

# THE CORRELATION BETWEEN TEACHING-LEARNING QUALITY AND STUDENTS` MOTIVATION TO STUDY IN YOGYAKARTA`S BIMBEL

SPEKTRUM

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## ABSTRACT

*After taking The National Examination Test, some senior high school students apply Bimbel (Learning Service Centre) in Yogyakarta and leave Bimbel in their provinces instead. The purpose of this study was to examine the correlation between teaching-learning quality of Yogyakarta`s Bimbel and students` motivation from outside Java Island for choosing Yogyakarta`s Bimbel to preparatory pre-collage study. The study used quantitative method by using SPSS to analyze statistical descriptive and correlation data. There were 107 respondents from various provinces in Indonesia involved in this study. Study found that majority respondents agreed that the teaching-learning quality in Yogyakarta`s Bimbel helped them to enter top-10 universities in Indonesia. Students have high motivation to study in Yogyakarta`s Bimbel. There is strong correlation between teaching-learning quality of Yogyakarta`s Bimbel and students` motivation to study. The conclusions of this study are: (1) Majority students agree that the teaching-learning quality of Yogyakarta`s Bimbel is better than their own province; (2) Students` motivation to study in Yogyakarta`s Bimbel is high; and (3) There is strong relationship between teaching-learning quality and students` motivation to study in Yogyakarta`s Bimbel.*

**Keywords:** Teaching-Learning Quality, Students` Motivation, Yogyakarta`s Bimbel

## INTRODUCTION

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

Bimbel is one of the educational private institutions which involves in enhancement and capacity building services as well as student learning consultation (Hasimah & Nurhamlin, 2018). Bimbel, the short form of Bimbingan Belajar, or Learning Service Center is a non-formal education for improving people regarding to academic matters. It provides teaching learning systems that help students to understand material subjects in shortly and practically. Bimbel also means the learning institution which offers the preparatory program for the senior high school students to enter public

university, especially top 10 universities in Indonesia. As the institution, Bimbel assists by its system to carry up students in successful learning to be accepted in Indonesian public universities. Bimbel needs to improve its teaching-learning quality to encourage students' motivation to study.

The quality of teaching-learning system implemented by educational institution is a significant aspect for students for gaining successful study. It is one of the factors that rise students' motivation by creating a good learning experience. Nithyanandam (2020) explores three elements involving teaching-learning process: (a) Teachers, the prime mover of the educational wheel, where he or she must use multiple creative teaching pedagogies such a way that the students are motivated to attend the classrooms and learn the required skills easily and quickly; (b) Students, key participants in the learning process; and (c) Conducive learning environment where the educational institutions should provide the infrastructure.

The factors of teaching-learning quality in this study are classified to be the Quality of Curriculum (Gruenewald, Gabriel, Rizzo, & Luhrs, 2017), Learning Experience (Awidi & Paynter, 2019; Roberts, Jackson, Mohr-Schroeder, Bush, Maiorca, Cavalcanti, & Cremeans, 2018; Toohy, 1999), Interactive Classrooms (Dayan & Bano, 2018; Handrianto, 2013; Kim, Park, Yoo, & Kim, 2016; Svinicki, 2004), Progressive Assessments (Al-Jarmouzi, 2019; Delgado, Alaban, Ariz, & Emboltura, 2019), Self-Directedness (Du Toit-Brits, 2019; Knowles, 1980; Liu, Fernandez, & Grotlüschen, 2019; Roberts and Pruitt, 2003), and Academic Advising Practices (He & Hutson, 2016; Hill, 2020). These indicators are measured to examine the level of teaching-learning quality of Yogyakarta's Bimbel.

In terms of motivation, some factors influence students' motivation for making decision related to their academic goals. Lee and Sehoole (2015) found that financial incentives, quality higher education, job competitiveness enhancement, social connections, and stability are key factors influencing the decision of African students to study in South Africa. Non-African students, in contrast, are drawn to the location because they want to experience a culture unlike their own. Integration of religious and cultural values may influence students' choice to study (Handrianto, 2017). Jiani (2017) explained motivation and the decision-making process of international students who choose to study in Mainland China in entirety. It listed the determinant factors influencing students' motivation to choose a country, city, and institution. Instead of being attracted by the reputation and perceived high quality of institutions, as presented in previous literature, this study found that the strong economic growth of China was a major factor that encouraged international students to seek higher education opportunities in China.

The research conducted by Eriany, Hernawati, and Goeritno (2014) showed that 89.12% of students join Bimbel encouraged by their internal motivation. It appears from their awareness how the competition is so tight among them. They come to the bimbel because they are afraid to fail in university's admission. They have strong motivation to study and actively discuss with the tutors or HRD of Bimbels related to university's matter. A study by Khoerunnisa and Grafiyana (2020) found that motivation of students to take Bimbel was to help them more understanding in learning material. Some students believed that Bimbel can help them to be accepted at the university that they want. Parents' involvement was also part of their motivation to choose Bimbel. Based on study by Syarifah (2019), there is a significant relationship between Bimbel and students' motivation to study.

Different motivational theories and constructs have been put forward to examine that motivation was associated with academic achievement (Meens, Bakx, Klimstra, & Denissen, 2018). In this research, we use Motivations Influencing Course Choice (MICC) questionnaire developed by Skatova and Ferguson (2014) to measure measure individual differences in undergraduate degree choice motivation. We identified four subscales of the MICC that equate to four domains of motivation: Career, Interest, Loafing, and Helping.

After taking The National Examination Test, some senior high school students apply to Bimbel (Learning Service Centre) and they rise annually by choosing Yogyakarta as their destination. Meanwhile, there are many Bimbels spreading around Indonesian provinces but some students from outside Java Island choose to come to Yogyakarta's Bimbels. They come to Yogyakarta's Bimbels by using their personal funding and they need to take far distance in traveling. It is an interesting thing to be explored because generally all the Bimbels have equal management and curriculum in every province.

These phenomena will be point of view why the research must be conducted. From Sabang (the westernmost part of Indonesia, Aceh) to Merauke (the easternmost part of Indonesia, Papua), there are some Bimbels in every province with various brands and locations. Indonesia is an archipelago country and coming to Java Island is the hardest thing because it needs much cost and long time duration. In fact, students more prefer choose Yogyakarta's Bimbel to study than their own provinces. Regarding to this condition, it should have some factors of teaching-learning quality in Yogyakarta's Bimbel that correlate to students' motivation in studying.

The objectives of this study are: (1) To identify the teaching and learning quality of Yogyakarta's Bimbel; (2) To identify the motivation of students from outside Java Island to study in Yogyakarta's Bimbel; and (3) To examine the correlation between the teaching learning quality and students' motivation to study in Yogyakarta's Bimbel.

## **METHOD**

The research was part of quantitative study by using descriptive and correlation technique to find out the correlation between teaching-learning quality of Yogyakarta's Bimbel and motivation of students from outside Java Island in choosing Yogyakarta's Bimbel to be accepted at the top-10 universities in Indonesia. Data collection used a set of questionnaire were analyzed by using SPSS 23.0 version. The overall population of this study was the students from outside Java Island who have enrolled in Yogyakarta's Bimbel and now are studying in the Top 10 Universities in Indonesia. Based on the data given by Yogyakarta Bimbels, the amounts of students were 148. They are now studying in the top-10 universities of Indonesia which have highest university ranks.

The participants involved in this study were the university students who ever joint Bimbel in Yogyakarta. Characteristics of the sample are: (1) The students come from outside Java Island; (2) They passed the test to the top-10 universities in Indonesia; (3) They enrolled to Yogyakarta's Bimbel; and (4) The students are still being the universities members. For determining the amount of sample, this research refers to the table by Krejcie & Morgan (1970). The sample size should be 107. However, to anticipate the missing data, the researcher decides 115 respondents involved in this study. The samples were chosen by using random sampling method from the top 10 universities students coming from outside Java Island.

The instrument consisted of 3 parts: Part A is the demographic factors of the students. The items are on gender, age, original province, parents' marital status, father's occupation, mother's occupation, family monthly income, current father's education and current mother's education. Part B contains the questions about the factors of teaching-learning quality in Yogyakarta's Bimbel. Part C asks about students' motivation to choose Yogyakarta Bimbel.

The resreach procedures were divided into some steps such as: (1) Design questionnaire; (2) Contact Bimbels in Yogyakarta; (3) Take the list of students from outside Java Island who passed to the top 10 universities on the last three years; (4) Sample verification; (5) Contact each sample to ask about their approval; (6) Send the Google doc form to their email; (7) Analyze data collection; (8) Discussion; (9) Conclusion.

## **FINDINGS**

### **Respondents' Demographic Characteristics**

This study involves the university's students as the respondents who originally come from outside Java Island and have experience in enrollment The Yogyakarta's Bimbel. The participating respondents are 107 persons. They consist of 30 (28%) male students and 77 (72%) female students. The students have participated as respondents coming from 25 from 34 Indonesian provinces that it means more than a half of the Indonesian provinces participating on it. There are 6 provinces in Java Island not include in this study. Majority of the respondents come from Kalimantan Timur Province, with a frequency of 11 and a percentage 10.3%. This is followed by respondents from Kalimantan Tengah Province, with the frequency of 10 and a percentage of 9.3%. Lastly, The Sulawesi Utara,

Maluku, and Papua Barat Provinces are the smallest number of respondents, which each of them has frequency of 1 and a percentage of 0.9%.

### What is The Teaching Learning Quality of Yogyakarta`s Bimbel?

**Table 1. Descriptive Statistics for Teaching-Learning Quality**

| Item`s Number      | N   | Mean | Std. Deviation |
|--------------------|-----|------|----------------|
| 1                  | 107 | 3.35 | .60            |
| 2                  | 107 | 3.21 | .63            |
| 3                  | 107 | 3.07 | .66            |
| 4                  | 107 | 3.35 | .80            |
| 5                  | 107 | 2.94 | .71            |
| 6                  | 107 | 3.25 | .67            |
| 7                  | 107 | 3.15 | .70            |
| 8                  | 107 | 3.28 | .64            |
| 9                  | 107 | 2.27 | .92            |
| 10                 | 107 | 3.07 | .70            |
| 11                 | 107 | 3.50 | .69            |
| 12                 | 107 | 3.17 | .71            |
| Valid N (listwise) | 107 |      |                |

In Table 1, respondents were asked to show their perceptions and agreement towards the statement in the surveys. From the descriptive statistical analysis, it was found that majority respondents perceived well the Teaching-Learning Quality of Yogyakarta`s Bimbel. The variable of Teaching-Learning Quality consists of 12 items. The item number one, Bimbel provided a good curriculum to pass the university test. The respondents are most agree with a Mean (M) of 3.35 and Standard Deviation (SD) value of .60. For the second item, The syllabus helped me with specific information about a course of study. Respondents seems to agree, with the indication of  $M = 3.21$  and  $SD = .63$ . The respondents were also found to agree in item number 3. I felt my tutors care to me ( $M = 3.07$ ,  $SD = .66$ ).

For item number 4, We were motivated with the university`s stories from the tutors. Students are most agree, with  $M = 3.35$  and  $SD = .80$ . In terms of item number 5, Tutors give us opportunity to discuss our experience. The students are agree with the statement, with  $M = 2.94$  and  $SD = .71$ . It has similarity in item number 6, I feel mutually supportive working relationships among my friends in the class and 7, Tutors provide progressive assessment like grades, verbal and written comments. The students show their answers with agree ( $M = 3.25$ ,  $SD = .67$ ) and ( $M = 3.15$ ,  $SD = .70$ ) respectively.

Based on the table 4.1 for item number 8, I feel tutors give effective feedback to us. Respondents are most agree, with  $M = 3.28$  and  $SD = .64$ . Furthermore, item number 9 is negative question. In the positive form of item number 9, We are encouraged to responsible for our own learning. Majority of students choose the option agree about this statement, with  $M = 2.27$  and  $SD = .92$ . In item number 10, I was motivated by independent learning. Respondents are agree with  $M = 3.07$  and  $SD = .70$ .

Item number 11, Tutors motivate us to study for entering top universities. Respondents show most agree, with  $M= 3.50$  and  $SD= .69$ . Meanwhile, in the last question item number 12, I view effective advising as a road map for a journey in the program. Respondents are agree with  $M= 3.17$  and  $SD= .71$ .

Thus, the result shows that students are happy with the teaching-learning quality in Yogyakarta's Bimbel. There is no one from 12 items that students showed disagree. Majority of students choose Bimbel in Yogyakarta because of the quality of its teaching-learning process.

### What is Students' Motivation to Study In Yogyakarta's Bimbel?

The descriptive statistics are still used to determine the level of students' motivation for students from outside Java Island in choosing Yogyakarta's Bimbel. The questions in this part consist of 13 items and each of the items will be analyzed by using this method.

**Table 2. Descriptive Statistics of Student's Motivation**

|                    | N   | Mean | Std. Deviation |
|--------------------|-----|------|----------------|
| 23                 | 107 | 2.71 | .74            |
| 24                 | 107 | 3.11 | .65            |
| 25                 | 107 | 3.08 | .70            |
| 26                 | 107 | 2.13 | .83            |
| 27                 | 107 | 3.00 | .63            |
| 28                 | 107 | 3.09 | .62            |
| 29                 | 107 | 3.02 | .66            |
| 30                 | 107 | 3.23 | .64            |
| 31                 | 107 | 2.93 | .66            |
| 32                 | 107 | 2.93 | .72            |
| 33                 | 107 | 2.85 | .72            |
| 34                 | 107 | 2.93 | .65            |
| 35                 | 107 | 3.01 | .84            |
| Valid N (listwise) | 107 |      |                |

Table 2 described about students' motivation to choose Yogyakarta's Bimbel. Item number 23 and 24 showed that the respondents are agree about the statements I want to enroll Yogyakarta's Bimbel to pass the university test for helping other people ( $M= 2.71$  and  $SD= .74$ ) and I am interested in people ( $M= 3.11$  and  $SD= .65$ ). It was followed by item number 25, I am interested in understanding other people's perspectives that students agree to be interested ( $M= 3.08$  and  $SD= .70$ ).

Item number 26 contents negative question and change to positive form by stating I'm particularly concerned about other people. Respondents seem agree, with  $M= 2.13$  and  $SD= .83$ . For the items number 27, Through the helps of Yogyakarta's Bimbel, the test university seemed to be easy to pass and 28, Enrollment in Yogyakarta's Bimbel was the easiest option for me. The respondents are agree ( $M= 3.00$  and  $SD= .63$ ) and ( $M= 3.09$  and  $SD= .62$ ) respectively.

The similar perceptions can be identified in item number 29, There are fascinating subjects to study in Yogyakarta`s Bimbel and 30, For me it is very important to study in Yogyakarta`s Bimbel that I enjoy which respondents are agree, with (M= 3.02 and SD= .66) and (M= 3.23 and SD= .64). Items number 31, I wanted to know more about this Yogyakarta`s Bimbel and 32, I was always interested in Yogyakarta`s Bimbel, have the equal results with agree (M= 2.93 and SD= .66) and (M= 2.93 and SD= .72).

Majority respondents are agree for the item number 33, Yogyakarta`s Bimbel provides me with secure career options by getting the best university and 34, It provides good career options (M= 2.85 and SD= .72) and (M= 2.93 and SD= .65) respectively. The same answer is found in the last item, I want to get a well-paid job in the future, with M= 3.01 and SD= .84.

### What is The Correlation between Teaching Learning Quality and Students` Motivation to Study in Yogyakarta`s Bimbel?

**Table 3. Correlation between Teaching-Learning Quality and Students` Motivation**

|     | TLQ                 | SM     |
|-----|---------------------|--------|
|     | Pearson Correlation | 1      |
|     |                     | .669** |
| TLQ | Sig. (2-tailed)     | .000   |
|     | N                   | 107    |
|     |                     | 107    |
|     | Pearson Correlation | .669** |
|     |                     | 1      |
| SM  | Sig. (2-tailed)     | .000   |
|     | N                   | 107    |
|     |                     | 107    |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The Correlation in the Table 3 above shows positive relationship between Teaching-Learning Quality and Students` Motivation ( $r=0.67$ ,  $p=0.00$ ). This is a significant because the value for  $p$ , 0.00 is less than alpha value, 0.05 and the Pearson correlation for  $r = 0.67$  shows that student perception and enhance learning process are high positive relationship.

## DISCUSSION

Descriptive statistical data analysis and correlation analysis are used in order to achieve the objectives of the study. The detailed discussions on how the empirical results provide answers to the research questions are presented in the following sub-sections.

### The Teaching Learning-Quality in Yogyakarta`s Bimbel

The first objective of this study is to identify the level of teaching-learning quality in Yogyakarta`s Bimbel referring to students` opinions. The descriptive statistical analysis for student perceptions provided reliable evidence that supports the respondents` high level of agreements. The items consist of the quality of curriculum in Yogyakarta`s Bimbel, the learning experience felt by students during their study, how tutors create interactive teaching-learning process in the classroom (Handrianto, Jusoh, Goh, Abdul Rashid, Rahman (2020), what kind of progressive assessment done by tutors, their responsibility to self-directedness study, and academic advising provided by the Bimbel for student`s success.

Giving the opportunity, adults like to discuss what they know about a problem or issue and ask questions for clarifications to deepen understanding (Sogunro, 2014). It is part of an adult learning approach that is implemented by the Yogyakarta`s Bimbel. Students are given the chances to express

themselves by actively discussing material subjects during their learning in the classroom. Tutors also encourage students by providing media and current information as the additional references. Teaching-learning quality is formed by the classroom interaction among all the classroom members.

Teaching-learning quality of Yogyakarta's Bimbel gains the highest agreement from respondents among variables in this study. Respondents agree that the Yogyakarta's Bimbel has provided them a good curriculum to pass the university test. Bimbel provided syllabus to help students with specific information about materials' study. Students are happy with the tutors' caring to their learning phases. In teaching-learning process, students are motivated with the university's stories by the tutors. For strengthening students' commitment, tutors offer them opportunities to discuss their experiences. Students are encouraged for mutually supportive working relationships among their friends in the class. For students' evaluation, tutors provide progressive assessment like grades, verbal and written comments to students. Tutors give the effective feedback for every single question from students in teaching-learning process. For independent learning, tutors are encouraged students to be responsible for their own learning. Tutors are placed themselves as the advisors for students to discuss their university choices. Majority respondents viewed that tutors have provided effective advising as their road map for a journey in the next university's program.

### **Students' Motivation to Study in Yogyakarta's Bimbel**

Based on the data in previous chapter, it was found that students' motivation to study in Yogyakarta's Bimbel is placed in high level. The indicators of students' motivation are measured by seeing their opportunity to help others when they pass to the benefit university, loafing or an easy option for getting higher education, their interest in certain subject, how their study give contribution to their career concern.

Motivation theory developed in couple of decades focuses on intrinsic and extrinsic motivations. Intrinsic motivation finds out that people decide to do something influenced by their own self based on perceptions, feelings, and their understandings. Meanwhile, extrinsic motivation comes from the external factors such as environments, peer, parents, and experiences. Skatova and Ferguson (2014) developed a model motivation that combines intrinsic and extrinsic motivation of students I choosing higher education. The model is known as Motivation Influencing Course Choice (MICC) which looks students' motivation in four different indicators. The indicators are career, interest, loafing, and helping. The all indicators are used in this research and the result can be described in following paragraph.

Students from outside Java Island are motivated by some indicators that have been mentioned in previous paragraphs. They show strong agreement to enroll Yogyakarta's Bimbel to pass the university test for helping other people. They want to contribute to their community because they are interested in empowering people. If they are successful to enter top universities, they will be easier to communicate with people. They have enough knowledge and experience for understanding other people's perspective. Graduation from the top universities in Indonesia is a strong bargaining position in society because people believe in their competencies. Motivation of students to choose Bimbel ia also influenced by environmental factor. A study by Handrianto and Salleh (2019) found that there are four environmental factors which affected students' decision to choose Yogyakarta Bimbel such as: parents' consideration, living cost, social environment, and Bimbel reputation.

Yogyakarta Bimbels designed a good learning process and provide competent tutors. Respondents believe that through the helps of Yogyakarta's Bimbel, the test university seemed to be easy to pass. It is part of the easiest options to enroll Yogyakarta's Bimbel. Students have a fascinating subject to study in Yogyakarta's Bimbel. They enjoy to study there because it will help them to pursue their dream to chosen university. Bimbel also implements project based learning to develop students' critical thinking and learning attitudes (Handrianto & Rahman, 2019). In terms of career options, students agree that by studying in Yogyakarta's Bimbel opens more opportunity to be a successful person in the future. They will pass to the top universities while provide the best career option to them after graduation. They want to gain well paid job in the future to ensure that all their needs are fulfilled.

## **The Correlation between Teaching-Learning Quality and Students' Motivation to Study in Yogyakarta's Bimbel**

Analysis data show that there is strong correlation between teaching-learning quality and students' motivation. The correlation happened positively. It means that the better teaching-learning quality, the more students' motivation. Students believe that the quality of teaching and learning in Yogyakarta's Bimbel determine their success to enter the top universities. Their motivation to study in Yogyakarta is encouraged by these conditions.

These findings also indicated students' tendency to choose Yogyakarta's Bimbel because tutors' role as a facilitator and adviser. Tutors are the important factors in Bimbel because they are the executors of teaching-learning process. Their experience will be elaborated to create appropriate methods and arrange the strategies how to make students' gaining their chosen university. Tutors also give motivation to students related to their experiences during university's students.

Overall, this study discovered a positive relationship between teaching-learning quality in Yogyakarta's Bimbel and students' motivation from outside Java Island to choose the Bimbel. The students in this study confirmed that a whole of the teaching learning process enhance opportunity to help others, loafing or an easy option for getting higher education, interest in certain subject, and career concern in the future.

The findings of this study are supported by previous research, especially in the current years. According to research finding by Rieser, Klieme, Fauth, Decristan, and Büttner (2014), the impact of positive student-teacher relationship and a good quality in learning process improve students' motivation. It is also found by Entwistle (2014) that the teaching-learning strategies by the teachers can influence academic motivation of the students. Arquero, Fernández-Polvillo, Hassall, and Joyce (2015) found that there is a link between autonomous motivation, study strategy and academic performance. Learning startegies and fun learning by tutors improve students' motivation to study (Rita & Handrianto, 2020).

The study conducted by Fonseca, Martí, Redondo, Navarro, and Sánchez (2014) found that there is strong correlation between the use of technology in teaching learning process and motivation. Students gain more learning experience and it can improve their learning motivation. Furthermore, Sun (2014) showed that improving classroom teaching, interactive learning environment and learning strategies has correlation with the motivation of students. Tellu and Laenggeng (2018) found that applying an effective teaching-learning approach affects the motivation of learning, thinking skills, and student learning outcomes. The relationship between learning motivation, thinking skills and student learning outcomes occur either partially or together. Motivation plays an important role in learning. High student motivation improves students' thinking skills in the learning process so as to increase the persistence and quality of their learning process and ultimately improve student learning outcomes.

A study by Tran (2019) found that cooperative learning with interactive approaches advances the motivation in a sample of Vietnamese higher education students. It also has proven that the frequent collaborative interaction among students in the treatment group reinforced students' mutual collaboration for better learning motives. Sogunro (2017) claimed that quality of instruction was the reason for improving students' motivation in higher education. Rouzi, Afifah, Handrianto and Desmita (2020) found that the prophets' parenting style prioritizes dialogue with students by assisting them in creating a good learning habits. Overall, evidence abounds that a student's motivation to learn was piqued by the quality of the instruction received. That was, when the quality of instruction was high, a student's motivation to learn increases. Therefore, this study had particularly espoused the importance of quality instruction as a motivating factor critical to student learning in higher education.

## **CONCLUSION AND RECOMMENDATION**

This study was conducted with the aim of identifying whether the teaching-learning quality in Yogyakarta's Bimbel has correlation with students' motivation to study. In terms of teaching-learning quality of the Bimbel, there are 6 indicators used such as the quality of curriculum in Yogyakarta's Bimbel, students' learning experiences, interactive classrooms, progressive assessment by the tutors



during learning process, students' self-directedness, and academic advising given by tutors to students. Furthermore, in students' motivation, 4 indicators are measured such as opportunity to help others, loafing or an easy option for getting higher education, interest in certain subject, and career concern. The conclusions of this study are: (1) Majority students agree that the teaching-learning quality of Yogyakarta's Bimbel is better than their own provinces; (2) Students' motivation to study in Yogyakarta's Bimbel is high; and (3) There is strong relationship between teaching-learning quality and students' motivation to study in Yogyakarta's Bimbel.

Recommendation of this study is qualitative approach for following studies needed for exploring and more understanding about the teaching quality in Yogyakarta's Bimbel. The external factors for students from outside Java Island to choose Yogyakarta's Bimbel also could be highlighted by other researchers in this field.

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