

Analysis of Interest to Participate in a Distance Master Program in Indonesia

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Abstract—This study aims to determine the interest in distance master education in Indonesia, which is related to how much market interest is in opening distance education programs and knowing which programs are of interest. The research was conducted using a survey method by distributing 1,328 questionnaires in the provinces of Aceh, Bali, Banten, Bengkulu, DKI Jakarta, Jambi, West Java, Central Java, East Java, South Kalimantan, North Kalimantan, Central Kalimantan, East Kalimantan, Lampung, North Maluku, West Nusa Tenggara, East Nusa Tenggara, Papua, Riau, West Sulawesi, South Sulawesi, Central Sulawesi, West Sumatra, South Sumatra and the Special Region of Yogyakarta. The results of the study show that the interest to take part in distance master education is very high.

Keywords—*interest analysis, distance program*

INTRODUCTION

Technological developments and rapid economic growth have increased people's aspirations to obtain education that can increase their abilities and be able to support tasks or jobs. The conventional education system which requires students to attend classroom learning is not the right solution for those who wish to improve their educational qualifications to advance their career paths. The remote education system opens up wide opportunities for those who wish to remain employed, and wish to upgrade their educational qualifications.

The implementation of the Distance Education System has long been carried out in many countries in the world. In general, education providers through a long-distance system aim to increase or expand access for citizens to obtain education. In developed countries, the implementation of a distance education system is used to increase the ability or competence of those who are already working. In Indonesia, the implementation of the distance education system has also started a long time ago,

especially for the equalization of teacher education qualifications. However, starting on September 4, 1984, the Indonesian government established the Open University to accommodate high school graduates who were not accommodated in existing tertiary institutions.

Currently, the implementation of education with a distance system is not only carried out by the Open University. Since the outbreak of the Covid-19 pandemic hit the world, almost all educational institutions have been required to provide education with a remote system. Even though the distance education system carried out by these educational institutions is only limited to online learning. For example, for higher education institutions, the Director General of Higher Education, Ministry of Education and Culture, Nizam (2020) said that 98 percent of tertiary institutions throughout Indonesia have conducted online learning.[1].

It is not easy to manage learning with a distance education system, even if it is only online learning. Many things need to be learned and prepared so that the learning process goes well. For the realm of higher education, Novianti (2020) reveals that students' difficulties in carrying out the online learning process are caused by external factors, namely infrastructure and human resources (economics) and internal factors in the form of student interests [2]. Meanwhile Turmuzi, et al. (2021) revealed that the difficulties in the online learning process experienced by students lie in the effectiveness of the teaching and learning process and also technical constraints such as unstable internet networks, limited quotas and minimal interaction when the online learning process takes place [3]. For the realm of basic education, research by Mansur, et al. (2022) shows that the difficulties experienced by students are influenced by interrelated internal and external factors. Internal factors of students are related to students' attitudes when participating in distance learning, while external factors are related to distractions experienced by students while participating in learning, student support facilities,

distance learning methods that are less flexible so students feel bored [4].

Seeing the current condition of education, the Open University is compelled to address the problems experienced by educational institutions that operate distance education systems. The Open University which is the pioneer of the distance education system intends to open a Distance Education Masters Study Program. With the opening of the Distance Education Masters Study Program, it is hoped that it will produce human resources who are competent in managing the distance education system. So that it can be a solution to problems that are not only experienced by institutions as providers of educational services but also students as recipients of educational services.

LITERATURE REVIEW

Interest to Learn

Interest in learning is a very influential factor in the learning process, where this interest can encourage someone to do something he is interested in, and vice versa without someone's interest it is impossible to do something (Harahap et al, 2021). The learning is seen to be successful if it is accompanied by a high interest in learning. A sense of interest and pleasure in learning will certainly help the success of teaching and learning activities. Interest in learning makes a person have a sense of or be interested in something and learning activities without orders from other people [6].

important for the success of learning where interest arises from one's own self. Meanwhile, the factor of interest in learning is how the teacher/lecturer teaches. The role of the teacher/lecturer is very important to foster student interest in learning, one of which is by teaching in a fun way and providing constructive motivation. Interest in learning is also defined as a desire and intentional involvement in cognitive activities that play an important part in the learning process, determining what parts we choose to learn and how well we learn the information provided [7], [8].

METHODOLOGY

This research was conducted using a quantitative method through distributing questionnaires distributed in the Provinces: Aceh, Bali, Banten, Bengkulu, DKI Jakarta, Jambi, West Java, Central Java, East Java, South Kalimantan, North Kalimantan, Central Kalimantan, East Kalimantan, Lampung , North Maluku, West Nusa Tenggara, East Nusa Tenggara, Papua, Riau, West Sulawesi, South Sulawesi, Central Sulawesi, West Sumatra, South Sumatra and the Special Region of Yogyakarta. Professions of respondents-heads of

universities, school leaders, teachers, education students, lecturers, education staff, and trainers/instructors. Data processing techniques using Weighted Mean Score (WMS).

FINDING AND DISCUSSION

a. Respondent's Occupation

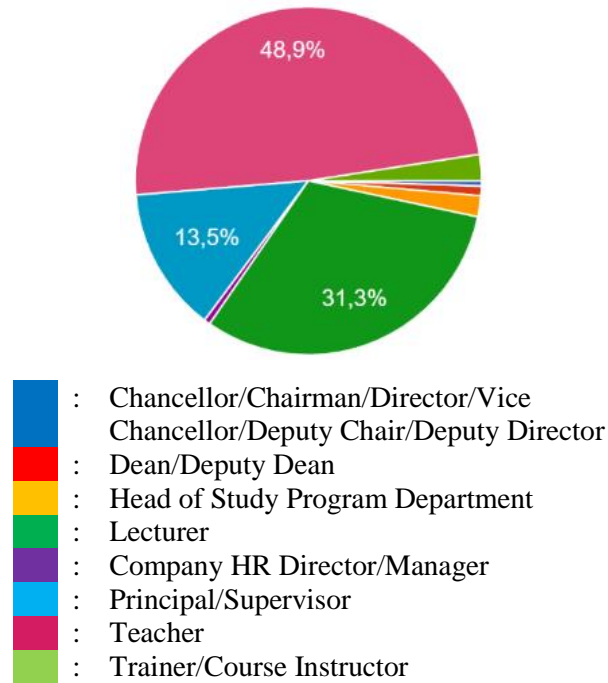


Figure 1. Respondent Occupational Diagram

Based on the job diagram of the respondents, the most professions were Teachers, namely 48.9%, then Lecturers, 31.3%, and Prncpal/Supervisor 13.5%.

b. Interest to Join the PJJ Program

The following table presents the data of respondents who are interested in taking distance education/training based on their last education, namely: 1272 people consisting of 284 respondents with the last education level of SMA, 259 respondents with the last education level of S1, 615 respondents with the last education level of S2 , and 108 respondents with the last education level S3.

Table 1. Interest in Following Distance Education/Training Based on Last Education

Educational stage	Yes	No	NA	Total
SMA	284	12	-	296
S1	259	14	-	273
S2	615	12	-	627
S3	108	2	-	110
NA	6	-	-	6
Total	1272	40	-	1312

From the table it can be seen that overall the percentage of respondents who are interested in taking part in distance education/training is greater (97%) than the respondents who are not interested in taking part in distance education/training (3%).

c. Type of Interested Education/Training Program

The following table shows the respondent's data related to the PJJ program of interest. Respondents were given the freedom to choose more than one answer to the question about the type of education/training program they were interested in. From the table it can be seen that the type of certified training program is the type of program most in demand by respondents, with as many as 833 voters. While the training program without a certificate received the least response, only 59 people were interested.

Table 2. Type of Interested Education/Training Program

Type of Education/Training Program	Total
Certified Training Program	833
Uncertified Training Program	59
S1	416
S2	135
S3	129

Meanwhile, the following is a matrix table of the types of programs of interest and the latest educational background.

Table 3. Matrix of Interested Program Types and Latest Educational Background

Program Type	S 1	S 2	S 3	High School/Equivalent	(blank)	Grand Total
Certified Training Program	109	33	78	59		579
Certified Training Program, S1, S1	22	14		26		62
Certified Training Program, S1, S1, S2	8	7	1	4		20
Certified Training Program, S1, S1, S2, S3	2	7		4		13

Program Type	S 1	S 2	S 3	High School/Equivalent	(blank)	Grand Total
Certified Training Program, S2	20	9	3	1		33
Certified Training Program, S2, S3	1	7				8
, S3 Certified Training Program	1	75	3			79
Uncertified Training Program	3	12	2	3		20
Uncertified Training Program, Certified Training Program	1	12	1			14
Uncertified Training Program, Certified Training Program, S1	3	4		3		10
Uncertified Training Program, Certified Training Program, S1, S2, S3		4		2		6
Uncertified Training Program, Certified Training Program, S2	1		1			2
Uncertified			3			3

Program Type	S1	S2	S3	High School/Equivalent	(blank)	Grand Total
Training Program, Certified Training Program, S2, S3						
Uncertified Training Program, Certified Training Program, S3		4				4
S1	66	37	1	190		294
S1, S2	3	1	1	1		6
S1, S2, S3		3	2			5
S2	19	10	5			34
S2, S3	2	2	1			5
S3	1	78	6			85
(blank)	11	12	2	5		30
Grand Total	273	631	110	298		1312

Based on the table, the type of program that is most in demand is the certified training program with a total of 579 enthusiasts.

d. Interested Field of Education/Training

The following table shows the focus of the field of education/training that is of interest to the respondents. Respondents are allowed to choose more than one focus in the field of education/training.

Table 4. Focus on Interested Education/Training Fields

No	Focus on Education/Training	Total	Percentage
1.	Prospects for the Development of Distance Education	432	33%
2.	Instructional Design	132	10%

No	Focus on Education/Training	Total	Percentage
3.	Pedagogy/Learning Model	408	31%
4.	Learning / Learners	523	39%
5.	Motivation and Learning Retention of Program Participants	239	18%
6.	Study Assistance Service System	225	17%
7.	Assessment of Learning Outcomes	304	23%
8.	Technology Utilization	400	30%
9.	Multimedia Development and Utilization	410	31%
10.	Digital Learning Resources	312	23%
11.	Online Learning Platform	282	21%
12.	Program Development and Planning and Management	222	17%
13.	Infrastructure	75	6%
14.	Program Management	135	10%
15.	Cost and Benefit Analysis	96	7%
16.	Quality assurance	218	16%
17.	Leadership	239	18%
18.	Certification and Credentialing	147	11%
19.	Copyright and Intellectual Property	148	11%

From the data presented in the table, the five focuses in the field of education/training that are in great demand by respondents are Learning/Students selected by 523 (40%) respondents, Prospects for the Development of Distance Education selected by 432 respondents (33.4%), Development and Utilization of Multimedia was chosen by 410 (31.7%), Pedagogy/Learning Models was selected by 408 (31.5%) and Utilization of Technology was selected by 400 (30.9%). Based on the areas of interest to the respondents, it seems that there are five areas that lead to the field of Educational Technology, namely:

- (1) Development and Utilization of Multimedia selected by 410 (31.7%)
- (2) Technology Utilization as chosen by 400 (30.9%)
- (3) Digital Learning Resources selected by 312 (24.1%)
- (4) Online Learning Platform chosen by 282 (21.8%)
- (5) Instructional Design was chosen by 132 (10.2%).

DISCUSSION

The following is an analysis of the interest in participating in a distance master program in Indonesia.

a. Interest to Join the PJJ Program

Based on the research findings, it was found that the interest in participating in the PJJ program was very high, where as many as 1,272 people were interested in participating in the PJJ program. Distance learning or what we know is also the online system, with online system learning of course it will provide all Indonesian citizens to be able to enjoy the learning process wherever they are, while distance learning is a formal tertiary education activity where students and instructors (lecturers) are in separate locations so that they require an interactive telecommunications system to connect the two and the various resources needed therein [9], [10].

Online learning is learning "in the network" as a translation of the term online which means connected to a computer network for online learning (online) as a fun learning strategy for students (students) because they can listen to it via smartphones, laptops or computers, not just listening book. Online learning has several benefits, including (1) increasing the level of learning interaction between students and lecturers, (2) enabling learning interactions to occur anywhere and anytime, (3) reaching students in a wide range, and (4) facilitating refinement and storage of learning materials. Student learning activities with online learning (online) can make students not feel bored, more interested, and active in participating in learning, (5) Meaningfulness of learning, ease of access, and improvement of learning outcomes [11].

Even though distance learning provides benefits including providing flexibility of place and time and creating a new learning atmosphere and saving money on transportation, there are drawbacks to distance learning which results in the grades to be obtained by students, besides that the end of semester exam system is through an online system with a high level of complexity. The height and time specified greatly affect the interests and grades of students [12], [13].

b. Type of Education/Training Program of interest

Based on the research results, it was found that the type of certified training program was the type of program most in demand by the respondents. As we know that ideally when someone takes part in training they will get a certificate as proof that someone has finished carrying out the training, besides that the certificate can be one of the proofs related to competence in a person, where the certificate shows the value and material contained in the training. As for competence, it can show rational

(performance) actions that can achieve their goals satisfactorily based on the expected conditions (prerequisites) [14]. Where some consider that competence can also be seen from certificates or can be referred to as competency certificates, this will usually have an impact on knowledge and skills that are in accordance with applicable provisions, regulations, standards and qualification standards [15]–[17].

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Training activities carried out to improve the competence of human resources are clearly good activities to carry out, especially with good implementation. In today's modern era, training is not only carried out face-to-face, but training can be carried out remotely or what is known as online training. However, if the facilities are inadequate, sometimes obstacles are encountered in remote training activities. Meanwhile Rahman (2020) says there are 5 obstacles in online learning, namely: firstly not having a cell phone or computer equipment for learning that is compatible with activities, secondly having it but still old school which does not support needs, thirdly there is insufficient quota available to interact online. normally online, there are problems with the four internet networks, so you have to look for a network, and fifth, electricity often breaks. This obstacle is a serious bottleneck in distance training and it can interfere with the training process [19].

CONCLUSION AND RECOMMENDATION

Based on the findings, data was obtained indicating that the interest in taking part in the distance master program was very high. In addition, the findings stated that the type of program that was most in demand was a certified training program. The fields of education/training that are of interest include the five focus areas of education/training that are in great demand by respondents, namely Learning/Students, Prospects for the Development of Distance Education, Development and Utilization of Multimedia, Pedagogy/Learning Models and Technology Utilization. The majority are interested in technology-related training.

Meanwhile the recommendations in this study are that with a high interest in participating in the distance master program and a high interest in certified training, the recommendations for improving the distance master program and certified training include managing a structured online learning system, students and trainees need to given socialization about distance learning procedures and tools, lecturers/tutors need to be flexible in

managing learning so they don't get bored easily, including using a variety of training media.

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