



The Analysis of Factors that Influence Students Choosing a Mechanical Engineering Education Study Program at Yogyakarta State University

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Accepted: 07 January 2024. Approved: 23 March 2024. Published: 30 May 2024

ABSTRACT

The Mechanical Engineering Education study program has students with various backgrounds, so the study program needs to identify why its students have various backgrounds, looking at the factors that influence them. The results of this identification are used as material for designing learning and marketing strategies to the community. The aim of this research is to find out what factors influence students in choosing a study program. The research method used is qualitative descriptive research using a questionnaire in the form of Google Form for data collection. The data processing procedures used include data collection, data reduction, data presentation, and drawing conclusions. The respondents involved were 60 students from the Mechanical Engineering Education study program, consisting of bachelor and master levels. The results of this research are that there are several factors that influence students in choosing a Mechanical Engineering Education study program, namely image, ambitions, job prospects, and interests. The interest factor influences the most, namely 18 students or around 30%, the image factor influences 13 students or around 21.6%, the ambitions factor influences 12 students or around 20%, and the job prospects factor influences 12 students or around 20%. A total of 5 students or around 8.3% chose a study program that was not according to their wishes or was forced to do so. All these factors positively influence students in choosing the Mechanical Engineering Education study program, because most students choose study programs because of their own wishes, while only a small percentage do not match their wishes.

Keywords: Influence, Mechanical Engineering Education, Yogyakarta State University

INTRODUCTION

Education is a conscious effort to humanize humans by changing the nature and behavior of individuals and groups and is carried out throughout life [1]. In other words, education is important to increase a person's honor and dignity [2]. Education is very important to advance the nation's welfare by improving the quality of human resources in terms of knowledge and skills [3]. The provision of formal education is mainly divided into 3 levels, namely primary education, secondary education, and higher education. The division of levels is based on the focus of developing the knowledge given to students. Basic education focuses on developing basic ways of thinking for children who will become teenagers, secondary education focuses on developing rational thinking for children who will become matures, and higher education focuses on developing critical, creative, and innovative ways of thinking by prioritizing professionalism for children who have grown up and entered the responsibility of working [4].

Higher education is education organized by universities to provide learning that focuses on high-level knowledge [5]. Higher education is the last and highest level of education held to prepare students who are ready to enter life in society with good academic and professional skills and can apply and develop knowledge [6]. Along with the development of time and civilization,

awareness of the importance of higher education for life's needs is increasing and is widely felt in various circles of society. People today are willing to spend quite a bit of money to be able to enroll their children in the world of higher education to improve their knowledge, skills, and good professionalism [7]. This decision cannot be separated from the influence of public perception which states that higher education graduates have more value in the eyes of society, giving rise to thoughts about the need to continue their education in higher education. Usually, higher education graduates are seen as more knowledgeable than those who do not continue their higher education [8].

Higher education is an educational institution that provides higher education and has 3 main roles, namely carrying out education, carrying out research, and carrying out community service so that its graduates will have high intelligence, useful research results, and can be useful for the development of a civilized society [9]. In another sense, higher education is an educational institution that provides education after secondary education, where the educational and teaching process is carried out scientifically and structured [10]. Universities based on their status are divided into state universities and private universities. State universities are universities whose administration is the responsibility of the central government, while private universities are universities whose administration is the responsibility of

the foundation where the university is affiliated. Higher education has several functions, including as a forum for people to develop knowledge and abilities, as a center for the development of current and future science and technology, as a center for the study of phenomena that occur in society [11]. Universities have a big contribution to developing the quality of human resources through education for students, research for lecturers, and service to the surrounding community [12].

Yogyakarta State University is one of the universities in Indonesia that provides higher education. Yogyakarta State University is in the Special Region of Yogyakarta Province and its position is very strategic because it is in the center of the crowd and close to other public facilities. One of the faculties at Yogyakarta State University is the Faculty of Engineering. The Faculty of Engineering is a faculty that provides education for vocational sciences or engineering. The Faculty of Engineering has 2 main domains of study, namely the educational domain and the pure science domain. The education domain has several levels, namely the bachelor level and the master level. Meanwhile, the pure science domain has several levels too, starting from diploma level, bachelor level, master level, to doctorate level.

Mechanical Engineering Education is one of the study programs in the Department of Mechanical Engineering Education at Faculty of Engineering. The Mechanical Engineering

Education Study Program has 2 levels, namely the bachelor level and the master level. As the name suggests, Mechanical Engineering Education is a study program that runs in the field of education, where graduates are projected to become teachers and lecturers. The Mechanical Engineering Education Study Program is open to all graduates of previous levels of education, especially graduates of vocational schools such as SMK and MAK. Vocational School or MAK graduates with a background in Mechanical Engineering will usually continue their studies in the Mechanical Engineering Education Study Program. However, it is not uncommon for graduates from other scientific backgrounds, even graduates from non-vocational schools, to continue their education in the Mechanical Engineering Education Study Program. According to one of the lecturers, each class or group in the Mechanical Engineering Education Study Program actually has more students from non-vocational school graduates than from vocational school graduates.

Decision making is a moment of thinking where a person must determine a choice from several possible events that he or she faces in accordance with considerations and goals [13]. Even though decision making can be done briefly, it can be a crucial factor in the long-term process [14]. Decision making is influenced by several factors, including a leaders leadership style, personality, and strategies for formulating goals and risks [15].

Factors that influence decision making when related to decision making to continue education to higher education include the image of the study program, educational facilities, and job prospects [16]. Basically, all factors that can influence a person's decision making can be faced wisely and with careful calculations so that there is no gap or mismatch between expectations and reality. In relation to the decision to continue education to a higher level, one must also consider life goals, abilities, and the needs of the current world of work.

The transition period for students after graduating from general high school or vocational high school is a difficult time to decide whether to continue working or continue their studies at a higher education level [17]. This period is a difficult period but also feels unique because decision making during that period determines their future life so that students will be very careful and weigh the decisions they will take correctly. Many factors influence students' decision to continue their studies or go straight to work [18]. The decision-making process for graduates is mainly to consider future career goals and then determine alternative choices as anticipation. Armed with this, graduates can decide whether to continue to higher education or go straight to work. However, some graduates also make these decisions based only on spontaneous random choices without considering their potential, abilities, and future goals [19]. This situation occurs

because graduates simply follow the flow of other graduates or friends who choose the same option. Graduates may also be tempted by the facilities provided by universities. In fact, many graduates continue their education because they are forced by several parties, especially their families. Therefore, sometimes graduates experience difficulties when entering higher education because it is not in accordance with their choices purely and of their own accord.

This research was conducted to determine and analyze the factors that influence students to choose to continue their education in the Mechanical Engineering Education Study Program, Faculty of Engineering, Yogyakarta State University, both external and internal factors. External factors are factors that come from the surrounding environment, while internal factors are factors that come from the individual. This research involved new students in 2023 as respondents. The results of this research can be used as material for considering marketing strategies for campuses towards prospective new students in the future. The results of this research can also be used as study material regarding the evaluation of new student admission selection to minimize students who later feel stuck in their learning.

This research is unique to the respondents used in the research. The researcher seeks to ensure that the respondents used in the research are all new

students of the Mechanical Engineering Education Study Program, both bachelor and master levels, so that the distribution of data is wider, and it is hoped that the conclusions drawn will be more accurate and focused. Several previous studies have only focused on one level of education, such as only a bachelor level or only a master level. This research is expected to provide new experiences by expanding the levels involved so that the results become more accurate.

Research on this kind of topic has been carried out in many other institutions with research results that can be used as a reference and comparison to the results of this research. For example, research [20] conducted at the Building Engineering Education Study Program at FT UNP resulted in the conclusion that there were 7 factors that influenced students decision making in choosing the Building Engineering Education Study Program at FT UNP, namely self, physical, perception, family, environment, lifestyle, and physical evidence. The self-factor is the most dominant influencing factor, where the self-factor is also influenced by several circumstances, including age, motivation, ideals, talent, maturity, readiness, and intelligence. Other research conducted by [21] shows that guidance and personal character factors have a very positive influence on students' decision making in choosing higher education. Research from [22] conducted at the STKIP PGRI West Sumatra Economic Education Study Program shows that there

are several factors that influence student decision making in choosing a study program, namely perception, psychology, motivation, and image of the study program.

RESEARCH METHOD

This research uses a qualitative descriptive research model. This research model is used to provide an overview of the factors that can influence students in choosing the Mechanical Engineering Education Study Program at FT UNY. The research was conducted at the Mechanical Engineering Education Study Program at FT UNY. The data collection technique used is a survey technique using an instrument in the form of a questionnaire prepared using Google Form. The use of Google Form was chosen because it is easy to use and flexible so it can be filled in wherever the respondent is located. The use of Google Forms is also carried out to minimize the use of paper as a medium so that it is more environmentally friendly and reduces paper waste. Table 1 shows the grid used to organize the instrument in Google Form.

Table 1. Google forms instruments grid

Number	Statement
1	Sources of information regarding study programs
2	Main reason for choosing a study program
3	Another reason for choosing a study program

Research sampling was carried out using the total sample technique. The total sample is the determination of a sample whose number is the same as the population, in other words the entire population is used as a sample [23].

A total of 60 students from the Mechanical Engineering Education Study Program, both bachelor and master levels, were used as respondents. Details of the distribution of respondents can be seen in Table 2.

Table 2. Number of respondents

Degree	Number of Responden
Bachelor	46
Master	14
Total	60

The data used is primary data obtained from filling out questionnaires. The data processing technique used is a qualitative data processing technique which has stages starting from collecting data, reducing data, presenting data, and drawing conclusions. The stages of qualitative data processing can be seen in Figure 1.

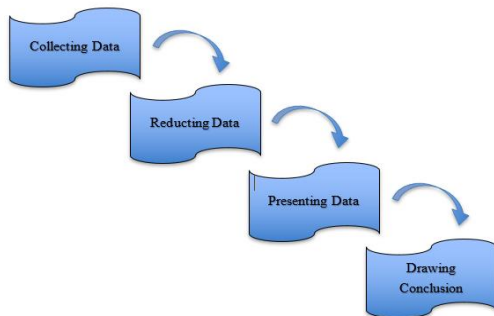


Figure 1. The stages of qualitative data processing

The research procedure is that respondents are given a questionnaire in the form of a Google Form. Respondents were given the freedom to fill out the questionnaire according to what they honestly felt. This kind of freedom means that the answers obtained will be very diverse. Therefore, after all respondents have filled out the questionnaire, the data obtained will be reduced by sorting and grouping answers based on similarities to

form a certain factor. So, it is hoped that after the data is grouped, several groups of factors will emerge from which conclusions will be drawn as research results.

RESULT AND DISCUSSION

High school graduates, whether public schools, vocational schools, or equivalent, in choosing further education at tertiary institutions are influenced by factors originating from within and from outside themselves. They have various reasons for choosing a study program, even though their choice fell on the same study program. Likewise, students of the FT UNY Mechanical Engineering Education study program, both bachelors and master’s programs, they have various reasons for choosing this study program.

These factors were obtained from the results of data collection using an instrument in the form of a Google Form which was distributed to respondents. Figure 2 shows the distribution of respondents divided into bachelors and master’s levels.

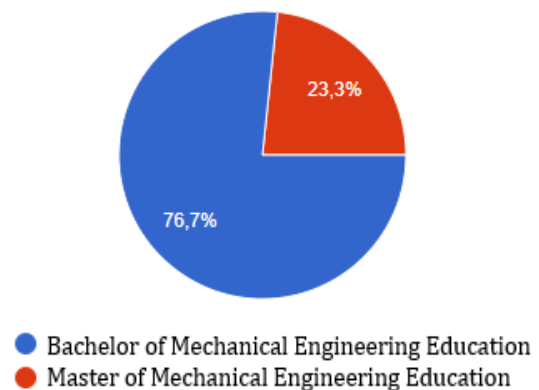


Figure 2. Distribution of respondents based on education level

The number of respondents from bachelor's level was greater than the number of respondents from master's level because respondents from bachelor's level consisted of 2 classes while respondents from master's level only consisted of 1 class. The total number of respondents was 60 students, with details of respondents from undergraduate level being 46 students or 76.7% and respondents from master's level being 14 students or 23.3%. Respondents from undergraduate level were taken from students' class of 2023 or new students from 2 classes, namely class A and class B. The selection of students from the class of 2023 as respondents was because they had just entered the world of college so their reasons for choosing the study program were still very much in mind. Meanwhile, respondents from the master's level were taken from students from 1 class which were made into 1 class, namely the class of 2022 and the class of 2021. The selection of these students as respondents was due to the mechanical engineering education master's program lacking students so that the students who would be used as respondents were very limited if taken from 1 class so that respondents from the master's level used students from 2 classes.

Data was obtained from Google Form, which is an open questionnaire, namely a form of questionnaire that respondents can fill out freely without any overly binding restrictions. In the Google Form there is a place for students to write their reasons for choosing

further education in the Mechanical Engineering Education study program honestly. The data obtained from respondents is still very diverse and seems messy, so it has to be reduced and grouped first according to their respective characteristics, thus giving rise to several main factors. Determining the most influential factor can be seen from the percentage of students who chose that factor by comparing the number of students who stated that factor with the total number of students who were respondents. Figure 3 shows the distribution of several factors that influence students to choose the FT UNY Mechanical Engineering Education study program based on data obtained from respondents.

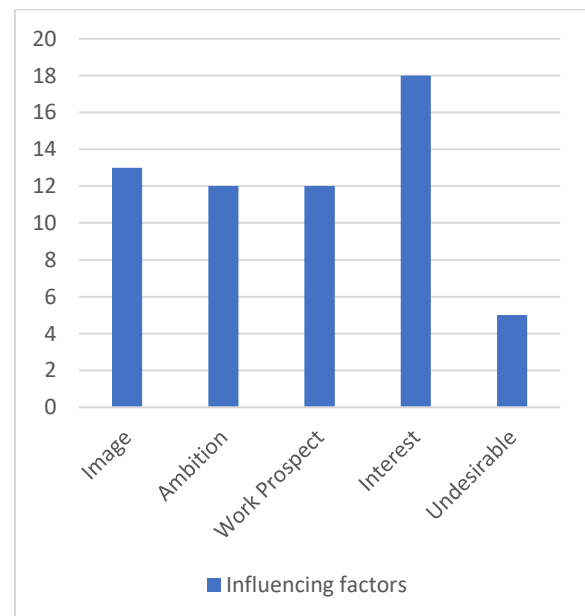


Figure 3. Distribution of factors that influence students in choosing a study program seen from the number of students

In general, if rewritten, the first factor that most influences students in choosing a Mechanical Engineering Education study

program is the interest factor with a percentage of 30%. The image factor is the second most influencing factor with a percentage of 21.6%. Ambitions and job prospects are the next most influencing factors with a percentage of 20% each. 8.3% chose a study program that was not according to their wishes or chose out of compulsion.

Table 3. Percentage of each factor that influences students to choose a study program

Factors	Percentage
Interest	30%
Image	21,6%
Work Prospect	20%
Ambition	20%
Undesirable	8,3%

From the data obtained, interest is the factor that most influences students in choosing a study program, namely 18 students or 30%. The interest factor in it consists of several things expressed, such as being from a school that is linear with study programs, as well as the desire to deepen knowledge and abilities. Students with vocational school graduate backgrounds, especially machining, are very interested in continuing their education in the Mechanical Engineering Education study program. Students with a public-school graduate background are also interested in choosing the Mechanical Engineering Education study program because they want to deepen their knowledge and abilities regarding Vocational Education.

Image is a factor that influences many students in choosing a study program after the interest factor, namely 13 students or 21.6%. The image factor consists of several things

that are expressed, such as university accreditation, study program accreditation, the study programs track record in participating in various activities, as well as the achievements of lecturers in the world of education, research, and service. Accreditation of universities and study programs is something that students really consider because most job opportunities consider graduates from educational institutions that have good accreditation. The study programs track record is also a consideration because students will see what the study program has done, and who the study program has collaborated with, making it easier for them to obtain learning materials. Lecturer achievements are also a consideration for students because most students will choose study programs that have outstanding lecturers so that they can be role models in achieving achievements.

The next factor that influences students in choosing a Mechanical Engineering Education study program is their aspirations and job prospects with the same number, namely 12 students or 20%. The ideals factor in it consists of several things that are expressed, such as the students long-standing desire to enter a study program, the students desire to enter a study program because he is following in his parents' footsteps, and the students desire to work as a teacher, both at undergraduate level and becoming a teacher. teacher and master level who become a lecturer. Students have had the desire to

choose a study program since they were still in lower education, so this becomes their motivation to choose that study program. Students also use their parents as a reflection so that they choose the study program that their parents also chose. Most importantly, students choose a study program because of their dream of becoming a teacher, either a teacher or a lecturer.

The job prospect factor consists of several things that are revealed, such as students desire to enter a certain job so that students choose a study program, and students think that the study program is very relevant to current world conditions so they need to study the knowledge so they can easily find work. Students who already have the desire to work in an agency try to equip themselves with knowledge so that they will choose the education that suits their wishes. Students also think that the current world has shifted to become a completely automated world, so they need to study automation so as not to be left behind in terms of knowledge and abilities.

Meanwhile, as many as 5 students or 8.3% chose the Mechanical Engineering Education study program, but it did not suit their wishes. Several things were expressed, such as students who chose a study program because it was only a stepping stone to being able to register for another job that required a diploma, students who chose a study program because they had been rejected by their chosen study program, students chose a study

program because the competition was not as tight as the competition for the study program what they want, and there are also students who choose the wrong study program because they misunderstand the description of the study program. The potential for these students to leave or change schools is very large because from the start they did not intend to enter college in the Mechanical Engineering Education study program, FT UNY.

The interest factor is the factor that most influences students in choosing to continue their education in the Mechanical Engineering Education study program. Interest is closely related to the will or desire that each student has in choosing something so that they tend to feel happy with their own choice. This is supported by research conducted by [24] where he stated that interest is the factor that most influences students to choose a study program. Research conducted by [25] also states that interest is one of the factors that students consider when choosing a study program.

Another factor that influences students' choice is the image of the institution and study program. This is in accordance with research conducted by [26] where it is stated that the image of the campus greatly influences students' interest in choosing that campus because they will have good expectations. Research conducted by [27] also shows that the image of the institution is a factor that influences many students in choosing a

university, especially in choosing a study program, namely 96.1%. Other research conducted by [28] also shows that the image of the institution has a significant influence on student decision making.

The next factor that influences students in choosing a study program is their aspirations and job prospects. This is in accordance with research conducted by [29] which shows that job prospects are something that students really consider when choosing higher education. Research conducted by [30] also explains that job prospect factors have a very positive influence on student decision making in choosing a study program. Other research conducted by [31] also explains that job prospects are something that students really consider when choosing a study program, namely 81.58%.

Data on the distribution of factors that influence students in choosing the FT UNY Mechanical Engineering education study program can be used by departments and even universities in developing marketing strategies in order to increase the selling value of study programs in the community. This has an effect on increasing interest from the institution so that it can attract more and better-quality prospective students. Judging from the number of students who consider the image of the institution, institutions and departments try to always maintain a good image, especially regarding accreditation so that institutions and departments always update facilities and infrastructure, especially

the technology used. The department is also trying to increase cooperation with many industries and other educational institutions to pave the way for graduates to be absorbed into the world of work.

CONCLUSION

Judging from the research results that have been described, it can be concluded that there are several factors that influence students, both at bachelors and master's levels, in choosing the Mechanical Engineering Education study program at FT UNY. These factors include the interest factor of 18 students or 30%, the image factor of 13 people or 21.6%, the ambitions factor of 12 people or 20%, the job prospects factor of 12 people or 20%, and the rest as many as 5 students or 8.3% chose a study program but it was not according to their wishes or was forced to do so. The interest factor is the dominant factor influencing students in choosing a study program because most students have the desire to enter and study in a study program. Only a small number of students have no intention of choosing a study program, so it can be said that the factors mentioned previously have positively influenced students in choosing a Mechanical Engineering Education study program at FT UNY.

This research model can be carried out for all study programs, even at other institutions. Therefore, the researcher invites other researchers from various institutions to conduct research like this because the results

of the research can also be used as material for institutional evaluation. On the other hand, research like this can also be developed from initially only examining the factors that influence students in choosing a study program and can then be linked to its influence on learning outcomes.

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