

## **STUDENT MOTIVATION TO CHOOSE ECONOMIC EDUCATION STUDY PROGRAM AT THE FACULTY OF TEACHER TRAINING AND EDUCATION ALMUSLIM UNIVERSITY**

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### **ABSTRACT**

This study aims to identify the motivational factors that encourage students to choose the Economics Education major at the Faculty of Teacher Training and Education, University. The approach that will be used in this study is qualitative. The location in this study is the Faculty of Teacher Training and Education, Almuslim University, specifically students of the economics education study program which was carried out in August to September 2024. The population in this study was 32 people. If the population is more than 100 people can be taken between 10% -20% or 20-30%, then the sample in this study was 32 people. Based on the results of the study, it was found that the motivation of students to choose the Economics Education Department of the Faculty of Teacher Training and Education, Umuslim, first is the student's background which includes Because of the cost/economic factor, The background of students choosing to study at Almuslim University is that the costs incurred are cheap, so it does not burden students too much. Previous educational factors, The background of choosing the Economics education major is because the major when in high school most students took the Economics education major, so at Almuslim University took the Economics Education Major to develop and expand knowledge about the previous major. The distance to campus, so the distance between campus and home is also the background for students choosing to study at Almuslim University, especially in the Economics education department.

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## **INTRODUCTION**

Higher education plays a crucial role in shaping the quality of human resources. Every individual has a unique background and character, while educational institutions aim to produce high-quality graduates. Education is seen as a conscious effort to guide physical and spiritual development toward maturity, with motivation playing a central role in achieving educational goals. Furthermore, a community's education level is considered an indicator of well-being and quality of life.

Quality education is a key pillar of national progress because it fosters knowledge, skills, creativity, and individual character. One crucial aspect of education is the role of teachers.

Professional and competent teachers are developed through systematically designed educational programs, one of which is the Economics Education study program at the Faculty of Teacher Training and Education (FKIP), which aims to produce reliable and high-integrity economics teachers.

Students who choose the Economics Education program have diverse motivations. Some have an interest in economics and a desire to teach. This program provides them with the opportunity to combine these two interests through mastery of economic theory and pedagogical skills. Furthermore, many students are driven by a desire to develop a generation of economically literate young people and a belief that economics education is essential for facing future challenges.

Other factors motivating students to choose this program include the desire to become teachers, improve their quality of life, and develop themselves personally and professionally. Furthermore, external factors such as affordable tuition fees, a strategic campus location, the institution's reputation, the availability of scholarships, and support from the surrounding community also influence their choice.

Motivation plays a crucial role in student learning, particularly at the tertiary level, as it provides the energy and drive to achieve academic goals. In this context, internal motivations (such as interests and aspirations) and external motivations (such as job prospects and family support) are key drivers of choosing an Economics Education major. Understanding these motivations is crucial for designing strategies to improve educational quality and attract more applicants.

However, according to data from the Economics Education Study Program at the Faculty of Teacher Training and Education (FKIP) Umuslim, the annual enrollment remains low. In the past three years, the number of new students has not exceeded 15 per year: 13 in 2021, 9 in 2022, and 10 in 2023. This indicates low interest in this major compared to other study programs at FKIP Umuslim.

Although most students come from a social studies background in high school, some students still struggle with courses, even though they have previously studied the material. Therefore, it is important to delve deeper into students' motivations for choosing this major. This study aims to explore the motivational factors that drive them to choose the Economics Education study program, thus providing a basis for developing more engaging and relevant study programs in the future.

## **RESEARCH METHODS**

### **Research Approaches and Types**

The approach used in this research is qualitative. In this research, the researcher went directly to the field to observe and collect the required data. The researcher conducted the research at the Faculty of Teacher Training and Education, Al-Muslim University. The location of this research was the Faculty of Teacher Training and Education, Al-Muslim University, specifically the students of the Economics Education study program, which was carried out from August to September 2024. The data were obtained directly from the research object, namely from interviews with Economics Education Study Program students and secondly, secondary data, namely data obtained from Economics Education Study Program students. The

data collection was carried out in several stages including observation, interviews, and documentation studies. Data analysis was carried out through several stages, namely data collection, data reduction, data classification, data interpretation, and providing conclusions/verification.

## RESULTS AND DISCUSSION

Every individual has an internal state, which plays a role in their daily activities. One of these internal states is "motivation." Motivation can also be defined as the difference between being able to perform and being willing to perform. Motivation is more closely related to the desire to carry out a task to achieve a goal. In other words, motivation can also be defined as the mental drive of an individual or a group of people as members of society. Motivation can also be defined as the process of trying to influence or inspire those under one's leadership to carry out desired tasks, in accordance with predetermined goals.

Regarding students' motivations for choosing Economics Education, the primary objective is to understand what motivation is. As explained in the opening chapter, motivation is the driving force or impetus for someone to take action to achieve their desired goals. "Motivation comes from the word motive, which can be defined as the driving force that influences the readiness to initiate a series of activities within a behavior. Motivation cannot be observed directly but can be interpreted from behavior (Hamzah, 2014).

Thus, motivation is a force that drives someone to do something to achieve a goal. These forces are basically stimulated by the existence of various kinds of needs, such as (1) desires that must be fulfilled; (2) behavior; (3) goals; (4) feedback. From the explanation of motivation above, the researcher concludes that motivation occurs when someone has a desire or willingness to carry out a desire or action in order to achieve a certain goal. Thus, the motivation of students to choose the Economics Education Department is based on desires or desires from within themselves or it could also be a desire due to encouragement from outside themselves, for example from family, friends and others.

Thus, researchers conclude that motivation is the main point that a person can act in doing something because there is a will and desire within him, whether it is motivation based on needs that must be done to achieve a desired goal. Human activity is basically based on the drive to achieve goals or fulfill their needs. The existence of this driving force is called motivation. The greater a person's motivation to pursue what he wants, the greater the hope he will get, as long as he never gives up and always tries and continues to try to do his best to achieve and obtain what he aspires. The spirit and soul of perseverance to continue trying are greater, then what is desired will be obtained.

In some terms, motivation is expressed as needs, desires, impulses, instincts, and drives, namely something that compels the human organism to act and act. Motivation is a concept used to explain the initiation, direction, and intensity of individual behavior. Motivation is the force that drives a person to do something to achieve a goal. This force is stimulated by the presence of various needs, such as desires to be fulfilled, behavior, goals, and feedback.

A person is motivated by a need that must be met. As research conducted by researchers on student motivation in choosing a major in economics, students certainly have their own motivations, both internal and external, that drive them to continuously strive to achieve

their goals, such as being accepted into an economics major and becoming what they desire or aspire to be, such as a social studies teacher or an entrepreneur.

Based on the results of the interviews above with several students regarding student motivation in choosing the Economics Social Studies education major, researchers can draw a general picture that student motivation comes from two aspects, namely intrinsic and extrinsic motivation as follows:

The motivation of students choosing the Economics education major is motivated by themselves or their own desires without any external coercion. "Motivation related to the meaning and role of cognition is more intrinsic motivation, namely motivation that arises from within, such as interest or curiosity, so that a person is not motivated by forms of incentives or punishment (Hamzah, 2014: 7). Intrinsic motivation is motivation that already exists within a person does not require external stimulation because it already exists within the individual himself, namely according to or in line with his needs.

The concept of intrinsic motivation identifies the behavior of someone who feels pleasure from something. If they enjoy an activity, they are motivated to carry it out. If someone faces a challenge and feels confident in their abilities, they will usually try. Therefore, students choose the Economics Education major at Al-Muslim University out of their own volition and an inner drive to act. Some factors that contribute to intrinsic motivation are as follows:

a. Needs factors

Students choose to major in Economics because they have an internal need they want to fulfill. Clearly, a person is driven to take action when they sense a need. This need arises from an imbalanced and incongruous situation that demands satisfaction. This reality, when viewed from a "needs theory," suggests that students' choices are essentially about fulfilling physical and psychological needs.

This need factor is dominant, creating the drive and awareness within each student to choose the Economics major. "Maslow, a motivational figure in the humanist school, stated that human needs are all latent within the human being in a hierarchical order. These needs include physiological needs (food and clothing), safety (freedom from danger), love, appreciation, and self-actualization.

b. Aspiration or Ideal Factors

Every human being always has certain aspirations or goals in their life. And these goals are always pursued and fought for, so it can be said that in addition to the need factor, the aspiration factor or ideals also plays a strong role in generating intrinsic motivation among students. These ideals strengthen enthusiasm and motivate action and direct students' behavior in choosing the Economics major at Al-Muslim University. This factor is also a framework for self-actualization that directs students' efforts to develop their potential, talents, and interests, thus seeking and selecting resources that can support the development of these potential, talents, and interests.

c. Desire or Wish

The desire or urge to learn about the Economics Education Department implies intentionality, a deliberate attempt to learn about the Economics Education Department before choosing it. This is preferable to any activity without any purpose or goal.

### **Extrinsic Motivation**

This is motivation that originates from outside oneself. This motivation is more often referred to as an incentive or stimulant. Motives are activated and function due to external stimuli. For example, someone studies knowing they have an exam the next morning, hoping to get a good grade and be praised by their friends or family. So, the important thing is not studying to learn something, but rather to get a good grade or a reward. Therefore, when viewed from the perspective of the purpose of the activity, it is not directly related to the essence of what they are doing.

Therefore, extrinsic motivation can also be said as a form of motivation in which learning activities are started and continued based on external encouragement that is not absolutely related to learning activities. Based on the results of interviews conducted by researchers with students of the Department of Economics Education, Almuslim University, researchers can conclude that these students get a drive or stimulus to act in order to achieve a goal that is influenced by external influences or from outside the person, whether from family, friends, environment and others that can influence them so that these students choose the Department of Social Studies Economics Education as expressed by several students whom researchers have interviewed.

Motivation is a determining factor that functions to give rise to, underlie, and direct actions. Motivation can determine whether or not a goal is achieved. Motivation encompasses concepts such as the need for achievement, the need for affiliation, habits, and a person's curiosity about something. Another classification based on the formation of motives is two groups: innate motives and learned motives. These innate motives, for example, relate to eating, drinking, and sexual activity. The second is motives that arise from position or job.

Students' varying motivations for choosing Economics Education significantly influence their attitudes toward learning. Students who choose Economics Education because they want to earn a degree or diploma will differ from those who choose Economics Education with the motivation of gaining knowledge to support their aspirations or hopes of becoming an economics teacher or entrepreneur. Many also hope to become bank employees, essentially aligning with their talents and interests.

Students who choose the Economic Education Department with the motivation to gain knowledge to support the achievement of their dreams will study more diligently and seriously in order to hone their abilities or potentials, in contrast to students who choose the Economic Education Department only to get a bachelor's degree and diploma are more lazy to study and less serious and often underestimate what they will learn, meaning they do not feel burdened or burdened if there is an assignment that must be completed to get a good grade, because the student will study if there is a quiz and or the lecturer assesses his attendance, and even if he attends lectures, the student does not pay attention to what is conveyed by the lecturer who is

explaining the lesson and likewise with things done on campus outside of class hours or lecture hours, this is caused by the lack of strong student motivation within him.

Furthermore, what influences the level of student motivation is the environmental factor where they live, this can also affect their motivation in learning, such as extrinsic motivation, namely the condition of a dirty classroom, for example, causes students to be uncomfortable in carrying out learning activities, this can also cause feelings of boredom and boredom in following lessons. Then the narrow library space, and inadequate and incomplete books cause students to feel uncomfortable studying in the library and just looking for books to be used as references which can cause students to be less interested and lazy to enter the library.

Thus, student motivation that comes from intrinsic motivation such as encouragement from within, interest, talent itself, can cause someone to continue trying to achieve what he wants, and extrinsic motivation or motivation from outside also has the same role to arouse someone's interest to act to achieve the goals he aspires to. Based on the motivation theories that have been put forward above, it can be concluded that motivation is an impulse that arises from the presence of stimulation from within or from outside so that someone wants to make certain behavioral /activity changes better than the previous state. With the following targets:

- a. Encouraging people to engage in activities based on fulfilling needs. In this case, motivation is the driving force behind every need to be met. Similarly, students' motivations for choosing Economics Education as their major are based on prior motivation or desire to pursue a major that they have considered and decided upon.
- b. Determining the direction of the goals to be achieved. With the direction of the goals that have been determined from the beginning, the next step for students to prepare themselves to take the major they have chosen to broaden their knowledge in order to achieve their desired goals, for example, taking the Economic Education major because they want to be an Economics social studies teacher, an entrepreneur, a bank employee and so on. This will then create great motivation for the student to continue moving or acting and trying so that what they aspire to can be achieved.
- c. Determining the actions that must be done. When students have chosen, the next step is to determine what things must be done so that what they want can be achieved. Or it can also be that motivation is an internal and external drive within a person to make changes in behavior, which has the following indicators: (1) the desire and wish to carry out activities, (2) the drive and need to carry out activities, (3) the existence of hopes and ideals, (4) self-esteem and respect, (5) the existence of a good environment, and (6) the existence of interesting activities.

## **Conclusion**

Based on the research results, there are six main factors that influence students in choosing the Economics Education Department at the Faculty of Teacher Training and Education, Almuslim University, namely academic interest, career motivation, social contribution, environmental influence, facilities and quality of study programs, and suitability of talents and potential.

1. Academic interest is a dominant factor because most students have an interest in economics since high school, thus encouraging them to continue their studies in fields that suit their interests.

2. Career motivation is also very strong, as shown by students' belief that this major has broad job prospects, both as educators and in the economic sector.
3. Social contribution encourages students to choose this major because of the desire to play a role in educating the nation's generation through the teaching or educational profession.
4. Environmental influences such as support from family, friends, teachers and government policies also strengthen students' decisions in choosing a major.
5. Good facilities and quality of study programs, such as complete infrastructure, relevant curriculum, and competent lecturers, increase student confidence in the quality of education they will receive.
6. The suitability of talents and potential makes students feel confident that their analytical, communication and teaching interests are in line with the demands of the field of economic education.
7. Overall, it can be concluded that students' decisions to major in Economics Education are not determined by a single factor, but rather by a combination of internal factors (interest, motivation, talent, potential) and external factors (environment, facilities, and study program quality). This indicates that major selection is the result of an interaction between personal motivation and environmental support, thus making students more confident and confident in pursuing their studies and preparing for their future careers.

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