STUDENTS' PROBLEMS AND MOTIVATIONS TO CONTINUING STUDY AT THE ENGLISH EDUCATION OF MAGISTER PROGRAM IN MAKASSAR

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ABSTRACT

This research aims to find out the problems and also the motivations of students experience or face when they want to continue their studies in the English education of magister program at the State University of Makassar. In this study, the researchers used a method in which the method was a descriptive qualitative method. Meanwhile, the researchers conducted this research in the English Education magister program at the State University of Makassar. Then the respondents in this study totaled 30 students, they were students in the fourth semester English education program. The data in this study were taken directly from the sample by the researchers using several questions where the questions were open-ended questions given by the researchers to the respondent. Then the data were transcribed and analyzed by the researchers. The findings in this study were based on research problems students' problems and motivations to continue studying at the English education of master program at the State University of Makassar, namely 1) The researchers found that there were six problems faced by students while they were learning English of magister program in State University of Makassar. The problems were: 1. The problem of student academics, 2. Student administrative problems, 3. Student problems with their lecturers, 4. Student financial problems, 5. Student time management problems, and also 6. Student facility problems, 2) the researchers also found 5 types of motivational backgrounds of students in continuing their studies in the English education of the magister program, and the types were: 1. Student quality motivation, 2. Student career motivation, 3. Student economic motivation, 4. Student social motivation and finally 5. Motivation is based on their family.

Keywords: *Students' problem, students' motivation, English Magister Program, English Education*

INTRODUCTION

Lifelong learning is necessary because change and change and improvement in education are essential. The progress of science cannot avoid changes in the world of

education, which must be able to influence the development of the world. Science rests on three pillars; ontology, epistemology, and axiomatic domains. In this regard, the improvement of science that needs by all schools is the reason for the development of science. Higher education in the magister program is becoming an important institution that plays an important role in the advancement of science.

The English magister program at Makassar State University was established in 1997 and has produced many graduates who work primarily as lecturers and teachers. The English Magister Program of Makassar State University is designed to teach students majoring in English studies to study, develop, and teach English in depth. English magister program aims to enhance learning across various subjects and studies and put them into practice in public life. Following the demands of the society of today, expectations become demands. English Magister Program is designed to train English teachers specifically in understanding English language skills and using English teaching and learning methods as a priority in learning and research development.

The fact shows that the number of students in the English Magister Program is increasing year by year. This means that English Magister Program has become one of the most popular destinations for students to further their education. Some reasons encourage students to pursue their studies. However, there are still many problems that students will face from time to time in the field of education. Motivation is also a force that encourages students to overcome problems and achieve their goals, so it can push students to overcome their problems. This is why researchers are interested in examining the problems and motivations of continuing education students in the English Magister Program State University of Makassar.

According to Widyastuti (2006), motivation is seen as encouragement. Therefore, motivation is a force that motivates people to act in a way that serves a particular aim. According to Widyastuti (2006), student motivation for continuing education is divided into four categories: student quality motivation, student career motivation, student economic motivation, and student social motivation. A person's desire to enhance their quality and competence in the field they practice to complete

the assignment successfully is what is known as quality motivation. Career motivation is the need a person has to develop their skills to obtain a position and advance their career. An internal want to strengthen one's capacity to obtain desired financial rewards is known as economic motivation. Social motivation is defined as the motivation that drives an individual to work for social value and to obtain recognition and satisfaction for him.

The goal of this study is to examine students' reasons for continuing their education at the English Magister Program at the State University of Makassar as well as their challenges. More precisely, this study looks at many motivational factors, including quality, career, economic, and social motivation, among others. It also explores potential barriers to further study.

1. Concept of Motivation

Nobody learns without motivation; if there is no motivation, there are no learning activities. Motivation plays a crucial part in one's learning activity. The word motive, which refers to the power a person possesses and employs to act and behave, is where motivation derives from Hamzah (2009).

A person or a particular group of people may become motivated to do something because they need to accomplish their goals or feel good about their actions, which is known as motivation. Motivation can also refer to efforts that may cause a person or a particular group of people to become motivated to do something.

Furthermore, according to Widyastuti (2006), inspiration is frequently taken to mean encouragement. Motivation is a force that propels people to perform in a way that serves a certain objective because it is the power of the soul and physical action to do.

Individual differences in motivation typically pertain to variances in the strength or intensity of motivation, as well as goal content (such as achievement, affiliation, power, sex, or hunger) (Nuttin & Lens, 1985). Poor levels of motivation are frequently linked to low levels of achievement and underachievement. To raise their children's or athletes' perseverance and level of performance, parents, teachers, and coaches try to

increase the power or quantity of their motivation. However, empirical evidence makes it evident that it is equally crucial to consider people's motivational qualities or types (Deci & Ryan, 1985). This is because some motivational styles are of higher quality than others.

Therefore, it may be said that motivation is the driving force behind our decisions and deeds or a factor that encourages someone to act because they want to accomplish their goals or feel good about their deeds.

2. Types of Motivation

The four types of motivation listed by Widyastuti (2006) are grouped into these categories in this study:

a. Quality motivation

A person's desire to raise their level of competence and quality in their chosen field of practice to complete a task successfully is what is known as quality motivation.

b. Career motivation

Career motivation is described as the urge a person has to enhance their capabilities to obtain a position and advance their career.

c. Economic Motivation

A person's internal want to develop their capabilities to obtain the desired financial benefit is known as economic motivation.

d. Social motivation

This motivation is defined as the motivation that drives a person to work for social value and to gain knowledge and satisfaction in their environment.

3. Aspects of Motivation

a. Enforcement ability

This feature suggests that the formation of a force will be able to motivate individuals to take action. This power may originate from an individual, their surroundings, or their innate confidence or toughness. Whether intentionally or not,

each person frequently experiences intense turbulence when acting in a particular way. Family, friends, the environment, experiences, or anything else that gives us the motivation or ability to take action can all cause turmoil.

b. Positive attitude

This component demonstrated self-acceptance that is high and constant in a strong individual. People will think positively about the driving forces when they already feel motivated to take action, which will encourage them to adopt a positive outlook. Someone with a strong drive to pursue higher education should nurture good beliefs that will boost people's faith and confidence in them and guide them toward adopting positive attitudes such as unwavering hard work, positive thinking, and so on.

c. Goal oriented

These characteristics suggest that the incentive to give a goal-oriented behavior to be carried out is focused on one that is seen as significant in the person's life. Every person who wishes to advance her education unquestionably needs to make mature preparations to make it possible. To reach their goals, an individual must prepare the material and rigorously study to move on to a higher level of study.

4. Function of Motivation

According to Sardiman (2005), motivation serves three key purposes. First, to motivate individuals to act to accomplish their goals, as demonstrated by the vehicle's motor moving if its owner desired to wear it somewhere. Additionally, man can move when there is a push to complete a task.

The second role is to ascertain what drives an individual to do the actions that result in the accomplishment of their goals. If an individual is driven to earn a master's degree, then others are aware of what is real and what actions need to be made to accomplish their objectives. Motivating others both deliberately and unconsciously causes them to go toward their personal goals.

The jury, according to Sardiman (2005), is accountable for choosing an individual's action in accomplishing its goals. In other words, is a personal detective motivation for

the person themselves where he can determine what should be done to attain its aims and what should be discarded because they conflict with his purpose.

RESEARCH METHOD

In this study, the researchers used a method, namely a qualitative descriptive approach which is used to describe and analyze problems and also student motivations since they study at the English Education magister program in Makassar. As for the data analyzed in this study, it was obtained using an open-ended question.

This research was held precisely at the English education magister's program in Makassar. Therefore, researchers used a technique that is random sampling technique to obtain data for research. This random selection is known by the way the researcher distributes and also gives an open-ended questionnaire to the students who will be studied. So, students who receive or get a paper will be respondents in this study.

The data used by researchers in this study is from primary data. Based on Mulong (2006), primary data is data obtained directly from the source. Therefore, the researchers here obtained the data by taking it directly from the source, including by giving open-ended questions to the source. These open-ended questions refer to a question or a problem that will get more than one correct answer and will also get more than one strategy to get the right answer. We can see from the statement of Suherman et.al (2003) a problem is formulated in such a way that it will get multiple correct answers, this incomplete problem is called an open problem or open question. For students facing a problem, the emphasis is not on finding the answer, but on how to get there. Open questions are a tool used to gain information about students' motivations and problems. An open question has been written.

RESULT

The results of this study examine the problems and also the motivations of students in continuing their studies at the English education magister program in Makassar. The results of the data findings indicated that there are several problems and also the motivations of students in continuing their studies at the English Education magister program in Makassar, even when they are in the fourth-semester stage. Further interpretation of this research analysis can be seen below:

1. Students' problems continuing their study

    The problem in continuing this study must be corrected or the very unpleasant situations and conditions that are faced or experienced by students of the English education magister program then must be corrected. The situations and conditions here were related to student weaknesses which were related to an environment that is not very beneficial for them. All these problems must be resolved by the students themselves and also the campus, where they are university leaders so that the teaching and learning process runs smoothly as expected by students and from campus leaders themselves.

    Based on research data, there were some common problems experienced by students of the English education magister program, which are as follows:

    a. The problem of student academics

        The most common problem students faced when studying at the English Education magister program in Makassar is the problem of student academics. This problem is always observed by students in the process of teaching and learning in the classroom. Which is where they are unable to study independently, most students have difficulty understanding a learning material, especially literary material, students experience problems doing homework given by lecturers, students have a bad habit of learning, they also have difficulty in collecting assignments given, students have difficulty in making a report, or writing a review of an essay from a book or another. There were other opinions as below:

- Many tasks or presentations must be completed at the same time.
- There are difficulties in finding sources of content on the internet.
- The deadline was set by the lecturer.

b. Student administrative problems

Other problems that are often faced by students, namely student administrative problems were closely related to how officials at the university serve students who have academic needs. The cause of this problem is administrative services that are considered to be not good or inadequate in serving student needs. Some of the obstacles that are often faced are the services provided by the administration which are very slow and not friendly to students and some people are overwhelmed in dealing with the attitude of officers who are not friendly or not good enough. This is caused by a lack of coordination between the authorized academic community and staff employees which is an obstacle for students in the process of an assessment. We can see the management problems that were determined based on the results of the respondents as follows:

- Frequent delays in score entry
- Staff or employees who are not friendly, not humble, or cheerful in dealing with students who have academic affairs.
- It's hard to write an academic letter.

c. Student problems with their lecturers

The third problem that students often face in class is student problems with their lecturers. The interaction between lecturers and students is not as easy and harmonious as we imagine. For example, there is student dissatisfaction with their lecturers who are not "clear" in giving lessons, there is no transparency in giving grades, too disciplined so that it seems excessive or rigid (students often mention the word "KILLER" and also when teaching is very monotonous and

as a result, students become bored in class, but this problem is difficult to solve because both students and lecturers agree based on their respective views.

As for lecturer problems based on data from the results of respondents can be seen below:

- The lecturer's voice is loud and killer.

- Monotonous in teaching.

- The lecturer came not on time.

- The lecturer changes the schedule easily from time to time.

- Difficulty advising and supervising dissertations.

d. Student financial problems

Another problem that often occurs is student financial problems which are related to "money" and are very difficult to overcome. Many students face financial problems due to late transfers, lack of funds, or inability to pay for many needs such as tuition, housing, food, shopping items, refreshments, books, photography, etc. financial problems. From the answers given by the respondents, the following emerges:

- The student must pay for his living expenses.

- Funds are running out due to many needs.

- Late money transfer from parents.

e. Student time management problems

Another problem that often occurs is student time management problems. Some professors change their schedules, forcing students to rearrange their schedules and disrupting the schedules of part-time students. Many students have to work to pay school fees. The selection of student work is part-time off-campus. However, this creates problems for students. This makes it difficult for students to regulate their time, which could also automatically interrupt their studies.

Student time management problems can be seen based on the data from the respondents as follows:

- Students find it difficult to manage their time to study and teach.
- Students find it difficult to manage between learning and their responsibilities.

f. Student facility problems

The last problem that is often faced by students is student facility problems. The meaning of facilities here is to refer to all kinds of equipment needed by students and lecturers to expedite the teaching and learning process in the classroom. The facilities here can be classified into two categories, namely: first, facilities that are directly used for the teaching and learning process in the classroom such as classrooms, libraries, and also a laboratory. The second relates to facilities that directly support the learning process, rather than being used for the teaching or learning process. Examples of these secondary facilities include offices, administrative offices, conference rooms, restrooms, cafeterias, information centers, and Wi-Fi. The problems with existing facilities on campus can be seen below based on the respondents:

- The internet connection on campus is very bad and difficult to cover all classes (Wi-fi).
- The air conditioner in each classroom is very inadequate.
- A very small library and also limited visitors.
- Does not have a computer room for students.

2. Students' motivation to continue their study

One of the reasons for students to continue their studies is that there is a great motivation possessed by students to achieve goals or get a certain satisfaction from their actions to continue studying. There were several kinds of motivation that researchers found based on student responses as below:

a. Student quality motivation

The first motivation for students to continue their studies is student quality motivation. Which is where to improve the quality and abilities of the students themselves. They want to be professional in their field so they can do a good job. In this study, the researchers found that most students had very high-quality motivation to continue their studies at a higher level, especially in the English Education magister program in Makassar. This can be seen from the answers from the respondents below:

- To improve and enrich their knowledge in the field of English.

- Improve their skills in English.

- Become an expert in teaching English.

- To be a professional teacher or lecturer.

b. Student career motivation

The second motivation based on the respondent's data is student career motivation. This motivation is very closely related to one's self-development to improve their abilities to achieve the desired better job or position goals. Other motivations that researchers found in this study, can be seen below:

- To become a good and professional English lecturer.

- To get a job and get the career you want.

- To achieve a better and higher position.

c. Student economic motivation.

Other motivations, namely a person's internal motivation which is closely related to "money" where they increase the ability to get the desired reward. can be seen below the researcher found several social motivations based on the respondent's data regarding student social motivation:

- To get a higher salary according to their performance.

- To get a better salary than before.

d. Student social motivation

In this motivation section, namely, student social motivation is closely related to someone's willingness to do something better. By doing better they will gain social value, recognition, and appreciation based on the environment in which they live. in this study the researchers found several motivations including the social motivation of students to continue their studies, the data was based on the respondents as below:

- By continuing their studies, they will gain trust in a social community.
- They feel proud of themselves in their environment.
- To get a better and higher social position in their environment.

e. Motivation is based on their family

The last motivation that researchers found in this study are motivation based on their family. This family motivation is based on the support of family members of these students such as their parents, and relatives, or encouragement from other people they trust. We can see the motivation of the family based on the respondents. Based on the responses of the respondents, it can be seen as follows:

- Parent's motivation
- Father's Inspiration
- Brother's Inspiration

CONCLUSION

It may be inferred from the findings and discussion that there are five different types of student motivation for continuing their studies in the English magister program. They are the motivations for quality, careers, finances, social interaction, and families. There are six issues that students in the English magister program ran against while studying. Academic issues, administrative issues, lecturer issues, time management issues, budgetary issues, and facility issues are some of them. The researcher advises the students of the English magister program to (1) maintain their motivation to solve

all potential problems at the English magister program and reach the goal, and (2) the students who wish to continue their studies at the English magister program to prepare themselves not only concerning knowledge but also concerning all aspects that can support the process of their study at English magister program (3) For the institutional bureaucracy to provide good service and facilities so that students can easily carry out the educational process. (4) For the lecturers at the English magister program to make the teaching and learning process more pleasurable and fascinating for the students.

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