

The Factors Analysis of Indonesian Students' Motivation for Being the Members of Bilingual Class at Economics Education Department

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Abstract

The need for qualified education personnel was getting more challenging, thus; the Economics Education Department should improve the quality of education to align the globalization era. Graduates who were qualified and competitive in both national and international sciences could be achieved through the good quality of teaching and learning process. An effort of the Economics Education Department to meet the needs of the world of work one of them was through the opening of the bilingual class program. It was a program which opened the valuable opportunity for students to develop their ability to understand lectures in two languages. However; the reality was the opposite, the appeal of students to follow the selection of bilingual class recruitment was still low. Motivation factor was suspected to be the reason of students' decisions whether join or did not join the bilingual class. Therefore; the purpose of the study was to analyze the factors that influence students entering the bilingual class. The data were collected by documentation, interviews and questionnaires. Then, they were analyzed by Structural Equation Model (SEM). The result of the research showed that internal factors gave the positive and significant influence for 53.1% on students' motivation to enter the bilingual class. Then, the external factors gave the positive and significant influence on the motivation of entering the bilingual class for 25.1%.

Keywords: Internal Factors, External Factors, Motivation to be Bilingual Class Members

1. Introduction

Teachers play a very important role in teaching and learning process. The teaching and learning process was very vital; no matter how good the curriculum was by setting high standards, but if there was no professional teacher available, the curriculum objectives would be in vain (Tilaar, 2006). Recognizing the importance of the existence of a professional teacher, and also to get a professional teacher, the education in a university needed to be improved.

The provision of school teachers was the main task of university. To produce qualified teachers, there were a number of requirements that should be fulfilled to make the teacher education process was going well. Selection of prospective teachers was done selectively to produce prospective teachers of good quality. Furthermore; the learning facilities and infrastructure in university should meet the minimum standards of teacher education. Supported by the adequacy of qualified lecturers, able to translate and implement a well-restored curriculum, as well as community support and all elements related to the teacher preparation process.

The strategic role of curriculum development of educational institution as an element of the educational process to spawn qualified teacher candidates was questionable. The demand for education globalization forced the universities to conduct a review of its curriculum. The curriculum change referring to Minister of National Education Decree No. 232 was already launched and its implementation was still encountered some obstacles in the context of determining the formulation of main competencies and supporters who were formulated in the determination of the graduates' profile to strengthen the existence in the education system of Indonesia.

The Economics Education Department at Semarang State University as a higher education institution which produced the potential educators had a great responsibility in providing professionals in the field of education. The need for qualified education personnel was getting more challenging, thus; the Economics Education Department should improve the quality of education to align the globalization era. The graduates who were qualified and competitive in both national and international sciences could be achieved through the good quality of teaching and learning process. A milestone of the Economics Education Department to meet the needs of the world of work one of them was through the opening of the bilingual class program. The program has been conducted since 2008.

The bilingual class was basically the pilot project for the international class because in the existing International Class there were not any international students. The class allowed either students or lecturers to communicate using International Language, it was English. Because a lot of people who use English and English have their own pattern in the language, so it was easy to understand and also has been studied since the elementary school level.

The Economics Education Department has begun to try to implement the bilingual program since 2008.

The requirements of students who were allowed to join the international class were having GPA more than 3.00 (Range 0- 4.00), having the good ability of English with proven by TOEIC / TOEFL / IELTS certificate. The selection process of bilingual class was through administrative selection, written test and interview test. Administrative selection was conducted to assess the result of the study of students on the main subject of the study program, the scores of the English subject, and the supporting certificate that was the certificate of evidence of expertise in English. After students pass the administration selection, then the next stage would follow a written test of English and interviews in English.

The classes used during the learning process were still in the microteaching Laboratory room for theoretical lectures and in computer labs for computer practice courses. The benefits that can be taken from the program that can motivate the next generation to be able to follow the bilingual class, and automatically they were more trying to pursue getting GPA more than 3.00. Furthermore; the existence of the bilingual class, students became more often communicate in English and they became more fluent to speak in English.

Students who wanted to enter the bilingual class basically have their own expectations and motivations. It was in accordance with the results Leal's study (2012) that the motivation to learn among students was quite diverse. Motivation was a mover from within one's heart to do or achieve a goal. Students' motivation was a driving factor for students in making decisions to participate in bilingual classes or not. It was suitable with the statement of Barelson and Steiner in Koontz (2001: 115), they defined motivation as a state in a person that encouraged, activates or moved, and that directed or distributed behavior toward the goal.

Motivation played an important role of a person when he/ she would do something. Motivation was the ability to do something while the motive was the need, the desire, the urge to do something. A person's motivation was influenced by the intrinsic, intrinsic stimuli which were present in the individual. External stimuli might also influence motivation but the motivation itself reflects the individual's reaction to the stimuli (Supriyono, 2003: 329). Motivation in Winardi (2001: 2) was the result of a number of processes, which were internal or external to an individual, causing an attitude of enthusiasm and persistence in carrying out certain activities.

Based on the above description, motivation factor was suspected to be the reason of students taking the decision to enter or not in bilingual class. Therefore, the research aims to find the factors that influence students to join the bilingual class, so that can be used as the basis for formulating the right policy in improving the learning system in the Economics Education Department, The Economics Faculty, Semarang State University.

2. Method of the Study

2.1 Types and Techniques of Data Collection

Secondary data were required in the study. Alternative answers provided for a closed questionnaire using the ordinal scale include number 1 through 5. The questionnaires were then tabulated and transformed before further analysis should be tested for its validity and reliability. Then, documentation technique was done by conducting activities of completion and recording of the existing data in the department of economics education. The data were bilingual students' curriculum vitae, Students Study Result Card, and other documents related to second-grade students motivation. The data were then interpreted and used to strengthen information and events occurring in the field during interviews and observations.

2.2 Population of the Study

Population of the research was all students of economy of bilingual class of class of 2015 which consisted of 100 students. In the study, all population was used as the research respondents so the questionnaire was distributed to 100 students. The questionnaires were filled in completely, so the total number of the valid data was 100. Based on the research results obtained general description of respondents, namely students of Accounting Education Courses 60 students, 20 Office Administrative Education Students, and Students 20 Cooperative Students Education. From the gender composition of the study respondents consisted of 95 (91.67%) male and 5 (8.33%) women.

2.3 Validity and Reliability Test

Validity test

Test validity was to measure the validity of the questions in the questionnaire for a sufficiently representative questionnaire or not. Validity test of the research was analyzed by using Amos 17 obtained all valid variables. Based on the results of data processing with AMOS, it could be said that all variables were valid because the value of variance was smaller than 0.05. Validity test results can be seen in Table 1 view below:

Table 1 The Result of Validity Test

Variable			Unstandardized Estimate	Standardized Estimate	S.E.	C.R.	P
MOT	<---	FE	0.531	0.626	0.443	1.198	***
MOT	<---	FI	0.251	0.371	0.652	1.079	***
X7	<---	FE	1	0.844			
Y1	<---	MOT	1	0.973			
Y2	<---	MOT	0.576	0.619	0.196	2.937	0.003
X6	<---	FI	1	0.704			
X5	<---	FI	1.391	0.915	0.236	5.898	***
X3	<---	FI	1.085	0.689	0.236	4.59	***
X2	<---	FI	1.173	0.826	0.215	5.459	***
X8	<---	FE	0.398	0.516	0.246	2.716	0.007
X11	<---	FE	0.42	0.541	0.247	2.884	0.004

Test of Reliability

Reliability was a measure of internal consistency of indicators of a form variable which indicated the degree to which each indicator was denoting a common form factor. Based on the results of data processing with AMOS, it can be said that all the reliable variables because the value of p variance error was smaller than 0.05. The result of reliability test can be seen in the following Table 2:

Table 2 The Result of Reliability Test

Variable	Min	Max	Skew	c.r.	Kurtosis	c.r.
X11	3.800	5.000	.160	.465	-1.435	-2.092
X8	2.750	4.750	-.429	-1.249	.589	.858
X2	3.800	5.000	-.608	-1.774	-.734	-1.070
X3	3.667	5.000	-.402	-1.171	-.973	-1.418
X5	3.750	5.000	-.448	-1.308	-1.137	-1.658
X6	3.571	5.000	-.684	-1.995	-.097	-.141
Y2	3.667	5.000	-.442	-1.287	-.414	-.603
Y1	3.500	5.000	-.458	-1.336	-.500	-.729
X7	3.000	5.000	.097	.283	-.593	-.864
Multivariate					5.793	1.470

3. Findings

3.1 Prerequisite Test Structural Equation Model (SEM)

SEM analysis requires several prerequisites that should be met in structural modeling were a normal multivariate assumption, the assumption of the absence of multicollinearity or singularity and outlier.

3.1.1 Multivariate Normality Test

Normality test conducted by the research was the normality testing of all variables together called multivariate normality. The test of multivariate normality aims to assess the normality of the variable. In the study the normality assumption was satisfied, so it can be continued to SEM analysis. Multivariate normality test results were shown in Table 3 below:

Table 3 The Result of Normality Test

Variable	Min	Max	Skew	c.r.	Kurtosis	c.r.
X11	3.800	5.000	.160	.465	-1.435	-2.092
X8	2.750	4.750	-.429	-1.249	.589	.858
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X7	3.000	5.000	.097	.283	-.593	-.864
Multivariate					5.793	1.470

Based on the test results Table 3 can be seen that the value of C.R multivariate 1.470. Limit values of multivariate C.R below 2.58, means that the data error was normally distributed.

3.1.2 Test Singularity and Multicollinearity

A model can be theoretically identified but it cannot be solved because of empirical problems, such as the presence of high multicollinearity in each model. Based on the results of singularits and multicollinearity test obtained Determinant value of sample covariance matrix close to 0, 000, so the data in the study was singular or free from multicollinear

3.2 Data analysis

All assumptions required in the SEM analysis were met, so it can proceed to SEM analysis with the model shown in Figure 1 below:

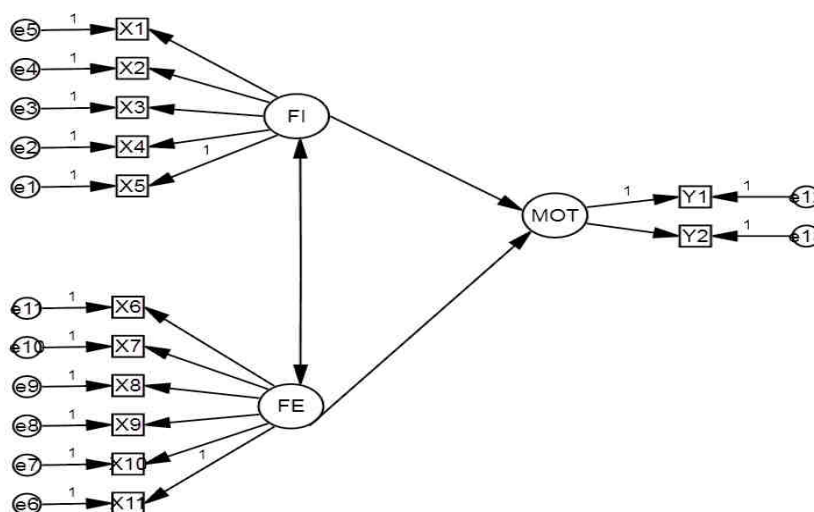


Figure 1. The Model of Research

Information:

- FI = Internal Factor
- X1 = Interest in the Science Field studied
- X2 = Bilingual Class Entry Orientation
- FE = External Factor
- X1 = Lecture Material
- X2 = Lecture Method
- X3 = Condition and Atmosphere of Lecture Room
- X4 = Library Facility
- X5 = Quality of Lecturer
- MOT = Motivation
- Y1 = Seriousness

Y2 = Activeness

Table 4 The Result of Test Model

Criteria	Cut-Off Value	Result	Additional Information
Significance Probability	≥ 0.05	0.000	Good
RMSEA	≤ 0.08	0.062	Good
GFI	≥ 0.05	0.882	Fair
AGFI	≥ 0.05	0.780	Fair
CMIN/DF	≤ 2.00	1.519	Good
TLI	≥ 0.95	0.899	Fair
CFI	≥ 0.95	0.932	Fair

Table 4 was a criteria used in the assessment of whether or not a model was feasible. Based on table 4 above, it shows that 7 (seven) criteria showed the good and fair criteria. It can be said that the model was acceptable, which means there was a match between the model and the data. Interpretation of each path coefficient in table 5.4 was as follows:

A. Internal factors (X1) gave a positive and significant influence on the motivation of entering bilingual class. It can be seen from the coefficient of the path marked positive and obtained the probability significance (p) of 0.000 was smaller than the significance level (α) was determined at 0.05. Thus; the internal factor (X1) directly influenced the motivation of entering the bilingual class.

B. External factors (X2) gave a positive and significant influence on the motivation to enter bilingual class. It can be seen from the coefficient of the path marked positive and obtained the probability significance (p) of 0.000 was smaller than the significance level (α) was determined at 0.05. Thus; the extension factor (X2) directly influenced the motivation of entering the bilingual class

Table 5 The Result of Path Model Test

Variable	Coefficients	Prob.	Additional Information
Internal Factors on Bilingual Classroom Entry Motivation	0.531	0.003	Significant
External Factors on Bilingual Classroom Entry Motivation	0.251	0.003	Significant

4. Discussion

4.1 Influence of Internal Factors on Bilingual Classroom Entry Motivation

The result of the research showed that there was influence of internal factor to motivation to enter bilingual class. Internal factor was a factor that comes from within student. Motivation would basically not exist when students did not have strong ideals and desires in students. The study examines the internal factors of motivation from the interest indicator to the studied field of knowledge and the orientation of entering the bilingual class. Interest plays an important role in shaping one's motivation. According to Slameto (2003: 180) interest was a sense of preference and a sense of attachment to a thing or activity without anyone having. Interest was essentially the acceptance of a relationship between oneself and something outside of self. An interest in entering a bilingual class means a person's passion for a bilingual class program and feeling attached to the program without anyone else telling you to. The results of descriptive percentage indicate that the average of students interest to enter bilingual class in medium category. It was because students were still hesitant to speak in English.

The orientation of entering bilingual class on students of economics education was high, meaning students have attention and focus on the purpose of entering bilingual class. The importance of orientation to motivation was the orientation toward the goal would shape the achievement behavior. The orientation studied of the research was task involved that was motivation orientation owned by students who emphasize on getting knowledge and or self-improvement (Nicholls in Slavin, 1994). Students who have a tendency of task involved were more motivated by their intrinsic motivation in their learning activities. Students in the group would strive to improve their ability to deal with tasks and to be more self-sufficient in their task-completion efforts. The research supports the results of research Martono (2009) which states that there were intrinsic factors to students learning motivation.

4.2 Influence of External Factors on Bilingual Classroom Entry Motivation

The result of the research showed that there was influence of external factor to the motivation to enter

bilingual class. External factors were factors that come from outside the student. The external factor indicators studied in the study were the weight of the lecture material, the lecture method, the condition and the lecture of the lecture hall, the library facilities and the quality of lecturers. Based on the results of descriptive percentage obtained a description of students ratings of the weight of course material in the high category. It means that the material given by the lecturer was considered by students to be in accordance with the business world. It can be seen from the level of reasoning, the material given in the lecture has a high level of reasoning.

Lecture method was chosen as one indicator of external factors because of lecturing method. Students assessed average lecturer learning method in high category (77%). Lecture method applied by lecturers was considered to give opportunity to students to ask, it was expected to be an effective learning method which could produce graduates who have competence in economics field and adequate English ability. An aspect assessed in the method was the use of facilities provided by the Economics Faculty such as LCD, Wi-Fi and so forth. Students assess that in terms of learning facilities have been in accordance with the needs.

In contrast to the descriptive results of percentages in indicator of learning method, the mean descriptive percentage for the assessment of condition and lecture room atmosphere in the sufficient category. Library was one source of learning on campus. The campus library was one of the most important parts of the whole campus program. Library as a storehouse of information and science should be a learning resource used by lecturers and students in the implementation of learning. Complete library book collection can basically support the teaching and learning process in bilingual class programs. Library facilities as one indicator in external factor variables have an influence on students' motivation to enter bilingual class. The results of the study support the results of research Pratiwi (2008) which states that there was influence of the facility library on students' learning motivation.

The next element chosen as an external factor indicator was the quality of the lecturer. Lecturers as one learning source were expected to apply various learning methods. The success of teaching and learning process was basically influenced by the quality of lecturers. The quality of good lecturers would lead students to competence that qualified as well. In the study the quality of bilingual faculty lecturers was rated in sufficient category (65%). When viewed from the educational qualifications of all lecturers who teach in bilingual class already met the S2 qualification and mastering the field of science that was occupied. However, when reviewed the quality of lecturers in terms of the use of foreign languages was still lacking. English language proficiency of lecturers in bilingual class still needs to be improved. Then, there were few lecturers did not communicate English in learning.

5. Conclusion and Recommendations

Based on the explanation of research results above; it can be concluded that:

- 1) There was a positive and significant influence of internal factors toward students' motivation to enter bilingual class.
- 2) There was a positive and significant influence of external factors toward students' motivation to enter bilingual class.

Then, there were some evaluations related to the materials based on the results of the study were the need for an enhancement of proficiency lecturer class bilingual lecturers in English, English should be improved since the bilingual class program was expected to become an international class pioneer. Lecture atmosphere was not in accordance with students expectations. The limitation of the study was the study was just to examine the factors that influence students in bilingual classes quantitatively. It was expected that further research can be studied by mixed method in order to find new factors that might shape students' motivation in deciding to enter bilingual class.

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