

The Outbound and Inbound Students' Motivation and Interest in the English Education ILIC Programs

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Abstract

The courses offered in the 'Independent Learning Independent Campus' (hereafter ILIC) or *MBKM* curriculum implemented in Indonesia should be based on the studies on students' motivation or interests. The present study aimed at determining the synchrony of the Competency Standard with the ILIC programs, goals, motivations and interest; factors affecting the choice of the ILIC, benefits and obstacles; and the expectations of the outbound and the inbound students concerning with the ILIC programs. This is a mixed methods study. The informants were 31 (88.75%) outbound and inbound ILIC students. The instruments include Google Forms and documents. Quantitative data in the form of percentages were described and inferred. The verbal data about perception were analyzed qualitatively. It indicates: a) There is no strong relevance between Competency Standard and the choice of other careers; b) The majority of the students expect to be teachers; c) The students lack of understanding conversion system in the ILIC programs; d) The primary reason for enrolling in ILIC programs is to broaden their knowledge; e) The ILIC course materials are 'interesting'; The ILIC obstacles: a) The system is not yet well-established; b) Time zone differences; c) The absence of direct face-to-face interaction; and d) Students expect that the method of ILIC lectures be adjusted, creating a more humanistic lecture atmosphere, providing more explanations and feedback and activating offline lectures.

Keywords: ILIC, curriculum, interest, motivation, entrepreneurship

Curriculum is dynamic. There is a repertoire of possible approaches to analysing curriculum change and renovated (Nordin & Sundberg, 2018). Since 2020, the Department of Education and Culture of Indonesia has implemented an innovated Higher Education curriculum called *Merdeka Belajar Kampus Merdeka (Independent Learning Independent Campus)* (hereafter *ILIC*). The selection of *ILIC* programs to be offered to both internal (*outbound*) and external (*inbound*) students is not based on empirical studies. In other words, the *ILIC* program is not based on

the results of detailed and comprehensive studies. This limitation creates difficulties for the study programs or institutions, advisors, students and the success of the *ILIC* program itself. The lack of studies makes the English language departments difficult in implementing the *ILIC* Curriculum.

Accordingly, the problems that the undergraduate students English Education Study Program related to *ILIC* include: 1) There has been no study on the student interest and motivation for the *ILIC* courses, so that the *ILIC* programs are not based on the results of

empirical studies; 2) The factors that influence prospective students to determine the choice of the *ILIC* courses are not identified yet, and 3) Information obtained by students, perhaps also by some lecturers, about the prospects for the *ILIC* courses offered is limited.

This research answers some of the aspects of *Needs, Wants* and *Lacks*, which are in line with the students' expectations and the *ILIC* programs of the Ministry of National Education of the Republic of Indonesia. In addition, the output of this research will be very useful for course preparation (Lesson Plans and Teaching Materials), the availability of competent lecturers and the availability of information for students from study programs, or *inbound students*. The information about interests and motivations, both from students of their own study program or from other study programs or faculties, will be very important because the main goal of the *ILIC* is to provide additional knowledge and skills that are relevant to their needs and beneficial for their lives and professions after graduation.

Empirically, there have been several studies, both in-country and overseas, related to the interest and motivation of vocational school students in selecting their majors (Syafriani, 2017; Anggraeni, 2016; Istiqomah, 2017; Kusworo, 2015); and interest and motivation of students in elective courses selection (Mirayanti, et al., 2017; Utomo, 2012); Koksalmis, 2018; Padalkar, et al., 2014; Eva, K., Vendula, 2017; Solesvik, et al., 2012; Coban, 2020; Luimes & Karseth (2019). Because the *ILIC* is a new program, there has been no research focused on the interests and motivations of students to choose the *ILIC* courses in their own study program or those offered in other study programs, faculties or universities. Filling the gaps in the study to support the *ILIC* program is a novelty of the current study. The research questions: a) Is there any relevance between the *ILIC* courses and the Graduation Competency Standards in the Curriculum of the undergraduate English Study Program of the Faculty of Education of the University of Mataram? b) What are the target carriers of the *ILIC* students? c) What aspects of the *ILIC* programs which can be converted to your majors? d) Is there a relationship between the *ILIC* program and students' carrier plan with their own majors? e) What are the benefits of the

ILIC? f) How is the students' interest in the *ILIC* programs? g) How is the students' interest in the *ILIC* course materials? h) What are the factors for students to program the *ILIC* courses? i) What are the obstacles to implementing the *ILIC* programs? j) What are the students' expectations for better implementation of the *ILIC*?

Therefore, the present study aimed at exploring the relevance of the *ILIC* to the Competency Standards of graduation and students' carrier plans, the benefits of the *ILIC*, students' interest in the *ILIC*, factors that influence *ILIC* choice, benefits of the *ILIC* courses, obstacles to implementing the *ILIC* courses, and the students' expectations of success in the implementation of the *ILIC*.

The current study: a) Informs the profile of interests and motivations for selecting the *ILIC* courses which are very useful for the implementation of the *ILIC*; b) Provides a reference for the English Education study program in curriculum reconstruction or adjustment.

Review of Literature

Theoretical Concepts

There are various definitions of 'interests'. Interest is a persistent tendency to pay attention, carry out activities that are accompanied by a sense of pleasure (Slameto, 2010). and individual interest in an object or behavior (Suryosubroto, 1988). Interest is an interesting activity that allows the fulfillment of curiosity (Ormord, 2001), for example a strong desire to learn certain materials (Winkel, 1996) and a tendency and enthusiasm to do something (Syah, 2011).

Motivation is a force that encourages someone to do something in an attempt to achieve a particular goal (Hamzah, 2010). To achieve the goal, it needs supporting, attractive conditions (Sardiman, 2011). There is a strong motif to achieve something that is supported by a favorable situation or behavior.

Previous studies

Interest and Motivation for the Selection of Department in Vocational schools

It shows that the factors that influence motivation are the socio-economic status of

parents, mass media, student environment, and individual characteristics of students, the most dominant factor is individual characteristics, and followed by mass media, socioeconomic status of parents and students' environment (Kusworo, 2015). Both internal factors and external factors provide a relatively balanced effect on major selection in Vocational Schools (Syafriani, 2017). In line with the results of this study, another study conducted by Istiqomah (2017) shows that the dominant internal factor influencing student interest in choosing certain subjects is the need factor and the dominant external factor is school environment. For the Fashion Design department, students prioritize aspects of future life needs which in the learning process are expected to be supported by an adequate school environment.

For the Department of Music Education, there are 8 factors that influence students' interest in choosing a major, namely: Prospects or job opportunities, majoring excellence, talent and ability, chance of being accepted, self-motivation, family support, school support, and community environment (Anggraeni, 2016). It shows that the internal factors are much more dominant, while the external factors such as job opportunities, school support are not so prominent.

Based on these findings, it shows that the various factors that influence the choice of majors in Vocational Schools are also determined by the characteristics and target competencies (life skills) of each major in Vocational Schools. Principally, curriculum is dynamic. Luimes & Karseth (2018) state that curriculum change is most likely to happen amongst electives and is related to changes in policy making and societal changes (Luimes & Karseth, 2019).

Interest and Motivation Choosing Elective Courses in Higher Educations

Internal factors and external factors determine the choice of elective courses in Higher Education. For example: student assessment of student-faculty relations, learning facilities, learning objectives, lecture content or materials, and feedback from lecturers (Padalkar et al., 2014). Other factors or aspects such as individual attitudes or behaviors, norms, religious motivation, and job opportunities determine the choice of elective courses

(Mirayanti, et.al., 2017). In Turkey, prospective teachers choose elective courses that allow them to pass easily and can get detailed information about their future job opportunities and professionalism, the availability of lecturers who are ready to help their study and career success, friends who help each other, family support, and the relevance of talents and interests (Coban, 2020). These findings show that there is an integration between students' internal and external motivation to choose elective courses. Therefore, when preparing the ILIC courses, the English Education study program at the University of X must identify and consider the importance of the internal and the external factors in the selection of ILIC courses

There are several examples of the importance of considering the internal and the external interests and motivations. The results of the study conducted by Utomo (2012) the Faculty of Physical Education and Sports shows that external factors that influenced students' interest in choosing a particular sport, higher than internal factors. However, if broken down for each factor, the role of the lecturer, followed by facilities, interest, behavior and institutional attention was lower. At the Faculty of Sports, external motivation is higher than internal motivation. This means that institutions and teaching staff must provide adequate services to students who choose elective courses. In other majors, such as the Department of Biology, it seems that there are considerations in choosing elective courses. The motivators for students to choose elective courses include future orientation (career), emotional reasons, obligations, relevance, availability of external learning resources and personal reasons.

Other studies reported the dominance of external factors in the selection of elective courses. Irmawati (2008) reported that interest does not affect the choice of majors or study programs at universities, but external motivations, such as the socioeconomic status of parents, expected jobs, and a supportive learning environment. The load of credits (study hours) and class schedules and offers, teaching staff, teaching materials, practicality, relationships with lecturers, lecturers' teaching style (Koksalmis, 2018). On the other hand, students ignore pre-requisite courses. An overview like this is very important as a basis for policy makers in ranking or prioritizing elective courses.

In line with the findings related to these external factors, it is important to specify what special skills that the students will acquire through the support of pleasant learning situations and services, which do not cause stress (Eva & Vendula, 2017), and what elective courses that encourage students to learn in various ways to obtain useful information for future work plans and opportunities (Solesvik et al., 2012). Related to these findings, the study programs or departments that offer elective courses, in the context of the Indonesian Ministry of Education and Culture, the ILIC courses, should examine the student needs (needs-analysis), lacks, and wants. If not, there will be no synchronization or compatibility between student needs and the substance and target of the ILIC courses.

From some of these findings, both the selection of majors in Vocational High Schools and the selection of elective courses in Higher Education are simultaneously influenced by internal and external factors or separately by internal or external factors only from each individual (Hedges, et al., (undated). Of course, whether the influence is integrated or separately by these two factors, it is also influenced by other factors.

To the students of English study programs or departments, in particular, intrinsic motivation in choosing elective courses like ILIC includes challenges, desire or interest to advance, mastery of skills independently, and internal success criteria within the students. In addition, the students are also encouraged by the external motivations such as the success criteria offered by the elective courses (Yanti, 2016).

The elective courses always accommodate the different characteristics, needs, interests and

motivations of students. Besides, elective courses should consider students' learning styles and strategies. In ESP, what is more important are talents and needs [36]. Those are some of the aspects that have been examined in the current study.

Method

Research approach

The current study applied mixed-methods approach. This approach is applied because the types of data are nominal, ordinal, interval and qualitative data regarding interest and motivation in programming internal and external ILIC courses by undergraduate students of English Language Education of the University of Mataram ('outbound') and students from outside the University of Mataram ('inbound').

Participants

For a survey using a questionnaire, Google Form, the population of this study (35 students) includes all students in the English Language Education Study Program of the University of Mataram who undertake internal and external ILIC lectures as well as students from outside the University of Mataram. Since there are not too many students, all students who program the ILIC courses are invited to participate. 10 outbound students out of 14 and all 21 inbound students filled out the GF, but the 4 outbound students did not take part, no reason/information. Thus, 88.6% students participated.



Figure 1. Participants

In addition, interviews involved some of the population and the documents related to the curriculum were selected purposively.

Data Collection

Instruments

In relation to the research objectives and the type of data to be collected, the present study combined survey methods using Google Forms, exploration or 'investigations' and document analysis. The data collection instruments are: a)

Questionnaires (Google Form) (https://docs.google.com/forms/d/1EJvv_0QaNKyAdU67el3fdquh0LhpolR2ZexLrmBrxyE/edit#responses) and b) Documents, such as the curriculum for the English language study program, Faculty of Education the University of X, Lesson Plans, and the ILIC curriculum. Google Forms are were designed and validated by experts (expert validation).

Procedures of Data Collection

Data collection were carried out as follows: a) Filling out the questionnaire using Google Form to obtain the primary data regarding interests and motivations for choosing internal and external ILIC courses. The Likert scale survey method was used in this study. This Likert Scale is also equipped with several forms of questions or statements based on the research objectives. The preparation of more detailed question points in the Google Form and Interview Guidelines refers to the Multi-criteria Decision Making (Koksalimis, 2018); and b) Documents were used to ensure whether the curriculum targets are in line with the needs and demands of the ILIC courses.

The data were the interest and motivation (or reason) for choosing the ILIC courses internally ('outbound') of the undergraduate students of English Language Education of the University of Mataram and the external students (inbound) from the universities or other study programs. In addition, these two groups of students expressed their perception of the implementation of the ILIC course, especially from the aspect of interaction and lecture methods. The quantitative and qualitative data were collected. The results of the analysis were combined in the discussion.

Procedures of Data Analysis

The data collected using the questionnaire or Google Form were analyzed with descriptive statistics (percentage) and also descriptive analysis. The conclusions were drawn based on the criteria that have been prepared. For quantitative data in the form of frequency obtained through Google Form, the 'range of values' (1 – 5) of Likert scale based on frequency and percentage can be seen directly in the Google Form Summary results.

For qualitative (narrative) data, whether collected through Google Forms, documents or

online interviews, they were analyzed qualitatively. Qualitative analysis follows the five suggested phases: 'compiling,' 'disassembling,' 'codifying,' and analyzing, and concluding and verifying.

Results

Relevance between the ILIC courses and Graduate Competency Standards in the Curriculum of the English Education Study Program

From the Profiles of Graduates of the English Education Study Program of Faculty of Education the University of Mataram, the one set out above is English for Young Learners taught in the secondary and basic education levels. Apart from being educators, graduates are also prepared to become researchers in the field of education, especially English education. Entrepreneurs in the field of English, the Graduate Competency Standards for the undergraduate students of the English Education Faculty of Education the University of Mataram are as follows: a) Have a strong, stable personality, mature, wise, noble, and critical in social life and are able to develop themselves in a sustainable manner (Personality Competence and Social Competence); b) Have adequate English language skills to be able to carry out the profession that is occupied professionally (Professional/Academic Competence); c) Be able to plan, implement, assess and evaluate, and carry out follow-up in learning English in secondary schools in an innovative way (Pedagogical Competence); d) Have the ability to carry out research activities in the field of education and learning English and utilize research results in innovative learning; e) Be able to develop an entrepreneurial business plan to be engaged in (entrepreneurship); f) Have the ability to get benefits from the development of science and technology for teaching, research, and entrepreneurship.

Accordingly, the undergraduate program of English Education Faculty of Education the University of Mataram aims to: a) Produce graduates of the English Education Study Program who are qualified, professional, noble, and highly competitive with the application of modern teaching models to ensure the quality of student output as prospective English language

teachers; and b) Produce graduates of the English Language Education Study Program who have entrepreneurial spirit, who are able to apply their knowledge to the development of the business world in the field of English who are able to create their own jobs (Kurikulum S1 Pendidikan Bahasa Inggris FKIP Universitas X 2019).

In the ILIC courses selected by the students in the odd semester 2020/2021: a) 'Inbound': Research on ELT, Designing ESP Courses, English Syntax, English for Young Learners, Cross Cultural Understanding, Linguistic Forensic, Psycholinguistics and General English. 8 students with a background of undergraduate English Education, while 7 students chose subjects not in the English study program; b) 'Outbound' to LM University, namely Classroom Action Research (11 students) and Creative Writing (3 students). However, in the ILIC program this semester, there are no courses that support 'entrepreneurship' chosen by students, except for 'Designing ESP Courses'. What are the implications for the main objectives of the ILIC?

Carrier Plans of the ILIC students

What about the Graduate Competency Standards of the English Education Study Program the University of Mataram in the 2019 Curriculum? Is it relevant to the empirical data above? From the Profiles of Graduates of the English Education Study Program the University of Mataram, they are prepared to be 'beginner' teachers in the secondary and basic education levels. Apart from being educators, graduates are also prepared to become researchers in the field of education, especially English language education for entrepreneurs in the field of English, so that the Graduate Competency Standards of the English Education of Faculty of Education of the University of Mataram is not quite relevant to the ILIC program.

How about its relevance to the ideals (or carrier plans) of students who program ILIC? Of the 30 out of 32 inbound and outbound students who filled out the Google Form, it revealed that the majority of the students expect to become 'teachers' (22 students or 73%), entrepreneurs or entrepreneurs (3 students or 10%), translator (2 students or 6.7%), traveler (1 student or 3.3%),

'to be finance minister (1 student or 3.3%), and 1 student or 3.3% 'too common or it is not clear' ideals or carrier plan, for example, to become a useful human being for others, etc. In fact, there was one student who did not know his or her 'ideals' or carrier plans.

If the assumption that students have broader opportunities and tendency to choose a translator, interpreter or 'entrepreneur' as the favorite careers of the English students, it is not proved in the present study. This finding is important for the English language study program to formulate policies and reconstruct the curriculum based on empirical data, not simply based on assumptions or personal judgments. The principle of a 'learner-centered curriculum' should be maintained. Even if there are English Language Education alumni who chose a career other than as a teacher, it is necessary to explore their background or motives. This can be done through a tracer study. This is important because one of the 'main triggers' of the ILIC policies or programs is the 'alleged' trend of alumni or scholars pursuing careers in professions outside their disciplines or majors.

Converted components of the ILIC programs

"28. Aspek atau komponen apa saja dari MBKM itu yang setara (yang bisa dikonversikan) dengan matakuliah di prodi Anda?" (What aspects or components of the ILIC programs or activities are equivalent or which can be converted to your majors?)

The student responses to the question are summarized as follows. Most of the students' answers or perceptions about the components or aspects which can be converted are 'floating' or unclear, even some students do not understand what to and how to 'convert' the ILIC programs. They just focused on the semester plans ('RPS') provided by the target ILIC courses because they only attended 'student exchange', subject matter-oriented, which strengthens their area of expertise/major.

The relation between the ILIC and student career plans to their major subjects and the benefits of the ILIC program

The direct relation between the ILIC courses with the career plans of students is summarized as follows. The majority (> 85%) of students stated that there was a link between the ILIC courses and their career plans, although the levels of relation were quite varied. Only one person said it had nothing to do with it.

Meanwhile, the relation between the ILIC courses and their major courses or areas of expertise in the study program is as follows. The majority of the ILIC courses that are programmed are courses that are relevant to their major or courses in the study program at the university or study program of origin. This fact is not in synchronic with the spirit of the ILIC program which is designed as an 'anticipation' and provides wide opportunities for professions or careers shifts.

In terms of benefits, the ILIC courses can broaden horizons and improve understanding, sharpen research skills (Class Action Research) and know teaching and assessing methods (evaluation). However, there were obstacles found, such as students programming the ILIC courses too early, so they did not have sufficient prerequisite skills to master the ILIC courses offered in much higher levels.

In general, the benefits obtained from the ILIC courses support major courses or fields of studies.



Figure 2. Benefits of the ILIC courses

The majority of the students stated that they get benefits of CAR from other universities. What they got was useful for Class Action research. Since they have not learned CAR at their own department, they could only tell the benefits that they have obtained from the other universities. This is an indication that such an ILIC program is only a matter of a change location of study, there is no background as a strong reason and is not related to the anticipation of changing professions or careers plans. Perhaps this is relevant to the finding that the majority of students chose 'student exchange' program of

ILIC. May be what they caught was simply 'study elsewhere', moving locations.

In accordance with previous findings, the benefits obtained are still more in strengthening their majors or in a career plan suitable with the fields of studies. The majority of the ILIC courses they programmed contribute to their majors. What really stands out is the benefits of the CAR course. Only 1 person stated that the ILIC course would be beneficial for the tour guide profession, very limited. What's even worse is that there are students who don't know what courses they are programmed to contribute to the course or career. Meanwhile, so far, many English lecturers or study programs have the view that 'tourism' is another potential career choice. So, there is no direct benefit of ILIC lecture activities for fulfilling other career needs such as being an entrepreneur or tour guide.

Inbound and Outbound students' interest in the ILIC Programs

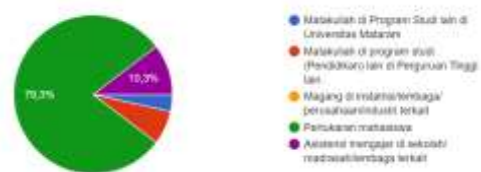


Figure 3. Students' interest in the ILIC programs

Based on Figure 3, the majority of students (79.3%) chose 'Student Exchange' of the 9 ILIC programs. It is a very high asymmetry if the main purpose of the ILIC program is an effort to accommodate students' choices for other professions or careers'

Based on their semesters, the distribution of interest is as follows:

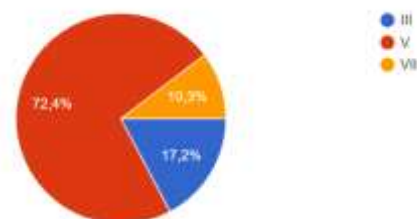


Figure 4. Interest in the ILIC courses based on semesters

The determination of which semester the ILIC programs are offered stimulates a serious debate. Some suggest to offer from the third semester, and there are also those who tend to start at early semester V. From the data in Figure 3, the majority of the students (72.4%) suggest that the ILIC programs or activities be offered in semester V. Meanwhile, semester III 17.2% and semester VII 10.3%. This is a very important input for the ILIC curriculum structure.

Regarding the 'lecture materials, it shows that their interests are quite diverse, spread over almost all scale criteria, although overall 93.3% of students are 'interested' in the ILIC lecture materials. This finding implies that efforts are still needed to fix and adapt the materials to the needs and backgrounds of students.

Factors that motivate the Inbound and Outbound students to program the ILIC courses

There are several factors that might motivate the students to program the ILIC courses, namely: a) As a compulsory subject, 2) The frequency of assignments or homework, 3) Opportunities for internships or field work, 4) The complete distribution of exams or assessments, namely Quiz, Mid-term and Final test; 5) Friends' story or experience, 6) Friend's persuasion, 7) Based on the passing grade and grades of the previous semesters, 8) Based on the number of previous applicants, 9) Availability of Lesson Plans in for the ILIC courses. Except for the availability of Lesson Plans, these eight factors are not the main driving force for students to program the ILIC courses.

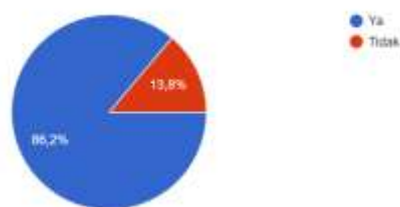


Figure 5. Availability of Lesson Plans

Before the English Education students of Faculty of Education of the University of Mataram (Outbound students) filled out the Google Form, 100% of outside students (Inbound) stated that they programmed the ILIC

courses at University of Mataram, especially in the undergraduate English Education study program, because all the ILIC courses offered Lesson Plans. However, after the undergraduate students from the English department University of Mataram (Outbound) filled out the Google Form, they split up, not 100% anymore. It is possible that some of the selected courses at universities or other study programs do not have Lesson Plans, or may be the students have not looked at the availability of Lesson Plans for the ILIC courses of the target universities or study programs. However, the availability of Lesson Plans is one of the considerations for the students to choose universities, study programs or certain subjects as the realization of the ILIC programs or activities.

How about in internship or field work? The primary program or activity driven by the ILIC is internship or field work, independently wherever, with whoever and whatever. English language students are predicted to have more opportunities and varied competencies developed in varied carriers or profession.

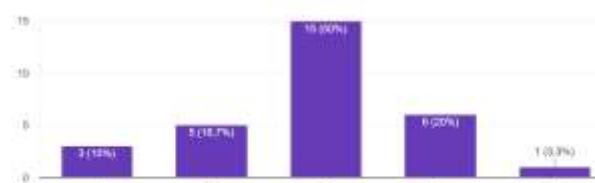


Figure 5. Interest in internship or field work

Unfortunately, as shown in Figure 5, the majority of the students are not highly motivated by the provision internship or filed work. The distribution of the students' perception about the effect of the provision of internship or filed work on the preference to the ILIC is 'moderate', not too extreme.

Above all, the primary factor that encourages the majority of the students to program the ILIC courses is to broaden new horizons and knowledge in other campuses and accelerate studies. Very limited motivation is directed to career development in other sectors or career shift after graduation.

Obstacles in the Implementation of the ILIC

Table 1. Obstacles in the implementation the ILIC

No	Obstacles	Frequencies
1	Academic Information system and synchronization of schedule	17
2	Internet connectivity	5
3	Time management	2
4	System in University IT	4
5	Task without Video Conference	2
	Total	30

The obstacles that the students encountered during their participation in this ILIC activities are related to the synchronization of the course schedule between the original study program and the target study programs that occur in the academic system. The problem of time differences between different zones is also an obstacle in attending lectures.

Students' Expectations

Teaching Methods. The learning methods applied by the lecturers in the current ILIC lectures may be a reference or consideration for other students to program the ILIC courses that are relatively the same in the study programs or courses they are currently programming. Based on what they found during the ILIC lectures this semester, there are several methods they suggest.

Regarding interaction, lectures are expected to allow for an intimate interaction between the lecturers and the students and among the students themselves. It becomes something that is very meaningful or memorable if there is emotional and psychological closeness, and a reciprocal relationship and mutual respects between the lecturers and the students. Humanistic interactions can add to the comfort of the classroom atmosphere. This comfort will minimize boredom and psychological tension. Every student wants the lecturers to create a class atmosphere that is not boring. The class should be fun and not boring.

In today's learning approach, students are required to be more independent and solve various cases or phenomena, so that the provision of input or explanation is reduced. However, students have different ways or styles of learning. From the data collected, there are still some ILIC students who expect a larger portion of explanation and do not give too many assignments. They expect feedback from their lecturers. The expectations of the students may not all be fulfilled optimally, especially in this Covid-19 pandemic condition. As we are experiencing and doing now, lectures are predominantly conducted online, especially for inter-college ILIC courses. Meanwhile, many students suggest that the lectures be conducted offline, although there are also those who suggested to 'mix' (hybrid). This desire to learn in offline mode (face to face) may be motivated by their experience of approximately two years of conducting lectures using the online mode.

The ILIC Courses. The ILIC lectures broaden and strengthen knowledge and insight, provides something new, especially for future life and careers. The knowledge and broader insights will also be shared with others. To 'inbound' students (from other universities), through this ILIC program, they will get additional information about the island and new friends from the island. The students also expect innovation in the ILIC learning, so that it is easier to follow the development of Information Technology-based learning technology, which allows easier, more practical and efficient learning.

In summary, the benefits of this ILIC and the fulfillment of the students' expectations will increase student interest in programming the ILIC courses at the destination universities or study programs.

Discussion

In the ILIC program this semester, there are no courses that specifically direct the students to 'entrepreneurship' competencies that the students chose, except for 'Designing ESP Courses'. This means that there is no strong synchronization and relevance between the profiles of graduates and the main objectives of the ILIC.

In relation to students' carrier plans, there is no strong relevance between the ILIC in general, which consists of 9 components or activities, and the target of the ILIC students. Of the 30 inbound and outbound students who filled out the Google Form, the majority of students want to be 'teachers' (73%), entrepreneurs (10%), translators (6.7%), travelers (3.3%), 'to become finance minister, 'don't know' 3.3% each. What about the following views of the Minister of Education, Culture and Research and Technology?

The idea of providing students with the freedom to choose their preferred subjects is not linear with the choices of students who are still focused on strengthening their field of knowledge. In fact, they are not so interested in choosing subjects or entrepreneurial activities, translators or the like which according to some lecturers have a great opportunity to be chosen and become alternative careers.

These findings are worth considering. The principle of the learner-centered curriculum in learning still applies in the current curriculum. As previously stated, the low interest of the ILIC students in entrepreneurship and translation courses or activities implies an inconsistency between the ILIC spirit and the profile of the study program and students' needs, including their goals as stated by Ursavas & Kesimal (2020) that impetus for students to choose elective courses include future orientation (careers), emotional reasons, obligations, relevance, availability of external learning resources and personal reasons.

However, the relationship between the dominant carrier plans and the ILIC courses they are currently programming is quite high. The majority (> 85%) of students stated that there was a relationship between the ILIC courses and their career plans as teachers. This is supported by the finding that the majority of ILIC courses programmed by students are the courses that support their major or courses in the study program at the university or study program of origin. They get benefits because it will support the main competence in their majors or study program.

Another aspect that makes the ILIC program less synchronous with student interests is evident from their choice of the ILIC components or activities. 'Student Exchange' becomes the

favorite, 79.3% of students chose that program. In accordance with previous findings, this implies that they still prioritize improving their competence in their field of knowledge or expertise. It is a very high dissonance if the ILIC program is too large to provide a portion or opportunity for students to pursue careers in other professions, or career shifts. What makes more reasonable is that ILIC should only serve as an anticipation or alternative, not as the main target.

Based on semesters, the majority of students (72.4%) want the ILIC programs or activities to be offered in semester V. In addition to the existence of prerequisite courses, it requires study programs to be more careful in offering certain courses in certain semesters. This is a very important input for the ILIC curriculum structure that does not cause other impacts.

Regarding the course materials they have obtained, their interest in the ILIC course material is quite diverse, spread across almost all scale criteria, although overall they are 'interested'. This finding implies that efforts are still needed to fix and adapt the materials to the needs and backgrounds of the students. The aspect of interest has high impact on the achievement of competence. This is relevant to the research results by Syafriani, et al. (2017) that shows that internal factors or aspects include physiological aspects (65.52%); psychological aspects (58.28%) consisting of intelligence (74.14%), interest (70.69%), talent (67.24%), motivation (55.17%), and attitude aspects (24.14 %) affect achievement.

The majority of students (43%) stated that the status of the ILIC course as a compulsory subject was not the main driver. Certainly, there are other considerations or 'motives'. This other consideration will bring closer to the nature of the ILIC program as an 'independent' learning, not due to the status of the course as a 'compulsory' subject.

Diverse factors such as assignments or homework, the existence of internships or field assignments, complete distribution of assessments, experience and persuasion from friends, passing grades, and previous interest are not the main driving factors for choosing certain ILIC courses. Related to Lesson Plans, there is an extreme difference between outbound and inbound students regarding the availability of

Lesson Plans. However, the availability of Lesson plans is one of the considerations for students to choose universities, study programs or certain subjects as the realization of the ILIC programs.

The main factor that motivates students to join the ILIC program is to enrich their insights and knowledge and to get learning experiences from other campuses. This finding is relevant to the orientation of those who choose courses that are relatively the same as major courses. This is also relevant to the research finding of Solesvik et. al. (2012) showing that elective courses, as the focus of the ILIC, encourage students to learn new ways to obtain useful information for future work plans and opportunities. Meanwhile, ILIC students' elective courses still focus on strengthening the field of expertise or major. The same thing was stated by Mirayanti, et al. (2017) that other factors or aspects such as individual attitudes, behaviors, norms, religious motivation, and job opportunities determine the choice of elective courses.

The following summarizes some of the expectations of the ILIC students. The learning methods applied by lecturers in the ILIC lectures still need to be adjusted. The class should be fun and joyful. The importance of a pleasant learning atmosphere is relevant to the suggestion of Winkel (1996) stating that a strong desire to learn a particular material or subject depends also on the pleasure and beneficial impact of the subject or course. In addition, the achievement of learning objectives will be obtained through the support of learning situations and pleasant services, which do not cause stress. The students' expectation is to create a pleasant atmosphere in the ILIC lectures.

Pleasure can also arise from harmonious and friendly interactions. In terms of interaction, lectures are expected to allow for humane and intimate interactions between lecturers and students and among the students themselves. This is relevant to Koksalmis's (2018) research finding indicating that the credit load (study hours) and class schedules and offers, teaching staff, teaching materials, practicality, relationship with lecturers, and teaching style of lecturers affect learning achievement.

In terms of teaching materials, there are still some ILIC students who expect an explanation with a larger portion of giving feedback. This is

in line with the finding reported by Padalkar, et al. (2014) showing that internal factors and external factors determine the choice of elective courses in higher education. For example: 1) student assessment of student-faculty relations; 2) learning facilities; 3) learning objectives; 4) Lecture content/materials; and 5) Feedback from lecturers.

Conclusion

It is concluded: 1) There is no strong relevance between the Graduate Competency Standard career options such as entrepreneurship or 'tourism' in the curriculum with the ILIC courses that students are currently undertaking and also the career plans of the majority of students; 2) The majority of students expect to be teachers; 3) The students lack of understanding of conversion systems in the ILIC programs; 4) Although the ILIC programs are irrelevant to the students' carrier plans, the ILIC course materials that they programmed are relevant to their target carriers and fields of expertise or study programs; 5) 'Student Exchange' is the most favorite ILIC program; 6) The main factor that motivates the students to program ILIC courses is to enrich their insights and knowledge of subjects that are relatively identical with their major or fields of expertise; 7) The students (inbound and outbound) are relatively interested in the ILIC course materials; 8) The ILIC course program is beneficial for strengthening their field of study or major, not as an anticipation of career shift; 9) The ILIC students encountered the following obstacles: a) The lecture used is not yet integrated between the home university and the destination university, including scheduling, b) The schedule is difficult to adjust; c) Time difference due to different zones; d) Difficulty in direct interaction with lecturers and fellow students from universities or other study programs. Finally, the students expect that the ILIC lecture methods be adjusted, creating a humane and more friendly atmosphere, providing more explanations and feedbacks, and reviving offline or hybrid lectures.

Acknowledgments

We are so grateful to the department of education of the Republic of Indonesia that

sponsored the current study. Many thanks also go to the participants of the present study.

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