THE IMPACT OF OPENING NEW STUDY PROGRAMS IN SOCIAL SCIENCES BY THE SCHOOL OF POST-GRADUATE STUDIES AT THE INDONESIA UNIVERSITY OF EDUCATION

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Abstract: Since there are many new study programs, mainly from the social science discipline, in the Post-Graduate School of Indonesia University of Education, it requires a development in the discipline and in the linearity of subjects in the discipline. This article aims to describe the interest and quality of the Social Science Study Program students after the opening of new social sciences study program. Such analysis is expected to be useful as input and consideration for the stakeholders and management of Post-Graduate School and the Head of Social Science Education Study Program.

Keywords: Study Program, Social Sciences, Students, Master, Post-Graduate.

1. INTRODUCTION

As the academic and scientific world evolves, new and more specified disciplines are emerging. In this condition, higher education institutions are required to provide education programs in every new discipline to satisfy the market's needs. However, since the new disciplines are more specified, there are many study programs, which initially were the parent disciplines of the new fields, become uninteresting to the students or student candidates. These study programs are gradually abandoned by the future students, since the market demands specified, instead of general, skills and knowledge.

One of the study programs that have many branches of discipline is the Social Science. The data from Indonesia University of Education site reveals that the Post-Graduate School of UPI currently have 19 Study Programs of Social Science with 50 Concentration of Subjects in the Magister level and 9 Study Programs with 36 Concentration of Subjects in the Doctorate level. The Social Science study programs in Post-Graduate School of UPI include the General Social Science, History

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Education, Geography Education, Economy Education, and Business Management Education programs.

More specified disciplines bring their own problems, including the need to examine the public interests towards the new disciplines. It is important to know whether the public is highly interested, interested, or mildly interested in the new disciplines because this information will contribute to the decisions the university has to make, concerning the disciplines. For example, the information and decisions regarding students' enrollment will affect the university's efforts to continuously improve its quality in providing excellent service to customers of education, in shaping and developing strong human resources, in improving the quality of educators, in building infrastructures to support the process of education, and in maintaining the sustainability of higher education. On the other side of the coin, the existence of these new disciplines also creates a problem to the existing study programs. It is because the public's or future students' interest to the existing programs may decrease due to the new and more specified disciplines; which may result in the closing of the existing programs.

However, the new study programs of Social Science discipline are expected to provide more benefit to the students. With more specified programs, the student candidates can select the one they are more interested in, instead of enrolling in the more general Social Science Education program. This is a good thing because, for instance, students enrolling in the Social Science Education program may think that they have no options since the program is the only thing available; while they in fact aim for a more specified field. This may lead to academic problems for the students; including poor achievement, more cost and time to study due to their repeating courses, difficulties in solving problems, inability to learn independently, and the low GPA. In addition, error in selecting study program will affect the students' motivation and attendance (Susilowati, 1998).

A previous study reveals that the alignment of students' talent and interest will lead to their success. On the contrary, students with great interest, but lack in talent, will obtain minimum achievement (Suhermin and Astuti, 1998).

Furthermore, the selection of study program is usually related to the Vroom's Expectation and Motivation Theory (1964). Motivation refers to the fundamental conditions that encourage actions (Pace & Faules, 1993: 119). Vroom's Expectation and Motivation Theory is based on three primary assumptions: (1) certain behavior will result in certain outcome (Outcome expectation); (2) the outcome will provide positive values to the person (Valence); and (3) the outcome can be achieved through one's efforts (Effort Expectation) (Pace & Faules, 1993: 125).

Provided enough space, a person can grow to be more professional in his field of mastery. Vollmer and Mills (in Baedhowi, 2008: 4) state that profession aiming to realize an ideal condition of a group of jobs; which is actually inexistent or unachievable; through professionalization. This indicates that linearity of the process is important; although there is still a debate since professionalization of jobs is sometimes considered as personal development.

In terms of personal development in academic field, particularly in teaching, Mariani and Doriza (in Dekawati, 2011: 206) suggest that a teacher need to achieve the minimal score of certification, at the very least. The minimum certification of teachers entails (1) continuing study to the Magister level, based on the linearity from the Bachelor level, or continuing study based on the subject they teach, (2) participation in training and academic forums, not only in local and regional levels, but also in the national and international levels, and (3) always act based on the way teacher learns; for example, through classroom action research, teacher development programs, or consultations.

2. METHODOLOGY

Research Method and Research Design

This research belongs to the quantitative research. The philosophy used in this study is the post-positivism approach. Sugiyono (2009: 14) defines quantitative research method as the research method based on positivism philosophy, implemented to examine certain population or sample. Other characteristics of quantitative research include: using random sampling technique to select the sample, using research instruments to collect data, and using statistical/quantitative data analysis to test the hypotheses.

The methodologies used in this research are the descriptive survey and the explanatory survey methods. The descriptive survey method aims to examine the general characteristics of a certain phenomenon. Descriptive research is also conducted to obtain a general overview of customers; including their habits, expectations, needs, and behaviors. Meanwhile, explanatory survey aims to explain the relationship (correlation) between the research variables or to explain the underlying causes of a certain phenomenon.

A research using descriptive survey and explanatory survey methods is conducted through directly gathering information from some of the population in the research site using questionnaires to discover the opinion of some of the population studied concerning the research problems.

The steps taken in this research include: (1) preliminary observation and data collection, (2) development of interview and questionnaire instruments, (3) data

tabulation, and (4) conclusion drawing. The sources of data in this research are (1) books on the history of Indonesia University of Education's Post-Graduate School development; and (2) surveys and interviews on the students, the Head of the Study Program, and the Director of Post-Graduate School.

Data Collection Technique

To collect the necessary data, this research employs the following data collection techniques:

1. Questionnaires; a data collection technique conducted through administering a series of questions or written questions to the respondents to answer. The questionnaire in this study contains closed-questions concerning the respondents' characteristics, experiences, assessment, and responses towards the new study program of Social Science subjects and the Social Science study program. The primary data is obtained from questionnaires containing carefully prepared questions. In this research, the respondents for the questionnaire are 15 students.

2. Literary study; a technique to obtain theoretical data from experts through various reading resources, including books, journals, and online media, that are related to and supporting the variables examined in this research.

3. Observation; a direct observation and examination of the studied objects; i.e. the interest and the quality of the Social Science Study Program Students.

4. Interview; an examination in the forms of questions delivered to the leaders of the Social Science Education Study Program.

Data Analysis

This research uses descriptive or qualitative analysis and verification or quantitative analysis. Descriptive analysis is employed to analyze the qualitative variables by describing the categorized and tabulated data. It is also used to identify the causing factors based on the distribution of frequency. In quantitative analysis, hypothesis testing is conducted based on the statistical tests, aiming to describe the characteristics of the variables.

3. FINDINGS AND DISCUSSION

Findings

The questionnaire in this research is administered to find out the post-graduate students' interest and quality in the social science study program. The followings are the findings from the questionnaire.

1. Sex

No	Sex	Frequency	Percentage
1	Male	5	33.33
2	Female	10	66.66

From the data above, it can be seen that female respondents (66.66%) are more than the male respondents (33.33%).

2. Age

No	Respondents' Age	Frequency	Percentage
1	< 25 years old	7	46.67
2	25-40 years old	7	46.67
3	> 40 years old	1	6.67

The respondents in this study are post-graduate students of the social science education study program. 46.67% of the students are less than 25 years old; 46.6% of them are 25-40 years old, and 6.6% is more than 40 years old.

3. Respondents' Job

No	Respondents' Job	Frequency	Percentage
1	Honorary (Temporary) Workers	2	13.33
2	Civil Servants	5	33.33
3	Unemployed	4	26.67
4	Employees	0	0
5	Others	4	26.67

Most of the respondents work in civil service (government) institutions (33.33%). While 26.67% of the respondents admit to be unemployed, another 26.67% choose '*Others*' as their response. 13.33% of the respondents work as honorary (temporary) workers.

4. Information provided by Post-Graduate School of UPI prior to respondents' selection of study program in magister level.

No	Information from PGS UPI	Frequency	Percentage
1	Are informed	8	53.33
2	Not Informed	6	40.00
3	Not Responding	1	6.67

Based on the data above, 53.33% of the respondents have received information from the Post-Graduate School, while 40.00% of them are not informed. The rest of the respondents do not provide response to the question.

5. Respondents' knowledge that Post-Graduate School of UPI opens study programs of Social Science discipline in the Magister level.

No	Knowledge of the opening of new study programs	Frequency	Percentage
1	Knowing	8	80.00
2	Not Knowing	6	20.00

Based on the data above, 80% of the respondents already know that the Post-Graduate School of UPI opens study programs of the Social Science discipline, such as Civic Education, Economy Education, Sociology Education, History Education, and Geography Education. While the remaining 20% does not know about the opening of those study programs in the Post-Graduate School of UPI.

6. Respondents' response on the opening of new study programs of Social Science discipline

No	Respondents' response	Frequency	Percentage
1	Agree	8	53.33
2	Disagree	2	13.33
3	Not Responding	5	33.33

The data shows that 53.33% of respondents agree and 13.33% of respondents disagree to the opening of new study programs of Social Science discipline. Majority of respondents (33.33%) do not respond to the question.

7. Number of new study programs of Social Science discipline opened by the Post-Graduate School of UPI.

No	Number of New Study Programs	Frequency	Percentage
1	1 (one) Study Program	3	20.00
2	2 (two) Study Programs	3	20.00
3	More than 2 (two) Study Programs	4	26.67
4	Not Responding	5	33.33

20% of the students of Social Science Education Study Program in the Magister level suggest that the Post-Graduate School of UPI opens 1 social science study program; another 20% recommend that the Post-Graduate School opens 2 social science study programs; and 26.4% students suggest it to open more than two social science study programs. However, 33.3% of students do not provide a response to this question.

8. Respondents' opinion on UPI's Post-Graduate School's opening Magister level Study Programs of Civic Education, Economy Education, Sociology Education, Geography Education, and History Education.

No	Respondents' opinion	Frequency	Percentage
1	Good	9	60.00
2	Not Good	5	33.33
3	Not Responding	1	6.67

The respondents' opinions indicate that 60% of them agree that the Post-Graduate School of UPI opens study programs of social science discipline; while 33.3% disagree. However, 6.6% of the respondents do not provide their opinion.

9. Respondents' opinion on the importance of UPI's Post-Graduate School opening study programs of Social Science discipline

No	Respondents' response	Frequency	Percentage
1	Very Important	2	13.33
2	Important	8	53.33
3	Not Important	4	26.67
4	Not Responding	1	6.67

The data shows that 53.33% of the respondents think that it is important for the Post-Graduate School of UPI to open new study programs; 13.33% of respondents even think it is very important. However, 26.67% of respondents do not think it is important, while 6.67% do not provide their opinion on the matter.

10. Respondents' interest to enroll in new study programs of social science discipline (Civic Education, Sociology Education, History Education, Geography Education, Economy Education, etc.) of UPI Post-Graduate School.

No	Respondents' interest	Frequency	Percentage
1	Highly Interested	4	26.67
2	Mildly Interested	9	60.00
3	Not Interested	2	13.33

Generally, the respondents (60%) are mildly interested to enroll in the new study programs of social science discipline. Although 26.67% of respondents are highly interested in enrolling, 13.33% of respondents indicate that they are not interested.

11. Respondents' opinion on the linearity of the field

No	Respondents' opinion on linearity	Frequency	Percentage
1	Important	15	100.00
2	Not Important	0	0.00

100% respondents think that linearity is important. This is mainly due to the government regulation that emphasizes the importance of linearity in education.

12. The effect of linearity on the Magister students' quality and academic achievement

No	The Effect of Linearity on Students' Quality and Academic Achievement	Frequency	Percentage
1	Has Effects	9	60.00
2	Indifferent	6	40.00
3	Has No Effect		

The data indicates that 60% of the respondents believe that linearity affects the students' quality and academic achievement; meanwhile, 40% of the respondents are indifferent concerning the effect of linearity on students' quality and academic achievement.

13. Respondents' selection of Magister program in UPI Post-Graduate School

No	Respondents' selection	Frequency	Percentage
1	Linear	13	86.67
2	Non-Linear	2	13.33

The data shows that 86.67% of respondents choose linear study program, while 13.33% choose non-linear study program for their magister education.

14. Should the respondents choose non-linear study program, will they be confused with the learning in Post-Graduate School of UPI

No	Students' confusion, in the case of non-linear choice	Frequency	Percentage
1	Not Confused	2	13.33
2	Indifferent	8	53.33
3	Confused	2	13.33
4	Not Responding	3	20.00

53.33% of the respondents are indifferent, although they choose non-linear study program. 13.33% of respondents are not confused with the learning in Post-Graduate School of UPI, although it is not linear with their previous study program. Meanwhile, another 13.33% of respondents feel confusion in learning if their study program is not linear. 20% of the respondents do not provide their opinion on the matter.

15. Respondents' interest in the case that Post-Graduate School of UPI opens study programs of Social Science discipline that are linear with their education in the previous level.

No	Respondents' Interest	Frequency	Percentage
1	Highly Interested	6	40.00
2	Indifferent	9	60.00
3	Not Interested	0	0

The data indicates that 60% of respondents are indifferent concerning the opening of new study programs in Post-Graduate School of UPI that are linear with their previous education. However, 40% of the respondents are highly interested in the matter.

16. Respondents' opinion on the importance of linear education in improving professionalism

No	Respondents' opinion	Frequency	Percentage
1	Very Important	12	80.00
2	Indifferent	3	20.00
3	Not Important	0	0

80% of respondents believe that linear education is very important for developing professionalism. Meanwhile, 20% of the respondents are indifferent; they think that linear education has no effect on professionalism.

17. Respondents' attitude should the Post-Graduate School of UPI open study programs that are linear with their previous education; will they leave their current study program to enroll in the new and linear program.

No	Respondents' attitude	Frequency	Percentage
1	Yes	2	13.33
2	No	12	80.00
3	Not Responding	1	6.67

The data indicates that 80% of respondents will not leave their current study program to enroll in a new and linear study program should the Post-Graduate School of UPI opens such programs. Meanwhile 13.33% of respondents state that they will enroll in the new program and leave their current study program. 6.67% of respondents do not provide a response.

18. Factors contributing to respondents' decision of study program

No	Factors contributing to respondents' decision of study program	Frequency	Percentage
1	Work Opportunity	4	26.67
2	Discipline/Academic Reasons	1	6.67
3	Professional Need/Requirement	4	26.67
5	Linearity	1	6.67
6	Not Responding	5	33.33

33.33% of respondents do not provide a response on this matter. Meanwhile, the factors that influence the respondents' consideration of study program to enroll in include work opportunity (26.67%), professional requirement (26.67%), academic reasons (6.67%), and linearity (6.67%).

19. Respondents' academic quality in their current choice of study program

No	Respondents' Academic Quality	Frequency	Percentage
1	Good	13	86.67
2	Bad	2	13.33

The data shows that 86.67% of the respondents state that their academic quality in their current study program is good. Meanwhile, the remaining 13.33% admit that their academic quality in their current choice of study program is bad.

20. Respondents' difficulties in following the lessons in the Post-Graduate School of UPI

No	Respondents' Difficulties in Following Lessons	Frequency	Percentage
1	Not Difficult	15	100.00
2	Very Difficult	0	0

100% respondents state that they have no difficulty in following the lessons in the Post-Graduate School of UPI.

21. Respondents' learning experiences in the Social Science study program of the Post-Graduate School of UPI.

No	Respondents' Learning Experiences	Frequency	Percentage
1	Never Repeated A Class	15	100.00
2	Have Repeated A Class	0	0

The data indicates that 100% of respondents have never repeated one or more classes in the Social Science study program of the Post-Graduate School of UPI.

22. Sources the respondents turn to for help when having difficulties in learning

No.	Sources the Respondents Turn to for Help	Frequency	Percentage
1	Professors	9	60.00
2	Academic Advisor	10	66.67
3	Students from Linear Program	13	86.67
4	Self-help	7	46.67
5	Books	1	6.67
6	Similarly Confused Friends	1	6.67

The data indicates that 60% of the respondents always ask for help from their professors to solve the problems in learning. 86.6% of respondents prefer asking for help from students with linear program. 66.6% of respondents turn to their academic advisor, while 6.6% turn to books, to guide them in solving their difficulties. 46.6% of respondents choose to solve the problems themselves, and 6.6% of respondents discuss the problems with their peers who share the same difficulties.

4. DISCUSSION

The Interest of Social Science Education Program Students after the Opening of Social Sciences Study Programs: The findings of this study shows that the impact of the opening of new study programs of social science discipline in the Post-Graduate School towards the interest of magister level students of social science study program varies greatly. Djaali (2008: 101) states that motivation is a physiological and psychological condition in a person that encourages him to do certain activities to achieve certain goals or satisfy certain needs. Most of the magister students of social science education study program are women of the age less than 25 to 40 years old. The majority of these students work as civil servants or government employees. These two factors play great role in their interest to continue their study to higher levels, as indicated by their overall responses to the questionnaires. Heckhausen (Djaali, 2008: 103) argues that the motivation to achieve is an urge in a student to keep attempting to increase or maintain their skills as high as possible through activities of excellent standard. Furthermore, Juwono (Djaali, 2008: 104) notes that motivation is needed as a reinforcement; an absolute condition for learning process.

Berelson and Stainer (in Sinungan, 1997: 134) states that "Motivation is human psychology and mental attitude that drive him to act or move to direct or channel his behaviors towards satisfying his needs or reducing discrepancies." High motivation creates high expectations in individuals to achieve their goals.

The students' responses indicates that the Post-Graduate School of UPI is able to provide accurate information concerning various study programs it offers; however, some of the students state that they do not get information from PGS UPI to help them selecting the study program that suits their interest and talent. This shortage needs to be improved because being informed is crucial for students' decision making process. The lack of information will hinder their self actualization efforts. According to Uno (2009: 6), self actualization is one of the basic needs of human, which includes the needs to improve potentials and to maximize self development, creativity, and expression.

The Post-Graduate School of UPI has not optimally published the changes happening in its body, including the opening of social sciences study programs. Danim (2004: 18) suggests that motivation develops in an individual when he

performs his duties; and it comes from the individual himself. This kind of motivation should be maximized by the Post-Graduate School of UPI through the publication or promotion of new study programs and other changes. It needs to provide information for the students and future students so that the discrepancies of students' skills, interest, and talents can be reduced.

Overall, the Magister students of the social science education program of UPI agree that the Post-Graduate School of UPI should open study programs of social science discipline. However, some of the students disagree because they think that the Social Science Education Program is sufficient to represent the social science discipline. In addition, they believe that Magister students should be able to integrate their knowledge, particularly in the field of social science.

Another reason for supporting the opening of more specified study programs of social science discipline is linearity. All respondents in this research agree that linearity of education is very important to support career or professional development, as well as to improve professional quality. In addition, linearity of education is one of the primary interest of students and student candidates. Slameto (2003: 180) defines interest as a sense of preference or inclination towards certain things or activities. Essentially, interest is an acceptance of a relationship between one's self and something external. The stronger or the closer the relationship, the higher the interest. Djaali (2008: 122) argues that interest involves affection, awareness of choices, emotion, and desire. The higher and the more formal one's education level, the more intellectual his preferred activities are.

There is an indication that having a clear objectives will promote one's interest. These objectives are related to one's needs. The need of linearity in Magister students of social science education program becomes their objective, in order to improve their professionalism and academic quality.

Uno (2009: 49) notes the fact that one's motivation may be influenced by their perception of how well they are treated in an organization, compared to others. With good publication of information, the Post-Graduate School of UPI is able to provide information the students need; including the information about the opening of social sciences study programs.

The indicators of learning motivation, as proposed by Uno (2009: 23) include: (a) the desire to succeed, (b) motivation and need to learn, (c) expectations for the future, (d) appreciation for learning, (e) interest in learning, and (f) condusive environment for learning. These indicators of motivation in Magister students of Social Science Education Program of UPI is are reflected in their support for the opening of social sciences study programs. The fact that the students consider that the opening of social sciences study programs is very important indicates that they are highly motivated and interested to learn.

Interest is a personal matter and is closely related with attitude. Interest and attitude are the basis of assumptions, which are an important part of decision making process. Interest is not something we are born with; it is acquired through experiences.

The Academic Quality of Social Science Education Program Students after the Opening of Social Sciences Study Programs: It is of the utmost important that in continuing education to the higher level, the linearity of the discipline studied greatly affects the quality and job opportunity. Therefore, the Post-Graduate School of UPI is urged to keep improving the publication of all programs it offers. Non-linear study program may lead to students' difficulties in learning.

Djaali (2008: 125) notes that the general or specific interest in an individual is an accumulation of their development, in terms of experience, attitude, and expectations. In the Magister level, the interest of the Social Science Education students on the opening of social sciences study programs are great. However, since they are already enrolled in the Social Science Education Program, they cannot just leave their current program and move to social sciences study programs. They can only study harder to finish their current study.

Danim (2004: 18) states that "external motivation is the motivation resulted from external influences; outside of the job and the individual worker." Djaali (2008: 110) notes that the motivation to achieve is one of the key factors of successful learning. Although the Magister students of Social Science Education Program in the Post-Graduate School of UPI will not leave their current study to enroll in the new social sciences study programs, they are still motivated to work hard to finish their study.

Since learning motivation is the internal and external driving forces in students to change their behaviors (Uno, 2009: 23), the respondents in this research also display their wish and expectations, concerning the new social sciences study programs. They wish to enroll in the new study programs based on their academic interest and professional requirement; although they cannot do so. However, continuing their study in the Social Science Education program does not significantly affect the difficulties the students face in learning. The respondents in this research do not find it particularly difficult to adjust themselves to the learning process in Social Science Education program. It is evident in the fact that no student has repeated a class in the course of their study.

Motivation is one of the learning principles that can develop students' interest on the subjects they study. Although the non-linear students have more difficulties than the linear students, it does not hinder their efforts to learn and finish their study. To deal with the difficulties, these students ask for help from their surroundings; including the professors and academic advisors. They also try to solve the difficulties themselves, either through reading or through discussion with their peers.

Significant Differences Before and After the Opening of New Social Sciences Study Programs: Although there are significant differences in students' interest on the existing social science education program and on the new social sciences study programs, the differences do not have significant effect. It is because most, if not all, of the students feel that it is better to continue their current study, instead of enrolling in the new programs and begin the education process anew.

In Indonesia, there is a confusion concerning the definition of linearity of education. Some people define it as the congruency of the current study program with the previously studied discipline. Other people believe that linearity means learning the fields or subjects in the same discipline, although those subjects may be different from the subject the students learned in their previous level of education.

Linearity of study program (or the field studied) involves the congruency of the students' education in the Post-Graduate School of UPI with their field of study in the previous level of education. However, linearity does not have significant impact on the students already enrolled in the Social Science Education program. Although linearity may be important for securing a job, the students do not want to trade their current study with new study programs.

5. CONCLUSION

Based on the findings and discussion of the findings in this research, the following conclusions are drawn:

The interest of Social Science Education Program Students after the Opening of Social Sciences Study Programs is very high. However, they are not willing to leave their current study for the sake of the new and more specified study program. Linearity is an important factor for most of the Post-Graduate School of UPI. However, the opening of new social sciences study programs has no effect on the students of Social Science Education program of the Post-Graduate School, in terms of their inclination to leave their current program and enroll in the new one.

The quality of Social Science Education Program Students after the Opening of Social Sciences Study Programs. Although the Magister students show great interest in the newly opened social sciences study programs, that interest is not big enough to make them leave their current program. The students also consider linearity is very important. These two facts make them work harder in finishing their study. Therefore, although they may not study in a linear program, they manage to maintain their quality. In conclusion, linearity or non-linearity of the study program is not an obstacle for the students to improve their professionalism and academic quality.

Significant differences of Social Science Education Program Students Before and after the Opening of Social Sciences Study Programs. The increase in interest towards the social sciences study programs does not have significant influence on students' interest in social science education program. It is because there are still many students who desire to study the social sciences in their integrated and comprehensive form; despite the need to specify the students' knowledge, academic desire, and professional requirement of the magister students.

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