



WOMEN'S INTEREST IN LEARNING HIGHLY IN TASIKMALAYA CITY COLLEGE

Yus Darusman^{1*}

Lilis Karwati²

Ahmad Hamdan³

Siliwangi University, Indonesia

yusdarusman@unsil.ac.id

liliskarwati@unsil.ac.id

ahmad.hamdan@unsil.ac.id

Article history:	Abstract:
<p>Received: November 6th 2023 Accepted: December 4th 2023 Published: January 10th 2024</p>	<p>Education is one of the important aspects to increase human resources regardless of gender. Currently in some universities in Tasikmalaya City, students dominate more than students. The high number of women to go to college certainly has its own reasons so that women are able to develop science and can work in accordance with their ideals and help their family economy. The purpose of the study is to find out and analyze the high interest in women's learning in Tasikmalaya City College. This study uses a mix method with a sequential exploratory design. The steps of this research consist of 2 stages, namely the first stage in qualitative research and the second stage in quantitative research. The population of this study were students at the Tasikmalaya City College. The sampling technique used was cluster sampling which focused on State Universities in Tasikmalaya City. Data collection techniques used are interviews, questionnaires and observations. The result of this study is that women continue to higher education because they want to achieve their goals in accordance with the majors chosen to become independent women in order to help their families and husbands in the future. Students have a high motivation to get a sense of security and comfort because they want to be appreciated by their husbands and society that women can be empowered and have achievements. Family support is also one of the determinants of the achievement of students so that they can actualize themselves during college by participating in various activities and have a fairly good achievement index.</p>

Keywords: Interest to learn, Motivation, Woman, College

INTRODUCTION

Education has a strategic role to realize the independence and competitiveness of the Indonesian nation. Education has a goal to produce quality human resources as stated in the formulation of the opening of the 1945 Constitution of the Republic of Indonesia, namely to educate the life of the nation.

Education can be interpreted as a process of community development to make human beings civilized. According to Winarsih (2017) the implementation of Education is not only a transfer of knowledge, but furthermore that Education serves to form a ruster and develop the ability and civilization of a dignified nation in order to educate the life of the nation so that humans can develop their respective potentials into a whole human being, believing and trusting God Almighty, Be noble, healthy, capable, creative, independent and become a democratic and responsible citizen.

Education in Indonesia consists of formal, non-formal and informal education. In formal education the process is tiered ranging from Early Childhood Education to the higher education level. Higher education is an education that prepares its learners to have professional abilities in applying, developing and creating technological science and the arts (Yuliawati, 2013).

Over the past few years there has been a shift in interest in continuing to higher education, one of the most notable being the composition of the population of college enrollees viewed by gender between men and women. In 2018 as many as 1.3 million more applicants to higher education, from the data as many as 54% consisted of women while the rest of the men only 46%. The figure is up about 26% in 2019 and is expected to continue to increase every year (Kemenristekdikti, 2019).

Women's issues are now an interesting thing to discuss especially related to the level of education, independence, roles, functions and problems in the family or society (Khayati, 2008). Social changes occur as a result of the rapid development of science and technology. These changes also have an impact on women's mindsets and views to face life.

Society is gradually shifting to view women from a patriarchal culture to a bilateral kinship system in Javanese society. According to Nurcahyo (2016) patriarchy views that women are naturally weaker than men. Bressler (2007) says in the system of social organization men are placed as the main authority, because men have more power than women. While the bilateral family system in Javanese society according to Brenner (1998) is a view that considers that men or women are equally important to continue their offspring and get the same inheritance rights.

Social changes that occur make women have an important role in several domestic sectors, so that many women can receive high education. Tasikmalaya as one of the areas that is quite developed in the eastern Priangan region has several universities both private and public, state universities in Tasikmalaya are certainly the main attraction for students to be able to continue their education, be it at Siliwangi University, Indonesian Education University Regional Campus Tasikmalaya and the Health Polytechnic of the Ministry of Health. Of the three public universities in Tasikmalaya City, the number of male students is more than female students. The percentage of the number of male students at Siliwangi University is 43% while female students are 57%, the percentage of the number of male students at the University of Education Indonesia Tasikmalaya Campus is 40% while the number of female students is 60% and the percentage of the number of male students of The Tasikmalaya Kemenkes is 11% and female students amount to 89%.

Seeing this phenomenon becomes an interesting thing to discuss, because families and women consider that higher education becomes important to be achieved by women today so that women are no longer always considered as weak people who are only placed in kitchens, mattresses and wells only. Higher education becomes one of the important aspects for women to prepare to enter the world of work. Asmawi (2005) said students in college study various sciences, get degrees, skills, experiences, beliefs and noble behaviors to be ready to enter the world of work and or prepare to open employment opportunities by hoping for a better life and physical and spiritual well-being.

This study aims to find out and analyze the high interest in women's learning in the city of Tasikmalaya college. This research provides important benefits for universities to motivate and improve student achievement, especially women, so that graduates can work according to their fields and excel in their workplaces. In addition, this study provides benefits for academics and researchers to explore further about the role of women who have higher education in the family, society or in the employment sector or other public sectors.

METHODS

This study uses a mixed method that combines qualitative and quantitative research. The research was conducted at 3 state universities in the city of Tasikmalaya, namely the Siliwangi University, the Indonesian Education University in the Tasikmalaya area, and the Health Polytechnic of the Ministry of Health.

The mixed method used is sequential exploratory design, an approach that begins with a qualitative research phase that explores the views of respondents, where data is then analyzed and information is used as a reference in the quantitative phase (Creswell, 2014).

The stage of sequential exploratory designs research begins in the first stage of qualitative research with the following steps: a) determining the research setting by studying problems that begin with preliminary studies, looking for student data in each college, digging for data related to the interests and achievements of students; b) conducting theoretical studies, namely studying theories related to the high interest in women's learning; c) collecting and analyzing data in accordance with the qualitative research stage is determining the number of qualitative research respondents consisting of 2 respondent characters, namely the head of the academic section of each college numbering 3 people and 9 students from 3 universities, and analyzing data using case study analysis techniques; d) find hypotheses from data that have been collected to be proven using quantitative research.

The second phase of quantitative research with the following steps: a) determines the population and sample, the number of population is 11175 female students and the sample using the formula slovin amounted to 386 female students; b) develop and test instruments; c) data collection and analysis using multiple linear regressions to test variables X1 (learning interest), variable X2 (learning motivation) and Y (learning outcome achievement); d) reporting by making conclusions from the main results of qualitative and quantitative analysis.

RESULTS AND DISCUSSION

College is a level of education as a forum to develop science and contribute to development (Asmawi, 2005). Women have an important role in the development process that starts from the smallest scope, namely the family. Qualitative data explore were carried out to obtain initial data from university leaders and students who were selected as respondents, namely 9 people consisting of 3 students from Siliwangi University, 3 students from the Indonesian Education University, Tasikmalaya Campus and 3 students from Poltekkes Kemenkes Tasikmalaya. While quantitative data to explore the influence between learning motivation and learning interest on student learning achievement. From good learning achievement is certainly one of the benchmarks that students have knowledge, understanding, skills, attitudes and values as a provision to realize their ideals and become independent women.

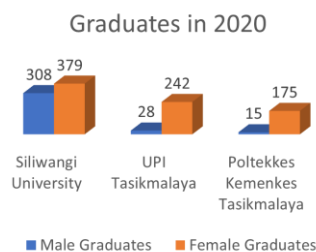
Data obtained from 3 college leaders that the number of students is quite a lot, here is a comparison data on the number of students and students from the three universities:

Tabel 1.
Number of male students and female students

Universities	Male Students	Female Students	Jumlah
Siliwangi University	6289	8390	14679
UPI Tasikmalaya	625	765	1390
Poltekkes Kemenkes Tasikmalaya	252	2020	2272

Based on these data, in 2020, in the three universities the most and fastest research samples of graduates with high GPAs were women.

Figure 1.
2020 Graduates from 3 Colleges



Some studies reveal a comparison of learning achievement between men and women tends to be that women have a fairly good learning motivation and learning achievement than men, this is due to various things including male and female chromosome factors, women tend to spend more time indoors while men spend more time outdoors, hard work attitudes and high self-confidence. increase intrinsic motivation of women (Saragi & Suryani, 2018; Harso & Merdja, 2019).

Based on the results of interviews with AF Education for women is very important to get a decent job in accordance with the ideals, as well as the family's view of Education for women is important so that family life is more purposeful, has character, and makes it easier to get a job.

Students have a strong interest and motivation to continue education to the level of higher education, because they have an interest in the majors they take, as revealed by the PA that the majors she is currently taking are majors that can support her ideals later, namely to become a career woman in the banking sector or become an entrepreneur. According to Sukardi (2000) interest is a person's interest in something or activity. In this case, interest can be expressed by the student in choosing a major so that it will encourage him to find out and study the object or major. To achieve goals in accordance with the interests desired by individuals, motivation is needed as a driving force.

Tabel 2.
Hypothesis test results

		Coefficients ^a				
		Unstandardized Coefficients	Standardized Coefficients			
		B	Beta	T	Sig.	
		Std. Error				
1	Model (Constant)	31.041	2.089		14.859	.000
	Minat Belajar	.231	.065	.180	3.561	.000
	Motivasi Belajar	.171	.040	.214	4.234	.000

a. Dependent Variable: Prestasi Hasil Belajar

Sumber: Analisis Data SPSSv. 16

Table 1 results show a coefficient of learning interest (X1) of 0.231 marked positive, which means there is a positive influence between learning interest (X1) and learning outcome achievement (Y). The Variable Coefficient of Learning Motivation (X2) of 0.171 shows a positive influence on the level of achievement of learning outcomes (Y). The standard

value of coefficients (standardized coefficients) in each variable shows a different value, namely learning interest (X1) of 0.180 while learning motivation (X2) of 0.214. the results show that the variable motivation of learning (X2) is a more dominant variable compared to the interest in learning (X1) because it has a larger value of standardized coefficients.

Table 3.

Simultaneous significance test results

ANOVA^b					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	767.890	2	383.945	21.230	.000 ^a
1 Residual	6926.444	383	18.085		
Total	7694.334	385			

a. Predictors: (Constant), Motivasi Belajar, Minat Belajar
 b. Dependent Variable: Prestasi Hasil Belajar

Sumber: Analisis Data SPSSv. 16

Table 4.

Results of coefficient of determination and coefficient of correlation

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.316 ^a	.100	.095	4.253

a. Predictors: (Constant), Motivasi Belajar, Minat Belajar
 b. Dependent Variable: Prestasi Hasil Belajar

Sumber: Analisis Data SPSSv. 16

The results of the ANOVA analysis can know the score F calculate = 21,230 with a probability of 0.000 while the alpha value is 5%. This indicates that the probability value < alpha, so H₀ is rejected. The results of the analysis stated that the value of R square (R²) of 0.095 (9.5%) means that the large diversity of variable achievement of learning outcomes that can be explained by variable interest in learning and learning motivation by 9.5%. The results have the meaning of the contribution of variable interest in learning and motivation to learning to learning outcomes by 9.5% while the remaining 90.5% is another variable contribution. The multiple correlation value (R) of 0.316 indicates a fairly strong relationship between interest variables and overall learning motivation and variable learning achievement.

Based on the results of quantitative data measurements on the influence of learning interest and learning motivation on learning achievement, the effect is only 9.5% while the remaining 90.5% is influenced by other variables. One of the other variables that can affect the achievement of student learning outcomes based on deepening data using qualitative approaches is family. According to SI, the family considers that education is very important regardless of gender, even women should not lose to men in pursuing education. According to him, parents provide the opportunity to choose a major in higher education in accordance with their interests, so as to get insight and skills to be ready to enter the world of work.

According to HJ, women in their families must be highly educated in order to boast about their families and by becoming scholars and have enough knowledge and skills to enter the workforce, so that women can have a sense of security and comfort with their knowledge and skills. Women are no longer despised by men, can help solve family problems with their partners, educate children well because women are the first school in the family for their children.

In several cases in Indonesia, women have always been the object of violence from men, so that with women continuing to higher education they can become more independent and not always become objects of violence from men. As expressed by Maslow (1970) that humans have five basic needs, namely physiological needs, needs for safety and comfort, needs for love (social), esteem needs and self-actualization needs. With higher education, MM said there would be a safety and comfort felt, so that men would not do anything to women.

According to Potter and Perry (2005) security is a feeling free from physical or psychological injury. A sense of security becomes a need that can encourage every woman to get peace, certainty, and order from the surrounding environment when women have a higher education.

According to Shihab (2007) women should not be ignored by their potential, because ignoring women can be said to ignore half the potential of society and harassing women means harassing all human beings, because all humans are born through women.

Women have the motivation to actualize themselves, their existence in the public space becomes a proud thing (Umroh, 2018). ASZ, who is currently in his 3rd semester, said that while attending lectures he was motivated to seek as much experience as possible by establishing relationships and actively participating in every learning activity or

outside of learning activities by attending seminars, being active in organizations and other activities. While PAA said it always optimizes its potential by actively following various internal or external campus activities such as participating in various championship competitions in the field of martial arts and always learning as much as possible. PAA said with the education she currently pursues wants to be a successful career woman and does not always depend on her husband.

Women's life interests are closely related to career adjustment, through selected interests and careers, women can develop talents and determine the direction of life (Budiadi, 2003; Mangowal, 2010).

CONCLUSION

Education is one of the important aspects in human resource development and nation building regardless of gender between men and women. Women no longer only play the role of wives and mothers but they have additional roles according to high interest and motivation to achieve their goals, so that they can help families, educate children, and solve problems that occur. The interest and motivation of studying women in the city college tasikmalaya is quite high judging from the number of female students seen from the number of students in each college, especially public universities. The performance of women's learning outcomes in the city's college tasikmalaya is also quite good. The high level of education and achievement possessed by students becomes her provision to become an independent woman and have a sense of security from a man or her husband later and can help family finances and always be the pride of her family.

REFERENCES

1. Asmawi, M.R. (2005). Strategi meningkatkan Lulusan Bermutu di Perguruan Tinggi. *Makara, Sosial Humaniora*. 9 (2). 66-71.
2. Budiadi, N.A. (2003). Mempertahankan Karyawan Berbakat Melalui Penyesuaian Karir Terhadap Minat Hidup (*Deeply Embedded Life Interest*). *Kompetensi*. 3 (1).
3. Bresseler. C.E. (2007). *Literacy Criticism: An Introduction to Theory and Practice 4th-ed*. Pearson Education.
4. Creswell, J. W. (2014). *Research, Design, Qualitative, Quantitative, and Mix Methods Approaches*. Sage Publications.
5. Harso, A., Merdja, J. (2019). Motivasi Belajar dan Prestasi Belajar Fisika Ditinjau dari Jenis Kelamin. *SPEJ (Science and Physics Education Journal)*. 3 (1). 11-20. <https://doi.org/10.31539/spej.v3i1.991>
6. Kementerian Riset Teknologi dan Pendidikan Tinggi. (2019). *Statistik Pendidikan Tinggi*. Indoensia Pusdatin Kemenristekdikti.
7. Khayati, E.Z. (2008). Pendidikan dan Independensi Perempuan. *Musawa: Jurnal Studi Gender dan Islam*. 6 (1): 19-35. <https://doi.org/10.14421/musawa.2008.61.19-35>.
8. Mangowal, B. (2010). Pola Pandang Wanita Mandiri Dalam Pembangunan Kota Serba Dimensi Bitung Propinsi Sulawesi Utara. *JBE (Journal of Business and Economics)*. 9 (1). 53-70.
9. Maslow. A. (1970). *Motivatioan and Personality*. Harper & Row Publisher.
10. Nurcahyo. A. (2016). Relevansi Budaya Patriarki dengan Partisipasi Politik dan Keterwakilan Perempuan di Parlemen. *Agstya Jurnal Sejarah dan Pembelajarannya*. 6 (1). 25-34. <http://doi.org/10.25273/ajsp.v6i01.878>.
11. Potter, P.A & Perry, A.G. (2005). *Buku Ajar Fundamental Keperawatan; Konsep, Proses, dan Praktik*. Edisi 4. Volume 1. Jakarta: EGC.
12. Saragi. M. P. D., Suryani, R. (2018). Perbedaan Motivasi Belajar Siswa Berjenis Kelamin Perempuan dan Laki-laki SMK Swasta Bandung. *Jurnal Penelitian Bimbingan dan Konseling*. 3 (1). 60-68. <http://dx.doi.org/10.30870/jpbk.v3i1.3197>
13. Shihab.Q. (2007). *Perempuan: Dari Cinta Sampai Seks, Dari Nikah Mut'ah Sampai Nikah Sunnah, Dari Bias Lama Sampai Bias Baru*. Lentera Hati: Jakarta.
14. Sukardi. (2000). *Bimbingan dan Konseling*. Jakarta: Bina Aksara.
15. Umroh, H. (2018). Perempuan dan Aktualisasi. *Jurnal Studi Gender dan Islam Serta Perlindungan Anak*. 7 (1). 46-53. <http://dx.doi.org/10.22373/takammul.v1i2.2461>
16. Winarsih, S. (2017). Kebijakan dan Implementasi Manajemen Pendidikan dalam Meningkatkan Mutu Pendidikan. *Cendekia: Jurnal Kependidikan dan Kemasyarakatan*. 15 (1): 51-66. DOI: 10.21154/cendekia.v15i2.1005.
17. Yuliawati, S. (2013). Kajian Implementasi Tri Dharma Perguruan Tinggi Sebagai Fenomena Pendidikan di Indonesia. *Majalah Ilmiah Widya*. 1 (1); 28-33.