

Dynamics and Diversification of Students at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2023–2026: An Analysis by Study Program, Faculty, Admission Pathway, And School Background

Rohmad¹, Suwito², Munjin³, Umi Zulfa⁴

^{1,2,3}UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Indonesia.

⁴Nahdlatul Ulama Al Ghazali University, Cilacap, Indonesia

ABSTRACT: Changes in student numbers and composition are important indicators of the attractiveness, transformation, and sustainability of higher education institutions. This study analyzes trends in student numbers at UIN Prof. K.H. Saifuddin Zuhri Purwokerto from 2023 to 2026 and maps the 2026 intake by study program, faculty, admission pathway, and school background. A descriptive quantitative approach with a retrospective trend-analysis design was applied to administrative data covering 11,258 students from four cohorts. The analysis included frequencies, percentages, annual changes, and the compound annual growth rate. The results show that student numbers increased from 2,582 in 2023 to 2,924 in 2024, remained relatively stable in 2025, and declined moderately to 2,832 in 2026. The five largest study programs accounted for 52.26% of new students, particularly Islamic Religious Education, Islamic Economics, Madrasah Ibtidaiyah Teacher Education, Informatics, and Islamic Guidance and Counseling. National PTKIN admission pathways contributed 55.37% of the intake. Madrasah Aliyah was the largest single school-background category, although graduates of general and vocational senior high schools together represented 50.60%. These findings indicate that UIN Saizu is maintaining its Islamic education base while developing into a multidisciplinary university. Strengthening the capacity of high-demand programs, revitalizing programs with limited enrollment, and developing data-driven admission policies are necessary to sustain institutional quality and continuity.

KEYWORDS: admission pathways, new students, PTKIN, school background, study program choice, trend-analysis

I. INTRODUCTION

Higher education is undergoing structural change characterized by expanded participation, diversification of academic fields, digitalization of education systems, and growing demands for stronger links between education and employment. This expansion, however, has not been evenly distributed, as participation gaps persist across regions, socioeconomic groups, genders, and institutional contexts (UNESCO, 2025). Statistics Indonesia reported that Indonesia's gross enrollment ratio in higher education was approximately 32.89% in 2025, with considerable variation across provinces (Badan Pusat Statistik, 2025). These conditions indicate that higher education institutions must not only improve academic quality but also broaden access and systematically understand changes in the characteristics of prospective students.

Changes in student numbers are multidimensional institutional indicators. Rising enrollment may reflect greater public trust, wider institutional recognition, the relevance of academic programs, or an institution's improved ability to reach more diverse groups of prospective students. Conversely, declining enrollment does not necessarily indicate a loss of institutional reputation; it may also be associated with changes in admission policy, capacity, interinstitutional competition, demographic dynamics, or prospective students' preferences. Administrative-data-based analysis is therefore important to prevent institutional development policies from relying solely on assumptions, perceptions, or short-term trends.

The dynamics of student numbers can theoretically be explained through college choice theory. Hossler and Gallagher's (1987) model frames the decision to pursue higher education as a staged process involving the formation of aspirations, information search, and institutional choice. Perna (2006) further emphasizes that higher education choices operate across multiple contextual layers, ranging from individual dispositions and resources to schools, communities, higher education policy, and broader socioeconomic conditions. This framework is relevant to patterns at UIN Prof. K.H. Saifuddin Zuhri Purwokerto because student distributions by school background and admission pathway illustrate the channels of access connecting prospective students with the institution.

Higher education choice is also related to educational investment. From a human capital perspective, individuals pursue higher education in the expectation of gaining knowledge, competence, productivity, social mobility, and future economic opportunities

Dynamics and Diversification of Students at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2023–2026: An Analysis by Study Program, Faculty, Admission Pathway, And School Background

(Becker, 1993). The UNESCO International Institute for Higher Education in Latin America and the Caribbean argues that higher education expansion must be accompanied by stronger graduate employability, digital skills, and alignment between educational programs and changing societal needs (UNESCO IESALC, 2025). Nevertheless, enrollment data reveal patterns of actual choice but cannot explain individual motivations without supporting survey or interview evidence.

Recent research shows that university choice in Indonesia is influenced by a combination of academic attributes, institutional image, location, cost, employment prospects, family support, and marketing communication. Comparing general and Islamic higher education institutions in Indonesia, Juhaidi (2024) found that choice factors do not necessarily carry equal weight across institutional types. Subsequent research also found that university promotion, brand awareness, institutional trust, family socioeconomic background, and school type are associated with prospective students' enrollment intentions (Juhaidi et al., 2025). Analysis of admission pathways and school backgrounds can therefore provide important information about the prospective-student groups an institution has successfully reached and those that remain underrepresented.

Changes in Indonesia's student admission system have also shaped patterns of access to higher education. The transition from document-based selection and conventional written examinations to increasingly digital systems has improved efficiency while demanding transparency, data interoperability, technological readiness, and equitable access to information (Kudus et al., 2024, 2025). Islamic higher education institutions have more diverse admission structures because they may combine general national pathways, national PTKIN pathways, institutional pathways, and affirmative pathways associated with Islamic boarding schools, Qur'an memorization, organizational leadership, sports, arts, and scientific achievement. The effectiveness of each pathway should nevertheless be evaluated according to the number and distribution of admitted students, their school-background profiles, study continuation, and academic achievement.

This context is particularly relevant to Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto, hereafter UIN Saizu. Sudirman et al. (2025) show that the transformation of state Islamic higher education institutions in Indonesia takes place within a productive tension between global competitiveness and the preservation of Islamic institutional values and identity. Success must therefore also be assessed through the ability of new programs to attract students, maintain quality, establish differentiation, and address societal needs without weakening the academic fields that constitute the institution's historical identity.

UIN Saizu's administrative data show that student numbers across the four most recent cohorts did not follow a fully linear pattern. The 2023 cohort comprised 2,582 students and increased to 2,924 in 2024, representing growth of approximately 13.25%. The 2026 dataset contains 2,832 new students, a decline of approximately 3.01% from the 2025 cohort. The pattern is therefore more accurately characterized as expansion in 2024, stabilization in 2025, and a moderate correction in 2026 rather than uninterrupted growth.

The composition of the 2026 intake shows a strong concentration of choices in several academic fields. Of the 2,832 new students, Islamic Religious Education enrolled 469 students (16.56%), while Islamic Economics enrolled 413 (14.58%). At the faculty level, the Faculty of Tarbiyah and Teacher Training enrolled 1,052 students (37.15%), followed by the Faculty of Islamic Economics and Business with 561 (19.81%), the Faculty of Science and Technology with 446 (15.75%), the Faculty of Da'wah and Communication with 387 (13.67%), the Faculty of Sharia with 279 (9.85%), and the Faculty of Ushuluddin, Adab, and Humanities with 107 (3.78%).

The distribution of admission pathways reinforces UIN Saizu's position at the intersection of general and Islamic education systems. SPAN-PTKIN contributed 864 students (30.51%), while UM-PTKIN contributed 704 (24.86%); together, these two national PTKIN pathways accounted for 55.37% of the 2026 intake. The Islamic boarding school pathway contributed 334 students (11.79%), the institutional computer-based test admitted 254 (8.97%), the School/Madrasah Organization Activist pathway admitted 206 (7.27%), and the two general national achievement- and test-based pathways together admitted 263 (9.29%). This diversity should be understood both as a recruitment instrument and as affirmative policy for admitting students with varied potential profiles.

The school backgrounds of new students likewise combine continuity in the traditional base with diversification of the educational market. Initial classification of school names identified 1,268 students (44.77%) from Madrasah Aliyah, 832 (29.38%) from general senior high schools, and 601 (21.22%) from vocational senior high schools. A further 126 records (4.45%) could not be classified confidently because the school names did not always specify the type of institution, while five students came from Paket C equivalency education. Madrasah Aliyah thus remains the largest recruitment base, although graduates of general and vocational senior high schools together comprise more than half of all new students.

Despite the rapid growth of research on university choice, three gaps remain. First, most studies use surveys of prospective students' intentions or perceptions, whereas studies based on administrative data representing actual choices remain limited. Second, research on Islamic higher education more often examines image, religiosity, marketing, or institutional transformation separately and rarely integrates trends in student numbers with distributions by study program, faculty, admission pathway, and school background. This study addresses these gaps by combining 2023–2026 cohort data with individual-level data on the 2026 intake, thereby explaining both numerical change and the internal structure of student admission.

Against this background, this study aims to: (1) analyze changes in UIN Saizu's student numbers from 2023 to 2026; (2) map the distribution of the 2026 intake by study program and faculty; (3) analyze the contribution of each admission pathway; (4) identify

Dynamics and Diversification of Students at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2023–2026: An Analysis by Study Program, Faculty, Admission Pathway, And School Background

the composition of students by school background; and (5) formulate strategic implications for admission policy, study-program development, institutional promotion, and the allocation of academic resources. Practically, the findings are expected to support evidence-based decision-making at UIN Saizu, particularly in sustaining high-demand programs, revitalizing low-enrollment programs, broadening outreach to feeder schools, evaluating selection pathways, and managing faculty capacity more proportionately.

II. RESEARCH METHOD

A. Research Design

This study employed a descriptive quantitative approach with a retrospective trend-analysis design. The approach was used to describe changes in the number and composition of students at UIN Prof. K.H. Saifuddin Zuhri Purwokerto from 2023 to 2026 using institutional administrative data. Administrative records enabled analysis of the documented student population and provided a more comprehensive institutional picture than a sample-based survey (Creswell & Creswell, 2018; Tight, 2012).

The unit of time in the trend analysis was the cohort or admission year. Data for 2023–2025 were drawn from cohort-level institutional summaries, whereas the 2026 data came from UIN Saizu's individual-level database of new students. Because the 2023–2025 data were aggregated while the 2026 data were individual-level records, longitudinal analysis was limited to comparisons of total student numbers across years.

B. Research Site and Context

The study was conducted at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Central Java. The institution provides a relevant context for examining changing student preferences at an Islamic higher education institution developing into a multidisciplinary university.

In the 2026 academic year, UIN Saizu's undergraduate programs were organized into six faculties recorded in the admission database: the Faculty of Tarbiyah and Teacher Training, Faculty of Islamic Economics and Business, Faculty of Science and Technology, Faculty of Da'wah and Communication, Faculty of Sharia, and Faculty of Ushuluddin, Adab, and Humanities. These faculties comprised 26 study programs that enrolled new students in 2026.

C. Data Sources and Characteristics

The study used secondary administrative data obtained from UIN Saizu's admission and academic administration units. The summary recorded 2,582 students in the 2023 cohort, 2,924 in 2024, and 2,920 in 2025. No duplicate registration numbers were found, and the final 2026 dataset comprised 2,832 new students.

The 2026 database contained serial number, admission period, registration number, student name, admission pathway, admitted study program, school of origin, telephone number, and faculty. The variables analyzed were limited to admission year, study program, faculty, admission pathway, and school-background category.

The 2026 data did not include gender or region of origin. These variables were therefore excluded from the analysis, ensuring that all findings were based on verifiable data. Accordingly, conclusions were restricted to variables explicitly available in the administrative records.

D. Population and Units of Analysis

The study population comprised all students recorded in the four cohorts—2023, 2024, 2025, and the 2026 intake—with a cumulative total of 11,258. Analyzing the entire population reduces sampling error but does not automatically eliminate administrative error, classification error, or differences in recording definitions across years.

The longitudinal unit of analysis was the number of students in each cohort year, whereas the cross-sectional unit was each new student recorded in the 2026 admission database. The study therefore did not compare distributions by study program, faculty, admission pathway, or school background between 2023 and 2026 because equally structured detailed data were unavailable for previous years.

The term 'cohort students' is used for the 2023–2025 data because the original source recorded students by cohort year, whereas 'new students' refers specifically to the 2026 data, in accordance with the name and content of the latest database.

E. Variables and Operational Definitions

The principal variable was change in student numbers. Absolute change denotes the difference in student numbers between two consecutive years, whereas the growth rate represents the magnitude of change relative to the preceding year.

The study-program variable was defined as the undergraduate program admitting each student, as recorded in the 'Admitted Study Program' column of the 2026 database. The analysis was not intended to assess program quality because student numbers indicate enrollment volume rather than teaching quality, student satisfaction, graduation rates, or graduate outcomes.

Faculty was defined as the academic organizational unit housing a study program. Faculty-level distributions were calculated by summing students across the programs within each faculty, and each faculty's proportion was calculated relative to the total 2026 intake.

Dynamics and Diversification of Students at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2023–2026: An Analysis by Study Program, Faculty, Admission Pathway, And School Background

Admission pathway was defined as the selection mechanism through which a student was admitted. The dataset included ten admission pathways: SPAN-PTKIN, UM-PTKIN, Islamic Boarding School, Institutional CBT, School/Madrasah Organization Activist, National Achievement-Based Selection, National Test-Based Selection, Qur'an Memorization, Institutional UTBK-SNBT Certificate, and Sports, Arts, and Scientific Writing Achievement. Analytical grouping was used solely to support interpretation and did not alter the original data.

School background was defined as the last educational institution recorded at registration. The Madrasah Aliyah category included MAN, MAS, MA, and names explicitly identifying a Madrasah Aliyah. School names that did not provide sufficient evidence of institutional type were placed in an unclassified category to avoid forced classification.

F. Data Processing and Cleaning Procedures

Data processing proceeded in several stages. The 2026 workbook contained four worksheets: 'total,' 'Jalur' (pathway), 'prodi' (study program), and 'asal sekolah' (school background). The 'total' sheet was used to verify the number of students and pathway distribution, while the 'prodi' sheet provided study-program and faculty information.

The second stage checked duplicates using the registration number as the unique identifier. All 2,832 records had registration numbers, and all 2,832 numbers were distinct. Spelling was standardized without altering category counts; for example, 'Mandiri Serfitikat UTBK-SNBT' was presented as 'Institutional UTBK-SNBT Certificate.'

The third stage cross-validated the overall total against aggregations by study program, faculty, and admission pathway. Frequencies in every grouping were required to equal the 2,832 individual records. When a school name provided insufficient evidence for classification as Madrasah Aliyah, general senior high school, or vocational senior high school, it was assigned to the unclassified category.

G. Data Analysis

Data were analyzed using descriptive statistics, including frequencies, proportions, absolute changes, growth rates, and distribution rankings. The absolute change in student numbers was calculated using the following formula:

$$\Delta N_t = N_t - N_{t-1}$$

where (ΔN_t) is the change in student numbers in year (t), (N_t) is the number of students in the current year, and (N_{t-1}) is the number in the preceding year. The annual growth rate was calculated as follows:

$$g_t = \frac{N_t - N_{t-1}}{N_{t-1}} 100 \%$$

The calculation identified whether student numbers increased, stabilized, or decreased within each annual interval.

To summarize change between the beginning and end of the period, the compound annual growth rate (CAGR) was calculated using the following formula:

$$CAGR = \left(\frac{N_{2026}}{N_{2023}} \right)^{1/3} - 1$$

The exponent ($1/3$) was used because the period contained three intervals: 2023–2024, 2024–2025, and 2025–2026. The study did not project enrollment for 2027 or later because only four time points were available and the annual pattern was nonlinear.

The 2026 data were analyzed by calculating frequencies and percentages for each study program, faculty, admission pathway, and school-background category. Category percentages were calculated using the following formula:

$$P_i = \frac{f_i}{N} \times 100 \%$$

where (P_i) is the percentage of category (i), (f_i) is the number of students in that category, and (N) is the total 2026 intake. Cumulative percentages for the largest study programs were also calculated to determine the extent to which admission was concentrated in a small number of programs.

The findings were interpreted by relating the empirical patterns to college choice theory, human capital theory, the transformation of Islamic higher education, and recent research on institutional choice. The same principle guided interpretation of admission pathways and school backgrounds.

H. Data Validity and Research Ethics

Data validity was maintained by checking completeness, validating registration numbers, identifying duplicates, reconciling totals across worksheets, and matching tabulated totals with the population count. Distributions by study program, faculty, and admission pathway were reconciled to the same total of 2,832 students.

The study followed the principle of data minimization by processing only information required to address the research objectives. This approach is consistent with educational research ethics guidelines emphasizing privacy protection, data confidentiality, proportional use of information, and prevention of harm to data subjects (British Educational Research Association, 2024).

Dynamics and Diversification of Students at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2023–2026: An Analysis by Study Program, Faculty, Admission Pathway, And School Background

I. Methodological Limitations

Several limitations should be considered when interpreting the findings. First, the detailed 2026 data were not fully comparable with the aggregate summaries for 2023–2025. Second, the 2026 data did not include gender, domicile, socioeconomic circumstances, alternative program choices, or reasons for choosing UIN Saizu.

Nevertheless, using the full administrative population provides a strong basis for describing enrollment patterns and the structure of student admission. The design produces an accurate institutional map and establishes a foundation for subsequent studies integrating admission data, motivation surveys, student retention, academic achievement, and graduate-tracer outcomes.

III. RESULTS

A. Changes in Student Numbers, 2023–2026

Administrative data show that student numbers at UIN Prof. K.H. Saifuddin Zuhri Purwokerto fluctuated between 2023 and 2026. Cumulatively, the four cohorts comprised 11,258 students.

TABLE I. CHANGES IN UIN SAIZU STUDENT NUMBERS, 2023–2026

Cohort year	Number of students	Absolute change	Annual growth
2023	2,582	–	–
2024	2,924	+342	+13.25%
2025	2,920	–4	–0.14%
2026	2,832	–88	–3.01%
Total	11,258		

Source: UIN Saizu administrative data, processed by the authors.

As shown in Table I, student numbers increased from 2,582 in 2023 to 2,924 in 2024. The addition of 342 students represented growth of 13.25% and was the largest annual change during the observation period. The change of –0.14% indicates that student numbers were essentially stable in 2025.

In 2026, 2,832 new students were recorded. Nevertheless, the 2026 figure remained 250 students higher than in 2023. The four-year pattern therefore does not indicate a long-term decline; rather, it shows expansion peaking in 2024, followed by stabilization in 2025 and a moderate correction in 2026.

Following the increase in 2024, the range of annual student numbers was relatively narrow. UIN Saizu's intake capacity over the last three years tended to remain between 2,800 and 2,900 students per cohort. The 2026 decline should nevertheless be examined through its internal distribution because changes in the total may conceal substantial differences among study programs and faculties.

B. Distribution of New Students by Study Program

The 2,832 new students in 2026 were distributed across 26 study programs. Islamic Religious Education ranked first with 469 students (16.56%), followed by Islamic Economics with 413 (14.58%). Together, the two programs admitted 882 students, representing 31.14% of the entire 2026 intake.

TABLE II. DISTRIBUTION OF NEW STUDENTS BY STUDY PROGRAM, 2026

Rank	Study program	N	%
1	Islamic Religious Education	469	16.56%
2	Islamic Economics	413	14.58%
3	Madrasah Ibtidaiyah Teacher Education	213	7.52%
4	Informatics	209	7.38%
5	Islamic Guidance and Counseling	176	6.21%
6	English Education	145	5.12%
7	Islamic Communication and Broadcasting	138	4.87%
8	Islamic Family Law (Ahwal al-Shakhshiyyah)	123	4.34%
9	Islamic Banking	114	4.03%
10	Environmental Science	99	3.50%
11	Constitutional Law (Siyasah)	80	2.82%
12	Architecture	79	2.79%

Dynamics and Diversification of Students at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2023–2026: An Analysis by Study Program, Faculty, Admission Pathway, And School Background

13	Islamic Education Management	73	2.58%
14	Arabic Language Education	65	2.30%
15	Library and Information Science	59	2.08%
16	Mathematics Education	54	1.91%
17	Islamic Economic Law	50	1.77%
18	Qur'anic Studies and Exegesis	47	1.66%
19	Islamic Community Development	37	1.31%
20	Da'wah Management	36	1.27%
21	Zakat and Waqf Management	34	1.20%
22	Islamic Early Childhood Education	33	1.17%
23	Comparative Islamic Schools of Law	26	0.92%
24	History of Islamic Civilization	22	0.78%
25	Religious Studies	22	0.78%
26	Sufism and Psychotherapy	16	0.56%
Total		2,832	100.00%

Source: UIN Saizu 2026 new-student data, processed by the authors.

After Islamic Religious Education and Islamic Economics, the largest programs were Madrasah Ibtidaiyah Teacher Education with 213 students (7.52%), Informatics with 209 (7.38%), and Islamic Guidance and Counseling with 176 (6.21%). Cumulatively, the five largest programs admitted 1,480 students, or 52.26% of the total intake.

The concentration became more pronounced when the ten largest programs were considered. They enrolled 2,099 students (74.12%), while the remaining 16 programs enrolled 733 (25.88%). Enrollment in the largest program, Islamic Religious Education, was nearly 30 times that of the smallest program, Sufism and Psychotherapy.

Beyond the two largest programs, Informatics occupied an important position with 209 students. Environmental Science enrolled 99 students, Architecture 79, and Library and Information Science 59. Overall, science and technology programs attracted a substantial number of students even though some were relatively new within UIN Saizu's academic structure.

Among programs with relatively limited enrollment, nine admitted fewer than 50 students each. Using a threshold of fewer than 40 students, eight programs fell into this group, enrolling a combined total of 226 students or 7.98% of the intake.

The distribution indicates three enrollment groups. The middle group included Madrasah Ibtidaiyah Teacher Education, Informatics, Islamic Guidance and Counseling, English Education, Islamic Communication and Broadcasting, Islamic Family Law, and Islamic Banking. This classification is descriptive and does not imply differences in program quality.

C. Distribution of New Students by Faculty

At the faculty level, the Faculty of Tarbiyah and Teacher Training enrolled the largest number of new students. It was followed by the Faculty of Islamic Economics and Business with 561 students (19.81%) and the Faculty of Science and Technology with 446 (15.75%).

TABLE III. DISTRIBUTION OF NEW STUDENTS BY FACULTY, 2026

Faculty	N	%
Faculty of Tarbiyah and Teacher Training	1,052	37.15%
Faculty of Islamic Economics and Business	561	19.81%
Faculty of Science and Technology	446	15.75%
Faculty of Da'wah and Communication	387	13.67%
Faculty of Sharia	279	9.85%
Faculty of Ushuluddin, Adab, and Humanities	107	3.78%
Total	2,832	100.00%

Source: UIN Saizu 2026 new-student data, processed by the authors.

Together, the Faculty of Tarbiyah and Teacher Training and the Faculty of Islamic Economics and Business enrolled 1,613 students, or 56.96% of the total. The Faculty of Da'wah and Communication enrolled 387 students (13.67%), the Faculty of Sharia 279 (9.85%), and the Faculty of Ushuluddin, Adab, and Humanities 107 (3.78%).

The large enrollment in the Faculty of Tarbiyah and Teacher Training was driven mainly by Islamic Religious Education, Madrasah Ibtidaiyah Teacher Education, Islamic Guidance and Counseling, and English Education. Enrollment in the Faculty of Science and Technology was supported by Informatics, Environmental Science, Architecture, and Library and Information Science.

Dynamics and Diversification of Students at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2023–2026: An Analysis by Study Program, Faculty, Admission Pathway, And School Background

The differences in scale among faculties were substantial. However, comparisons should take account of differences in the number of programs and capacity within each faculty. The available data did not include quotas, applicant numbers, selectivity ratios, or the number of students who re-registered relative to those admitted. Consequently, student numbers describe the actual distribution of enrollment but cannot assess faculty selectivity.

D. Distribution of New Students by Admission Pathway

New students in 2026 were admitted through ten pathways. Together, the two national PTKIN pathways accounted for 1,568 students, or 55.37% of the total intake.

TABLE IV. DISTRIBUTION OF NEW STUDENTS BY ADMISSION PATHWAY, 2026

Admission pathway	N	%
SPAN-PTKIN	864	30.51%
UM-PTKIN	704	24.86%
Islamic Boarding School	334	11.79%
Institutional CBT	254	8.97%
School/Madrasah Organization Activist	206	7.27%
National Achievement-Based Selection	134	4.73%
National Test-Based Selection	129	4.56%
Qur'an Memorization	100	3.53%
Institutional UTBK-SNBT Certificate	80	2.82%
Sports, Arts, and Scientific Writing Achievement	27	0.95%
Total	2,832	100.00%

Source: UIN Saizu 2026 new-student data, processed by the authors.

The Islamic Boarding School pathway was the third largest, admitting 334 students (11.79%). The Qur'an Memorization pathway contributed 100 students (3.53%), while the Sports, Arts, and Scientific Writing Achievement pathway admitted 27 (0.95%).

Grouped by mechanism, national PTKIN pathways admitted 1,568 students (55.37%). Achievement-based and institution-specific pathways—including Islamic Boarding School, School/Madrasah Organization Activist, Qur'an Memorization, and Sports, Arts, and Scientific Writing Achievement—admitted 667 students (23.55%). General national achievement- and test-based pathways admitted 263 students (9.29%).

Admission-pathway patterns differed across faculties. The Faculty of Tarbiyah and Teacher Training admitted 661 students through SPAN-PTKIN and UM-PTKIN, representing 62.83% of its intake. National PTKIN pathways also accounted for 72.35% in the Faculty of Da'wah and Communication, 58.06% in the Faculty of Sharia, and 49.53% in the Faculty of Ushuluddin, Adab, and Humanities.

A different pattern appeared in the Faculty of Science and Technology. It received 134 students through National Achievement-Based Selection and 129 through National Test-Based Selection. Together with the institutional UTBK-SNBT certificate pathway, these three routes produced 343 students, or 76.91% of the faculty's intake. This pattern demonstrates segmentation of admission pathways according to the academic fields offered.

E. Distribution of New Students by School Background

School-background classification showed that Madrasah Aliyah was the largest educational-origin group. A total of 1,268 students (44.77%) came from Madrasah Aliyah, 832 (29.38%) from general senior high schools, and 601 (21.22%) from vocational senior high schools.

TABLE V. DISTRIBUTION OF NEW STUDENTS BY SCHOOL BACKGROUND, 2026

School background	N	%
Madrasah Aliyah	1,268	44.77%
General Senior High School	832	29.38%
Vocational Senior High School	601	21.22%
Unclassified	126	4.45%
Paket C Equivalency	5	0.18%
Total	2,832	100.00%

Source: UIN Saizu 2026 new-student data, processed by the authors.

Dynamics and Diversification of Students at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2023–2026: An Analysis by Study Program, Faculty, Admission Pathway, And School Background

Although Madrasah Aliyah was the largest single category, graduates of general and vocational senior high schools together numbered 1,433, or 50.60%. A further 126 records (4.45%) could not be classified because the school names did not clearly identify the type of institution.

School-background composition differed clearly across faculties. Madrasah Aliyah graduates also represented a high proportion in the Faculty of Ushuluddin, Adab, and Humanities—61 of 107 students (57.01%)—and in the Faculty of Sharia—140 of 279 students (50.18%).

The Faculty of Islamic Economics and Business had a more balanced composition. Of its 561 students, 211 (37.61%) came from Madrasah Aliyah, 170 (30.30%) from general senior high schools, and 158 (28.16%) from vocational senior high schools. In the Faculty of Da'wah and Communication, 44.44% came from Madrasah Aliyah, 32.56% from general senior high schools, and 16.80% from vocational senior high schools.

The Faculty of Science and Technology displayed a different pattern. Vocational senior high school graduates formed the largest group with 178 students (39.91%), followed by general senior high school graduates with 149 (33.41%) and Madrasah Aliyah graduates with 107 (23.99%). Together, general and vocational senior high school graduates represented 73.32% of the faculty's intake.

At the study-program level, Informatics enrolled 97 students from vocational senior high schools, 58 from general senior high schools, and 51 from Madrasah Aliyah. By contrast, Islamic Religious Education enrolled 270 Madrasah Aliyah graduates (57.57%), while Madrasah Ibtidaiyah Teacher Education enrolled 116 (54.46%). Islamic Economics had a more diverse composition: 157 students from Madrasah Aliyah, 123 from general senior high schools, and 115 from vocational senior high schools.

F. Relationships among Study Program, Admission Pathway, and School Background

Cross-tabulation showed that large study programs generally received students through several admission pathways. Islamic Religious Education admitted 180 students through SPAN-PTKIN and 127 through UM-PTKIN. Together, the two pathways accounted for 307 students, or 65.46% of enrollment in the program.

Islamic Economics admitted 167 students through UM-PTKIN and 137 through SPAN-PTKIN. Its school-background composition was more balanced than that of Islamic Religious Education, with 157 students from Madrasah Aliyah, 123 from general senior high schools, and 115 from vocational senior high schools.

Programs in the Faculty of Science and Technology displayed a different admission pattern. Architecture admitted 27 students through the national achievement pathway and 18 through the national test pathway, while Library and Information Science admitted 26 through the national test pathway and 18 through the national achievement pathway.

Programs closely connected to religious education traditions received a greater contribution from institution-specific pathways. Qur'anic Studies and Exegesis admitted 12 students through the Qur'an Memorization pathway, while Comparative Islamic Schools of Law admitted nine through the Islamic Boarding School pathway.

Overall, the findings reveal three principal patterns. First, cohort size peaked in 2024, stabilized in 2025, and declined moderately in 2026. Second, the 2026 intake was concentrated in education, Islamic economics, and informatics, with more than half of all students enrolled in the five largest programs. These patterns provide the basis for discussing institutional transformation, changing student preferences, and the strategic implications for UIN Saizu's development.

IV. DISCUSSION

A. Dynamics of Student Numbers and Institutional Stabilization

Student numbers at UIN Prof. K.H. Saifuddin Zuhri Purwokerto did not follow a linear growth pattern between 2023 and 2026. Growth of 13.25% in 2024 was followed by relative stability in 2025 and a moderate decline of 3.01% in 2026. The findings indicate that UIN Saizu is not experiencing a sharp contraction but is entering a stabilization phase following the 2024 expansion.

Stabilization may be understood as an adjustment among prospective-student demand, study-program capacity, institutional capacity, and selection-system dynamics. College choice theory describes student choice as a staged process comprising aspiration formation, information search, application, and the final institutional decision (Hossler & Gallagher, 1987). A decline in new-student numbers therefore cannot be interpreted directly as reputational decline without information on applicant volume, selectivity, admission outcomes, and the conversion of admitted applicants into registered students.

The findings highlight the importance of distinguishing among applicants, admitted students, registered students, and students actively attending courses. Juhaidi et al. (2025) found that intention to enroll in Islamic higher education is influenced by promotion, institutional brand awareness, institutional trust, socioeconomic background, and school type. UIN Saizu's evaluation system should therefore link data on promotion, application, admission, re-registration, and first-year retention to identify the causes of numerical change more accurately.

Changes in student numbers must also be situated within both the expansion and competition of higher education. Participation continues to grow globally, but expansion is accompanied by demands for quality, learning flexibility, digital skills, and graduate

Dynamics and Diversification of Students at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2023–2026: An Analysis by Study Program, Faculty, Admission Pathway, And School Background

relevance to employment (UNESCO, 2025). In Indonesia, the gross higher education enrollment ratio remains approximately one-third of the college-age population and varies across regions (Badan Pusat Statistik, 2025).

B. Concentration of Choice in Education, Islamic Economics, and Technology

The concentration of more than half of the intake in the five largest programs shows that student preferences were unevenly distributed. Islamic Religious Education has a relatively clear market in educational institutions, while Islamic Economics is connected to the development of Islamic finance, the halal industry, entrepreneurship, and sharia-based economic governance.

From a human capital perspective, prospective students tend to view education as an investment in knowledge, competence, social mobility, and future employment opportunities (Becker, 1993). The relationship between enrollment volume and career prospects should nevertheless be treated as an interpretation requiring validation through surveys of program choice rather than as an established causal relationship.

The position of Informatics as the fourth-largest program is an important finding in UIN Saizu's transformation. Strong interest in Informatics indicates that an Islamic university can develop science and technology without losing its Islamic identity. This development is consistent with higher education's growing emphasis on digital competence, problem-solving, and curricular connections to societal needs.

UNESCO IESALC (2025) emphasizes that higher enrollment does not automatically yield high completion rates and favorable employment outcomes. The strong Informatics intake must therefore be accompanied by adequate lecturers, laboratories, computing equipment, industry partnerships, internship systems, competency certification, and curricular updating. Numerical growth without a stronger academic ecosystem may create a gap between student expectations and educational experience.

Growth in technology-related fields does not mean that religious studies and humanities programs have lost their relevance. Nuryana (2022) argues that academic reform in Indonesian Islamic higher education must preserve institutional sustainability while strengthening academic relevance to social change. The challenge lies in translating these contributions into graduate profiles, competencies, and occupational fields that prospective students can readily understand.

C. Unequal Distribution among Study Programs and the Need for Revitalization

The findings reveal substantial enrollment disparities among study programs. The ten largest programs accounted for almost three-quarters of the intake, whereas several programs admitted fewer than 40 students. These differences may be influenced by capacity, program age, public recognition, program nomenclature, admission pathways, career prospects, promotional quality, or competition from similar programs at other institutions. Limited enrollment may also result from deliberately restricted capacity.

Nevertheless, these disparities are important for academic planning. Large programs face risks of crowded classes, unfavorable lecturer–student ratios, limited facilities, heavier academic-advising workloads, and reduced personalization of services. High-demand programs require quality-control and capacity-strengthening strategies, while low-enrollment programs require diagnosis and revitalization.

Revitalization should not be limited to more intensive promotion. Juhaidi (2024) shows that university-choice factors for general and Islamic higher education in Indonesia differ in configuration and include institutional characteristics, perceived quality, cost, environment, and relevance to prospective students' needs. Juhaidi et al. (2025) further show that promotion is associated with enrollment intention through the formation of institutional awareness and trust.

Programs such as Religious Studies, History of Islamic Civilization, Sufism and Psychotherapy, Comparative Islamic Schools of Law, and Qur'anic Studies and Exegesis should be positioned in relation to contemporary needs. Reorientation does not require changing their academic identity; rather, it entails broadening their applications and social visibility so that they preserve academic traditions while demonstrating concrete contributions to society.

D. Admission-Pathway Segmentation and UIN Saizu's Dual Identity

The dominance of SPAN-PTKIN and UM-PTKIN indicates that the national PTKIN selection system remains UIN Saizu's principal admission channel. Together, the two pathways produced 55.37% of the intake. Islamic Boarding School, Qur'an Memorization, and School/Madrasah Organization Activist pathways further strengthen the university's links with madrasahs, Islamic boarding schools, and student organizations.

At the same time, general national and UTBK-based pathways are important, particularly for the Faculty of Science and Technology. This pattern demonstrates that UIN Saizu has two complementary admission bases and reflects its identity as both an Islamic and a multidisciplinary university.

Segmentation by academic field also indicates that academic diversification requires diversified recruitment strategies. Science and technology programs receive more students through general national pathways. Dependence solely on PTKIN pathways could restrict their growth, while excessive orientation toward general pathways could weaken the institution's historical relationships with madrasahs and Islamic boarding schools.

Dynamics and Diversification of Students at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2023–2026: An Analysis by Study Program, Faculty, Admission Pathway, And School Background

Institutional transformation in PTKIN cannot be achieved merely by opening general study programs. Sudirman et al. (2025) explain that transforming Islamic higher education into competitive institutions requires combining a global orientation with institutional values. At UIN Saizu, this integration can be realized through curricula connecting disciplinary competence with Islamic ethics, social responsibility, sustainability, and humanity. Islamic identity can thereby become an academic value proposition rather than merely an institutional attribute.

E. Diversification of School Backgrounds and Expansion of the Student Base

Madrasah Aliyah remained the largest school-background category at 44.77%. Its graduates have curricular familiarity with Islamic subjects and are likely to be more familiar with pathways into Islamic higher education. This finding is consistent with Juhaidei et al. (2025), who show that school type contributes to the formation of enrollment intentions in Islamic higher education.

Although Madrasah Aliyah was the largest single category, general and vocational senior high school graduates together accounted for 50.60%. UIN Saizu is therefore no longer dependent solely on the madrasah base. This diversification indicates that institutional transformation is beginning to be reflected in the composition of admitted students.

The high proportion of vocational senior high school graduates in the Faculty of Science and Technology suggests alignment between vocational backgrounds and programs perceived as applied. Vocational graduates may be stronger in particular applied skills, whereas general senior high school or Madrasah Aliyah graduates may have more experience in general academic or religious subjects. These differences do not imply a hierarchy of ability but indicate the need for diagnostic assessment and matriculation programs adapted to student needs.

Diversified school backgrounds should also be matched by differentiated promotional approaches. Communication with vocational senior high schools should highlight pathways for developing applied competencies, certification, internships, projects, and employment opportunities. Differentiated strategies are more consistent with college choice theory because prospective-student groups have different information sources, aspirations, and considerations (Hossler & Gallagher, 1987; Perna, 2006).

F. Implications for UIN Saizu's Strategic Planning

The findings have several strategic implications. First, UIN Saizu requires a student-admission analytics system integrating applicant numbers, school backgrounds, selection pathways, first and alternative choices, selection scores, admission status, re-registration, and retention. Counts of registered students alone cannot adequately explain institutional attractiveness or selection effectiveness.

Second, resource planning should follow student distribution. Faculties and programs with large enrollments require adjustments in lecturer numbers, classrooms, laboratories, academic services, advising, and technological support. Small programs require academic and market audits covering curriculum, public recognition of program nomenclature, graduate records, partnerships, and the effectiveness of public communication.

Third, study-program development should emphasize relevance without becoming entirely subordinate to short-term market trends. UNESCO IESALC (2025) cautions that higher education expansion must be accompanied by improved completion and employability. Programs with low enrollment should not automatically be reduced when they perform strategic functions for the institutional mission, knowledge development, and social service.

Fourth, UIN Saizu should balance strengthening its madrasah and Islamic boarding school base with expanding recruitment from general and vocational senior high schools. Diversification does not mean abandoning the historical base; it broadens the meeting space among Islamic intellectual traditions, modern education, technology, economics, and societal needs.

Theoretically, the findings reinforce the view that university choice is shaped by interactions among institutional characteristics, academic programs, channels of access, and prospective students' educational backgrounds. Practically, sustainability depends on the institution's capacity to transform admission data into a basis for quality assurance, resource allocation, program differentiation, and more targeted recruitment strategies.

V. CONCLUSIONS

Changes in UIN Prof. K.H. Saifuddin Zuhri Purwokerto's student numbers between 2023 and 2026 formed a pattern of expansion, stabilization, and moderate correction. The cohort size remained relatively stable at 2,920 in 2025, while the 2026 intake comprised 2,832 students, a decline of 3.01% from the previous year. Admission is therefore more accurately understood as stabilizing after expansion rather than undergoing sustained institutional decline.

The 2026 intake was strongly concentrated in several study programs. The five largest programs accounted for 52.26% of all new students, while the ten largest accounted for 74.12%. Substantial enrollment in Informatics, Environmental Science, Architecture, and Library and Information Science also demonstrates the emergence of an academic base beyond traditional religious fields.

At the faculty level, the Faculty of Tarbiyah and Teacher Training enrolled the most students, followed by the Faculty of Islamic Economics and Business and the Faculty of Science and Technology. Together, the three faculties accounted for 72.70% of the intake. This distribution requires differentiated development policies for high-demand programs and those with limited enrollment.

Dynamics and Diversification of Students at UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2023–2026: An Analysis by Study Program, Faculty, Admission Pathway, And School Background

SPAN-PTKIN and UM-PTKIN remained the principal admission channels, contributing a combined 55.37%. The pattern demonstrates UIN Saizu's complementary dual admission structure: Islamic higher education pathways and general national higher education pathways.

Madrasah Aliyah was the largest single school-background category at 44.77%, while general and vocational senior high school graduates together represented 50.60%. The transformation of UIN Saizu into a multidisciplinary university has therefore been accompanied by diversification of students' educational backgrounds.

Overall, UIN Saizu exhibits both continuity and change. It is developing as an Islamic university that preserves its religious intellectual foundations while broadening its mandate across education, economics, professional fields, science, and technology.

The principal contribution of this study lies in its use of data on students' actual choices rather than solely perceptions or enrollment intentions. The sustainability of student enrollment at UIN Saizu will depend greatly on its ability to integrate expanded access, program relevance, academic quality, Islamic identity, and data-driven resource management.

VI. RECOMMENDATIONS

A. Development of a Student-Admission Analytics System

UIN Saizu should develop a student-admission analytics system integrating every stage of the admission process, from promotion, application, and study-program choice to selection outcomes, re-registration, and first-year retention. Integrated data would enable the institution to distinguish high-demand programs, programs with low registration-conversion rates, and pathways associated with the strongest retention and academic performance.

Key indicators should include the applicant-to-capacity ratio, admission rate, enrollment yield (the percentage of admitted students who register), first-year retention, average academic performance, and student-background distribution. The analysis should be conducted annually and incorporated into admission evaluation, quality assurance, and university strategic planning.

B. Capacity Strengthening for High-Demand Programs

Study programs with large enrollments should receive proportionate resources, including additional and more evenly distributed lecturers, classrooms, laboratory facilities, administrative services, academic advisers, learning technologies, and student mental-health and well-being support. Expanding enrollment without increasing capacity risks reducing the quality of academic interaction and student satisfaction.

Islamic Religious Education and Islamic Economics should maintain their attractiveness through curricular renewal, stronger field experience, competency certification, partnerships with graduate-employing organizations, and updated graduate profiles. Growth in science and technology programs should prioritize quality rather than numerical expansion alone.

C. Revitalization of Programs with Limited Enrollment

Programs with relatively limited enrollment should undergo comprehensive evaluation before policy changes are made. Low student numbers do not necessarily indicate poor quality or relevance; they may result from limited capacity or insufficient information available to prospective students.

Revitalization may include new concentrations, cross-program learning, microcredentials, professional certification, collaborative projects, and stronger partnerships. History of Islamic Civilization may connect with heritage management and creative industries, while Qur'anic Studies and Exegesis may be strengthened through digital religious literacy and analysis of contemporary issues.

D. Differentiated Recruitment Strategies

Student recruitment strategies should be tailored to the characteristics of programs and prospective students. Promotion to vocational senior high schools should emphasize applied skills, laboratories, certification, internships, projects, entrepreneurship, and links with employment.

National PTKIN pathways should be maintained as the principal admission base for Islamic education, sharia, da'wah, and religious humanities. Islamic Boarding School, Qur'an Memorization, organizational, sports, arts, and scientific-achievement pathways should be evaluated not only by enrollment volume but also by students' achievement, retention, and contributions after entering the university.

E. Transition Programs Based on School Background

The diversification of school backgrounds requires more adaptive academic-transition services. Diagnostic-assessment results can be used to design matriculation or enrichment according to individual needs rather than stereotypes about school type.

Graduates of general and vocational senior high schools entering religious programs may receive additional support in Arabic, Qur'anic studies, and Islamic foundations. This approach may reduce gaps in initial preparedness and increase the likelihood of academic success.

F. Strengthening Graduate Relevance and Employability

Admission data should be linked with academic records and graduate tracer-study data. Such information is necessary to ensure that programs with large enrollments also produce strong completion rates, competencies, and transitions into employment.

Cooperation with schools, madrasahs, Islamic boarding schools, local governments, businesses, industries, Islamic financial institutions, social organizations, and professional communities should be strengthened. Student development can thereby form a continuous cycle linking admission, learning, graduation, and social impact.

VII. RESEARCH LIMITATIONS

First, data structures were not fully equivalent across years. The 2023–2025 data were available as cohort-based summaries, whereas the 2026 data comprised individual-level records of new students. Trend analysis for 2023–2026 was therefore limited to total student numbers.

Second, terminology was not fully consistent across data sources. The 2023–2025 data were described as active students by cohort, whereas the 2026 file explicitly contained new students. The findings should not be interpreted as changes in UIN Saizu's total active-student population in each calendar year.

Third, the data did not include applicant numbers, capacity, first choices, numbers admitted, or the number of admitted applicants who did not register. Consequently, a program with many students is not necessarily the most selective, while a small program does not necessarily have the fewest applicants.

Fourth, the 2026 data did not include gender, domicile, socioeconomic circumstances, parental education, funding sources, or motivations for choosing a university. Interpretations concerning employment prospects, reputation, Islamic identity, or program relevance remain theoretical explanations rather than results of causal testing.

Fifth, school-background classification depended on the institution names recorded in the database. Variations in spelling, abbreviations, and school names that did not identify institutional type left 126 records (4.45%) unclassified.

Sixth, the observation period covered only four cohorts and three intervals of change. The study therefore did not project student numbers for 2027 or later. Forecasts based on only four data points could overlook changes in quotas, selection policies, economic conditions, program development, and competition among institutions.

Seventh, the study used data from only one university, making the findings context-specific. Comparative research across several UINs or PTKINs is needed to determine whether concentrations in education, Islamic economics, and technology also occur nationally.

Eighth, the study did not link admission data to achievement, retention, completion, student satisfaction, or graduate employment. Future studies should use longitudinal designs that follow students from application and registration through learning, graduation, and entry into employment.

These limitations do not negate the study's contribution but define the scope of its conclusions. The findings provide a basis for initial evaluation, while explanations of causes, pathway effectiveness, and student success require additional data and further research designs.

REFERENCES

- 1) Badan Pusat Statistik. (2025). Gross enrollment ratio in higher education by province [Angka partisipasi kasar perguruan tinggi menurut provinsi]. <https://www.bps.go.id/id/statistics-table/2/MTQ0MyMy/angka-partisipasi-kasar-apk-perguruan-tinggi-pt-menurut-provinsi.html>
- 2) Becker, G. S. (1993). *Human capital: A theoretical and empirical analysis, with special reference to education* (3rd ed.). The University of Chicago Press.
- 3) British Educational Research Association. (2024). *Ethical guidelines for educational research* (5th ed.). <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024>
- 4) Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- 5) Hossler, D., & Gallagher, K. S. (1987). Studying student college choice: A three-phase model and the implications for policymakers. *College and University*, 62(3), 207–221.
- 6) Juhaiddi, A. (2024). University choice factors: A case of two types of higher education in the third-largest island in the world. *Cogent Social Sciences*, 10(1), Article 2367731. <https://doi.org/10.1080/23311886.2024.2367731>
- 7) Juhaiddi, A., Fitria, A., Hidayati, N., & Saputri, R. A. (2025). Examining factors influencing enrolment intention in Islamic higher education in Indonesia: Does Islamic senior high school matter? *Social Sciences & Humanities Open*, 11, Article 101243. <https://doi.org/10.1016/j.ssaho.2024.101243>

- 8) Kudus, I., Nurasa, H., Widianingsih, I., Karlina, N., & Jawan, J. A. (2024). From print to pixels: The institutional effects of transitioning to computer-based joint admission selection in Indonesian state universities. *Cogent Education*, 11(1), Article 2428066. <https://doi.org/10.1080/2331186X.2024.2428066>
- 9) Kudus, I., Nurasa, H., Widianingsih, I., Karlina, N., & Jawan, J. A. (2025). “Learning from the past, to improve the future”: Content analysis of the transition of the higher education system in Indonesia. *Cogent Education*, 12(1), Article 2474292. <https://doi.org/10.1080/2331186X.2025.2474292>
- 10) Nuryana, Z. (2022). Academic reform and sustainability of Islamic higher education in Indonesia. *International Journal of Educational Development*, 89, Article 102534. <https://doi.org/10.1016/j.ijedudev.2021.102534>
- 11) Perna, L. W. (2006). Studying college access and choice: A proposed conceptual model. In J. C. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 21, pp. 99–157). Springer. https://doi.org/10.1007/1-4020-4512-3_3
- 12) Sudirman, S., Ramadhita, R., Bachri, S., & Whindari, Y. (2025). The transformation of state Islamic higher education institutions into world-class university: From globalisation to institutional values. *Social Sciences & Humanities Open*, 12, Article 101705. <https://doi.org/10.1016/j.ssaho.2025.101705>
- 13) Tight, M. (2012). *Researching higher education* (2nd ed.). Open University Press.
- 14) UNESCO. (2025). *Record number of higher education students highlights global need for recognition of qualifications*. <https://www.unesco.org/en/articles/record-number-higher-education-students-highlights-global-need-recognition-qualifications>
- 15) UNESCO International Institute for Higher Education in Latin America and the Caribbean. (2025). *Promoting student employability through higher education*. <https://www.iesalc.unesco.org/en/articles/promoting-student-employability-through-higher-education>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non-Commercial 4.0 International (CC BY-NC 4.0)

(<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.