaire items and the discussion regarding the low interest of students in continuing their education at the IAIN Lhokseumawe Mathematics Tadris Department, it can be concluded that: overall student interest in continuing their education at the IAIN Lhokseumawe Mathematics Tadris Department, whether from Lhokseumawe City or Aceh Utara Regency, is still low with a percentage value amounting to 49.14%. If we look at regional differences, the interest of students from Lhokseumawe City is still in the low category with a value of 37.02% and the interest of students from Aceh Utara Regency is also in the low category with a value of 39.28%. The low interest of students in entering the IAIN Lhokseumawe Mathematics Tadris Department based on the results of questionnaires and interviews is caused by 1) the lack of information received by students regarding the IAIN Lhokseumawe Mathematics Tadris Department, 2) students' dislike of mathematics lessons, 3) the very lack of alumni or friends who studied there. Tadris Mathematics major in the student community, 4) the IAIN Lhokseumawe institution or campus is still not a favorite among students who want to continue their studies at university. Efforts made by institutions, especially the IAIN Lhokseumawe Mathematics Tadris Department, are 1) intensive introduction of the Mathematics Tadris Department, 2) increasing the accreditation of the department, 3) showing the uniqueness of the IAIN Lhokseumawe Mathematics Tadris Department, 4) providing scholarships and 5) the use of applications related to majoring in Mathematics Tadris.

RECOMMENDATIONS

To increase students' interest in continuing their studies in the IAIN Lhokseumawe Mathematics Tadris department, here are some suggestions given by researchers: 1) To the socialization visiting team from IAIN Lhokseumawe, they should involve the department in cooperation in promoting the department, 2) To the IAIN Lhokseumawe Mathematics Tadris department, to can increase promotion of the IAIN Lhokseumawe Mathematics Education Department both through print media and internet media and socialize it by involving students and alumni, 3) To the Tarbiyah and Teacher Training Faculty of IAIN Lhokseumawe to be able to form a forum that develops marketing strategies for the department to students and the general public, so that can increase students' interest in continuing their studies in departments at the Tarbiyah and Teacher Training Faculty of IAIN Lhokseumawe, especially the Tadris Mathematics department and can eliminate students' anxiety about continuing their studies in this department.

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